ORGANIZATIONAL CULTURE AND STAFF TURNOVER

CASE STUDY:

SECONDARY SCHOOLS IN NKOZI SUB-COUNTY

Submitted by

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2013-B021-10102

UGANDA MARTYRS UNIVERSITY

APRIL 2016

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**A POSTGRADUATE DISSERTATION PRESENTED TO THE FACULTY OF
BUSINESS ADMINISTRATION AND MANAGEMENT IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF BACHELORS DEGREE IN
BUSINESS ADMINISTRATION AND MANAGEMENT
UGANDA MARTYRS UNIVERSITY**

APRIL 2016

DEDICATION

I dedicate this research to my beloved Mother Namulindwa Christine, my Sister Zawedde Juliet, close course mates and friends for nurturing and helping me not forgetting SR Tumuhamye Betty for her love and care she accorded to me during the course of my studies.

I also dedicated this research to my close friends like; Atwine Anthony , Nakawooya Ritah, Lule Michael, Namugerwa Teddy, Logose Kana, Namusoke Beatrice, Luzigamanzi Solomon, Mukeshimana Fortunate, Nkunda Rachael, Ninsima Grace, mention but a few who gave continuous support and encouragement during the course of studies

ACKNOWLEDGEMENTS

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ABSTRACT

The purpose of the study was *"to establish the relationship between organizational culture and staff turnover in secondary schools in Nkozi sub-county in Mpigi District"*. The objectives of the study included: to determine the relationship between organizational values and staff turnover in secondary schools, to establish the impact of organizational assumptions on staff turnover in secondary schools and to analyze the impact of organizational artifacts and staff turnover in secondary schools in Nkozi sub-county in Mpigi District.

The study used cross-sectional survey research design adopting both quantitative and qualitative approaches. The researcher used a sample of 92 respondents. Simple random sampling and Purposive sampling was used. Method of data collections was questionnaire guides. Pearson's correlation co-efficient was used to determine whether there is linear relationship between organizational culture and staff turnover independent. Qualitative data was analyzed through content analysis.

Findings of the study revealed that there was a strong positive relationship between organizational values and staff turnover in secondary schools. There was a very strong positive relationship between organizational assumptions and staff turnover in secondary schools. There was also a very strong positive relationship between organizational artifacts and staff turnover in secondary schools.

The research concluded that organizational values, assumptions, and artifacts had positive relationship with staff turnover.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 INTRODUCTION

According to Naicker (2008) -organizational culture has assumed considerable importance in the 21st century, because of its impact on staff turnover in private secondary schools and it is the imperative of every organization to understand its own dynamic culture so that managers can capitalize on the insights generated by the cultural perspective to wield greater control over their schools. The culture of an organization has an important impact on its performance. Organizational culture has no single definition,

Robbins (2000:p.34) postulates that culture, as a concept, has had a long and chequered history. In the last decade, it has been used by some organizational researchers and managers to indicate the climate and practices that organizations develop around their handling of people or to refer to the espoused values and credo of an organization (Mastrofski, 2006).

Schein (1999:p.200) defines culture as a pattern of shared basic assumptions that the group learned as it solved problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

According to Lewis (2002) and Brown (2008) a universal definition of organizational culture has proven elusive, however it is generally considered to be the shared values, beliefs and assumptions that exist among employees within a company that help guide and coordinate behavior.

Barrow (2009) defines staff turnover as the voluntary and involuntary permanent withdrawal of employees from an organization. Furthermore Barrow defines staff turnover has the exit of employees from the organization voluntarily for various reasons which may be personal like family problems, responsibilities, and bad working conditions and unavoidable causes like disablement, dishonesty, discharge on disciplinary grounds, negligence among others.

According to Hom and Griffeth (2008), an analysis of some 800 staff turnover studies which the conducted confirmed some well-established findings about the causes of staff turnover

include Job satisfaction, organizational culture and staff involvement.

Employee turnover can also be defined as where an employee ceases to work for an organization. And on a wider level it is defined as the proportion of employees leaving an organization during a given period of time usually a year (Armstrong 2006).

According to a 1995 study, only 60 percent of graduates of teacher education programs begin to teach (Greher and Tobin, 2006).

According to Kopkowsk (2008) sixty percent of teachers who do enter the classroom leave the profession within five years. Many of those who quit teaching do so within the first two years. Students who graduated from five-year programs were more likely to begin teaching, more committed to teach, and continued to teach beyond five years than teachers who completed only four-year teacher education programs.

According to Medina (2012) high turnover and organizational culture have a difficult, symbiotic relationship that high turnover creates fractured workplace relationships and an organizational culture that doesn't encourage long and productive working relationships.

Building an organizational culture in a company with high turnover requires employers to develop methods that improve employee retention; benefits and training are two methods that may increase employee tenure (Fisher and Shaw, 2009)

1.1 BACKGROUND OF THE STUDY

Employee turnover sometimes also known as labor turnover is defined as the rate at which employee leave the organization, (Armstrong, 2009). Well managed organizations try to monitors employees because as turnover rate increases, the cost of replacement and loss of productivity is also high (Ballcin and Cardy, 2010).

Teacher turnover is a global challenge and by its nature is an extremely complex phenomenon influenced by several factors like organizational factors; personal factors and community factors, (Ingersoll, 2001).

Research has revealed that teacher turnover in developed countries is a common problem and according to Herbert and Ramsay, (2004) and Ingersoll (2002), this phenomenon is on the rise in the USA. In countries like Britain, Sweden, Germany and New Zealand it has been

reported that workforce shortages in the schools is a major problem (Allen, 2012; Santiago and Mackenzie, 2005).

In the study of staff turnover conducted in America revealed that the causes of staff turnover are a combination of factors which include family problems, poor leadership, organizational culture job dissatisfaction among others (Debebe, 2007)

Kamara, (2002) and Mukumbira (2001) in the developing countries, voluntary teacher turnover is also a matter of concern. Countries such as Nigerian, Zambia, New Guinea and Malawi have reported high rates of voluntary teacher turnover, while in Gambian there is a massive exit of teachers from the profession owing to such factors as lack of adequate salaries, allowances, housing and promotion.

A study done by Education-International (2007) revealed that 40% of teachers in Lesotho were unqualified because most of the trained teachers had left the teaching profession. The same problem faced Zimbabwe and Malawi where very many qualified teachers had been reported to have left for greener pastures, (Xaba 2003).

In Kenya, teacher turnover is also on the rise. According to Teachers Service Commission (TSC) report (Teacher's Image vol.13, 2007p.7), a significant number of teachers have left teaching service to join other ministries.

According to Ssekamwa and Lugumba (2014) Mukono District also experienced turnover of about 39%from the year 2010 to 2013 In Uganda, during the pre-independence period, teachers benefited a lot in terms of respect from the public and reasonable salary, majority of the teachers liked their profession; hence, high teacher retention in organizations was experienced

By the 1960s, Uganda had one of the best education systems in Africa, which was an attraction to many into the teaching profession. Teacher turnover and loss of knowledge of experienced personnel is a critical concern in all types of institutions in the current era of knowledge workers (DeLong, 2004).

New paradigm institutions recognize that an important element in organization management practice is the need to successfully motivate and retain high talent employees who survive

organizational restructuring, downsizing, consolidation and re-engineering initiatives (Clarke, 2001).

Survey conducted by Education International found that Uganda is one of the countries facing the problem of employee turnover (Sinyolo, 2007). Organizational factors which included; poor salaries and wages, poor working conditions, school characteristics like inadequate infrastructure for instance staff houses, limited human resource, lack of job security in schools seem to have contributed to high turnover intentions among secondary schools teachers in Mpigi District (Soyibo, 2000, Richard, 2004, Price, 2001).

In the Mpigi District Education Annual Report (2008) it was noted that many teachers in secondary schools are ever moving in and out affecting negatively the educational standards. The indicators of this problem of teacher turnover noted included rampant part timing, lack of a sense of belonging at school, school culture, low commitment of teachers and increase in quitting from the teaching service.

Mpigi district however has continued to have a high teacher turnover rate which greatly accounts for the low performance of students in all private schools. It has been further observed that retention of professional and qualified teachers has become a big challenge for secondary education in Mpigi district as teacher turnover rate was significantly increasing in pasted years despite efforts by the Ugandan government to beef up intention.

1.2 STATEMENT OF THE PROBLEM

According Nyamekye (2012) Ministry of Gender, Labour and Development has put in place strategies to reduce staff turnover in organizations by encouraging fringe benefits like high pay, good working conditions job security but the turnover has not reduced because since 1998 up to date is has been increasing in the organizations

Turnover in Mpigi district was 60% on average despite the efforts made by the government to ensure that turnover levels reduce and this was high. While there are many studies that have been conducted of attempted to link the relationship between organizational culture and staff turnover there is also a need to find out if and to what extent that organizational culture and staff turnover are related.

Employee turnover intentions have a direct effect on the organization's performance has the firms continue to lose out experienced employees and replacement take long or never, employees quit over manager's behavior, organizational culture, low salary, poor working conditions, and disagreement with the management (Nshaho, 2010).

However organizational culture has negatively influenced teachers in many secondary schools of Nkozi sub-county in Mpigi District. It is on this account that the researcher found it prudent to undertake the study to establish the relationship between organizational culture and staff turnover in secondary schools in Nkozi in Mpigi district.

1.3 OBJECTIVES OF THE STUDY

1.3.1 Broad Objective Of The Study

Establishing the relationship between organization culture and staff turnover in secondary schools in Nkozi sub-county in Mpigi District

1.3.2 Specific Objectives To The Study

To determine the relationship between organizational values and staff turnover in secondary schools

To establish the relationship between of organizational assumptions on staff turnover in secondary schools

To analyze the relationship between organizational artifacts and staff turnover in secondary schools

1.4 RESEARCH QUESTIONS TO THE STUDY

What is the relationship between organizational values and staff turnover in secondary schools?

What is the relationship between organizational assumptions and staff turnover in secondary schools?

What is the relationship between organizational artifacts and staff turnover in secondary schools?

Research Hypothesis To The Study

There is a significant relationship between of organizational values on staff turnover in secondary schools in Nkozi sub-county in Mpigi District.

There is a significant relationship between organizational artifacts on staff turnover in secondary schools in Nkozi sub-county in Mpigi District.

There is a significant relationship between of organizational assumptions on staff turnover in secondary schools in Nkozi sub-county in Mpigi District.

There is a significant relationship of working environment on organizational culture and staff turnover in secondary schools in Nkozi sub-county in Mpigi District

1.5 SCOPE OF THE STUDY

1.5 1Geographical Scope

In terms of the scope the study was confined to secondary schools in Nkozi sub-county in Mpigi district. Mpigi District is located west of Kampala; about 37km from Kampala City, along Kampala Masaka Highway and Nkozi sub-county is about 88km from Kampala along Masaka Highway. The study covered all the 4 secondary schools in Nkozi sub-county which had about 112 teachers.

1.5.2 Time Scope

This study applied to the period 2009 to 2015. This was a period when socio-economic conditions improved and there has been organizational growth influencing the attitudes and behavior of workers in Uganda. The study specifically will examine the relationship between organizational cultures on staff turnover in secondary schools.

1.5.3 Content Scope

The study focused on establishing the relationship between organization culture and Staff turnover intentions among secondary schools in Nkozi sub-county in Mpigi District

1.6 SIGNIFICANCE OF THE STUDY

This study seeks to add to the existing body of knowledge within the areas of organizational

culture and the management of employees within the education sector in general by applying new approaches to the labor turnover phenomenon.

Secondary school proprietors will be able to plan systematically for staff retention.

Other stakeholders of education (parents, students, teachers, support staff, donors, will use the study as a checkpoint to act as a safeguard against any future happenings of the same nature

The study also desires to enhance the existing body of literature by contemplating the areas of the literature that have not been examined or considered. It is also hoped that findings and the recommendations of this study will also be useful to the administrators and human resource managers of secondary schools in Mpigi District and Uganda at large to reduce the rate of staff turnover in schools.

It will also help the society by adding knowledge in education field of Uganda it will also give insight to ministry of education and sports, education policy makers on the motivational practices which will help to reduce staff turnover in secondary schools and also the study will form a basis for further research on Organizational culture and staff turnover.

It is also an objective of the researcher that the findings will make a contribution to those managers and practitioners who are attempting to discover new approaches when addressing the challenge of employee retention.

1.7 JUSTIFICATION OF THE STUDY

The intentions of this study are to discover the causes of staff turnover in private secondary schools and also to help the ministry of education and sports as well as educational policy makers in decision making.

To also help managers in the secondary schools to put in place effective strategies and policies that will reduce turnover of teachers from their institutions.

Also to help the Government when making policy related decisions that influence retention of education staff. To also help the employees to have a basis of negotiating with their employers for fair terms of employment.

