



Relationship between leadership practices and labour turnover among private schools in Rongai Sub-County, Nakuru-Kenya

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ABSTRACT

The study sought to determine the relationship between leadership practices and labor turnover in private primary schools in Kenya with a specific focus on Rongai Sub-County in Nakuru County, Kenya. The theoretical framework of this study was derived from the Two-Factor Theory and Organization Support Theory. The study used a descriptive survey design and targeted a population of 680 employees of 34 private primary schools in the study area. A sample of 204 employees was picked using the simple random sampling method. Questionnaires were used to collect quantitative data from teachers while interview guides were used to collect qualitative data from headteachers and their deputies. Descriptive statistics were computed for each study variable while the Pearson correlation method was used to test the effect of the leadership practices on labor turnover. Qualitative data collected through the interviews were analyzed using the thematic content analysis technique. Results revealed that there is a high labor turnover in the private primary schools in Rongai with a rating of 71.2%. Results also showed that there were less than optimal leadership practices in schools with a rating of 50.8%. Labor turnover in the schools was negatively and significantly associated with leadership practices ($r = -.523, p = .000$). The study recommends that private primary schools ensure that teachers are actively involved in making key decisions and management of school activities in order to reduce labor turnover.

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Introduction

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

In the United States of America (U.S.A.), the National Commission of Teaching and America's Future (NCTAF) states that teacher turnover has increased in the last 15 years, in which some school district reported high degree of teachers quitting as compared to students (New York University, 2017). It has been reported that teachers from England leave their profession at higher rate than those in the other developed countries such as the U.S.A. It is recorded that the rate of attrition picked from 8 percent to 10 percent between 1999–2000 and 2001–2002 (Ladd, 2007). A report in Sweden indicates that the yearly turnover rate of nurses and teachers could be associated with workplace conditions (Hasselhorn, Muller, & Tackenberg, 2005). As the degree of attrition was compared to turnover from other career, the significance of teacher turnover depended on the school's expenditure and impact on great population of learners.

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In Africa, research has showed a high teachers' attrition rate in Ghana (Oke, Ajagbe, Ogbari & Adeyeye, 2016). Although the education sector in Ghana has been leading in producing teachers, there was still a gap which needed to be filled because of the inability of retention as far as the profession is concerned. In South Africa, despite several strategies for interventions made by the Department of Basic Education (DBE) for retention of educators in their area of profession, there is still a great number of educators quitting their profession (Mampane, 2012). It is estimated that over twenty thousand teaching staff leave their career yearly. This attrition of high profile personalities has adversely impacted the nation's capability to achieve their millennium developmental goal (Mampane, 2012). Candle (2010) noted that teacher turnover was also high among private schools in Tanzania. The high attrition rate was attributed to unfavourable related issues from the higher authority which included lack of team spirit, uncondusive working environment, factors such as poor package, lack of good management and close supervision.

In the Kenya, a survey examining the working condition of teachers revealed that nearly half (45%) of the teachers in public schools were ready to quit their jobs (Oduor, 2015). The survey further revealed that 68% of the teachers feel that their workload is too heavy while only 50% felt that their pay was enough to cover their basic needs. Teacher attrition is an expensive occurrence as it also inconveniences the development of a learning institution. The worst part of this phenomenon is its negative impacts on the learning process, jeopardizing quality services and the learners' success (Chester, 2003). In their study that explored institutional issues regarding turnover in the teaching profession in pre-primary schools in Kengeleni zone in Mombasa County, Maku and Nyakwara (2017) observed that the turnover being experienced in pre-primary schools in the zone was as a result of many school related issues ranging from inappropriate management, lack of facilities and unsupportive administration.

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

Studies conducted in other parts of the world suggest that labour turnover can be reduced if the right organization development (OD) practices are developed and implemented (Phiphadkusolkul, 2015; Orr & Matthews, 2018). None of the studies reviewed so far have focused on the relationship between OD practices and labour turnover in the Kenyan private primary school set up. This study sought to address this gap by establish the relationship between leadership practices and labour turnover in the context of private primary in Rongai sub-county. Rongai Sub-County was selected because it has a high number of private primary schools and was easily accessible making it the most appropriate study site. The study by Moraa (2019) also highlighted high rate of turnover among private primary schools in this area. The study used a descriptive design where data was collected from head teachers, deputy head teachers, and teachers from the private primary schools in the study area.

