

Teacher Involvement in School Management and Transfer Intentions in Public Primary Schools in Turkana County in Kenya

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Abstract: *The objectives of this study were to influence of teacher involvement in school management on transfer intentions in public primary schools in Turkana County in Kenya. The study adopted ex-post facto research design which allowed the researcher to collect both qualitative and quantitative data. The sample size was 246 non-resident teachers and 36 public primary schools hence 36 head teachers. Simple random sampling technique was used to select the non-resident teachers while purposive sampling technique was used to select head teachers. The questionnaire was administered to the teachers while interview schedule was administered to head teachers. The reliability level of 0.883 was obtained which met the reliability coefficient and threshold of 0.7 and above. Data was analysed using weighted averages, Pearson's correlation and Multiple regression. The study concluded that teacher involvement in management had statistical significant influence on transfer intentions among the non-resident teachers in public primary schools in Turkana County.*

Keywords: Management, Teacher Involvement, Transfer Intentions

1. Introduction

Employee involvement is defined as the situation where employees are encouraged to share information with management and participate in decision making (Zareen, Razzaq and Ramzan, 2013). Zhang (2016) notes that employees stay longer in their positions when they get involved in the organizational decision making process. Ambani (2016) also argues that employee involvement is also essential for organisation for retaining employees at any age. Thus, well involved workforce feels that organization values them (Derakhshide & Kazemi, 2014). However, many researchers yielded mixed results for both constructs, involvement and turnover; they suggested further studies on transfer intentions especially among the teaching personnel would be necessary. Therefore the current study sought to fill the gap.

In a most recent time, Naseer (2017) conducted a study where he explored and evaluated the influence of job involvement and its relationship to organizational commitment and turnover intention. Data was collected from different organizations in Pakistan. Correlation and multiple regressions were used to check the cause and effect relationships among variables. The result indicated that job involvement and job satisfaction had positive impact on organizational commitment and negative impact on turnover intention. However, Naseer (2017) did not establish the extent of employee involvement in management. The present study therefore, employed weighted averages in data analysis to measure the extent of job involvement among the teachers in public primary schools in Turkana County as a way filling the gap.

Similarly, Abdallah (2017) investigated the interrelationships among the three behavioral constructs of job involvement, job satisfaction and organizational commitment. A questionnaire-based survey was designed to test the fore mentioned model based on a data set of 315

employees working in twelve out of twenty six banks operating in the capital city of Jordan, Amman. The result indicates that job involvement is positively and significantly related to job satisfaction ($\beta = 0.468, p < 0.05$). The results could not be generalized since Abdallah (2017) used only one research tool in data collection. Therefore to obtain a more reliable data, the present study used a questionnaire and interview schedule for data collection (Okoth, 2012).

Pansrithum & Sakulku (2017) had studied the research on effects of job engagement, organizational commitment, job satisfaction on turnover intention in employee of state enterprise showed the results that the hypothesized model of the effects of job engagement, organizational commitment, and jobs satisfaction on turnover intentions fit the empirical data (GFI = 0.94, AGFI = 0.91, CFI = 0.89, RMSEA = 0.08). In addition, organizational commitment had direct effect on turnover intention and significantly predicted turnover intentions of the employee ($\beta = -0.72$) at 0.05 level. However, Pansrithum & Sakulku (2017) findings could be generalized to other population with a lot of caution since they focused on corporate sector where the sample characteristics are different from teachers in public sector.

Tauseef (2013) sought to identify the mediating role of employee engagement between HR practices and turnover intentions in the telecom sector of Pakistan. Two leading Telecom Companies in Pakistan were included in the sample and the study was conducted on them. A total of 105 employees (respondents) from each company were drawn that's make a total of 210 respondents. A 6-item scale questionnaire was adopted for the study. The study concluded that employee engagement had statistical significant relationship with turnover intentions. However, generalizability of the findings to other populations was limited since Tauseef (2013) focused on telecom sector and their exists a disparity in sample characteristics.

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Ilana, Ramal and Hazel (2015) determined the associations between engagement, demographic factors, and voluntary turnover intention by analyzing 2015 Federal Employee Viewpoint Survey data. The findings indicate that employees with higher engagement levels are less likely to report an intention to leave their jobs than those with lower engagement levels. All engagement factors perceptions of supervisors, leaders, and intrinsic work experience are independently associated with turnover intention. Demographics also influenced turnover intention; being younger, male, and in a supervisory role and having a higher education level and shorter tenure were more likely to indicate turnover intention. Increasing employee engagement can have a positive effect on retaining a productive federal workforce. However, generalizability to other populations or settings was to be done with a lot of caution since Ilana, Ramal and Hazel (2015) information was not clear. Therefore, to fill the gap the present study sought to fill the gap. Elsewhere, Kuean, Kaur and Wong (2010) examined the relationship between organizational commitment and intentions to quit among the Malaysian companies. It was a descriptive study based on 300 sample size survey conducted among the working adults in Malaysia. The regression result indicated that participation in decision making was a significant predictor for intention to leave. Kuean, Kaur and Wong (2010) focused on working adults, irrespective of the sectors i.e private or public, further, they carried out a study on both teaching and non-teaching staff without treating each case separately. To fill the gap the present study focused on the teaching staff in public primary schools in Turkana County in Kenya.