To provide a basis to scholars and researchers in the field of organizational behavior in

human resource management as it would provide a platform for further research and would also be used as a reference point when researching on staff turnover and related topics

1.8 DEFINITION OF KEY TERMS

Organization culture is a system of shared meaning held by members ,distinguishing the organization from other organizations (Martins,2003).Therefore organization culture is a collection of shared beliefs ,values, assumption that members have to follow and hence behaving in a uniform and uniting way, which make them different from other organizations .

Employee turnover has been defined by Barrow (2009) as a voluntary and involuntary permanent withdrawal of staff from an organization. Furthermore Barrow defines staff turnover has the exit of employees from the organization voluntarily for various reasons which may be personal like family problems, responsibilities, and bad working conditions and unavoidable causes like disablement, dishonesty, discharge on disciplinary grounds, negligence among others

1.9 CONCEPTUAL FRAME WORK TO THE STUDY.

It shows that organization culture is influenced by indicators. These indicators tell us that staff members of different organizations `are affected by organizational culture indicators include organizational values, organizational artifacts and organization assumptions. Through these indicators organization culture is independent variable and the dependent variable is staff turnover, whereby working environment, school leadership and job security are the intervening variables.

Figure 1: Conceptual Frame Work

Independent variables   **Dependent variable**

```
┌─────────────────────────┐              ┌──────────────────────────┐
│  Organizational values  │              │  Staff turnover          │
│                         │              │                          │
│  Organizational         │              │                          │
│  assumptions            │──────────┐──►│                          │
│                         │          │   │                          │
│  Organizational artifacts│          │   │                          │
│                         │          │   │                          │
└─────────────────────────┘          │   └──────────────────────────┘
                                      │
                     **Intervening variable**
                        ┌──────────────────────┐
                        │  Working environment  │
                        │                       │
                        └──────────────────────┘
```
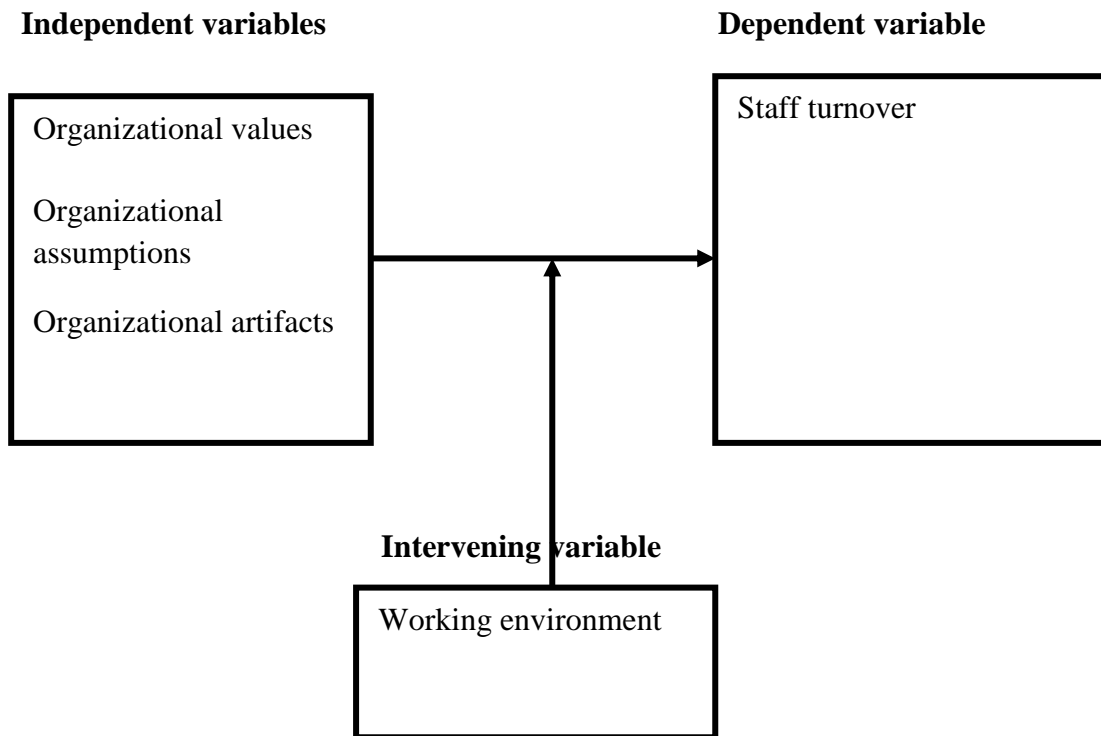
Figure 1: A conceptual framework showing the relationship between independent variables Organizational Values, Assumptions, Artifacts, intervening variable working environment and dependent variable Staff turnover in organizations.

Source: Researcher adopted from E. H. Schein (1985).

The study will be guided by the conceptual framework in the figure 1 above which indicates that the researcher perceived the relationship between the variables to the study, as indicated above the conceptual frame work depicted the relationships in three objectives of the study, staff turnover is the dependent variable and it is conceptualized that the independent variables may be worked upon by the intervening variables like working environment to improve or worsen the staff turnover intentions (Allen, 2012).

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter highlights the reviewed literature as provided by different scholars and researchers about staff turnover. It begins with the definition of organizational culture, staff turnover definition, organizational values and staff turnover , organizational assumptions and staff turnover and Organizational artifacts and staff turnover

2.1. THE CONCEPT OF ORGANIZATIONAL CULTURE

According to Schein (1986) as cited in Dwyer (2001), organizational culture is the deeper level of basic assumptions and beliefs that are shared by an organization that operate unconsciously and define, in a basic taken for granted fashion, an organization's view and its environment.

According to Birungi (2006) "organization culture is the social glue that binds members of the organization   together through shared   value s symbolic devices and social ideals

" From the definitions organization culture is seen as what all members do and joins them through what they value as accepted ideas.

According to Robbins and Sanghi, 2007 define organizational culture as a descriptive term which is concerned with how employees perceive the characteristics of an organization. This appraisal of the organization by the stakeholders especially the employees on its characteristics gives a composite picture of the organizations culture and this picture in turn, will become the basis for shared feelings that members have about the organization, how things are done and the expected code of behavior.

 Recent research by (Watson2006) suggested that culture is the climate and practice that organizations develop around their managing of people, and also stress that an important trend in managerial thinking in recent decades has been one of encouraging managers to create the environment that can be appreciated by these people working in the organization. Therefore organization culture is the climate developed by the organization, so as to get work done by creating an environment employees can see as favorable for them to work

Kagaari et al. (2010) state that high performing organizations attract exceptional people with a can-do attitude who fit the culture and the success of the organization is dependent on human behavior governed by the norms, beliefs and values that are developed through the practical experience in a culture.

Organizational culture is described by Coulter (1996) as the shared values, beliefs, or perceptions held by employees within an organization. Because organizational culture reflects the values, beliefs and behavioral norms that are used by employees in an organization to give meaning to the situations that they encounter, it can influence the attitudes and behavior of the staff. Organizational culture has been identified as an important aspect of organizational behavior and it is useful in elucidating how organizations function (Silverthorne, 2004).

There exists a consensus regarding the existence of "culture" in every organization, although, the concept of culture connotes a certain degree of imprecision and it is difficult to find a measure of agreement (Schrodt, 2002; Schein, 1990).

Organizational psychologist, Edgar Schein (1996),suggested: "A culture is a set of basic tacit assumptions about how the world is and ought to be that a group of people share and that determines their perceptions, thoughts, feelings, and to some degree, their overt behavior(Pg.3)."

Organizational culture is the values, beliefs and principles underpinning an organization's management structure, as well as the customs and conducts that represent and reinforce those basic principles (Adkins& Caldwell, 2004; Lee & Yu, 2004).

Culture is based on perceptions and feelings, rather than facts, making it different from other organizational processes. The complex and somewhat intangible nature of organizational culture makes it difficult to operationalize however, it is a powerful and pervasive force in all organizations (Deery and Shaw, 2001; Silverthorne, 2004).

Organizational culture is the values, beliefs and principles underpinning an organization's management structure, as well as the customs and conducts that represent and reinforce those basic principles (Adkins& Caldwell, 2004; Lee & Yu, 2004)

According to Devi (2009), corporate cultures characterized by teamwork, pleasant working conditions, the considerate treatment of employees, growth opportunities, skill enhancement and abundant training opportunities can all contribute to employee retention.

Organizational culture is the values, beliefs and principles underpinning an organization's management structure, as well as the customs and conducts that represent and reinforce those basic principles (Adkins and Caldwell, 2004; Lee and Yu, 2004). Culture is represented through an organization's internal and external correspondence, strategy and decision-making and daily work practices.

According to Armstrong (2009) organizational culture is the partner of values norms beliefs attitudes and assumptions that may have been expressed, but shape the ways in which people behave and how things are done. In other wards organizational culture is a combination of values norms and what people believe as the way to behave, so that there exists a uniform way of doing things in the organizations.

Organizational culture has been identified as an important aspect of organizational behavior and as a concept that is useful in helping to understand how organizations function (Silverthorne, 2004).

Kumar, R., Ramendran, C and Yacob, P (2012) observe that the values and beliefs that emerge from the ongoing negotiation and practices among group members become a source of reference for what is deemed acceptable or unacceptable in an organization.

Muhammad Ehsan Malik, Rizwan Qaiser Danish and Yasin Munir (2011) pointed out that organizational culture have direct influence on employee's turnover and retention behavior and that organizational goals, missions, rewards, compensations and recognitions positively decrease turnover rate of the employees in any organization

According to Robbins (2009) organizations can use organizational culture to help them to reduce turnover rate through sharing of values, enhancing organization commitment among individuals and indirectly influencing behavior hence helping an organization a to retain its employees. in other wards committed employees are more willing to maintain their relationships and the way people behave will be in line with what the organizations wants to achieve.

Deal and Kennedy (1982) and Peters and Waterman (1982) as cited in Lok and Crawford (2003) assert that organizational culture can exert considerable influence in organizations particularly in areas including amongst others; performance and employee retention and organization culture can affect and foster how people set personal and professional goals, perform tasks and administer resources to achieve them

2.2 THE CONCEPT OF STAFF TURNOVER

The term staff turnover is defined by Price (2001) as the ratio of the number of members who have left an organization during the period being considered divided by the average number of people in that organization during the period. Most organizations perceive turnover as the entire process associated with filling a vacancy and each time a position is vacated, either voluntarily or involuntarily, the organization in question through its staffing department will have to go back to the drawing board and find a replacement.

Staff turnover intention is a serious issue especially in the field of Human Resource Management because the costs associated with high labor turnover. Staff turnover consist of recruiting and selecting of new employees, as well as the cost of loss of productivity due to the low experience of new workers (Kumar, et-al. 2012).

Employee turnover is the rotation of workers around the labor market; between firms, jobs and occupations; and between the states of employment and unemployment (Abassi et al. 2000).

The term turnover is defined by Beach, (2003) as the ratio of the number of organizational members that have left during the period under consideration divided by the average number of people in the organization during that period. This term is often utilized in efforts to measure relationships of employees in an organization as they leave, regardless of reason.

Horn and Griffith (1995) developed a model that is based on a theory of decision making aspect of employee turnover, that is to say, turnover as a decision to quit.

Dyke and Strick, (1990); Denvir and McMahon,(1992) argue that high turnover rates might have negative effects on the profitability of the organization if not properly managed. Intention to leave is a complex phenomenon that depends on various factors.

A study carried out by Hargreaves (1994) among some high school teachers in the United

States reveal that supportive school policies like provision of learning opportunities including mentoring of new teachers and other plans for professional development were highly correlated with teachers commitment and turnover

Research findings have shown that people who are relatively satisfied with their jobs, will stay in them longer that is to say lower turnover, and be less absent (Jewell and Segall, 1990).

Kuria, S., Odingi A.and Wanderi P. (2012) recognizes organizational culture as an important factor in determining employee turnover, say that the reward system, the strength of leadership, the ability of the organizations to elicit a sense of commitment on the part of employees and its development of a sense of shared goals, among other factors, will influence an employee job satisfaction and therefore have a bearing on turnover intentions and turnover rate.

According to Jones, 2001 many teachers leave teaching because of public pressure which regards them as the poorest, disrespect them and devalue the teaching profession teachers repeatedly battle with public stereotypes that their jobs are easier than most other professions, all these reduce their commitment and morale to teach hence their dispatcher.

When employees leave an organization at their own discretion, it is referred to as voluntary turnover (Dess & Shaw, 2001). It is initiated by the choice of the employee and similar definition is given by Shaw, Delery, Jenkins & Gupta (2000), stating that - An instance of voluntary turnover, or a quit, reflects an employee's decision to leave an organization, whereas an instance of involuntary turnover, or a discharge, reflects an employer's decision to terminate the employment relationship.

According to Lee & Mitchell (1990) who study voluntary turnover, it can be affected by a lack of job satisfaction, job stress as well as alternative opportunities. It is thus important to consider attractions such as alternatives when looking at voluntary turnover. However, voluntary turnover can be predicted and, in turn, be controlled.