Literature Review

Theoretical Review

The study was based on two theories: Two-Factor Theory and Organization Support Theory.

Two-Factor Theory

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

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

The Two-Factor theory is deemed appropriate to the study as it gives a framework for operationalizing OD practices that are likely to shape the turnover of teachers in private primary schools in Rongai Sub-County. Although the theory is about employee motivation and job satisfaction, it is relevant to this study because employee turnover is one of the outcomes of low job satisfaction and staff

motivation. The theory asserts that to understand the turnover phenomenon, the study should examine both motivational factors such as the teachers' pay and involvement in school leadership as well as hygiene factors such as workload and the school environment (Yusoff *et al.*, 2013).

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

Organization Support Theory

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

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

OST is also of value on current study because it gives an outline of identifying OD practices that could be responsible to the attrition of teachers in private primary schools in the study area. The theory suggest that the study should focus on practices that shape employees' perception regarding organization support such as career development opportunities, style of leadership in the schools, human resource practices such as compensation system, and relationship between the management and teachers (Caesens *et al.*, 2019). It places emphasis on intrinsic motivational factors that are closely related to the motivators identified in the Herzberg's Two-Factor theory.

Empirical Review

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

Labour turnover has impact to the employees as well as businesses that are in operation. Employees faces challenges of disorientation especially when on the process of learning new skills which are related to the specific job just to jump and finding another career so wanting. Organizations suffer the loss of job-specific skills, disruption in production and incur the costs of hiring and training new workers. When the workers who are joining are better off as compared to the ones leaving especially with their education, skills, ability to initiate, are enthusiastic, then the effect of attrition to employees is relatively logical. Nevertheless, the knowledge of the impact of turnover may be inadequate on firms (Garino & Martin, 2007).

Staff turnover has become an issue of concern majorly in the field of Human Resource Management. The organization incurs a lot of expenses during activities like recruitment, selection, and hiring (Abbasi, Hollman, & Hayes, 2008). The turnover represents a significant cost directly incurred through replacement, recruitment; selection, staff training, and decision making process and planning. Ajayi and Olatunji (2018) concluded that the intentional decisions of turnover issues normally lower the effectiveness of organization goals, which includes the impact of funding.

Leadership Practices and Labour Turnover

Leadership practices and work contentment compliments one another and are never in separation (Machumu & Kaitila, 2014). In satisfying the administrative duties and task, head teachers are expected to provide vision and directions to teachers. Various reports states that administration determines staff attrition decisions or the ability to retain the job and remain in the education system (Ndoye, Imig, & Parker, 2010). In the learning set up, teachers anticipate headteachers to put in place fundamental regulations to govern their services, facilitate their work, promote good communication, and ensure reliability. Kiboss and Jemiryott (2014) affirm that administrative practices have a major implication on the working environment of a school, and consequently, the teachers’ job contentment. In a study examining teachers’ turnover in private schools in Lebanon, Ghamrawi and Jammal (2013) found that the leadership attribute of school leaders has a major impact of teachers’ turnover decisions. In particular, findings showed that schools whose leaders have greater interpersonal and human relations skills, delegate responsibilities, support teachers, create secure working environment, provide situational assistance to teachers, and encourage teamwork tend to experience low turnover than schools whose leaders do not have these attributes. Moore, Latimer, and Villate (2016) also observed that attrition rate was lower among teachers who reported that their school administrators communicated a clear vision, acknowledged and encouraged staff, and ran the schools well. These findings suggest that being visionary and effectively communicating the vision, inspiring employees and running the school effectively are among the leadership practices that reduce teacher turnover. Miller (2010) noted that there were three leadership issues that were responsible for teacher turnover. The first issue was lack of knowledge of the business of the school where the leader could not support teachers, make connections with other stakeholders and build relationships, and transform the school into a vibrant community. The second issue was lack of professionalism where leaders fail to show respect, consistent behaviour, and trust towards teachers and other staff (Miller, 2010). The final issue was lack of personal moral among school leaders.