In line with this Zaki and Singh (2010) after reviewing the literature of job involvement in Indian context they that indicated that highly involved employees prefer to work at the same organisations throughout their career and rarely think about leaving their jobs, conversely, low job involved employees have been hypothesized to be less committed to the employer and be more likely to leave the organisation. The results could not be generalized since there was need to carry out an empirical study on similar variables to authenticate the findings of Zaki and Singh (2010). Another limitation was that the study was carried out India, where geographical settings are different from Kenya. Therefore the current study sought to address these gaps.

In another related study, Stoner and Gallagher (2010) examined survey data from full-time employees employed in a variety of occupations on how psychological involvement with one's job affects reactions to psychological contract violation. Results illustrated that job involvement is negatively related to turnover intention. However, Stoner and Gallagher (2010) failed to indicate the instruments and sampling procedures they used, making it difficult to generalize the findings. To fill the gaps, the current study used probability and non-probability sampling

to determine the influence of job involvement on transfer intentions among the teaching staff in public primary schools in Turkana County in Kenya.

According to Muhammad *et al.*, (2011) in a study on student satisfaction in Pakistani universities. General survey guided by well-structured questionnaire through convenience sampling was administered across a valuable sample of 401 students. Bahauddin Zakariya University was selected as sample case and data was collected from eighteen different disciplines and/or programs. The results showed a negative relationship between job involvement and turnover intention. However, since the study was carried out on a single case in Pakistani; Bahauddin Zakariya University, the results could not be generalized to other populations. Muhammad *et al.*, (2011) study methodology was not clear. These are key gaps which the current study sought to fill.

2. Methodology

2.1 Research Design

Ex post facto study was found the most appropriate research design to adopt in order to test the hypotheses (Patten, 2012). The target population for this study therefore, comprised of 640 non-resident teachers from 360 public primary schools in Turkana County.

3. Results and Discussion

3.1 Teacher Involvement in School Management and Transfer Intentions

The objective of the study was to establish the influence of the level of teacher involvement in school management on transfer Intentions among non-resident teachers in public primary schools in Turkana County. The study considered how well the non-resident teachers were positioned in decision making in relation to the schools in Turkana County in which they had been posted. In order to establish the influence of teacher involvement in school management, the study set out to verify the hypothesis stated as below:

H₀₃: Teacher involvement in school management has no statistically significant influence on teacher transfer intentions among non-resident teachers in Turkana County

The non-resident teachers were required to rate their opinions against six statements on a five point likert scale with a score of 1 indicating 'Not Important' and 5 indicating 'Most Important' in order to establish importance of aspects of inclusion in school management. The ratings were analysed as frequencies and weighted averages. The results were presented in Table 1 below

Table 1: Teacher Responses on Importance of Involvement in School Management in Transfer Intention

Statement	MI	I	FI	LI	NI	Σfi	Σfiwi	$\frac{\Sigma fiwi}{\Sigma fi}$
My views are never considered in any decision making	27	40	44	44	27	182	542	2.98
School administration little allows my opinion on critical issues	42	48	43	34	15	182	614	3.37
School administration ignore members ideas on school related matters	47	37	38	35	25	182	592	3.25
The school administration does not allow us to participate in setting performance goals	9	23	19	43	88	182	368	2.02

Source: Field Data, 2019

When required to rate the statement that their views are never considered in any decision making, 67(36.8%) indicated that it was an important or most important factor while 71(39%) indicated that it was a least important on not important factor while 44(24.2%) felt it was fairly important. The weighted average for the statement was 2.98 which imply that failure to consider the teachers in decision making was a fairly important factor.

On whether failure by school administration to allow their opinion on critical issues was an important push factor, a larger proportion of 90(49.5%) indicated that it was a ‘Most important or Important factor’ while 49(26.9%) indicated that it was Least Important or Not Important. A fairly large proportion of 43(23.6%) indicated that it was a fairly important push factor. The weighted average for the statement was 3.37 which indicate that the average rating of the teachers was that failure by school administration to allow their opinion on critical issues in the county was an important push factor.

The teachers were also required to rate the importance of the factor that school administration ignore their ideas on school related matters as a push factor. Majority of the teachers represented by 84(46.1%) indicated that it was an Important or Most Important factor while 60(32.9%) felt it was Least Important or Not Important factor and another proportion of 38(20.9%) indicated that it was a Fairly Important factor. The statement had a weighted average of 3.25 which implies that on average, the factor was rated as an important factor.

On the importance of the factor that the school administration does not allow them to participate in setting performance goals, a larger proportion of 131(45%) indicated that this was least important or not an important factor in their intent to leave the county while only 32(17.5%) indicated that it was a most important or important factor and 19(10.4%) indicated that it was a fairly important factor. With a weighted average of 2.02, the findings indicate that the teachers consider the factor as less important.

