



FACTOR INFLUENCING EMPLOYEE TURNOVER IN PRIVATE SCHOOL

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In order to accomplish its goals and objectives, every organisation, whether it be a government agency or a private business, is working toward the implementation of the most efficient use of their resources, whether those resources be human, financial, or raw materials. Because an organisation can adequately organise and regulate the exploitation of the rest of the company's resources via human resource management, the human resources are among the most significant of these resources. The ability of an organisation to explore the elements of performance in terms of efficiency and productivity, which ultimately leads to the development of the organization's overall effectiveness, is the foundation for progress and development in a variety of spheres of life. This ability is essential to the growth and improvement of these spheres. There has been a lot of research done on the topic of employee turnover. However, there is no one explanation that can adequately explain why individuals decide to quit an organisation. This is significant because organisations and organisational theorists often focus their attention on situations in which individuals voluntarily quit their jobs or volunteer positions. The phrase "employee turnover" refers to the process through which an employee and an organisation come to an end of their formal and psychological contract with one another. Involuntary and voluntary separation from an employer are the two most common kinds of employee turnover.

Keyword: human performance, regulate the exploitation, overall effectiveness,

INTRODUCTION

When a company decides to end its working relationship with an employee, this is referred to as involuntary turnover. On the other hand, voluntary turnover is generally started by the workers themselves. In the body of academic research, turnover intention is often used as a measurement of expected employee turnover in the workplace. It's common practice to use the terms "intention to leave," "intention to quit," "intention to depart," and "turnover intention" interchangeably. There is a significant cost associated with voluntary turnover, not only in terms



of direct costs (replacement, recruitment and selection, temporary staff, management time), but also (and perhaps more significantly) in terms of indirect costs (morale, pressure on remaining staff, costs of learning, product/service quality, organisational memory, and loss of social capital). Direct costs include replacing employees; recruitment and selection of candidates; temporary staff; management time. Over the course of the last several decades, the problem of employee turnover due to voluntary departures has been the subject of intensive research. There is empirical evidence to suggest that a high rate of voluntary turnover is expensive for companies since it has a detrimental influence on the performance and success of the company. The loss of valuable personnel may have a detrimental impact on an organization's competitive edge by decreasing the morale of the remaining staff, lowering productivity, and lowering the quality of the work produced. In spite of these unfavourable outcomes, the percentage of voluntary turnover is still very high around the world. Previous studies have shown a correlation between high levels of employee engagement and reduced rates of voluntary employee turnover. Employees that are very involved in their work have greater quality behaviours and performance. According to the available research, having engaged staff leads in higher levels of profitability, shareholder

returns, productivity, and customer happiness. The employees of a firm are the most important factor in maintaining a persistent competitive edge. Therefore, in order to assure a higher part in the market and to preserve long-term ties with this resource, firms are necessary to establish and manage such relationships. According to Abbasi and Hollman, the hidden and visible costs of employee turnover in Pakistani organisations totaled approximately \$11 billion annually. This figure does not take into account the low levels of employee morale experienced by those employees who decide to stay with the organisation in some capacity or another. As a result, an organisation may make a considerable contribution to the career development of its human resources by providing support for activities inside the company that are geared toward career development. The members of the Harter family feel that there is a favourable link between development and retention. In a similar vein, appropriate exchanges for retention and commitment include the development of new skills, progress in one's profession, acknowledgement of one's performance, and opportunities. The importance of validating the theory across a variety of cultures and organisations is highlighted by all of these factors. The purpose of this thesis is to determine the variables that contribute to the high employee turnover rate experienced by the Ministry of Education and Higher Education in the Gaza Strip. The Palestinian territory of Gaza's Ministry of Education is plagued by a high rate of personnel turnover. This research reveals that external variables (such as Employment perception and Union presence), work-related factors (such as Pay, Job performance, Role clarity, Overall job satisfaction, and Organizational commitment), and personal considerations all contribute to Employee Turnover.



The topic of employee turnover has recently garnered a lot of interest in many different fields throughout the whole globe.

This issue has been encountered by organisations at some point in the course of their development. Because employee turnover is such an expensive aspect of running a business, employers pay a great deal of attention to the pace at which their employees leave the company.

The issue of teacher turnover is one that affects all parts of the world and is inherently an exceedingly complicated problem. It is often framed as a challenge for workforce planning and the allocation of resources, or as a sign of the relatively low quality of education and low morale among teachers. Both interpretations are common.