In Kenya, Mwamuye, Mulambe, and Cherutich (2012) found that head teachers in the majority of primary schools in Mombasa had vast experience in school leadership. Over half of the head teachers had at least the bachelors’ level of education suggesting that they were well trained to hold their position. About 86.7% of the head teachers had established a school management committee in line with the best practices recommended by the Ministry of Education. The majority of the head teachers (66.7%) held monthly meetings with teachers and other stakeholders. The study by Mwamuye *et al.* (2012) provides useful insights regarding the leadership practices and practices of head teachers of primary school in Kenya. This study is however limited by the fact that it did not link these leadership attributes to turnover of teachers but instead focused on assessing how leadership affected the performance of students. Another limitation of the study by Mwamuye *at al.* (2012) is that it was not specific to private primary schools. The study by Mutune, Onyango and Olembo (2018) examined the leadership practices among catholic private primary schools in Nairobi and Nakuru County. Results revealed that leaders in the private primary schools were more concerned with school processes such as ensuring teachers completed scheme of work preparation and ensuring teachers followed school regulations. The leaders were least concerned with human relations aspects such as providing teachers with feedback regarding their performance, educating teachers on methods of improving performance, and rewarding teachers who achieve set target. Although the leadership issues identified by Mutune *et al.* (2018) could lead to high teacher turnover, this relationship was not explicitly tested in this study. The current study sought to address this gap by using inferential statistics to test the relationship between teacher turnover and skills exhibited by leaders in different primary schools in Rongai.

Conceptual Framework

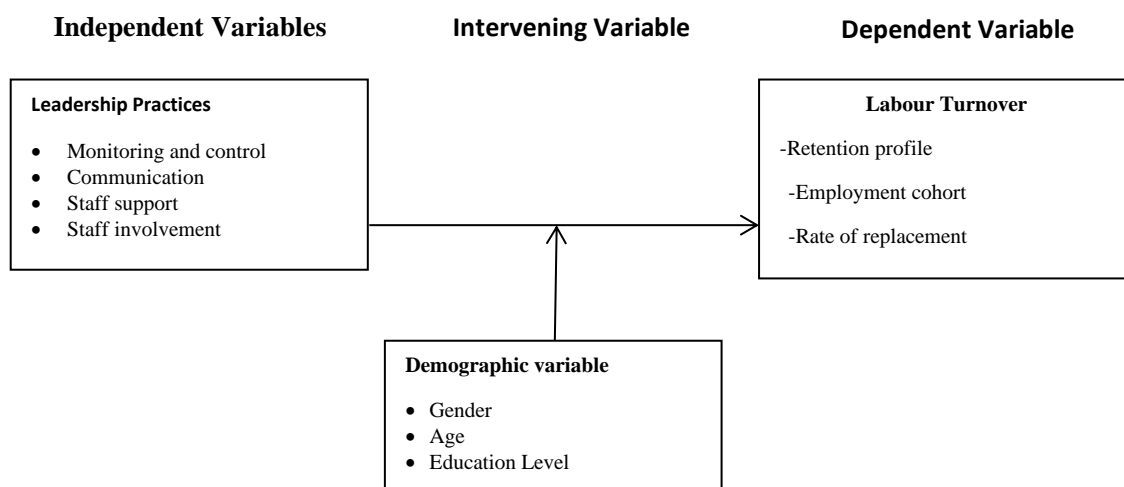


Figure 1: The conceptual framework of the study.

Figure 1 illustrates that the independent variable of the study was leadership practices while the dependent variable was labour turnover. Four leadership practices were interrogated including monitoring and control, communication, staff support, and staff involvement. The study presumed these leadership practices shape labour turnover as measured in terms of staff retention profile, employment cohort, rate of replacement, and number of separations in the private primary schools. The study further theorized that the relationship between the leadership practices and labour turnover is also shaped by the teachers' demographic characteristics which include gender, age, and level of education.