Shaw, Delery, Jenkins & Gupta (1998) define involuntary turnover as an instance of involuntary turnover, or a discharge that ―reflects an employer's decision to terminate the employment relationship.

According to Ferguson and Ferguson (1986), say that involuntary turnover includes

retirement, death and dismissal. Ferguson & Ferguson (1986), further state that turnover initiated by the employee such as resigning to take care of a terminally ill family member or accompanying a spouse to another area should also be considered as involuntary as it includes reasons over which the employee has no control.

Another definition states that involuntary turnover includes the need to cut costs, restructure or downsize due to reasons which are independent of the affected employee(s), as explained by Cappelli (2001.

2.3.1 Organizational Values And Staff Turnover

According to Schein (1989), organizational culture is a coherent system of assumptions and basic values, which distinguish one group of organization from one another and orient its choices. Hence organizational culture implies a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaption and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems.

According to Gomez-Mejia and Balkin (2005) organizational values affects the behavior of individuals and organizations by creating a shared sense of values , organization values reflects how employees view about how things are done in an organization, hence culture is specific to each firms ,affects how employees may feel or act and which type of employee is hired and retained by the organization.

Mullins (1999:p.53) defines organizational values as the collection of traditions, values, beliefs, policies, and attitudes that constitute a pervasive context for everything one does and thinks in an organization.

According to Wellins et al. (2009), employees are more likely to be retained if their jobs and the culture of the organization match both their abilities and skills, and their motivation and values.

Aswathappa (2003:p.479) refers to culture as a, "complex whole which includes knowledge, belief, art, morals, law, custom, and other capabilities and habits acquired by man in a society".

Organizational culture refers to "the norms, values and beliefs that the members of an organization maintain about rules of conduct, leadership styles, administrative procedures, rituals and customs" (Larsson and Lubatkin, 2001; Teerikangas andVery, 2006; and Tetenbaum, 2000).

According to Devi (2009), corporate cultures characterized by teamwork, pleasant working conditions, the considerate treatment of employees, growth opportunities, skill enhancement and abundant training opportunities can all contribute to employee turnover

Organizational values are introduced to all employees once they are recruited; this helps to be acquainted with the organization and the happenings in the system (Fakhar et-al, 2012). Organizational culture brings a higher commitment, higher morale, effective performance and productivity among employees of the organization. With culture employees think and make decisions, organizations conduct their business by being held together.

According to Stackman, Pinder, and Connor (2000), organizational values are the evaluation base that members of an organization use for judging the rightness or wrong of situations, acts, objects, and people. Values reflect the real objectives, standards and goals in an organization and define as well its transgression, sins, and wrongdoings.

 Morrell, Loan-Clarke and Wilkison (2001) stated that turnover means voluntary cessation of membership of an organization an employee means of that organization and this comes in due to values that the organization wants the employees to follow while executing their work. Another study suggests that staff turnover is the rotation of workers around the labor market, between different companies, occupations and jobs, and also between states of employment and unemployment (Abassi and Hollman 2000).

Values, particularly in an organizational sense, can be defined as global beliefs that form the basis for attitudes, choice-making and behaviors (Connor and Becker, 2004; Stackman, Pinder, and Connor, 2000). Hofstede, et-al. (2000) place values at the core of their classification model concerning the manifestations of organizational culture.

Robbins and Coulter (2008) describe organizational values as a component of organization culture shared between members of an organization who are operating as a group. The way in which these values shape employees' perceptions of the issues and demands that they encounter on a daily basis underpins their behavior and outlook (ScottFindlay and

Estabrooks, 2006).

The core values of an organization, as such, accountability, team work, innovation, transparency, are linked to the way in which employees act within the organizational unit, and can have a heavy influence on the staff intentions to leave (Watson, Clarke, Swallow, & Forster, 2005). It is therefore useful to address organizational values when relating cultural issues in the workplace.

Organizational values affects the way in which, people consciously and subconsciously think, make decisions and ultimately the way they perceive, feel and act

Kopelman, Brief, and Guzzo (1990) and Kerr and Slocum (2005) argue that the values which are present within an organization can have a direct influence on employee retention. An organization's values are at the heart of many activities that take place within the value chain, especially human resources activities such as employee selection, retention, training and development, and compensation systems.

Organizational culture is a vivid term that reflects the personality of an organization that is comprised of various assumptions, significance, standards and tangible objects of school members and their activities. Culture is an environmental factor that surrounds every individual all of the time; it is one of the significant elements that shapes atmosphere of work, relationship with work and the work processes (Lesson, 2002).

Employee's turnover is highly influenced by poor work environment which include among others relatively low levels of school administrative support, student discipline problems, control over classroom policies and lack of input in school policies by the teaching staff (McGrath and Princiotta, 2005; Ingersoll and Smith, 2003).

Kerr and Slocum (2005) argue that the organizational values present in an organization will have an influence on the type of employees that an organization successfully retains.

Kerr and Slocum (2001) believe that organizations that stress collective teamwork and responsibility while nurturing a sense of respect for one another will engender higher degrees of loyalty and higher levels of employee retention, regardless of the performance of the individual within the team unit.

Lund,(2003) say that organizations that focus on the effects of their organizational values

will be more appealing to entrepreneurial employees who operate for their own benefit and do not feel any loyalty to the organization. In this situation, they argue, it is more probable that employees affected by the values of an organization will leave the organization while strong performers remain, up to the point where they can achieve better rewards elsewhere.

According to Denison and Mishra (2005), employee retention rates of both strong and weak employees will be uniformly high in some organizations and varied in others. The functionalist perspective of organizational briefs addresses the role that the core culture can play within the performance of an organization.

An understanding of the causes of staff turnover is a first step for taking actions to reduce turnover rate, (Mobley, 2003).

Alexander (2004) indentifies some factors causing high staff turnover some of which are; the job not matching new employees expectations, lack of training, disappointment with the promotion, organizational culture, disappointment with standards of management, including unapproachable, uncaring and distant behavior and failure to consult.

Martins and Martins (2003: p.380) define organizational culture as "a system of shared meaning held by members, distinguishing the organization from other organizations".

Arnold (2005:p.625) indicates "that organizational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organization its distinct character". Werner (2007:p.25) states that "organizational leaders need to determine what type of culture will reflect the organizational vision and values, identify the appropriate behavior to shape such a culture and then develop strategies to instill these behaviors across the entire organization".

It is crucial for management to understand and make adequate provisions for the way in which organizational briefs exerts influence on a wide range of variables, including job satisfaction (Johnson 1990), organizational commitment (Casida and Pinto Zipp, 2008), and performance (Denison, Haaland, and Goelzer, 2004).

Thompson, Beauvais, and Lyness (1999) address the ways in which an individual's work–life balance can influence performance at work. They introduced the concept of work–family

culture. This notion has three dimensions: managerial support for work–family balance; the impact of accepting work–family benefits on an individual's career and personal development opportunities; and the ways in which expectations that an organization places upon an individual can interact with their ability to maintain personal commitments.

Employees who work within an organizational values that truly supports a work–family balance will be likely to make use of the family friendly benefits on offer without fearing that taking advantage of such schemes will have a detrimental effect on their career by (Thompson, et al., 1999).

Van den Berg and Wilderom (2004) argued that although values are typically not directly visible for employees, it is assumed that organizational values are expressed, in part, in organizational practices.

Seppala and Cameron 2015) Organizations that produce positive work place will end up being more successful since the employees always are looking for a work place that suits their needs ,such culture will bring about satisfaction hence boasting employee's abilities and creativity having achieved this ,organizations will be able to retain the employees.

 A similar concept developed by Allen (2001) looks at organizational family support and states that organizational culture will be affected by the organization's interest in helping employees achieve a true work–life balance.

Employee turnover has received substantial attention from both academic and management much of the attention has been focused on understanding the its causes and the common causes of staff turnover includes poor relation between the staff and the employer (Blake, 2006).

Organizational culture is also developed when values and expectations are established in the effort to maintain effective working relationships among the staff members of the organization and an organizational culture also result from the nature of external environment (Kempton, 2001)

2.3.2 Organizational Artifacts And Staff Turnover

Artifacts are defined by Schein as everything one can see, here, or feel when encountering a new group of people, such as the language, the environment, the technology, the architecture

or the observable rituals. Artifacts also include processes within the group or the organization and in addition, they are represented in clothing, manners of address, stories told about the organization. These artifacts are visible to everyone, but still their meaning is different to everyone, so what things mean in a group is hard to decipher (Schein, 2004, p.26).

According Hori (2006) the extent to which employees think and act like owners in an organization is created by the culture of the organization where employees have the capability to either perform an activity and develop their full potential and this helps the firms to retain their employees.

Artifacts are the observable symbols and signs of an organization's culture, such as the way visitors are greeted, the physical layout and how employees are rewarded. To understand the organization's culture requires painstaking assessment of many artifacts because they are subtle and often ambiguous.

According to Hellweg and Phillips (1982), cited in Mahdieh (2015), employee retention increases when there is communication within the organization and, besides other things, communication within the organization helps the employees to perform their tasks well, to have information about the duties they have to perform, and about the goals of the organization.

The artifacts includes rituals which are programmed routines of daily organizational life that dramatize the organization's culture and these include how visitors are greeted, how senior executives visit subordinates, how people communicate with each other, how much time employees take for lunch and so on. And the facts also include ceremonies which are planned activities conducted specifically for the benefit of the employees for example public rewarding of employees, celebrating the launch of new product or newly won contract.

Artifacts are also things that the organizations actually do to ensure safe operations including, for example, up to date procedures, conservative decision making, open communication, self-checking, and clear lines of authority, assessment and improvement processes among others.

Shared artifacts quantify what is important and what works in the organizational settings; values and artifacts system then interacts with employees, organizational structures, and systems to generate behavioral norms (Bellou 2007; Deshpande and Webster 1989).

According to Clarke (2010), employee turnover refers to the amount of movement that employees make in and out of an organization.

Foon, et al., (2010), on the other hand, defined staff turnover as the movement of staff members out of the organization due to unmet career growth expectations.

According to Ashar (2013), there are numerous factors containing employee's turnover rate from any organization; some include career development, organizational cultures which he argues that contributes much to employee turnover.

Artifacts like reward system are mechanism through which organizations show appreciation towards employees for their commitment, skills, knowledge or loyalty towards the organization and according to Foon, et al, (2010), these reward systems can enhance or deter employee turnover in the school. If the organization's artifacts like medical covers for employee, fully paid for vacations, paid leave, paid study leave are being considered by the managers of the schools it will automatically reduce staff turnover but if the artifacts are not favorable employees are likely to leave the school (Zhou et al 2009).

According to Walia et al., (2012), organizations that have artifacts which has the intention of caring about their employees needs gain employees commitment, loyalty, and hence reduces employee turnover however if the organizations do not have artifacts of carrying about their employees needs have a high employee turnover.

2.3.3 Organizational Assumptions And Staff Turnover

Kopelman and Guzzo (2005) define organizational assumption as interpretative personal schemes used for perceiving situations, creating the basis for collective action. They are developed over time, while members of a group create strategies to face problems and pass them along incoming members.

Ongori, (2007) stated that organizational assumptions are largely unconscious beliefs that are only made visible by interpreting observable patterns of behavior. These assumptions exist in the organizations n order to simplify what is otherwise an enormously complex reality.

Staff turnover is defined by Hom and Griffeth (2000), as a voluntary termination of members from an organization. Loquercio et al. (2006) observed that staff turnover is the proportion of staff leaving in a given period but prior to the anticipated end of their contract.

According to Singh et al (1994), staff turnover is the rate of change in the working staffs of a concern during a defined period.

According to the Uk-Essays(2013) " organization culture is a communicatively constructed ,historically based system of assumptions ,values and interpretive framework that guide and constrain organization members as they perform their roles and confront the challenges of their environment .." in this contest culture is seen a system that employees find within in the organizations activities, which will shape the way individuals behave

Lopez et al (2004) states that organizations should put more effort in introducing a culture which encourages communication among their members, motivating employees to question fundamental belief which will achieve a favorable working atmosphere, because that culture influences its overall behavior as culture promotes the sharing of a common goal between the top management and the employees, the firm or industry and its multidisciplinary teams naturally works in a more harmonious relationship and as the employers and employees work together

Organizations with strong assumptions enjoy lower staff turnover because they feel comfortable to stay longer in their positions where they are involved in decision making process. But in the absence openness and negative assumptions towards the employees the chances of continuity of employees are minimal.

According to Tricia (2007), as cited in Kakongoro (2008), organizational culture ought to embed among other things employees' participation. The degree at which employees perceive themselves as participating in the decision making process of an organization, directly influences their work and work mates, then, they adhere more to their roles and are finally retained by their organizations

Costly et al. (1987) points out that a high labor turnover may mean poor personnel policies, recruitment policies, poor organizational culture poor grievances procedure among others.