As a consequence of this, it has taken on an increasingly significant role in discussions all over the world about the teaching profession. The high turnover rate of teachers limits the number of available instructors to schools, which might possibly exacerbate teacher shortages in certain areas. According to Herbert and Ramsay (2004), there are several reports of high teacher turnover in a number of affluent nations, including the United States of America. According to Ingersoll (2002), a significant number of states in the United States are experiencing teacher shortages as a direct consequence of high turnover rates.

In addition, Hanushek (2004) indicates that during a given school year in the United States, between 16 and 20% of all instructors make the decision to quit the school in which they are employed as a teacher. According to Ingersoll (2002), numerous research reports, such as the Schools and Staffing Survey, the Teacher Follow-up Survey, the National Center for Education Statistics, the Center for American Progress, the United States Department of Education, and the National Commission on Teaching and America's Future, have documented that the United States is at the peak of a severe teacher shortage. In addition, Ingersoll (2002) cites the National Commission on Teaching and America's Future as stating that the United States is at the peak of Apparently, in accordance with the findings of the National Center for Education According to the information, throughout the next ten years, the United States will need around 2.2 million new instructors. When faced with the possibility of a teacher shortage, authorities often choose to respond by increasing the supply of available teachers via the implementation of various recruiting programmes. Although it is possible that these recruiting efforts may be beneficial, they will not be sufficient to alleviate the challenges with teacher staffing that certain schools are experiencing. According to Herbert and Ramsay (2004), this is the reason why it has been characterised as a national problem in that country to keep teachers in their positions.

There are reports of a crisis level of teacher turnover in the United Kingdom. The findings of Santiago and Mackenzie (2005) also show that the situation is becoming more dire in Sweden,



Germany, and New Zealand in terms of the number of teachers who leave their positions. The issue is rather severe in the nations that are still developing. According to reports from a number of nations, including South Africa, Zambia, New Guinea, and Malawi, the crisis was getting dangerously close to a disastrous tipping point (Xaba, 2003). As noted by Coombe, the phenomena of teacher turnover is connected to the spread of HIV/AIDS in the majority of these African nations, particularly in sub-Saharan countries like Zambia, Nigeria, India, Central African Reprivate, and South Africa (2002). According to the president of the Gambian Teachers' organisation, there has been a large-scale exodus of teachers from the teaching profession in recent years. This exodus is being attributed, among other things, to a lack of acceptable salary, allowances, housing, and advancement opportunities (Xaba, 2003).

Concerns about the high rate of teacher turnover are often voiced in South Africa, for instance, owing to the detrimental implications that this trend has on the provision of education. It seems that the situation involving the turnover and attrition of teachers in South Africa is somewhat complicated. For instance, Coombe (2002) claims that many open teaching positions are not filled and that temporary instructors are employed instead of permanent teachers. The fact that permanent positions aren't being filled points to a teacher shortage in that nation. It was determined in a recent survey that was carried out in South Africa by the Human Sciences Research Council for the Education Labour Relations Council in 2005 that the majority of teachers (55%) would quit their profession if they had the opportunity to do so. The Some of the reasons that were given for this were a stressful workload, poor incomes, a lack of discipline in schools, and a lack of opportunities for professional progression. According to Ingersoll (2002), an increasing number of teachers are apparently abandoning the field in search of better financial opportunities elsewhere.

Kafyulilo (2013), in his study of factors influencing teachers' turnover in private secondary schools in Tanzania, a case study of Mbozi, he also revealed that district council lack of competitive reward programme and schools working environment was not conducive to most of the teachers, so it contributed to high teachers' turnover rates in government secondary schools. Kafyulilo's research focused on a case study of Mbozi.

Due to the fact that teaching is a vocation that is chosen by its practitioners on their own will, retention rates among teaching staff may be a topic worthy of debate. The turnover rate has a tendency to increase after a certain amount of time, and the question of how to solve the turnover rate among secondary school teachers still needs to be answered. The decision made by teachers regarding whether to continue to be employed within a school or seek alternatives job is not an easy one, and it is employed by many factors such as low payments, high workload, lack of time for self-development, lack of an effective reward system, and lack of further professional development for teachers. This decision is not an easy one, and it is However, it seems that there



is a dearth of information on what variables contribute to teachers' turnover, particularly in private secondary schools in Tanzania. As a result, the purpose of this research is to determine the contribution of factors impacting turnover to the task.