Research and Methodology

The study employed the descriptive study design. The target population was 680 teachers, headteachers, and deputy headteachers from all the 34 private primary schools in Rongai Sub-County in Nakuru, Kenya. The study employed systematic random sampling to obtain a sample of 204 respondents, which is equivalent to 30% of the target population. Table 1 illustrates the sample size for the various categories of respondents

Table 1: Sample Size of 30% of Target Population

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

Source: Author (2019)

As Table 1 illustrates, the researcher needed to pick 10 schools from the 34 private primary schools that were in operation in the study area. The list of private primary school in the area was obtained from the Rongai Sub-County Education Director, from which, the researcher picked every 3rd school until the desired sample size of 10 schools was obtained. The head teachers and deputies of the 10 schools were automatically included in the sample. From each of the 10 schools, a sample of teacher that was proportional to the total number of teachers in the school was selected.

Data Collection Instruments

Two instruments were used in data collection. Questionnaires were used to gather quantitative data from teachers. The questionnaires contained closed-ended questions to enable easier analysis as they are in direct usable form. Interview guides were used to collect qualitative data from the head teachers and their deputies. The interview guide was semi-structured so as to make the respondent to provide detailed and felt responses willingly without holding back information at the same time the tool ensured that the interview did not deviate from the study issues. A pilot study was carried out in 2 schools in Naivasha Sub-County in Nakuru County, Kenya to examine the validity and reliability of the instrument. The pilot study involved 1 head teacher, 1 deputy head teacher and 8 teachers from each school hence 20 teachers for both schools. The pilot study data confirmed the research instruments accuracy in eliciting information needed to address the study's research questions. Reliability of the instrument was assessed by analysing the pilot test data using the Cronbach's alpha method. Table 2 presents the results.

Table 2: Cronbach Test Results

Variables	Number of Items	Cronbach Alpha
Leadership practices	10	0.738
Labour turnover	9	0.768

Source: Pilot Data (2020)

Table 2 indicates that the set of questions measuring each study variables had a Cronbach alpha that is greater than 0.7 indicating that the questions provided reliable measures of these variables.

Data Collection and Analysis Method

Having determined the validity and reliability of the instrument, the researcher commenced with the data collection for the main study. The drop-off and pick-up method was used where the researcher distributed the questionnaire to teachers in the 10 schools and returned after a week to pick the completed questionnaire. The researcher also agreed on appropriate dates for the interviews with the headteachers and the deputies. The collected questionnaires were verified to ensure that they are complete and clear. The appropriately concluded questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics such as percentages, frequencies and mean were used to bring out existing situation in the study area with

regard to the three OD practices and labour turnover. Pearson correlation method was used to test the relationship between the OD practices against labour turnover. Qualitative data was analysed using the thematic content analysis method.

Results and Discussions

Out of the 204 individuals were expected to participate in the study, 159 responded translating to a response rate of 77.9%. The response rate for head teachers and the deputies was 75% while that of teachers was 78.3%. Table 3 presents the demographic characteristics of the respondents:

Table 3: Demographic Characteristic of Respondents

Variable	Teachers	Head Teachers and Deputies
Gender	Male= 41.7% Female= 58.3%	Male= 60.0% Female= 40.0%
Age	Mean=28.51 years Youngest= 22 years Oldest= 42 years	Mean= 39.68 years Youngest= 34 years Oldest= 46 years
Highest Education Level	Diploma= 66.7% Bachelors and above= 33.3%	Diploma= 26.7% Bachelors and above= 73.3%
Number of years worked in the school	Mean=2.8 years Shortest= 1 year Longest= 12 years	Mean= 6.78 years Shortest= 3 years Longest= 15 years

Source: Field Data (2020)

