



Employee Retention and Organizational Performance: A Case Study of the Private Catholic Secondary Schools in the Archdiocese of Nairobi-Kenya

Rose Cheron Ng'asura, Dr. Susan Wasike and Rev. Dr. Paul Norvy
Catholic University of Eastern Africa
Email: gracerosemary85@gmail.com

Abstract: The goal of this study was to ascertain whether Succession Planning (SP) was applied and how it impacted on the academic success of the seven secondary schools in the Catholic Archdiocese of Nairobi Kenya. The study's objective was to examine the influence of talent attraction, leadership development, knowledge-transfer and employee retention on the academic performance of the chosen seven private secondary schools.. The Kenya Certificate of Secondary Education (KCSE) was used to evaluate the performance schools. Descriptive survey design was chosen for study. To create a sample of 104 respondents, 90 teachers were selected using simple random sampling, and two executives were chosen from each institution using a purposive sampling technique. Prior to the main study, a pilot test was done to determine how well the tools worked. Utilizing both descriptive and inferential statistics, computable data was examined. The academic achievement of the private Catholic secondary schools in the Archdiocese of Nairobi was found to be significantly correlated with teachers' succession planning. The findings revealed that there was a significant relationship between leadership development and employee retention at a value of $r=0.732 P < 0.05$ and $r=0.999 P < 0.05$ respectively. This proved that employee retention and leadership development had a greater impact on academic performance of the schools. The study recommended that the school administration needed to implement methods that are competitive to boost employee retention, uphold a positive and productive work environment, improve school structures and systems, and provide career and health benefits for their employees.

Keywords: Succession Planning, Organization Performance, Private Catholic Schools, Employee Retention

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1. Introduction

The goal of this study was to ascertain whether Succession Planning (SP) was utilized and how it impacted the academic success of the seven secondary schools in the Catholic Archdiocese of Nairobi. Succession planning, according to Barrett and Onorato (2021), is a method for handing down management of business operations before retirement. Succession planning is thought to promote organizational performance, development, sustainability, and competitive advantage if done well. The type of leadership practiced within the organization, together with the abilities, knowledge, and experience of its members affect its outcomes.

In order to maintain critical roles within the business, senior management of a corporation engages in succession planning (SP), which is a deliberate and a methodical effort. This can be accomplished through retaining and developing shrewd, knowledgeable, and virtuous human resources and encouraging them to advance (Armstrong, 2011; Rothwell, 2010).

Organizational performance is evaluated based on the objectives. It is the comparison between the actual outcomes and the desired results. Managers invest in a variety of resources, such as human resources, technological resources, organizational climate, markets, and leadership style, amongst others. When all the

resources are combined, firms can achieve outcomes such as increased effectiveness, efficiency, growth, and increased employee satisfaction (Tahir, 2020).

In the current highly competitive business world, organizational performance is extremely important and this calls for a very sustainable, high-quality, and innovative workforce. To avoid the leadership vacuum that is generated when an incumbent leader leaves the firm, succession planning is crucial. Studies have demonstrated that elements like work atmosphere, mentorship and motivation have a favorable impact on educational institutions' overall effectiveness (Abdolshah, Khatibi & Moghimi, 2018).

The promotion of people effectiveness and efficiency, institutional credibility, and a clear vision of shared values are all aided by succession planning by encouraging an optimistic approach. Because of the organization's overall competent management and the organization's ability to pool talent, employee motivation is improved. In Kenya, the Catholic Church either officially sponsors or privately manages about 31% of all institutions of learning from primary through postsecondary levels (Kithinji, Murucha and Kinoti, 2022).

These institutions struggle with trained staff, inadequate succession plans, and the choice of executives who occasionally fall short of the necessary abilities and competencies, which causes the majority of the organizations to perform very poorly. For instance, in the educational field, topic areas rather than leadership abilities are considered when choosing professors (Marangu, 2014; Ngandu, 2017). The current study set out to investigate how employee retention influence academic performance of Catholic private secondary schools, specifically those in the Archdiocese of Nairobi.

2. Literature Review

According to Sutchter, Darling-Hammond, and Carver (2016), 40 to 50 percent of newly employed teachers in the US reportedly quit their positions during the first five years of employment. Additionally, US continues to endure a chronic teacher shortage due to a high attrition rate (Sibieta 2020, DfE School Workforce Census 2018, & Lazzari 2017). The worst-case situation was anticipated as the number of pupils was forecast to rise, according to the European Commission/EACEA/Eurydice (2018), which observed that several European countries had a significant shortage of teachers.