Objective

1. To find out the relationship of job stress, workload and low pay on job turnover in private schools of Mingora.
2. To examine the effect of job stress, workload and low pay on job turnover in private schools of Mingora.

LITERATURE REVIEW

In terms of the number of people employed within its ranks, the Palestinian Ministry of Education is often regarded as being the biggest of the Palestinian ministries. As a result, one of the most valuable resources that this organisation has is the component that involves people. In addition to the building that serves as the ministry's headquarters, there are a total of seven other buildings that serve as directorates that are responsible for overseeing and monitoring the educational process throughout all of the governorates. Each directorate is accountable for the process of affiliating schools within the same province. Once the schools have been affiliated, the directorate is responsible for keeping in contact with them, supervising them, and ensuring that their requirements are met. The following table provides an overview of the demographic breakdown of MOHE's teaching staff. The Ministry of

Education is one of the government entities that suffers the most from the high turnover rate of its staff. One of the reasons for this, particularly with regard to the teaching staff, is the availability of other alternatives that may be more appealing; these are the UNRWA schools. In general, the figures reveal that there have been administrative staff members and instructors who were assigned to fixed-term positions in the Ministry of High Education and educational directorates who have departed their posts since the year 2010.

Mesmer postulated the following reasons as to why registered nurses in Gaza Governorates leave their jobs at government hospitals to work at primary health care centres: The purpose of this research is to get a knowledge of the factors that motivate nurses to leave private hospitals and work in Primary Health Care (PHC) Centers instead in the Gaza Governorates. In the course of the study, which was conducted across the thirteen hospitals in the Gaza Strip that are overseen by the MOH (Ministry of Health), the researchers used a descriptively analytical approach. A total of 105 questionnaires were sent out to be filled out by participants, who were



considered to be representative of the overall research population. According to the findings of this research, registered nurses in the Gaza Strip leave their jobs at private hospitals to take positions in private health care facilities for three primary reasons: the longer working hours at hospitals, the complexity of the responsibilities, and the democratic character of hospitals. Therefore, the following are some recommendations for reducing the number of registered nurses who shift from private hospitals to private health care facilities: (A) Making it more clear what the tasks of the job are (including obligations and rights); (B) Educating nurse managers on how to carry out their duties; (C) Improving the environment in which the work is done; and (D) Providing patients with a safer environment and improved living circumstances.

Role of Human Resources and Its Influence on the Attrition and Emigration of Medical Professionals in the Governorates of Hebron and Bethlehem: The goal of this research is to investigate the ways in which human resources have an impact on the recruitment and retention of doctors (from the second they are chosen until they are hired). In addition, the purpose of this study is to investigate the part that human resources play in preparing medical professionals for clinical work, as well as the influence that money (in the form of salaries and other forms of financial reward) has on the turnover rate and resignation rates of medical

professionals. This study also intends to shed light on the nature of hospital promotions, as well as the relationship between those promotions and turnover and resignation rates, as well as investigate the factors that influence whether a physician remains employed by a hospital or decides to look for new employment elsewhere. Because of the constraints of this research, the researcher relied on the descriptive technique, which provides both a quantitative and a qualitative grasp of the subject matter that is being investigated. She relied on a questionnaire as her primary research instrument and used SPSS for the analysis of its results. Only 96 of the actual questionnaires that were handed out were examined by her. This figure was derived from the total number of questionnaires that were given (the sample of the research). The findings have demonstrated that monetary compensation and professional privileges are major motivating factors for physicians to quit their practises. Therefore, hospital administrators need to give a more conducive environment for working, a greater number of opportunities for training, improved remuneration, a deeper awareness of their requirements (which ought to be satisfied), and more realistic solutions to the problems that they face.

RESEARCH METHODOLOGY

Both an analytical and a descriptive method, as well as statistical analysis, were used in the study. Both primary and secondary sources were used in the collection of the data. The utilisation of books, journals, statistics, and web pages all fall under the category of secondary resources. The main data were gathered via the use of questionnaires that were designed



particularly for the purpose of this study. Many of the measuring tools—questionnaires—used by other researchers were adapted, translated, integrated, and changed to match the goal of this study. As a result, one questionnaire was developed and sent out to 260 respondents in order to gather the main data.