Gummesson (1999)as cited in kanagal(n,d) asserted that organization that have a culture of forstering employee relationship make employees achieve a given level of satisfaction which makes the employees pass on the satisfaction to the customers which is to lead to good quality production which an organization can use as a strategy to retain the employees at the site

Edgar Schein (1995) defines organizational basic assumptions, shared beliefs or values. He considers that culture exists at three levels: basic assumptions, values, and artifacts and creations. Organizational culture consists of a set of social norms that define which behaviors are appropriate and which aren't within an organization. Nevertheless, organization assumption is not necessary homogenous across all departments of the organization, as some norms might be embraced by all members of the organization, while different groups within the organization might develop their own sub-cultures.

These assumptions largely influence the employee turnover in organizations this is because are passed from person to person and organizational generations to generations, and are significant precisely because they are held by everyone and if these assumptions are damaging the behaviors of the staff members, they will be forced to move away from the school.

According to Schein (1992), viewed assumptions as core and most important aspect of organizational culture since a pattern of shared basic assumptions that the group or an organization learned as it solved its problems of external adaptation and internal integration, that has worked well to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

The example of an assumption in the organization may be that employees have at least some freedom of choice as to whether they engage in behaviors that positively or negatively affect the organization that is to say if employees had no freedom of choice, organizations would be affected because most of the staff members desire to work in places where they are given that freedom of choice.

According to Collins and Porras (2002) states that cultural assumptions and values shared by the staff members of the school or an organization determine the away in which employees and managers will understand the organization itself, and thereby the adequate way to achieve the organizational goals and if the culture assumptions do not create a strong relationship between the managers and the employees this affect the employees leading staff turnover in private schools.

Assumptions that underlie group cultures include the belief that human affiliation generates superior organizational outcomes such as positive affective attitudes directed toward the organization, and that displaying trust and commitment toward employees produces open

communications and greater employee involvement (Hartnellet al.2011).

Employees formulate their own understanding and accept or reject the organizational values and assumptions that is to say when employees accept the assumptions of the organization or the school it is defined as fit. But if the employees reject the assumptions of the organization it indicates a misfit. For example the assumptions and values which the employees may perceive as important in the organization's selection and promotion policies If there is a misfit between the values, assumptions of an employee and the values of the organization, it may lead to high employee turnover levels in an organization (Robbins et-al., 2009:p.440).

According to Loveday (1996:p.11), there is a close relationship between the assumptions of the organization and the staff turnover in organizations. If the assumptions of the organization decrease the staff commitment and morale to work there will be high rate of staff turnover in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter represents the methodological aspects that were employed in the study which included; research design, study area, target, accessible and study population; sample size, sampling procedure, reliability and validity of the research instrument, procedure of data collection, analysis and processing, ethical considerations, anticipated study problems and the approaches the researcher used to address them.

3.1 RESEARCH DESIGN

The study used cross-sectional survey research design. The cross-sectional survey research design was used because the method gathers data from a relatively large number of different categories of respondents at a particular time. According to Mugenda (1999) this design is used when the study is aimed at collecting data from the respondents without the need to make a follow up of the same respondents thus saves time to collect the necessary information when the design is used, data was collected using questionnaires and often analyzed using descriptive analysis in survey research, a questionnaire is a basic device in tapping participants attitudes and opinions.

Both quantitative and qualitative approaches were used. Both closed and open form questionnaire were used to generate responses and data for analysis of the relationship between the factors being investigated.

3.2 AREA OF THE STUDY

The study was conducted in secondary schools in Nkozi sub-county in Mpigi District. 88km from Kampala city westwards on Kampala -Masaka Highway Nkozi sub-county is situated along the Kampala-Masaka Highway, approximately 88 kilometres (55 mi), southwest of Kampala, Uganda's capital and largest city. This location is approximately 8 kilometres (5.0 mi), north of Lake Victoria, at the point where River Katonga, exits the lake to begin its 220 kilometres (140 mi) journey west to Lake George. The coordinates of Nkozi town are:00 00 36N, 32 00 00E (Latitude:0.0100; Longitude:32.0000).

3.3 STUDY POPULATION

Kamur (2005) defines a research population as a group of individuals, items objects from which the needed items are taken for measurement, the study population comprised of teacher from secondary schools located in Nkozi sub-county in Mpigi District. Teachers were selected because they know why teachers leave schools. Information available at Ministry of Education numbers of secondary schools are four (4) secondary schools in Nkozi sub-county in Mpigi District which are presented in the table below.

Table 1: Number Of Teachers In Each School

No	Name of the school	No teachers
1	St Mary Senior Secondary school	34
2	St Phillip Senior Secondary	35
3	St Francis Senior Secondary School	15
4	Kayabwe High school	29
	Total	113

3.4.0 Sampling Procedures

3.4.1 Sample Size

According to (Sekeran, 2003) a sample is a subset of a population. It comprises some selected members who are referred to as elements, sample size therefore is the total number of elements selected to represent the study population. The study selected up to 92 respondents based on Krejcie and Morgan (1970) sample selection guidelines.

3.4.2 Sampling Techniques

Dawson, Catherine (2002) defines a sample as a segment of the population which is selected to represent the all population. The study will be conducted using convenience sampling technique this is because this technique ease of research, data collection can be facilitated in

short duration of time and it is cost effective.

3.5.0 Data Collection Method And Instruments

3.5.1 Questionnaire Method

The questionnaires are chosen just because of the time limitation and partly because the research was dealing with the elite respondents. Survey questionnaires were distributed to the staff members working at Secondary schools in Nkozi sub-county in Mpigi District. Data collected from these questionnaires revealed different factors such as organizational values, artifacts and assumptions. The researchers used self administered questionnaires and were distributed to 94 respondents (teachers) closed and open questionnaires were used basing on the theme of the study.

3.5.2 Research Instrument

The main type of instrument that was used to collect data from respondents in this study was a questionnaire guides. Bryman(2008) notes that questionnaires enable the researcher to gather data (qualitative and quantitative from many respondents simultaneously thereby saving time and cost of data gathering. Questionnaires also give respondents freedom to express their views or opinion and also make suggestions in that they are structured with both open-ended and closed questions and Secondary data was collected from books and journals.

3.5.3 Questionnaires

These were the key tools for data collection by the researcher. The researcher and the fielded interviewers administered the questionnaires to save time and reduce on misinterpretation of some questions. The closed ended questionnaires form was advantageous in that it was easy to fill out saved time and kept respondents (teachers) on subject and relatively objective.

The Likert scale is one of the most widely and successfully used techniques to measure attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, disagree or strongly disagree with each of series of statements about the topic.

Questionnaires were used because in survey research the basic instrument used is questionnaire. This instrument can easily tap attitudes and opinions of the respondents and it was easier for the researcher to collect data using a questionnaire within a reasonable time.

3.6 QUALITY CONTROL METHODS

Validity and reliability of the research instrument were ensured as follows;

Validity refers to the ability of an instrument to measure what it is intended to measure. Validity is concerned with the extent to which an instrument measures what one thinks it is measuring (OSO and Onen, 2005) the instruments were tested for validity to improve the validity of instruments questionnaires examined and assessed by research experts and the supervisor. The statement or questions, which did not portray the meaning, were scraped off and replaced according to their advice.

Reliability

Reliability refers to the ability of the instrument to measure consistently what it is intending to measure. It was also ensured by testing the instruments for reliability values and according to Sekaran 2001 these values for each variable under the study should not be less than 0.6 for the statements in the instruments to be deemed reliable. As a result all the statements under each variable will be subjected to this test and will be proven to be above 0.6.

3.7 DATA MANAGEMENT AND PROCESSING

Coding of questionnaires

This involved assigning codes to responses to open ended questions. Similar or correlated responses were assigned similar codes. This aimed at transforming responses into the formats acceptable by statistical packages for analysis and making it quantitative. During the process of coding, cross checking and editing the data collected by Field Interviews was done to weed out any errors existing in the filled questionnaires.

Data cleaning

After entering the data, data cleaning was done to remove any errors that occurred during entry. This was done by indentifying outliers within the data entered and unique entries. The data was imported into STATA software package for analysis. Most of the data cleaning was done after the data had been imported into Stata.

3.8 DATA ANALYSIS

Data was analyzed using both quantitative and qualitative techniques as follows;

Quantitative analysis

The researcher entered and edited quantitative data using the descriptive option of SPSS (Statistical package social scientist) frequency distribution and test tables were presented .This method was preferred because it is modern, faster and simplifies the analyzing of data. This involved transforming the options to each item in the administered instruments in to codes. The codes that were used were "1" "2" "3" "4" and "5.

Data analysis from questionnaires was done by categorizing responses in to frequency counts and percentages. The Pearson's correlation co-efficient method was used because it was most appropriate for determining whether there is linear relationship between independent variable (IV) and dependent variable (DV) that was quantitative data. Pearson's product moment correlation was most suitable since it enabled the researcher to identify whether there was a linear relationship between organizational culture and teacher turnover.

Quantitative data results were presented in form of tables and graphs to enhance proper understanding of data while qualitative results were presented in a narrative form.

Qualitative analysis

This was used to analyze all data collected using interview guides and it was done basing on existing sub themes in other words thematic analysis was used. The results were then intergraded into quantitative statistics generated from the questionnaires

3.9 ETHICAL CONCERNS

The researcher ensured professional conduct throughout the study to be entrusted with the information from the respondents. This was done by building a rapport and clearly explaining to the target groups and individuals that the aim of the study was strictly academic.

As far as the questionnaires are concerned, the respondents were informed prior to the interviews and questionnaires. The purpose and the reasons of the questions to be asked were elaborated to all the respondents.

For the survey forms a drop box would be made available at different schools and the respondents will not have to write their names or other information which shows their identity. This assisted in getting fair and actual responses of the staff members. Prior permission and appointment for the interviews from the school head teachers and also the Uganda Martyrs University was granted.

3.10 LIMITATION OF THE STUDY

Since research is time bound, the researcher was on pressure and needs to work extra hard to meet the deadline for submission. However, the researcher worked hand in hand with Supervisor and also cooperated with the respondents during data collection to ensure that the report was submitted in time.

Some respondents perceived a study as an income generating activity for the researcher and so demand for a payment in order to give the required information. For this case, the researcher was supposed to give thorough explanation and the intentions of carrying out the study that it was for academic purposes and not income generating project at all.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

This chapter discusses the interpretation and presentation of the findings obtained from the field. The chapter presents the background information of the respondents and the findings of the analysis based on the objectives of the study. Descriptive statistics coupled with explanations have been used to discuss the findings of the study.

4.1 DEMOGRAHIC OF RESPONDENTS

The background information solicited and presented was about, gender, age, marital status, education levels and tenure experience. The background information was deemed necessary because the researcher wanted to show that all teachers with different background characteristics were represented in the study implying that the findings were not only for a particular group or category of respondents.

4.1.1 Gender Respondents

The figure 2 below illustrates the distribution of both male and female respondents

Figure 2: Illustrating Respondents According To Gender
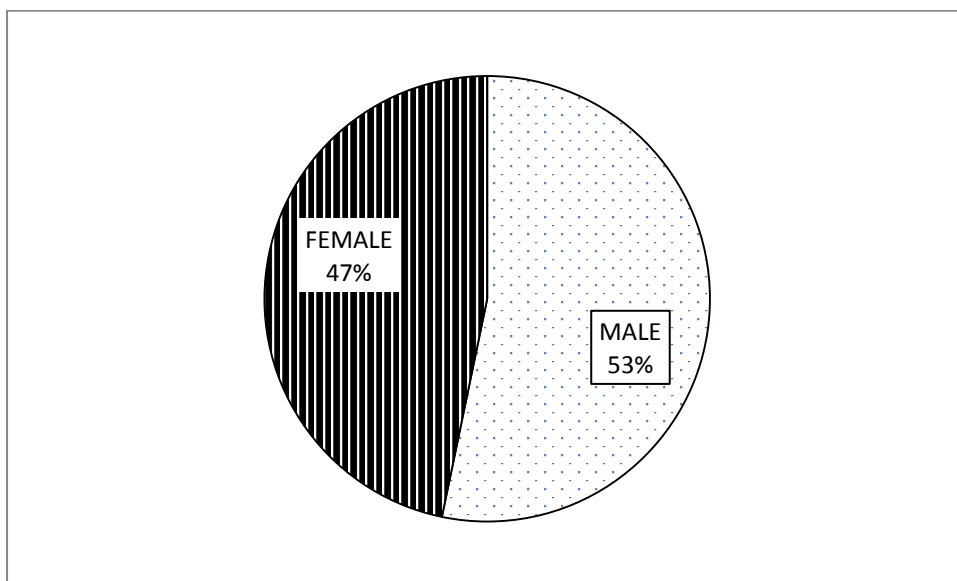
Male respondents constituted the biggest percentage 49(53%) and female 43(47%). The study revealed that majority of the respondents was male. This could be informed by the fact that men tend to stay longer in jobs as compared to women. This could be due to the fact that women may leave their jobs due to their family commitments such as raising their kids (Nyakundi, 2011). This is also in line with Bishay (1996) findings that turnover is often high in women as compared to men. On the other hand Sergeantand Hannum(2003) found out that there is no relationship between gender and employee turnover

4.1.3 Age Of Respondents

The figure 3 illustrates the age bracket of the respondents and they were categorized between less than 18yrs, 19-35yrs, 36-49yrs and above 50yrs.