A similar situation is being faced by the educational system in Africa. Ng'andu (2017) looked into how the Seventh-day Adventist educational institutions in Zambia planned for their succession. He understood that the top management in Seventh-day Adventist educational

institutions could take up to six months to fill a vacancy. In addition, he pointed out that the majority of those in these positions had not been raised within the institutions, which meant that a sizeable number of them lacked familiarity with the workplace culture. The time it takes for them to assimilate and fully comprehend educational institutions may therefore be up to a year and affected the operations hence poor performance

There is growing evidence, according to Jonyo & Jonyo (2019) that teacher shortages will continue to exist in many different countries. For educational authorities in both developed and developing countries, the teacher shortage is a key cause of concern. Globally, particularly in Sub-Saharan Africa, Asia, and Latin America, it can be difficult to find and keep highly qualified teachers. Over 85,000 teachers are still needed in Kenya despite the efforts made over the years by the Kenyan Teachers Service Commission (TSC) to fill gaps in teacher replacement across the nation. For the school's administration, this presents a challenge (TSC Annual Report, 2014-2015).

A research on methods for keeping organizational knowledge from departing employees was conducted by Tauro (2021) at Walden University. The study used a numerous case study approach to investigate generational knowledge transfer, organizational knowledge transfer, and knowledge management. Five risk management leaders with at least ten years of experience were the study's target population. Five risk managers in all were selected to take part in the study through a deliberate sampling process.

Results showed that they desired to keep the most organizational knowledge possible from retiring senior personnel. The importance of tacit knowledge in maintaining operations was discovered to be particularly high. Meaning that, the stability of an organization depends primarily on tacit knowledge. Organizations therefore must share existing knowledge as well as produce new one in order to remain relevant in addressing pressing issues. The report advised that a formal succession plan should be created that includes expectations, timelines, and information on the mentoring process and methods for knowledge transfer. In order to pick qualified individuals, organizations should consider succession planning when employing new staff. Multigenerational culture is necessary to assist the transfer of information, too.

A study on principal retention and the reasons why leaders remain was conducted in the US by Parker (2019). This study's goal was to identify the reasons that led elementary school principals to stay in their current roles and those that led them to resign from their current roles. The study used a qualitative case study methodology and collected data from individual interviews, focus groups, and student

demographic information from the represented campuses to identify the elements that most strongly influence retention.

The results showed that the most important elements influencing principal retention were leadership values, providing and receiving support, and sharing challenging work tasks. The findings suggested that educational authorities should think about providing assistance. Principals should regularly examine their leadership philosophies and reaffirm their drive to follow the principles and ideals of their respective school systems.

A study on employee retention at institutions of higher education was conducted in Ghana by Boakye, Odoom, Kwame, and Addai2022. With an emphasis on Senior Members, the study looked into the problem of employee retention across private tertiary institutions. Common reasons cited for senior members, academic and non-academic, to accept employment in the chosen institutions included high pay, better working conditions, more training opportunities, career development opportunities, a positive work environment, and institutional recognition and appreciation. Other causes included increasing employee participation, improved promotion systems, more training and development opportunities, and concern from employers. In order to provide fair and appropriate training and development programs that would encourage employees to stay with their firms, the study advised the selected colleges to work successfully with their in-house human resource management experts.

In Nairobi, a study was conducted by Akalla (2012), to determine the effects of welfare benefits, disciplinary procedures, performance reviews, training and development, and career advancement on non-teaching personnel at the University of Nairobi's retention rates (UoN). The study found that employee retention was influenced by training and development, performance reviews, welfare benefits, disciplinary actions, and future career advancement. Employee retention, in the opinion of the workforce, is significantly influenced by institutional support for staff development.

According to the study's findings, employee retention is significantly influenced by performance assessment criteria such the clarity of performance targets, fairness in the ratings of performance, and the utilization of performance data for career advancement. Employees are

willing to stay on the job if they have access to benefits like a medical plan, a solid leave administration policy, an education policy, and the attention by management to give the employees an overall welfare and by treating them with respect and providing

Employee development elements include institutional support for staff career progression, merit-based promotions, a clear explanation of an employee's career path, staff mentoring and coaching programs, conducting extensive employee consultations when setting performance targets, making disciplinary rules and regulations clear to employees and succession planning procedures are credited by employees as reasons for employee retention.