DATA ANALYSIS

In this chapter, we will discuss the data that was gathered from the field, as well as the analysis, presentation, and interpretation of the study's results. The primary purpose of the study was to conduct an investigation into the variables that play a role in the departure of teachers from private secondary schools located within the Limuru region. The data was gathered from 136 instructors who were selected from 12 different schools that represented all three types of school classifications that were specified in chapter 3. A questionnaire was used to gather the data for this study. The gathered information was aimed at providing answers to the following study questions:

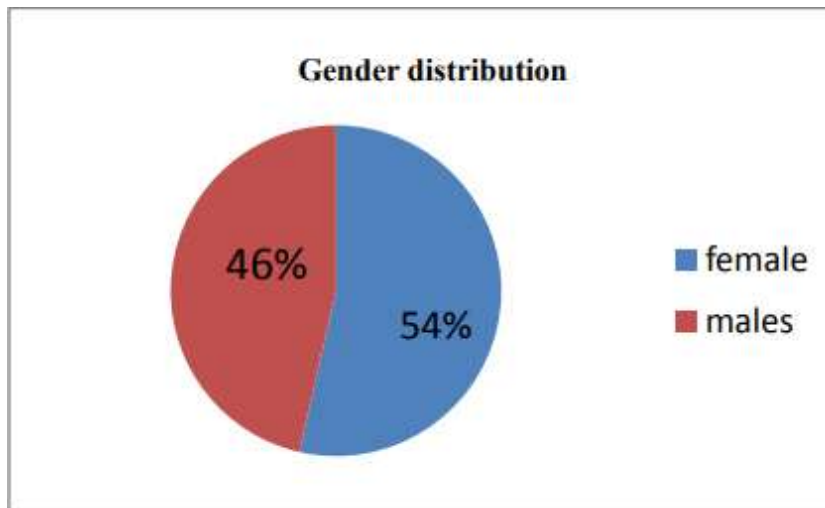
- Does employee compensation have any influence on teachers' turnover?
- Are there aspects of career path development that push turnover of teachers?
- Is job satisfaction influencing teachers' turnover?
- What conditions of workplace influence teachers' turnover?

The researcher did not apply any excessive pressure to the respondents in order to get the information requested in the questionnaires from them. After that, the researcher gathered all of the completed questionnaires, edited them, coded them, and put the data into SPSS for analysis.

4.2.1 Gender distribution of the respondents

The gender breakdown of the instructors included in the research is shown in the pie chart below, with females accounting for 54% of the total and men contributing 46%.

Gender Distribution



Age distribution of the respondents

Table 4. 1 Age Distribution

Age	Frequency	%
Below 30	12	10.71
31-50	90	80.35
Above 50	10	8.94
Total	112	100.0

Source: Researcher 2013

The age range of the instructors is shown in the table 4.1 that can be seen above. According to the statistics, 10.71% of the educators are under the age of 30 years old, 80.35% are in the age range of 31–50 years old, and 8.94% are above the age of 50 years old.



Marital Status of the respondents

Marital Status

Marital status	Frequency	%
Single	17	15.18
Married	90	80.36
Separated	3	2.68
Divorced	2	1.78
Total	112	100.0

Source: Researcher 2013

Regarding marital status of the respondents, table 4.2 above shows that 15.18% were single, 80.36% were married, 2.68% separated while 1.78% were divorced.

Teaching Experience of the respondents

The table below summarizes the distribution of teachers according to their teaching experiences per the sample.

Table 4. 2 Teaching Experience.

No. of years	Frequency	%
Below 5	21	18.75
5-10	24	21.43
11-20	43	38.39
Above 20	24	21.43
Total	112	100.0

Source: Researcher 2013



According to the data shown in table 4.3, which can be seen above, 18.75% of the instructors had less than 5 years of teaching experience, 21.43% had taught for 5-10 years, 38.39% had taught between 11-20 years, and the remaining 21.43% had more than 20 years of teaching experience.

Subject of specialization of the respondents

The topic areas covered by the sampled instructors are shown in Table 4.4 below. According to the statistics, 32.14 percent of the sampled educators taught languages, 20.54 percent taught mathematics, 15.18 percent taught science, 23.21% taught humanities, and 8.93 percent were in technical courses.

Table 4. 3 Teaching Subjects.