Figure 3: Represents Teachers By Age
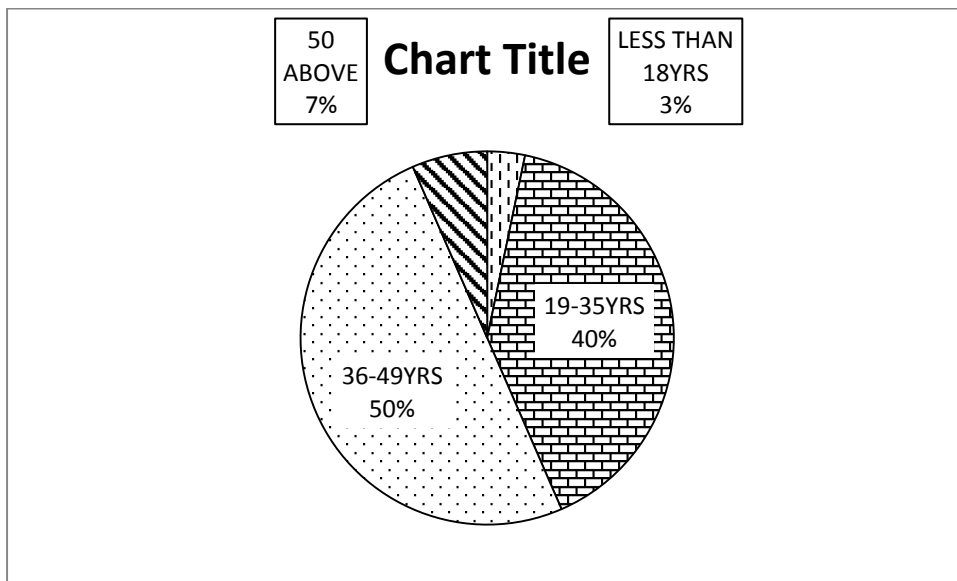
Figure 3: above shows that the biggest percentage of the respondents were aged 36 – 49 46(50%), those between 19 – 35 made 37(40%), those above 50 made only 6(6.5%) and less than18 were 3(3.5%)

The percentages indicate that the majority 50% of the teachers in secondary school in Nkozi sub-county in mpigi District is in the age bracket 36 – 49 years, and indicator that majority of the teachers in secondary schools are considerably Ageing teachers. This probably explains why teacher turnover is high in these schools.

Tye and ‚O‟Brien (2002) also argue that it is usually "Ageing teachers" has overwhelming

Ambitions that is highly migrant in the education labour market a situation that creates instability in the teaching staff. Meanwhile those in the age bracket of 19 – 35 years constitute 40.2% of the total number of teachers, those above 50 years constitute 6.5% and those below 18years form the least with 3.3% of the total number of teachers, an indicator that by 50 years many teachers have left secondary schools either for other schools or to look for greener pastures elsewhere for example, in business.

Age is an important aspect that influences teachers' decisions to stay or leave the teaching profession is their age. The relationship between teachers' age and their turnover has been found to follow a U-shaped curve (Ingersoll, 2006).

Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have   rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (Henneberger& Souza-Poza, 2007)

4.1.4 Education Levels Of Respondents

The bar graph below illustrates the education attainment of the respondents. The education levels were in 5 categories namely: S.6 and below, Grade 3teacher, Diploma, Degree and Postgraduate.
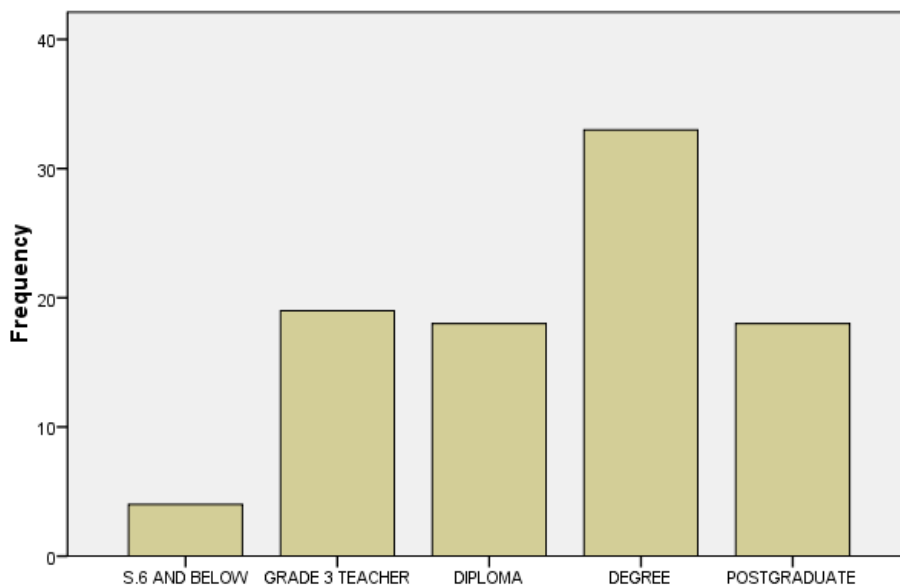
Figure 4: Education levels

Figure 4 revealed that the biggest percentage 33(35.9%) of teachers in secondary schools in Nkozi sub-county hold bachelor's degree, 19(20.7%) are grade 3 teachers,18(19.6%)are diploma holders, 18(19.6%) are postgraduate holders and 4(4.3%) are senior six and below levers . On average therefore most secondary schools in Nkozi sub-county in Mpigi District employ bachelor's degree teachers, this in principal is reason enough to convince that there is high chances of teacher to leave the secondary schools since these teachers are after money.

Oroni (2005) in her study found out that the more educated employees especially degree graduates were more likely to quit their jobs than the non graduates. This is attributed to the fact that more educated persons have more job opportunities thus making them more marketable compared to their less qualified counterparts.

Lukuyani (2004) observes that there is a significant correlation between turnover and teacher's e Academic qualifications. Highly qualified teachers always leave for better paying jobs elsewhere. Akiri andUgborugbo (2009) further assert that attainments beyond Bachelors degree tend to lead to a mismatch between teachers expectations and professional realities, a factor that could influence turnover among this teachers.

4.1.5 Tenure Experience Of Teachers

The bar graph below illustrates the tenure experience of the respondents. The tenure experience was in 4 categories namely: less than 5yrs, 6-10yrs, 11-15yrs and 20yrs and above.

Figure 5:   Tenure Experience of respondents
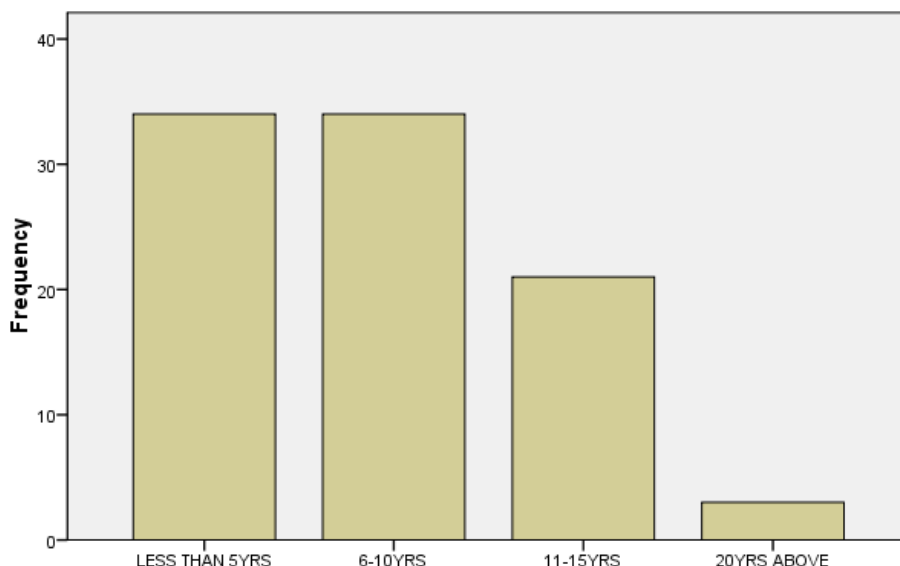
Figure 5: Results indicate that majority 34(37%) of the teachers in secondary schools in Nkozi sub-county in Mpigi District have spent 3 – 6 years and34(37%) less than 5years in their schools 21(22.8%) have spent 11-15 years while 3(3.3%) have spent above 20 years. On average therefore a relatively big proportion of teachers in secondary schools in Nkozi sub-county in Mpigi District have spent less than 7 years in their schools. These figures suggest that most teachers leave teaching or switch schools oftenly. This is an indicator that it is the fresh graduates who join the teaching [refer to figure 3], when teachers start gaining experience, that's when they think of leaving, only for fresh teachers join. This is in line with Benner, (2000) whose research carried in Chicago, revealed that within 5 years most schools lose about half of their teachers

4.1.6 Marital status of respondents

The figure below illustrates the respondents by marital status. Marital status was put in 4 categories; single, married, separated and widowed.

Figure 6: Respondents by marital status
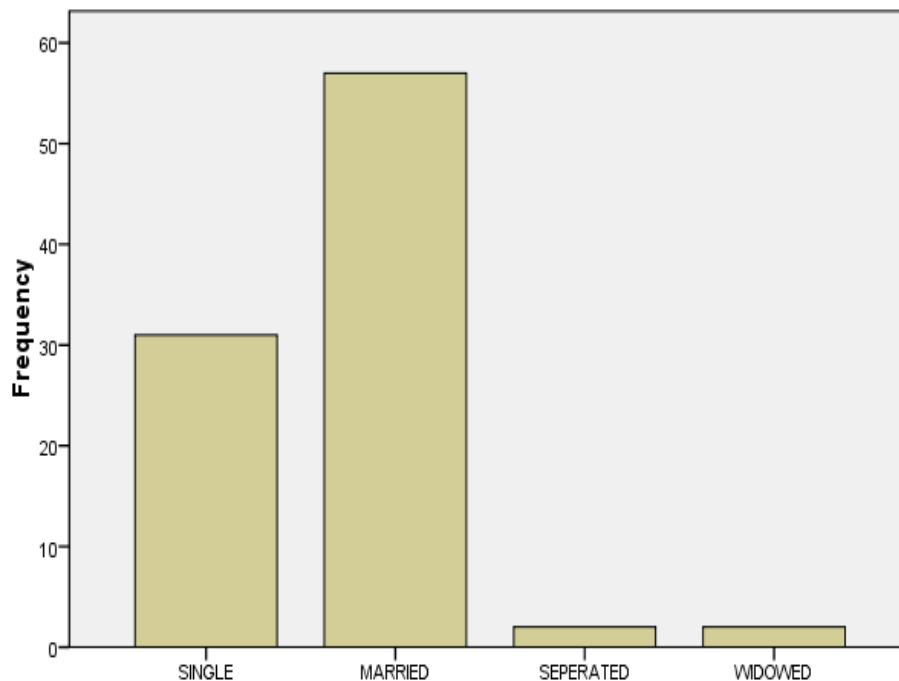
Figure 6: above indicates that marital status of respondents, the majority 57(62%) of them were married as compared to 31(33.7%) participants who were single 2(2.2%) were separated

and 2(2.2%) were widowed The results therefore indicate that since the majority of the respondents were people of responsibility, they were able to give valid and ideal responses on the problem of the study as they perceive staff turnover from a mature and responsible point of view

4.2.0 Descriptions Of Teacher's Responses To The Items Of The Questionnaire

In this section, the researcher presents the descriptive statistics relating to the responses of teachers on organizational culture and staff turnover.

4.2.1 Opinions About Organizational Culture And Staff Turnover

Table 3 below represents the opinions of respondents about organizational culture and staff turnover. The respondents gave their opinions about the variables by using the key where 1 Strongly agree, 2 Agree, 3 Undecided, 4 Disagree, and 5 Strongly disagree.

Table 2 Opinions about staff turnover and organizational culture by respondents.

