

**INVESTIGATION ON THE EFFECTS OF TEACHER TURNOVER ON  
SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN  
ELDOR ET WEST DISTRICT, UASIN-GISHU COUNTY**

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## ABSTRACT

Adequate teacher supply is critical to the future of quality education delivery and academic performance of students. Concerns about teacher turnover are reported widely as a global phenomenon (Rowan, 2002). Turnover translates into shortages in educator supply and poor learner performance due to disruption of learning programmes and continuity, as well as overcrowded classes (Ingersoll, 2001). The purpose of this study was to investigate the effects of teacher turnover on secondary school students' academic performance. The objectives of the study were to: investigate the major factors causing teacher turnover; determine the effect of teacher turnover on academic performance; establish the effect secondary school teacher transfer has on teacher-student personal and emotional attachment, and investigate the relationship between school management and teacher turnover. The study employed organizational commitment theory that posits that teachers' levels of commitment are determined by factors such as their belief and acceptance of the school organization's goals and values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the organization. The study was conducted in Eldoret West District, Uasin Gishu County. It adopted a descriptive survey research design. It also adopted mixed methods. Purposive sampling was used to select 15 secondary schools in the County and stratified random sampling was used to select 100 respondents to constitute a sampling unit and a unit of analysis respectively. Questionnaires, face to face interviews and document analysis were used to collect data. The findings of the research were analyzed using the Statistical Package for Social Science (SPSS). Descriptive statistics was used to determine and explain proportions. The findings revealed that teacher turnover affected academic performance through disrupted learning. It also revealed that teacher turnover breaks personal and emotional attachment built between teachers and students, which is normally helpful in individualized instruction and student participation in classroom activities. The research findings would be of much importance to the government in coming up with measures to improve the image of teaching profession as perceived by the teachers currently in the profession and those yet to join the profession Teachers Service Commission (TSC) and the Ministry of Education (MOE) may consider adopting the recommendations outlined in this thesis so as to come up with better policies to guide the teaching profession. The study recommended that teacher turnover should be avoided as much as possible and when inevitable it should be done at the end of the school calendar year.