The majority of the teachers were female (58.3%) while male accounted for 41.7%. However, the head teacher and deputy head teacher positions were dominated by males at 60% as compared to 40% for female. These findings are consistent with Combat (2014) who found that despite female constituting the majority of teachers in Kenyan primary schools, they are lowly represented in school administrative positions. The average age of the teachers was 28.51 years while that of head teachers and their deputies was 39.68 years. The age of the teachers ranged from 22 to 42 years while head teachers and deputies were between 34 years and 46 years. The mean age of 28.51 years suggests that most of staffs in privately owned schools are young. It also means that teachers in privately owned schools in the study area tend to either transfer to other schools or exit the teaching profession as they grow older. These findings are congruent with the study by Wamalwa and Burns (2018) who found that staffs in privately owned primary schools in Kenya were younger when compared to teachers in governmental primary schools. The majority of teachers (66.7%) attained diploma while the remaining 33.3% had a minimum of a bachelor’s degree. Alternatively, the majority of the head teachers and deputies (73.3%) had at least the bachelor while 26.7% attained the diploma level. The results were reflection of the study by Wamalwa and Burns (2018), which found that most staffs in the privately owned primary schools in Kenya have diploma level of education. The teachers had been employed at their present schools for duration of 2.80 years while the head teachers got employed in their present schools for duration of 6.78 years. These findings suggested a high turnover rate among teachers. They suggested that most teachers stayed in the private schools for duration of 3 years before moving to another work station.

Labour Turnover in Private Primary Schools in Rongai Sub-County

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

Table 4: Labour Turnover in Private Primary Schools in Rongai Sub-County

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

Source: Field Data (2020)

Table 4 shows that respondents on average agreed (mean=3.57) with the statement that they have been employed in their present school for not more than 5 years. This statement was directed towards assessing the retention profile of the private primary schools

in the study area. Results suggest that there is low retention profile in the schools, which is an indication of high labour turnover in the schools. This finding is consistent with earlier findings presented in section 4.3.4, which showed that respondents have been employed in their present organization for duration of 2.80 years. Low average length of stay by teachers in the private schools suggests the existence of high turnover in the schools. These findings are reinforced by the qualitative data collected during interviews with head teachers and their deputies. Interviewee6 narrated that:

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

Interviewee14 also lamented that:

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

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

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

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

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

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

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

Leadership Practices and Labour Turnover

The objective of the study was to establish the relationship between leadership practices and labour turnover in organizational development among private primary schools in Rongai Sub County, Nakuru Kenya. To analyse leadership practices, a set of 10 statements were included in the questions requiring respondents to indicate their conformity with each on a five-point scale. Findings are summarized in Table 5.

Table 5: Leadership Practices in Private Primary Schools in Rongai Sub-County

S/N	Statement	N	Mean
1	The school administration closely monitors and control the staff to ensure that they are performing correctly	144	3.78
2	The school administration provides proper direction on issues that are essential to the schools	144	3.17
3	The school administration effectively communicates its decisions to teachers and other staff.	144	2.67
4	I receive the right amount of support and guidance from the head teacher and deputy head teacher	144	1.98
5	Teachers are encouraged by the school administration to give suggestions on how the running of the schools can be improved.	144	2.00
6	I am a part of the decision-making process	144	1.85
7	Decentralized system of management has been practiced in my school	144	2.09
8	The school leadership has provided me with the resources that I need to perform my duties.	144	3.73
9	I receive constructive feedback from the head teacher and deputy head teacher regarding my performance at work	144	1.86
10	The school administration encourages us to give feedback regarding the decision they make and the actions they take	144	2.26
Leadership Practices aggregate score		144	2.54

Source: Field Data (2020)

Table 5 show that respondents on average agreed (mean=3.78) with item1, which alleged that the school administration closely monitor and control staff to ensure that they are performing correctly. Performance monitoring is a vital leadership quality that helps organization to provide feedback to staff with aim of promoting their development (Ghamrawi & Jammal, 2013). Present findings suggest that administrators in most private schools in Rongai Sub-County monitor the performance of teachers, which is a positive aspect. This position was supported by the qualitative data where interviewee5 described that:

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

Interview12 also disclosed that:

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

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

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

Also, respondents on average disagreed (mean= 2.00) with the statement that teachers are encouraged by the school administration to give suggestions on how the running of the schools can be improved. Involving teachers in the management of the schools by asking them to give suggestions is also an essential element of good leadership. The study by Mastekaasa and Kalleberg (2001) found that there is a significant connection between teachers' involvement in decision-making and their intention to leave their schools. Current finding suggests that staff in most private primary schools in Rongai Sub-County are not included in making decision and the running of the schools, which could explain the high turnover rate in the schools. This finding is further reinforced by responses to item 6 where respondents on average, disagreed (mean= 1.85) with the claim that they were part of their school's decision-making process. Similarly, respondents disagreed (mean=2.09) with item 7, which specified that a decentralized system of management was being practiced in the schools. All the findings discussed in this paragraph point to little or no involvement of teachers in the making of key decisions and management of their schools.