Details	Mean	N 1	N 2	N 3	N 4	N 5
What do you think about staff turnover	1.5978	46 (50%)	43 (46.7%)	0 (00%)	3 (3.3%)	0 (00%)
What do you think about organizational culture	2.9674	13 (14.1%)	24 (26.1%)	17 (18.5%)	29 (31.5%	9 (9.8%)

Source: Primary Data 2016

In analysis, the respondents who strongly agreed and those who agreed were combined into one category of who ―concurred with the items. In addition, teachers who strongly disagreed and those who disagreed were combined into another category of those who opposed with the items. Another category was that of those teachers who neither agreed nor disagreed, the

undecided with the items. Thus, the three categories of teachers were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

From the Table 2 above, the findings indicate that, most respondents 89 (98%) agreed that they think much about staff turnover in secondary schools and this means that most of the employees think of leaving their current schools to go to other schools and 3 (3.2%) strongly disagreed that they don't think much about staff turnover and there was no teacher who was not sure whether they think about staff turnover or not.

These findings are in line with Wambui (2012) who cited the many employees think of leaving their current jobs yearning to get better jobs. This suggests that most secondary schools in Nkozi sub-county frequently move from one school to another.

Table 2 also indicated that most respondents 38 (41.3%) disagreed that they think about organizational culture in secondary schools and this means that most of the employees don't take much time thinking about organizational culture and 37(40.2%) agreed that they think much about organizational culture and 17(18.4%) teachers were not sure whether they think about organizational culture or not.

4.2.2 Relationship Between Organizational Values And Staff Turnover

Figure 7 below represents the first objective of the study was to examine the influence of organizational values on staff turnover in secondary schools in Nkozi sub-county. The teachers were requested to respond to a number of statements regarding the organizational values and staff turnover by indicating their agreement using a five-point Likert scale of 1=Strongly agree, 2=Agree, 3 – Un decided, 4 =Disagree and 5= Strongly disagree as shown in figure

Figure 7 Organizational Values and Staff turnover
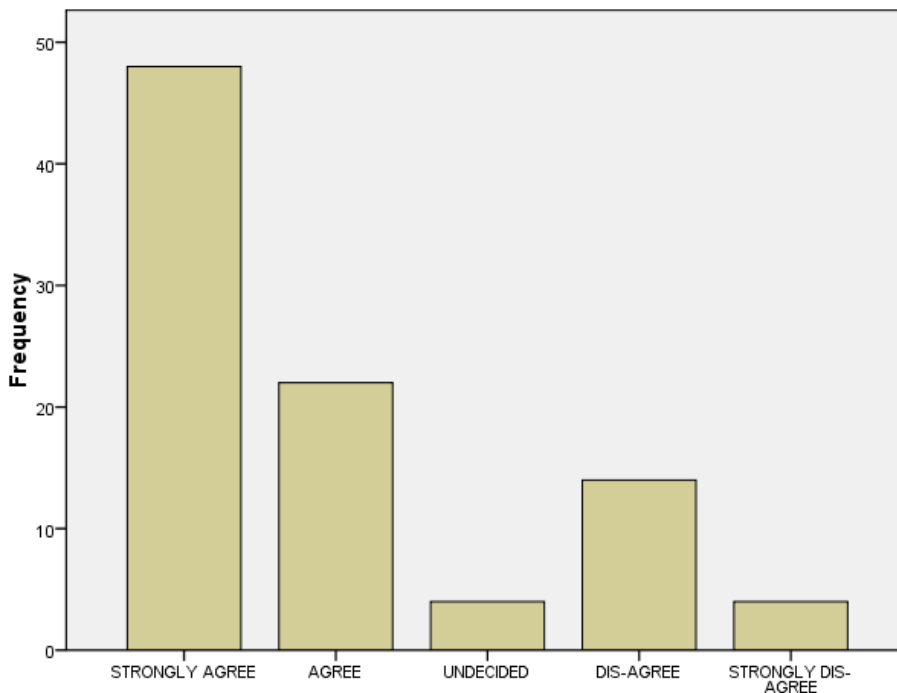
In analysis the respondents who strongly agreed and those who agreed were combined into one category of who ─opposed the items. In addition, teachers who strongly disagreed and those who disagreed were combined into another category of those who concurred with the items. Another category was that of those teachers who neither agreed nor disagreed, the undecided with the items. Thus, the three categories of teachers were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph

Figure 7 represents relationship between organizational values on staff turnover in secondary schools in Nkozi sub-county. From the findings, 70 (76.1%) of respondents agreed that organizational values affect staff turnover in secondary schools and this means that values of the organizations greatly influence staff turnover and this was in line with Kopelman, and Guzzo (1990) and Kerr and Slocum (2005) who argued that the values which are present within an organization can have a direct influence on employee retention. On the other hand, 18 (19.6%) of respondents disagreed that organizational values affect staff turnover while 4(4.3%) of respondents were not sure whether organizational values affect staff turnover in secondary schools. This means that staff turnover is influenced by organizational values according to the findings from the study.

4.2.3 Organizational Values And Staff Turnover

Table 3 represents the values like transparency, co-operation and quality on staff turnover in secondary schools in Nkozi sub-county. The teachers were requested to respond to a number of statements regarding those organizational values and staff turnover by indicating their agreement using a five-point Likert scale of 1=Strongly agree, 2=Agree, 3 – Un decided, 4 =Disagree and 5= Strongly disagree as shown in Table 3

Table 3: Presents values that may affect staff turnover

Details	Mean	N 1	N 2	N 3	N 4	N 5
Quality at the school affects the staff turnover rate?	2.2935	29 (31.5%)	28 (30.4%)	20 (21.7%)	9 (9.8%)	6 (6.5%)
Co-operation at school affect staff turnover rate?	3.1739	13 (14.1%)	17 (18.5%)	20 (21.7%)	25 (27.2%)	17 (18.5%)
Does transparency at the school affect staff turnover rate?	2.9183	14 (15.2%)	33 (35.9%)	6 (6.5%)	19 (20.7%)	20 (21.7%)

Source: Primary Data 2016

Table 3 presents transparency, co-operation and quality and staff turnover in secondary schools in Nkozi sub-county. According to quality at school and staff turnover, the findings

were 57 (62%) agreed that quality as a value affects staff turnover and this implies that if employees cannot meet the quality needed by the organization tend to leave their current jobs to another, 20 (21.7%) respondents were not sure whether quality affect staff turnover or not and 15 (16.3%) respondent disagreed that quality does not affect staff turnover.

Co-operation and staff turnover, the findings were 42 (45.6%) disagreed that co-operation affect staff turnover in secondary schools and this means that there is not influence that co-operation has on staff turnover, 30 (32.6%) agreed that co-operation affect staff turnover in secondary schools in Nkozi sub county while the 20 (22%) were not sure whether staff turnover is affected by co-operation or not.

Furthermore, from the Table 3 the findings about transparency and staff turnover were, 47 (52%) of respondents agreed that transparency affects staff turnover in secondary schools in Nkozi sub-county, 39 (43.3%) respondents disagreed that there is no effect of transparency on staff turnover intention in secondary schools in Nkozi sub-county while the 6 (6.5%) were undecided about the relationship between staff turnover and transparency. This means that transparency has an effect on staff turnover in secondary schools.

4.2.4 Correlation Of Organizational Values And Staff Turnover

The correlation was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between organizational values and staff turnover. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (organizational values and staff turnover). The significance of the correlation coefficient (p) was used to test the hypothesis that ", there is a relationship between organizational values and staff turnover in secondary schools in Nkozi sub-county in Mpigi District". Findings are presented in Table below followed by the analysis and interpretation.

Table 4: Correlation Of Organizational values and Staff turnover

		ORGANIZATIONAL VALUES AFFECT STAFF TURNOVER	WHAT DO YOU THINKABOUT STAFF TURNOVER
ORGANIZATIONAL VALUES AFFECT STAFF TURNOVER	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.002
	N	92	92
WHAT DO YOU THINKABOUT STAFF TURNOVER	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.002	
	N	92	92

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows that there is a strong relationship correlation (r = -0.513) between organizational values and staff turnover. This finding was subjected to verification to test the hypothesis "There is a relationship between organizational values and staff turnover in secondary schools in Nkozi sub-county" by comparing the significance of the correlation (p = .002) to the recommended significance at 0.05. Given that the p value was more than 0.05, the null hypothesis was accepted and the research correlation was accepted and it was concluded that there is a strong relationship between organizational values and staff turnover. As for the positive nature of the relationship, the findings show that the variables change in the same direction whereby organizational values has a strong relationship with the staff turnover.

The statistical analysis indicated that there is a relationship between organizational values and staff turnover and also descriptive statistics show that there is relationship between the variables. The reason may be that the respondents understand what organizational values mean, another reason for this could be that secondary school administrators do not pay much attention to values by inducing the staff members to the values so that the values affect them. Another reason could be secondary teachers are not much aware of the common values which

are exhibited at the secondary schools so when the join they are affected by the values. .

It means that organizational values like co-operation, transparency and other values influence turnover intentions in secondary schools in Nkozi sub-county in Mpigi District.

The implication for organizational values affecting the staff turnover is that teachers of those schools will consistently leave the schools unless when the administrators take a serious note on the organizational values.

4.2.5 Organizational Artifacts And Staff Turnover

The second objective of the study was to analyze the impact of organizational Artifacts on staff turnover in secondary schools in Nkozi sub-county. The teachers were requested to respond to a number of statements regarding the organizational artifacts and staff turnover by indicating their agreement using a five-point Likert scale of 1=Strongly agree, 2=Agree, 3 – Un decided, 4 =Disagree and 5= Strongly disagree and the results were presented in the figure 8

Figure 8: Organizational Artifacts And Staff turnover
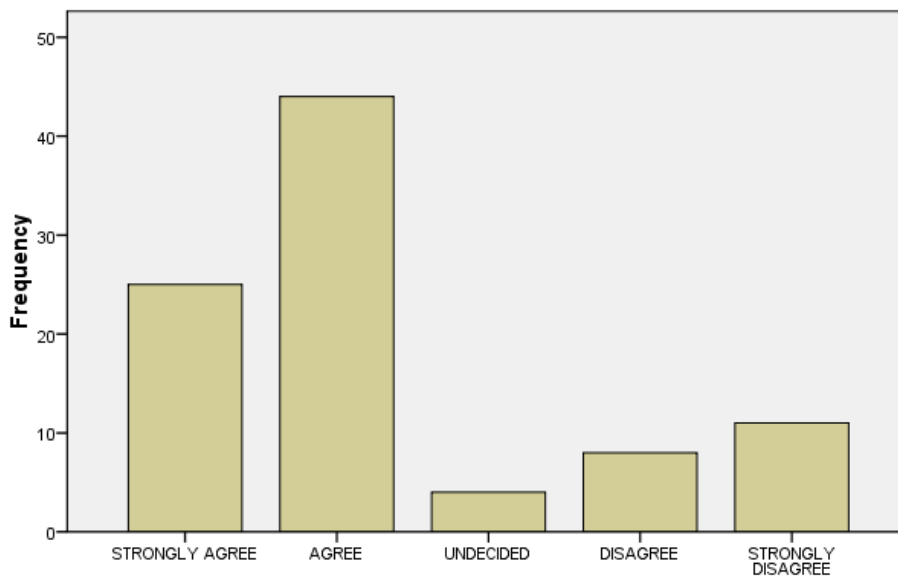
In analysis the findings, teachers who strongly agreed and those who agreed were combined into one category of who —opposed the items. In addition, teachers who strongly disagreed and those who disagreed were combined into another category of those who concurred with

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the items. Another category was that of those teachers who neither agreed nor disagreed, the undecided with the items. Thus, the three categories of teachers were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph

From the figure 8 above, the findings indicate that, most respondents 69 (75%) agreed organizational artifacts affect staff turnover in secondary schools, 19 (20.%) strongly disagreed that organizational artifacts affects staff turnover and 4 (4.3%) of respondents were not sure whether organizational artifacts affect staff turnover or not. This means that the organizational artifacts according to the respondents greatly influence staff turnover in the secondary schools.

4.2.6 Organizational Artifacts And Staff Turnover

Table 5: Represents the organizational artifacts like language used at school, public rewarding and school leadership on staff turnover in secondary schools in Nkozi sub-county. The teachers were requested to respond to a number of statements regarding those artifacts and staff turnover by indicating their agreement using a five-point Likert scale of 1=Strongly agree, 2=Agree, 3 – Un decided, 4 =Disagree and 5= Strongly disagree.