3.2 Aggregation of Variables of Teacher Involvement

The rating for each item that measured Teacher Involvement were summed up in order to develop an index that could measure Teacher Involvement. The index had values ranging from 4 to 20. Values above 12 imply that the factor was highly rated as important while values lower than 12 imply the factor was rated less important. The descriptive statistics for the variables are presented in Table 2.

Table 2: Descriptive Statistics for Variables of Teacher Expectations on Professional Growth

	N	Min	Max	Mean	Std. Deviation
TinvollIndex	182	4	20	11.6264	3.26423

Source: SPSS Output

Table 2 shows that the mean rating for the variable was below the average of 12 with $m = 11.6264$, $sd = 3.26423$ which imply the ratings for the variable were fairly low and

the factor of teacher involvement in school management is not a very important push factor in determination of transfer intentions.

3.3. Simple Regression Analysis of Teacher Involvement on Transfer Intentions

In order to determine the influence of Teacher involvement in school management on Teacher Transfer intentions, a simple regression analysis was computed in the form of

$$T_i = \beta_0 + \beta_3 X_3 + \epsilon$$

Where T_i - denotes the Teacher transfer intentions which is the dependent variable

While X_3 , is the independent variable (Predictor) which is the teacher Involvement in school management and ϵ is the Error term

β_3 is the regression coefficient for the predictor variable while β_0 and ϵ are the constant and error term respectively. In interpreting the results of simple regression analysis, the major elements considered were the Coefficient of multiple determination (R-squared), the F-statistic in the ANOVA Table, the regression coefficients and beta values. Table 3 shows the Model summary.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548 ^a	0.3	0.296	3.25876

a. Predictors: (Constant), TinvollIndex

Source: SPSS Output

The result in Table 3 reveal a fairly strong correlation between Teacher Involvement in school management and transfer Intentions ($R=0.548$). The model also has a coefficient of determination, $R^2 = 0.3$ which indicates that the independent variable (teacher involvement in school administration) explain up to 30% of the variations in teacher transfer intentions. This implies that the model satisfactorily fits the data.

In order to establish the extent to which teacher involvement significantly predicts transfer intentions, the One way ANOVA and F-statistic were used. The results are presented in table 4 below.

Table 4: ANOVA test for Model significance (N=182)

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	819.548	1	819.548	77.174	.000 ^a
	Residual	1911.507	180	10.619		
	Total	2731.055	181			

a. Predictors: (Constant), TinvollIndex

b. Dependent Variable: TRANSINDEX

Source: SPSS Output

Table 4 shows that the independent variables of Teacher Involvement in school management significantly predict the variations in Teacher Transfer Intentions ($F_{(1,181)} = 77.174$, $\rho < 0.05$). The other part of the regression analysis consisted of analysis of regression coefficients as well as an assessment of the collinearity of the independent

variable. The values are presented in Table 5 below

Table 5: Regression Coefficients and Collinearity Statistics for the Independent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	5.586	0.896	6.235	0
	TinvolIndex	0.652	0.074		

a. Dependent Variable: TRANSINDEX

Source: SPSS Output

Table 5 shows the test for significance of the coefficients β_0 and β_3 using the t-statistic at a significance level of 0.05. The Coefficient for Teacher Involvement in school management (β_3) was statistically significant with a $t_{(1,181)} = 8.785, p < 0.05$.

Based on the findings in Table 5, the study rejected the null hypothesis (H_03) that 'teacher involvement in school management has no statistically significant influence on teacher transfer intentions among non-resident teachers in Turkana County. A Simple linear regression calculated to predict teacher transfer intentions based on teacher involvement in school management found a significant regression equation $F_{(1,181)} = 77.174, p < 0.05$ with $R^2 = 0.3$. The prediction equation for transfer Intentions in Turkana County was

$$T_i = 5.586 + 0.548X_3$$

which imply that other factors held constant, 54.8% of teacher transfer intentions can be attributed to teacher involvement in school management in the County.

The findings in Table 5 are in tandem with Likoko, Ndiku & Mutsotso (2018) who conducted a study where they explored influence of academic staff involvement in management on turnover intentions in public diploma teacher training colleges in Kenya. The result indicated that when academic staff members are highly involved in decision making process and other institutional activities, they own the process and feel recognized which in reduces turn intentions. Although there are some similarities, generalizability of the findings could be done with a lot of caution due to differences in teaching and learning environment in teacher training colleges and primary schools.

The findings in Table 5 echo the argument of job embedness theory which indicates that the employees who had better links with the organization was difficult for them to consider leaving (Jiang *et al.*, 2012). This could be argued that the more attachments or involvement, the more difficult for the employees to leave the organisation. Thus, teacher who feel highly involved experience the need to stay in their jobs. The policy implication of findings could be that the management should endeavour to reduce teacher turnover by delegating tasks to different members of the teacher rather than concentrating on a few favoured ones, and get the teacher included in the decision-making processes as much as possible. Once such a culture is prevalent in the

workplace, then it increases the possibility of reducing turnover in this institutions.

4. Conclusions

This study concludes that teachers who are involved in school management have less intentions to transfer out of Turkana County.

5. Recommendations

The study recommends that schools should embrace participative leadership by delegating tasks to all teachers rather than concentrating on a few favored ones.

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