Subject area	Frequency	%
Languages	36	32.14
Mathematics	23	20.54
Sciences	17	15.18
Humanities	26	23.21
Technical	10	8.93
Total	112	100.0

Source: Researcher 2013

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Academic Qualifications of the respondents

Teachers' Academic Qualifications

Academic qualifications	Frequency	%
Diploma	22	19.64
Bachelor degree	60	53.58
Masters degree	29	25.89
Doctorate degree	1	0.89
Total	112	100.0

Source: Researcher 2013

In terms of the respondents' educational backgrounds, the data presented in table 4.5 indicate that 19.64% of the teachers held a diploma, 53.58% held a bachelor's degree, 25.89% held a master's degree, and 1 teacher held a doctorate degree, which is equivalent to 0.89% of the population that was sampled. These percentages are based on the number of teachers who held each academic degree.

4.2.7 school category of the respondents

School Category

Category of school	Frequency	%
National	23	20.54



County	15	13.39
District	74	66.07
Total	112	100.0

Source: Researcher 2013

The findings on school category of the respondents as displayed in table 4.6 above reveal that, 20.54% taught in national schools in Limuru district, 13.39% in county schools while 66.07% taught in district schools.

FACTORS INFLUENCING TEACHER TURNOVER

When doing an analysis of the variables that influence the amount of teacher turnover in secondary schools, it is essential to have a broad perspective on the replies to the structured items in the questionnaire. The questionnaire had sixteen separate structured questions, each of which was rated on a scale that ranged from very pleased to extremely unsatisfied and was then further subdivided according to the aims of the research. The range of possible points for the same was from 1 to 5. To a decimal point and a half, the percentage of the possible range of scores was calculated.

Employee Compensation

Key: F= frequency , Frequency total= 112



Table 4. 4 aspects Of Employee Compensation

Factors	Highly Satisfied		Satisfied		Undecided/Neutral		Dissatisfied		Highly Dissatisfied	
	F	%	F	%	F	%	F	%	F	%
i. Salary paid is adequate	2	1.79	26	23.21	9	8.04	51	45.54	24	21.42
ii. Salary paid is equitable to the job	0	0	7	6.25	7	6.25	62	55.36	36	32.14
iii. Salary as compared to other professions	0	0	2	1.79	2	1.79	49	43.75	59	52.67

Source: Researcher 2013

According to the findings on teachers' compensation, which are displayed in the table 4.7 located above, 1.79% of the teachers were extremely satisfied that the salary paid was adequate, 23.21% of the teachers were satisfied with the salary paid, 8.04% of the teachers were neutral or undecided, 45.51% of the teachers were dissatisfied, and 21.42% of the teachers were extremely dissatisfied.

0% of respondents were very happy with the wage that was paid for the position, while 6.25

% of respondents were content, which is equivalent to those who were indifferent or uncertain. 55.36% of the instructors were unhappy with their jobs, and 32.14% of those teachers were very unhappy.

When looking at the salaries of teachers in comparison to those of other professions, the research found that not a single teacher was very pleased with their pay, just 1.79% of teachers were content, 43.75% of teachers were unsatisfied, and 52.67% of teachers were extremely dissatisfied.



Aspects of career path development

Career Development

Factors	Highly Satisfied		Satisfied		Undecided/Neutral		Dissatisfied		Highly Dissatisfied	
	F	%	F	%	F	%	F	%	F	%
i. Professional advancement	4	3.57	39	34.83	14	12.5	33	29.46	22	19.64
ii. Training and development programs	4	3.57	22	19.64	6	5.35	49	43.77	31	27.67

Source: Researcher 2013

According to the findings presented in table 4.8, only 3.57% of the teachers believed that there is a clear path to professional advancement in the teaching career. 34.83 % of the teachers reported being satisfied with their work, 12.50 % reported being neutral or undecided, 29.46% reported being dissatisfied, and 19.64% reported being highly dissatisfied. Regarding the training and development programmes offered within the teaching profession, 3.57% of respondents expressed high satisfaction, 19.64% expressed satisfaction, 5.35% expressed neutral opinion, 43.77% expressed dissatisfaction, and 27.675 expressed extreme dissatisfaction.

