

2013-08

Teachers organisational commitment and turnover intentions in public primary school in Buret District Kericho county, Kenya

Marangach, Elizabeth Chesang

Mount Kenya University

<http://erepository.mku.ac.ke/handle/123456789/930>

Downloaded from Mount Kenya University, Institutional repository

**TEACHER'S ORGANIZATIONAL COMMITMENT AND TURNOVER
INTENTIONS IN PUBLIC PRIMARY SCHOOLS IN BURET DISTRICT,
KERICHO COUNTY- KENYA**

ELIZABETH CHESANG MARANGACH

**A Research Project Report Submitted in Partial Fulfillment for Master of
Education Degree in Educational Planning, Management and Administration of
Mount Kenya University**

AUGUST, 2013

ABSTRACT

Teacher commitment influences several favorable school outcomes and is a critical determinant of teacher turnover and work performance in schools. However, very little research on organizational commitment has been conducted in the education sector to establish its impact on teachers' turnover intentions. This study sought to assess the influence of teacher organizational commitment on turnover intentions in public primary schools in Buret district. This study adopted a survey research design. The population included all the 982 teachers in 97 public primary schools in the area. A random sample of 149 teachers and 45 head teachers was selected and involved in the study. Data was collected through administration of two sets of -structured questionnaires (teachers and head teachers) to the selected respondents. The questionnaires were pilot-tested to establish validity and reliability. The collected data were analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 17.0 for Windows. The study findings indicate that majority of public primary school teachers were generally satisfied with their teaching job and working conditions. Lack of better and alternative employment opportunities in the country, and security of tenure had made teachers to keep hold of their jobs. Public primary school teachers were simultaneously committed to their teaching profession in an affective, normative, and continuance sense, albeit at varying levels of intensity. Public primary school teachers who were more likely to continue staying in their teaching profession (low turnover intentions) were also more likely to develop high and stronger identification and attachment to their schools and profession. The study recommends that there is need for the Ministry of Education and Teacher Service Commission to come up with appropriate retention strategies targeting all public primary school teachers so as to reduce turnover intentions and make them more committed to their profession. There is need for the Ministry of Education and Teacher Service Commission to create better working conditions in public primary schools similar to other workplaces so as to reduce turnover intentions and boost the level of organizational commitment.