The Relationship between Levels of Organizational Stability and Employee Turnover in Selected Secondary Schools in Nandi County, Kenya

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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. The study was therefore conducted to ascertain how the level of organizational stability influences employee turnover in selected secondary schools in Kenya's Nandi County. A 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. It was established that most schools in the County 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. It was thus recommended that to reduce employee turnover, the schools managers should address the indicators of organizational stability.
Keywords: Relationship, Levels, Organizational Stability, Employee Turnover, Secondary Schools, Nandi County, Kenya

1. Introduction

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 fulfil 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 many, 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 (1986) explains that finding one's personal direction is important. But to an organization, finding a direction is critical to its very existence. Murphy (ibid.) 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 one will never arrive. In essence, one is 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 (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 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 many 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 staff's 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 tells 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, the validity of the contribution and company vision may be questioned. Utilize motivation as a regular part 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 (1982).

1.1 Teacher Motivation and Job Satisfaction

A study conducted in Kenya by Nzomo, Kariuki, & Guantai (2001) has revealed that the national teacher to student ratio of 1:31 is grossly misleading because disparities between the actual and the norm are quite big. Lack of access to learning for children in disadvantaged rural areas and in slums areas in towns has also been found to be a major bottleneck to effective education service delivery. As a result, Nzomo, Kariuki, & Guantai (2001) recommend a demand-driven strategy in both the recruitment to teacher training college as well as employment with the potential teacher's home district and more specifically his home educational zone as the focus.

While the study by Nzomo, Kariuki, & Guantai (2001) underscores the element of teacher motivational/job satisfaction as being central to any programme designed to improve the quality of education, it notes that teachers perception of the rating of the most important factors related to job satisfaction vary across provinces, 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, among others, given for satisfaction fall under 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 relationships 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 them 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.

1.2 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). Pitsoe and Machais (2012) report also indicates that the teaching profession in developing countries is characterized by high attrition rates. 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.

1.3 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) point out that it cannot 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.

1.4 Limitations of the Study

Challenges are inevitable in life and the process of carrying out the study was not complete 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 out. The author was open to the teachers on the purpose of the study and assured the respondents of outmost confidentiality. Secondly, the 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 County with similar characteristics. Finally, there were few female respondents in the study which could have influenced their perception on organizational stability and employee turnover.

2. Materials and Methods

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 design was to enable the author 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 author would obtain precise information about levels of organizational stability and employee turnover and how they are correlated.

The target population comprised 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). Using Sloven's formula, 186 professional teachers were the respondents from a target population of 346 professional teachers. The author 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 research used stratified sampling procedure to group schools into boarding and non boarding schools. In collecting the data for the study, a standardized questionnaire was employed as the main instrument. The questionnaires comprised three sections: demographic characteristics, level of organizational stability and employee turnover in selected secondary schools in Nandi Central District.

For data analysis, the frequency and percentage distribution were used to determine the demographic characteristics of the respondents. The mean and the standard deviation were used to compute the levels of organizational stability and employee turnover. An item analysis based on the mean scores and ranks would reflect the strengths and weaknesses of the respondents in terms of levels of organizational stability and employee turnover. To interpret the data, the numerical values and interpretations presented in table 1 were used. The multiple correlation coefficients were used to test the hypothesis of no significant relationship at 0.05 level of significance. The coefficient of determination of R^2 was computed to determine the influence of the dependent variable on the independent variable.

3. Results and Discussion

3.1 Level of Organizational Stability

Table 2 shows the study findings on the level of organizational stability in secondary schools in Nandi Central District.

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 cited 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. This is presented in table 3.

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 4 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.

4. Conclusion and Recommendations

The study established effective internal supervision coupled with annual appraisal should be addressed to ensure peoples stability. The organizational leadership should introduce change as an agent of progress by encouraging creativity and innovation. The managers of the organizations should strive for a work friendly environment that nature's harmonious relationship and that which offers opportunity for growth. It is recommended that education stakeholders should:

1. Embrace change, welcome new ideas and give room for creativity and innovations in the organization.
2. Involve all stakeholders in formulating organizational policies that are worker-friendly
3. Recognize employee achievements through promotion and academic advancement
4. Use the annual appraisal and frequent internal supervision that are not cohesive.

With regard to research, a similar study in other institutions of higher learning such as universities should be conducted to ascertain the relationship between organizational stability and employee productivity.

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Tables:

Table 1. Numerical Values on Likert-Scale

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

Table 3. Relationship between the Levels of Organizational Stability and Employee Turnover

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

Table 4. Regression Analysis of the -Influence of Dependent Variable on the Independent Variable

Variables	Beta	Adjusted r	F	Sig.	Interpret	Decision
regressed		Square	value		ation	on Ho
TURNOVER	0.17	0.151	29.241	.000	Negative	Rejected
Vs					significant	
ORGSTABIL					correlation	
ITY						

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 purpose	3.09	Very high	13
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 efforts	3.04	High	15
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**	

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