2.1 Study Theories

In this study, three theories were used: Social Exchange Theory (SET), Transformational Leadership Theory (TLT) and Relay Succession Planning Model (RSPM).

2.1.1 Social Exchange Theory (SET)

The SET theory states that if a person or group of individuals feels respected, valued, and cared for by an organization, they will be more likely to reciprocate and assist in accomplishing its objective. This holds that if employees feel appreciated, respected, and cared for by their employer, they would reciprocate by improving organizational performance. This idea claims that constant interaction within an organization among its members fosters a climate in which people help one another, particularly when there is a challenge, improving mutual coexistence. Through a process called reciprocity, wherein one party generally pays another party back for their good (or occasionally bad) conduct, resources are transferred (Crompanzan & Michelle 2005).

It suggests that the collaboration of the people in organizations helps in boosting growth once they experience strong exchange relationships. It involves personal as well as organizational growth while knowledge and experience are transferred in the process of interaction. Hence, consistency and quality may be maintained as well as enhanced as the new skills are brought in through people's unique perceptions. Figure 1 represents the interaction between the environment and the individuals involved in producing results.

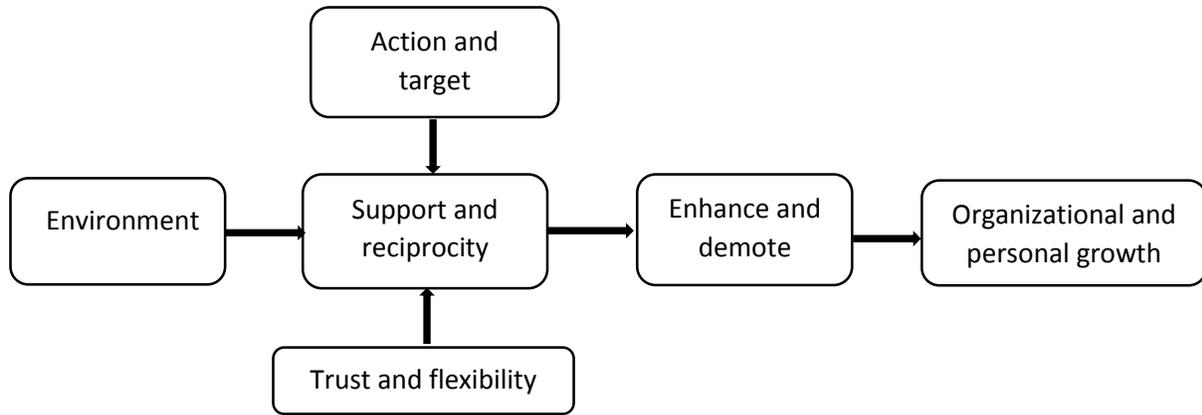


Figure 1: Schematic presentation of Social Exchange Theory

2.1.2 Transformational Leadership Theory

Transformational leaders inspire their followers to go above and beyond what is expected of them by inspiring them to put aside self-interest and work toward a higher goal or vision (Avolio & Bass 1994). Brown (2020) defines TLT as an emotional connection between leaders and staff members in which the leaders express care for the welfare of their staff while including elements of empathy, compassion, sensitive relationship growth, and creativity. He claims that this promotes a culture of trust among employees, nourishes their confidence, and promotes their personal growth.

Transformational Leadership is made up of four components: idealized influence (charisma), personal factors, inspirational factors, and intellectual factors.

When a transformational leader coaches or mentors a follower, they take into account the followers' unique personalities. Because of followers' of Transformational Leaders have a high sense of devotion, respect, adoration, and trust for the leader, they are inspired to go above and beyond their initial objectives. This is so that the leader can inspire and influence his or her followers by increasing their awareness of the significance of the task results, encouraging them to take action, and arousing their higher-order desires.

When a leader fosters trust and adaptability with the followers, the team responds in kind. By employing this technique, you can establish a strong emotional connection with them. Better vision among employees' results is improved productivity as shown in Figure 2