Table 5: Organizational Artifacts and Staff turnover

Details	Mean	N 1	N 2	N 3	N 4	N 5
language used at school affect staff turnover rate	2.2609	27 (29.3%)	31 (33.7%)	17 (18.5%)	17 (18.5%)	0 (00%)
Public rewarding affects staff turnover	2.3152	27 (29.3%)	36 (39.1%)	10 (10.9%)	11 (12.0%)	8 (08.7%)
School leadership affects organizational culture and staff turnover	2.4891	23 (25.0%)	32 (34.8%)	16 (17.4%)	11 (12.0%)	10 (10.9%)

Source: Primary Data 2016

In analysis the findings, teachers who strongly agreed and those who agreed were combined into one category of who —opposed the items. In addition, teachers who strongly disagreed and those who disagreed were combined into another category of those who concurred with the items. Another category was that of those teachers who neither agreed nor disagreed, the undecided with the items. Thus, the three categories of teachers were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

From the table above, the findings show that 52(56.5%) respondents agreed that language used at school effect staff turnover in secondary schools in Nkozi sub-county, 17 (18.5%) of respondents were not sure whether language used at school affects staff turnover or not and 17 (18.5%) of respondents disagreed that language used at school affect staff turnover in secondary schools in Nkozi sub-county. This was in line with Hellweg and Phillips (1982), who cited in Mahdieh (2015), employee turnover retention increases when there is poor communication within the organization and, besides other things, communication within the organization has great influence the employee's turnover intentions.

According public rewarding and staff turnover, the findings were 63 (68.4%) agreed that public rewarding affects staff turnover, 19 (20.7%) of respondents disagreed that public rewarding affects staff turnover and 10 (10.9%) were not sure whether pubic rewarding affects staff turnover or not in secondary schools in Nkozi sub-county.

School leadership and staff turnover, the findings were 55 (or 59.8%) respondents agreed that school leadership affect staff turnover in secondary school, 21 (or22.9%) t disagreed that school leadership affect staff turnover while 16(or 17.3%) were not sure whether school leadership affect staff turnover in secondary schools. And this is in line with Chew (2004) who observed that leadership has an influence on turnover intentions.

4.2.7 Correlation Of Organizational Artifacts And Staff Turnover

The correlation was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between organizational artifacts and staff turnover. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (organizational artifacts and staff turnover). The significance of the correlation coefficient (p) was used to test the hypothesis that "There is a relationship between organizational artifacts and staff turnover in secondary

schools in Nkozi sub-county in Mpigi District". Findings are presented in Table below followed by the analysis and interpretation.

Table 6 correlation Of Organizational Artifacts and Staff turnover

Correlations

		WHAT DO YOU THINKABOUT STAFF TURNOVER	ARTIFACTS AFFECTS STAFF TURNOVER
WHAT DO YOU THINKABOUT STAFF TURNOVER	Pearson Correlation	1	.321
	Sig. (2-tailed)		.179
	N	92	92
ARTIFACTS AFFECTS STAFF TURNOVER	Pearson Correlation	.321	1
	Sig. (2-tailed)	.179	
	N	92	92

**. Correlation is significant at the 0.05 level (2-tailed).

According to the results in Table 6 , organizational artifacts and staff turnover have no significant relationship (r = 0.321, p<0.05).Thus, the hypothesis that stated that organizational artifacts would have a significant influence on staff turnover is not accepted. This means that organizational artifacts have no effect on staff turnover in secondary schools in Nkozi sub-county in Mpigi District. Therefore the researcher rejected the null hypothesis implying that organizational artifacts has no significant relationship to staff turnover of teachers of secondary schools in Nkozi sub-county in Mpigi District. The reason could be that the respondents do not understand what organizational artifacts mean or they misinterpreted the statement in the questionnaires. Another reason for organizational artifacts not having any relationship on staff turnover could be that the administrators of secondary

schools in Nkozi sub-county they effectively reward the employees, communicate to employees in a good way so that those artifacts do not influence employees.

The implication of the above findings is that there is low or no staff turnover intentions in the secondary schools in Nkozi sub-county in Mpigi district

4.2.8: Organizational assumptions and staff turnover.

The third objective of the study was to establish the impact of organizational Assumptions on staff turnover in secondary schools in Nkozi sub-county in Mpigi District. The teachers were requested to respond to a number of statements regarding the organizational assumptions and staff turnover by indicating their agreement using a five-point Likert scale of 1=Strongly agree, 2=Agree, 3 − Un decided, 4 =Disagree and 5= Strongly disagree.

Figure 9 Organizational Assumptions And Staff Turnover
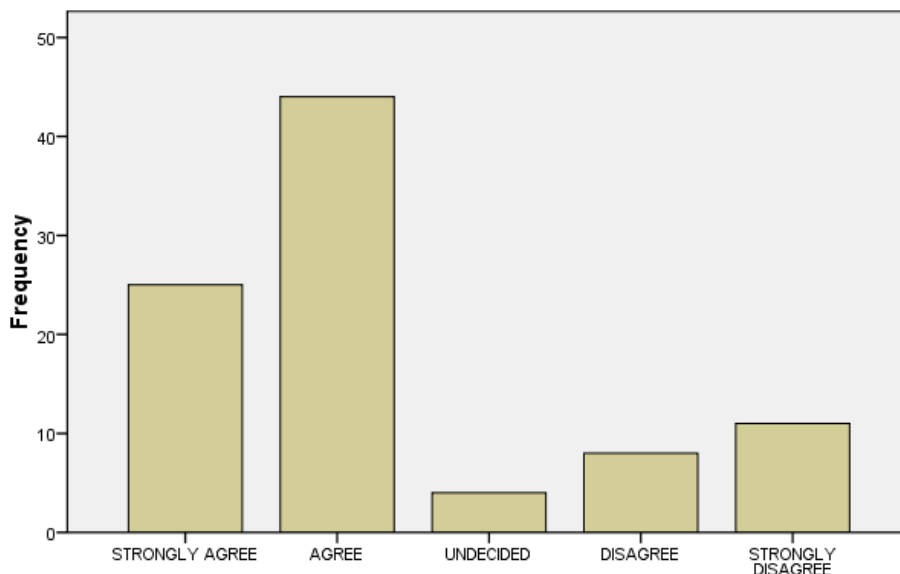
In analysis, the respondents who strongly agreed and those who agreed were combined into one category of who ―opposed the items. In addition, teachers who strongly disagreed and those who disagreed were combined into another category of those who concurred with the items. Another category was that of those teachers who neither agreed nor disagreed, the undecided with the items. Thus, the three categories of teachers were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

The study findings indicated that 64(69.6%) of respondents agreed that organizational assumptions affects staff turnover in secondary schools in Nkozi sub-county and this is in line with Costly et al. (1987) who point out that a high labor turnover mainly influenced by poor personnel policies, recruitment policies, poor organizational culture poor grievances procedure, 15 (16.3%) of respondents disagreed that organizational assumptions affect staff turnover and 13 (14.1%) of respondents were not sure whether organizational culture affects staff turnover or not. This shows that majority of teachers were not comfortable with the organizational assumptions at their respective schools hence this implies that there is an effect of organizational assumptions on staff turnover in the secondary schools in Nkozi sub-county.

4.2.9 Organizational Assumptions And Staff Turnover

Table 7 represents the values like transparency, co-operation and quality on staff turnover in secondary schools in Nkozi sub-county. The teachers were requested to respond to a number of statements regarding those organizational values and staff turnover by indicating their agreement using a five-point Likert scale of 1=Strongly agree, 2=Agree, 3 – Un decided, 4 =Disagree and 5= Strongly disagree as shown in Table 8

Table 7 organizational assumptions and staff turnover

Details	Mean	N 1	N 2	N 3	N 4	N 5
Trust affects staff turnover	3.3043	15 (16.3%)	10 (10.9%)	21 (22.8%)	24 (26.1%)	22 (23.9%)
Job security affects organizational culture and staff turnover	2.2826	32 (34.8%)	17 (19.3%)	11 (12.0%)	19 (20.7%)	3 (3.30%)
Commitment affects staff turnover	3.5870	5 (05.4%)	10 (10.9%)	17 (19.3%)	46 (50.0%)	14 (15.2%)

Source: primary data

In analysis, the respondents who strongly agreed and those who agreed were combined into one category of who ―opposed the items. In addition, teachers who strongly disagreed and those who disagreed were combined into another category of those who concurred with the items. Another category was that of those teachers who neither agreed nor disagreed, the undecided with the items. Thus, the three categories of teachers were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

From the findings trust and staff turnover, the majority of the respondents 46 (50%) disagreed that trust affects staff turnover in secondary schools, 25(27.1%) respondents agreed that trust has an effect on staff turnover in secondary schools and 21 (22.9%) respondents were not sure whether trust affects staff turnover in secondary schools or not.

Furthermore from the table 7 above, the findings show that 49 (52.1%) respondents agreed that job security has an effect on staff turnover in secondary schools in Nkozi sub-county and this implies that many teachers in these schools are not comfortable with their stay because of job security that is to say they are not sure whether they will stay there for a long time or not, 22 (23.9%) of respondents disagreed that job security affects staff turnover in secondary schools in Nkozi sub-county and 11 (12%) of respondents were not sure whether job security affect staff turnover or not. This was also stated by Rebore (2004) were he stated that failure to be guaranteed job security to employees is also cited as a cause of teacher turnover in many schools around the globe.

According commitment at the school and staff turnover, the findings were 60 (65.2%) disagreed that commitment affects staff turnover, 17 (19.3%) of respondents were not sure whether commitment affect staff turnover or not and 15 (16.3%) of respondents agreed that commitment affect staff turnover in secondary schools in Nkozi sub-county. This means that the staff members

4.2.10 Correlation Of Organizational Assumptions And Staff Turnover

The correlation was verified using Pearson correlation. To interpret the correlation findings, the correlation coefficient (r) was used to determine the strength of the relationship between organizational assumptions and staff turnover in secondary schools ok Nkozi sub-county. The sign of the coefficient (positive or negative) was used to determine the nature of change in the variables (organizational assumptions and staff turnover). The significance of the correlation

coefficient (p) was used to test the hypothesis that "there is relationship between organizational assumptions and staff turnover in secondary schools ok Nkozi sub-county". Findings are presented in Table 8 followed by the analysis and interpretation.

Table 8 Correlation Of Organizational Assumptions and Staff turnover

		WHAT DO YOU THINKABOUT STAFF TURNOVER	ORGANIZATIONAL ASSUMPTIONS AFFECTS STAFF TURNOVER
WHAT DO YOU THINKABOUT STAFF TURNOVER	Pearson Correlation	1	.310**
	Sig. (2-tailed)		.003
	N	92	92
ORGANIZATIONAL ASSUMPTIONS AFFECTS STAFF TURNOVER	Pearson Correlation	.310**	1
	Sig. (2-tailed)	.005	
	N	92	92

**. Correlation is significant at the 0.05 level (2-tailed).

According to the results in Table 8 above, organizational assumptions and staff turnover were found to have a significant positive relationship (r=0.310, p<0.05).Thus, the relationship that stated that organizational assumptions would have a significant influence on staff turnover is accepted

This means that organizational assumptions have a positive effect on staff turnover in secondary schools in Nkozi sub-county in Mpigi District. This practically implies that organizational assumptions lead to staff turnover in secondary schools.

Therefore the researcher accepted the null hypothesis implying that organizational artifacts have a significant relationship to staff turnover of teachers of secondary schools in Nkozi sub-county. The reason may be that turnover of teachers is caused by poor management since it has been recorded by many researchers as a factor for labour turnover like Maicibi (2003) reported that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape, in such a situation when an opportunity opens, whether less than the present ob, the employees could leave without looking behind. Poor supervision and a highly centralized administration may lead to decline in motivation and morale of the staff which sometimes results into turnover.

Another reason could be that the staff members of those schools understand the statements in the questionnaires are they interpreted the statements very well leading to a significant relationship between organizational assumptions and staff turnover in those schools.

4.2.11 Working Environment On Organizational Culture And Staff Turnover

The influence of working environment on organizational culture and staff turnover in secondary schools in Nkozi sub-county in Mpigi District. The teachers were requested to respond to this statement regarding the influence of working environment on organizational culture and staff turnover by indicating their agreement using a five-point Likert scale of 1=Strongly agree, 2=Agree, 3 − Un decided, 4 =Disagree and 5= Strongly disagree.