Job satisfaction

Job Satisfaction

Factors	Highly Satisfied		Satisfied		Undecided/Neutral		Dissatisfied		Highly Dissatisfied	
	F	%	F	%	F	%	F	%	F	%
i. Teaching as Cr	14	12.5	26	23.21	8	7.14	54	48.21	10	8.94
ii. Recognition from supervisor	4	3.57	67	59.82	16	14.29	16	14.29	9	8.03



iii. Teaching Workload	4	3.57	46	41.08	4	3.57	50	44.64	8	7.14
iv. Involvement in decisionmaking	4	3.58	50	44.64	22	19.64	24	21.43	12	10.71
v. Method and process of promotion	0	0	14	12.5	8	7.14	49	43.75	41	36.61

Source: Researcher 2013

According to the data shown in table 4.9, a total of 48.21% of instructors reported being unsatisfied with their jobs, including 8.94% who reported being very dissatisfied with their jobs. Regarding the acknowledgment received from the immediate supervisor, 3.57% of the instructors reported being very pleased, 59.82% reported being satisfied, 14.29% reported being neutral or uncertain, 14.29% reported being unhappy, and 8.03% reported being extremely dissatisfied. In terms of the amount of work that they had to do, 3.57% of the instructors were very pleased, 41.08% were happy, 3.57% were neutral, and 44.64% were dissatisfied, while 7.14% were extremely dissatisfied. When it came to the teachers' level of satisfaction with their participation in the decision-making process, 3.58% of them were very pleased, 44.64% were happy, 19.64% were neutral, 21.43% were dissatisfied, and 10.71% were extremely dissatisfied. Regarding the procedure and procedure that the TSC uses to promote teachers, not a single teacher was extremely pleased, 12.50% of instructors were satisfied, 7.14% of teachers were neutral, 43.75% of teachers were unsatisfied, and finally, 36.61% of teachers were severely dissatisfied.



4.3.4 Conditions of work stations

Workplace Conditions

Factors	Highly Satisfied		Satisfied		Undecided/Neutral		Dissatisfied		Highly Dissatisfied	
	F	%	F	%	F	%	F	%	F	%
i. Station management style	19	16.96	50	44.64	16	14.30	19	16.96	8	7.14
ii. Administrative support	10	8.93	72	64.28	12	10.71	16	14.29	2	1.79
iii. Commuting to station	14	12.50	63	56.26	6	5.35	16	14.29	13	11.60
iv. Facilities in school	21	18.75	51	45.54	10	8.93	26	23.21	4	3.57
v. Students' performance	22	19.64	33	29.46	8	7.14	37	33.05	12	10.71
vi. Students' discipline	25	22.32	52	46.43	8	7.14	25	22.32	2	1.79
vii. Cooperation	25	22.32	75	66.96	2	1.79	8	7.14	2	1.79

The results on various characteristics of teachers' workplaces are summarised in Table 4.10, which may be seen above. With respect to the manner in which the station is managed, 16.96% of respondents were very pleased, 44.64% were content, 14.30% were neutral, 16.96% were unhappy, and 7.14% were extremely dissatisfied. 8.93% of teachers were very happy with the administrative help they received, 64.2% of teachers were content with the support they received, 10.71% of teachers were indifferent, 14.29% of teachers were dissatisfied, and the

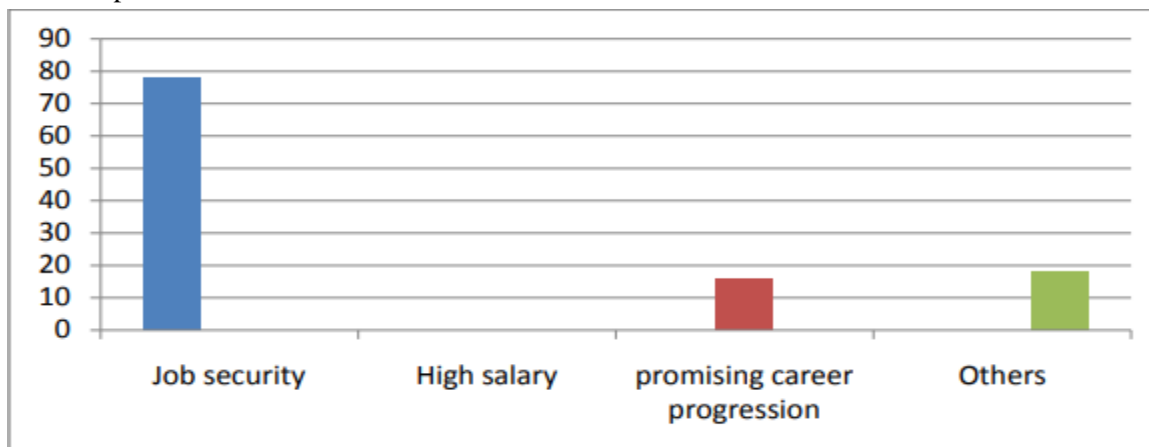
remaining 1.79% were very dissatisfied. With regard to the commute to the station, 12.50% of instructors were very happy, 56.26% were content, 5.35% were indifferent, 14.29% were dissatisfied, and 11.6% were very very dissatisfied. In terms of the facilities found in schools, 18.75% of the teaching staff reported being very pleased, 45.54% reported being satisfied, 8.93% reported being neutral, 23.21% reported being unhappy, and the remaining 3.57% reported being extremely dissatisfied. When it came to the performance of the pupils, 19.64% of the instructors were very happy, 29.46% were satisfied, 7.14% were neutral, 33.05% were dissatisfied, and 10.71% were extremely dissatisfied. In terms of the conduct of the students, 22.32% of respondents were very pleased, 46.43% were content, 7.14% were neutral, 22.32% were unhappy, and 1.79% were extremely dissatisfied. 22.32% of instructors were very happy with the collaboration of colleagues at the work stations, 66.96% were satisfied, 1.79% were indifferent, 7.14% were dissatisfied, and 1.79% were very dissatisfied.