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

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

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

Relationship between Leadership Practices and Labour Turnover

Data on leadership practices aggregate score was correlated with data on labour turnover aggregate score with the aim of determining whether there is a significant relationship between the two variables. Results are presented in Table 6.

Table 6: Correlation between Leadership Practices and Labour Turnover

Leadership Practices aggregate score	Labour Turnover Aggregate score
Pearson Correlation	-.523**
Sig. (2-tailed)	.000
N	144

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

Source: Field Data (2020)

Table 6 shows that the correlation coefficient is negative ($r=-0.523$), which indicate that there is a negative relationship between leadership practices and labour turnover. This implies that schools with better leadership are likely to have low labour turnover while those with poor leadership are likely to experience high labour turnover. The significance value was less than 0.01 ($p=.000$), which indicate that the relationship between leadership practices and labour turnover is statistically significant at the 0.01 level of significance. This implies that leadership practices have notable impact on the current state in private primary school in matters pertaining to labour turnover. It suggests that the practices exhibited by leaders of the private institutions are partly to blame for the high rates of turnover among private school teachers.

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

Conclusions

This study sought to determine the relationship between leadership practices and labour turnover among private primary schools in Rongai Sub-County. It paid attention to different leadership practices including monitoring and control, directing, communication, staff support, and staff involvement. The majority of the respondents affirmed that the leadership in the schools were effective in monitoring and control school activities and provided all the resources that the teachers needed to execute their responsibilities. However, the majority of the teachers felt that the leadership in the schools does not provide adequate support and guidance, neither involve them in making key decisions nor managing school affairs as well as providing them with feedback that will help improve their careers.

Respondents on average gave the private primary schools in the study area a leadership practices rating of 50.8%. The Pearson correlation test indicated that there is also a negative and statistically significant relationship between leadership practices and labour turnover ($r=-.523$, $p=.000$). This implies that schools with better leadership practices are more likely to have low labour turnover

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

The study recommends that to reduce labour turnover, head teachers and deputy head teachers in the private primary schools should provide more guidance to teachers through weekly check-ins where teachers share their success and challenges with the head teachers and deputies, set weekly goals and priorities, and monitor progress. The head teachers and deputies should use their experience to mentor teachers and help them advance their career. This kind of support will strengthen the teachers' attachment to the school. Also, the leadership in the private primary schools need to involve teachers in making crucial decisions and managing school affairs. Teachers should be given the opportunities to suggest ideas and solutions to school challenges. The ideas and solutions should also be given proper consideration by the management. Involving teachers in decision-making process will make them feel that they form a vital part of the schools resulting to strong attachment to the school.

The head teachers should also delegate some managerial activities such as budgeting, handling pupils' disciplinary issues, organizing activities such as field trips and sports events, and supervising subordinate staff. Delegating such tasks will give teachers a greater sense of ownership. It will also provide them with the opportunity to develop managerial skills such as planning, organizing, and coordinating which is an important aspect in organization development in regard to human resource management. The school leadership should also evaluate the performance of the teachers and give them constructive feedback on how they can improve their professional and even personal life. The leadership should also accept feedback from the teachers regarding school management issues.

The current study was confined to private primary schools in Rongai Sub-County. To support generalization of these findings, future studies should replicate this study in other sub-counties. Future studies should also examine the labour turnover situation in private secondary schools in the country. The present study also focused on leadership practices. Future studies should explore other organization development practices that have the potential of shaping labour turnover in private primary schools like creating staff cohesiveness, promoting and managing staff diversity among others.

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