Figure 10: Working environment on organizational culture and staff turnover
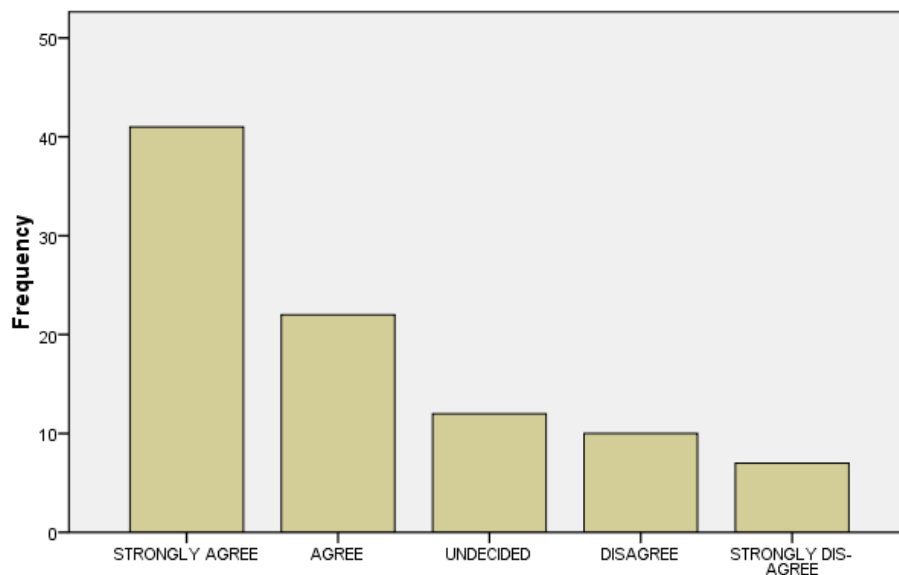
In analysis the respondents who strongly agreed and those who agreed were combined into one category of who ―concurred with the items. In addition, teachers who strongly disagreed and those who disagreed were combined into another category of those who opposed with the items. Another category was that of those teachers who neither agreed nor disagreed, the undecided with the items. Thus, the three categories of teachers were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

The research bout whether working environment influences organizational culture and staff turnover, revealed that 63(68.5%) of respondents agreed that working environment affects organizational culture and staff turnover and this is in line with the study carried out by Ingersoll and Smith, (2003) that secondary school teacher's turnover is highly influenced by work environment which include among others relatively levels of school administrative support, student discipline problems, control over classroom policies and input in school policies by the teaching staff and also Milman(2002) who found out that unfavorable and poor working conditions are cited as a major reason for high turnover among employees, 17(18.5%) disagreed that there is no relationship between working environment and organizational culture and staff turnover in secondary schools in Nkozi sub-county and 12 (13%) of the respondents were not so sure whether working environment influence organizational culture and staff turnover in secondary schools

4.2.12 Correlation Of Working Environment On Organizational Culture And Staff Turnover

The fourth correlation stated that, there is relationship between working environment, organizational culture and staff turnover in secondary schools. The results of this correlation are presented using Pearson correlation co-efficient between the index of working environment organizational values and staff turnover. The computed scores for working environment were correlated with the average values of organizational culture were and those of staff turnover and the results were interpreted at 0.05 level of significant. The results are summarized in the table 9 below

Table 9 Correlation Working Environment On Organizational Culture And Staff Turnover

Correlations

		AVERAGE OF OC AND ST	WORKING ENVIRONMENT AFFECTS OC AND ST
AVERAGE OF OC AND ST	Pearson Correlation	1	.116
	Sig. (2-tailed)		.273
	N	92	92
WORKING ENVIRONMENT AFFECTS OC AND ST	Pearson Correlation	.116	1
	Sig. (2-tailed)	.273	
	N	92	92

**. Correlation is significant at the 0.05 level (2-tailed).

According to the results in Table 9, working environment has no significant relationship between organizational culture and staff turnover in secondary schools (r = 0.116, p<0.05).Thus, the hypothesis that stated that working environment would have an influence between organizational culture and staff turnover is not accepted. This means that working environment has no effect on organizational culture and staff turnover. Although the findings from the survey stated that working environment has an influence on staff turnover and organizational culture, the descriptive statistics revealed that there is no relationship it may be due to the following reasons. The first reason may be that the respondents did not understand

the statement or they misinterpreted the statement. It could be other factors that may influence organizational culture and staff turnover other than working environment.

The implications could be that the staff members of these secondary schools are not affected by working conditions and in conclusion the administrators of the secondary schools in Nkozi sub-county should continue improving the working conditions for betterment of their schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the discussion, conclusions and recommendations. It is divided into three sections. The first section presents the discussion according to the objectives of the study, the objectives were to determine the relationship between organizational values and staff turnover, establish the impact of organizational assumptions on staff turnover and to analyze the impact of organizational artifacts and staff turnover in secondary schools in Nkozi sub-county in Mpigi District. The second section contains conclusions which were done with reference from objectives, relevant literature and the findings as presented in chapter four and the third section entails the recommendations.

5.1.0 SUMMARY OF FINDINGS

The findings indicate that in Nkozi Sub-County there are 4 secondary schools with 113 teachers from table 1 from the 92 respondents 53% were male and 47% were female, most of the respondents were in the age bracket of 36-49 years, from figure 4 it was also found that most respondents attained bachelor's degree as level of education, it was also indicated that most of the respondents 62% were married, most respondents of 74% were below 10 year experience, it was also discovered that most of the respondents by 98% think much on staff turnover and 41.3% of the respondents disagreed that they think much on organizational culture

5.1.1 Organizational Values And Staff Turnover

This objective, sought to determine the "determine the relationship between organizational values and staff turnover in secondary schools. Data analysis and interpretation revealed that there is a positive relationship between organizational values and staff turnover. This is because many employees find it very difficult to coup up with the values of the organizations.

It also revealed that organizational values like quality, co-operation and transparency greatly has an influence on staff turnover just because many employees fail to match with the

organizational values which makes their stay at the current jobs difficult hence their consistent dispatch from the schools.

5.1.2 Organizational Artifacts And Staff Turnover

This objective, sought to determine the "determine the relationship between organizational artifacts and staff turnover in secondary schools. Data analysis and interpretation revealed that there is a negative between organizational artifacts and staff turnover. It may be this because the respondent never wanted to give out information, or the respondents did not understand what organizational artifacts mean to them. It may be that the respondents did not have time to answer the questionnaires in a good way.

5.1.3 Organizational Assumptions And Staff Turnover

This objective, sought to determine the "determine the relationship between organizational assumptions and staff turnover in secondary schools. Data analysis and interpretation revealed that there is a positive relationship between organizational assumptions and staff turnover. This implies that organizational assumptions have effect on staff turnover in secondary schools in Nkozi sub-county in Mpigi District.

5.2 Conclusion

As regards to the dimensions of organizational culture, it was concluded according to the correlation that organizational culture has a significant positive effect on staff turnover. Staff members always adapt to the culture of the schools meaning that culture has influence on staff turnover.

It is also concluded that organizational values and organizational assumptions have a strong effect on staff turnover in secondary schools in Nkozi sub-county in Mpigi District but for organizational artifacts has no relationship with staff turnover according to survey.

It can be said that staff member leave or quit the organization simply because, they are not satisfied with their working conditions, don't fit in organizational values and this affect the organizational efficiency greatly in the sense that experienced workers leave and the organization has to spend money and time to hire, recruit, select and train new employees to replace those who have left. It brings certain benefits to the organization so employee turnover should be allowed but kept at an average rate.

In view of the findings the study concludes that the managers, education stakeholders and head teachers should put more emphasis on the organizational values, organizational assumptions and organizational artifacts to reduce the staff turnover in secondary schools of Nkozi sub-county in Mpigi District

5.3 Recommendation

The management should further ensure that they maintain an environment which is conducive for work as well as a good relationship between the employees and their leaders. This will open up channels for the employees to communicate their complaints hence reducing their level of staff turnover intentions.

There is need for leadership development secondary schools that is to say the creation of a great organizational culture demands the presence of good leaders -- those who know how to communicate and listen. Without a great leader in place, the employees can lose sight of the importance of organized and effective commitment. There is also a need to improve communication. Management should establish open lines of communication for all members and not just the managers and leaders in the organizational structure.

The researcher also argued in this report that for a school to reduce on the rate of teacher turnover, employers must change their administrative policies, must put in place strategies that will ensure teacher stay at school, for example, conditions of work, ensure professional development, try to meet teachers" expectations, value them and must also control external influence. It is not enough for schools to acquire qualified teachers, retaining the experienced ones is also crucial.

There is need for everyone especially school administrators to regularly organize sessions in which open discussions can take place between teachers and the school heads to allow teachers air out their grievances instead of opting for grapevine. There is also need for the Ministry of Education to organize periodic workshops to train and sensitize the head teachers and school directors on the purpose of teachers as a crucial resource and for that matter, how trying to retain them is obviously significant because the whole education system largely depends on them.

There is need to communicate frequently. Staff members appreciate transparent management because it keeps them informed of executive decisions that may affect their jobs. Consistent

corporate communication helps minimize negative rumors that would otherwise damage employee loyalty.

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APPENDICES

APPENDIX I

RESEARCH QUESTIONNAIRE

(*To be filled in by teachers of secondary schools in Nkozi sub-county in Mpigi District*)

Dear Sir/ Madam,

I am **MUGALU KIZITO** a student of Uganda Martyrs University Registration no 2013-B021-10102 pursuing a Bachelor's Degree in Business Administration and Management. I am currently conducting a study about organizational culture and staff turnover in secondary schools in Nkozi sub-county in Mpigi District**.** The study is purely for academic purposes and the information given will be treated with utmost confidentiality and a profound manner of professionalism. I therefore, humbly request you to spare a few minutes valuable time and answer the following questions.

Section A: Socio- demographic Information. (In this section, kindly tick the response that most describes you.)

1. Sex: (a) Male   (b) Female

2. Age: (a) Less than18years   (b) 19 – 35yrs   (c) 36 – 49yrs   (d) 50+

3. Academic qualifications: (a) Senior 6 and below   (b) Grade 3 Teacher (c) Diploma (d) Degree   (e)   Postgraduate

4. Marital status: (a) Single   (b) Married   (c) Divorced   (d) Widowed

5.   Tenure/teaching experience: (a) Less than5 yrs   (b) 6– 10 yrs   (c) 11 - 15yrs (d) 16-20 yrs   (e) 21yrs+

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**b) Give your rating about how you think about the following using the key 1 Strongly agree, 2Agree, 3 undecided, 4 Disagree 5 Strongly disagree**

| No | Questions | 1 | 2 | 3 | 4 | 5 |
|----|-----------|---|---|---|---|---|
| 1 | **As an employee what do you think about staff turnover?** | | | | | |
| 2 | An employee what do you think about organizational culture? | | | | | |

**Objective 1**

**(a) To determine the relationship between organizational values and staff turnover in secondary schools in Nkozi sub-county**

(a i)Please tick the appropriate response to you rating the questions from 1 (strongly agree), 2 (Agree), 3 (undecided), 4(disagree), 5 (Strongly disagree)

| No | Questions | 1 | 2 | 3 | 4 | 5 |
|----|-----------|---|---|---|---|---|
| 1 | How does organizational values affect staff turnover? | | | | | |
| 2 | How does quality at the school affect the staff turnover rate? | | | | | |
| 3 | How does co-operation at school affect staff turnover rate? | | | | | |
| 4 | How does transparency at the school affect staff turnover rate? | | | | | |

(a ii) Please write down any other organizational values that may affect staff turnover if any.

_____

_____

**Objective 2**

**(b) To establish the impact of organizational artifacts on staff turnover in secondary schools in Nkozi sub-county.**

(b i)  Please tick the appropriate response to you rating the questions from 1 (strongly agree), 2 (Agree), 3 (undecided), 4(disagree), 5 (Strongly disagree)

| No | Details | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| **1** | How does Artifacts affect staff turnover rates? | | | | | |
| **2** | | | | | | |
| **3** | How does the language used at school affect staff turnover rate? | | | | | |
| 4 | How does public rewarding of employees affect staff turnover? | | | | | |
| 5 | How does school leadership affect organizational culture and staff turnover? | | | | | |

(b ii) Please write down any other organizational Artifacts that may affect staff turnover if any.

_____

_____

**Objective 3**

**To analyze the impact of organizational assumptions and staff turnover in secondary schools in Nkozi sub-county**

**(c .i)Please tick the appropriate response to you rating the questions from 1** ((strongly agree), 2 (Agree), 3 (undecided), 4(disagree), 5 (Strongly disagree)

| No | Details | 1 | 2 | 3 | 4 | 5 |
|----|---------|---|---|---|---|---|
| 1 | How does organizational assumption affect staff turnover rate? | | | | | |
| 2 | How does trust of employee affect staff turnover? | | | | | |
| 3 | How does job security influence organizational culture and staff turnover? | | | | | |
| 4 | How does commitment of employees affect staff turnover? | | | | | |

(c ii) Please write down any other organizational assumptions that may affect staff turnover if any.

_____

_____

_____

**Working environment**

| No | Details | 1 | 2 | 3 | 4 | 5 |
|----|---------|---|---|---|---|---|
| **1** | **Does working environment affect organizational culture and staff turnover** | | | | | |

**Thanks for your co-operation**

**Table for Determining Sample Size from a Given Population**

**Table for determining the sample size for a given population**

| N | S | N | S | N | S | N | S | N | S |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 346 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 351 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 351 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10,000 | 373 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15,000 | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20,000 | 377 |
| 75 | 63 | 230 | 144 | 550 | 225 | 1900 | 320 | 30,000 | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2000 | 322 | 40,000 | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2200 | 327 | 50,000 | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75,000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 256 | 2600 | 335 | 100,000 | 384 |

Source: (Krejcie & Morgan 1970) Note: "**N**" is Population size      "**S**" is Sample size

**APPENDIX III**

**Research Letter**

**APPENDIX IV**

**Evidence forms**