TEACHERS' ATTRACTION TO TSC

The purpose of this study was to determine what aspects of the job most appealed to instructors who were considering working with TSC. This is significant because the TSC can use information like this to help evaluate how well it is as an employer of teachers in puIndia. Among the many facets that were mentioned were work stability, a high income, and attractive career growth opportunities. Of the identified aspects, job security was chosen by 78 teachers, which corresponds to a response rate of 69%; high salary was chosen by 0 out of

112 respondents, which corresponds to a response rate of 0%; promising career progression was selected by 16 teachers, which corresponds to a response rate of 14.29%; and 18 teachers, which corresponds to a response rate of 16.07% opted for other options, with the majority of teachers reporting that they had no other alternative. The results are shown in the same format as Figure 4.2 below.

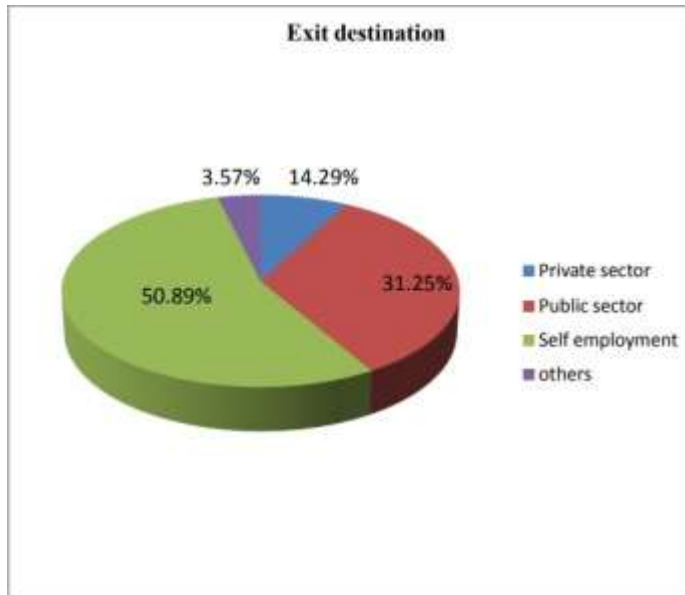
Figure 4. 1 Aspects Of Attraction To Tic



Source: Researcher 2013

DESTINATION OF EXITING TEACHERS

The researcher made sure to ask about the next steps of instructors who were leaving the profession in the questionnaire. Because TSC is an employer and is making an effort to find ways to keep secondary school teachers on its staff, this information is very essential to the company. The results are shown in the same format as Figure 4.3 below.



Destination of Teachers

Source: Researcher 2013

CONCLUSIONS

The primary purpose of this research was to conduct an analysis of the variables that influence the amount of teacher turnover that occurs in private secondary schools located in the Limuru area. The researcher was able to get some understanding of how the many different factors that were studied had an effect on teacher turnover as a result of performing this study. This chapter presents a synopsis of the results presented in the previous chapter (Chapter 4). In addition to this, it provides the findings drawn from the study as well as any suggestions based on the goals of the research. Additionally, the chapter provides recommendations for additional research.

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