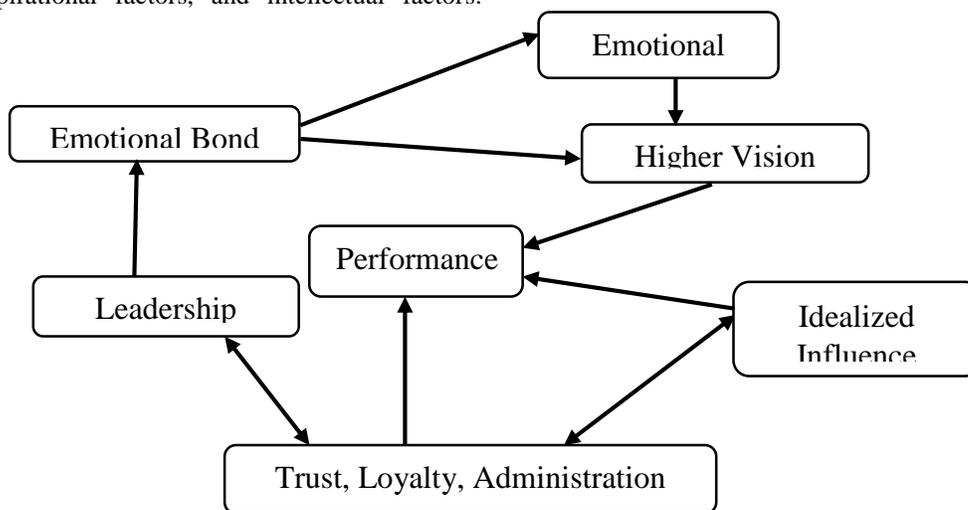


Figure 2: Schematic presentation of Transformational Leadership Theory.

2.1.3 Relay Succession Planning Model

This idea was developed by Santorin (2004), and he contends that every position that is likely to become empty should be transferred to a new replacement gradually. Under the watchful eye of the departing leader, the incoming leader should be able to progressively learn and test the new role. If any difficulties develop, the departing leader should be able to help the new leader deal with them. In this way, the incoming leader can also receive training.

He contends that businesses that train one of their own to serve as their leader reap bigger and greater benefits over time. This, he claimed, is conceivable because the likelihood of choosing and transferring power to the wrong person is diminished when one is chosen and prepared for an assessment early enough (Santorin 2004).

3. Methodology

3.1 Research Design

A research design, according to Mills and Gay (2019), is a comprehensive strategy and method for carrying out the full scientific study that is based on the hypothesis, variables, and environmental context. The scope of the study is determined by a broad or more comprehensive framework, and the specific data collection technique is determined by that framework (Selvam, 2017). In order to gather quantifiable data for statistical analysis of the population sample, this study used a descriptive survey research design, which is a quantitative research method. In order to summarize the data obtained and allow the researcher to make inferences from the results, it also used statistical distribution tables, charts, and graphs.

3.2 Target Population

A population is a group of all units that share the qualities being studied and for whom the research's conclusions can be applied generally (Shukla, 2020). The study's sample is taken from the population. Target populations for the current study included employees at 27 private Catholic secondary schools in the Archdiocese of Nairobi, totaling 1334 as stated in table 1.

Table 1: Population Distribution

No.	Name of the Sec. Sch.	No. of executive staff	No. of non-executive staff (teachers)	No. of supportive staff	Total no. of employees per sec school
1	Apostolic Carmel	6	25	15	46
2	Assumption High School	7	30	18	55
3	Edevale Girls Secondary	7	23	12	42
4	IHM Don Bosco Sec	8	35	20	63
5	John Paul II Mixed Sec Sch.	7	32	17	56
6	Loreto Convent Limuru	8	60	55	123
7	Loreto Convent Valley Road	7	20	15	42
8	Mt Larvena Sec Sch.	6	23	13	42
9	Precious Blood Girls, Juja	7	30	13	50
10	Queen of Apostles Seminary	6	22	12	40
11	St Aloysius Gonzaga	4	16	16	36
12	St Ann Gichocho Girls	3	7	2	12
13	St Ann Suresh	5	15	8	28
14	St Augustine Mang'u	15	70	40	125
15	St. Mary's Viwandani	3	14	6	23
16	St. Francis of Assisi – Korogocho	4	16	6	26
17	St. Justino Secondary	4	17	9	30
18	St. Comboni School - Utawala	5	22	9	36
19	St. Martin's Girls - Kibarage	4	26	10	40
20	St. Charles Lwanga Mixed Secondary	4	20	12	36
21	St. Michael's Secondary	4	26	14	44
22	St. Patrick Secondary	4	22	10	36
23	St. Mary's Girls Runda	7	23	12	42
24	Teresa Nuzzo Girls Secondary	4	17	9	30
25	St. Joseph technical Secondary – Kangemi	5	28	10	43
26	Mary Immaculate edu. centre kiamumbi	4	19	16	39
27	St Mary's School	8	80	61	149
Total		156	738	440	1334

3.2 Sampling Process

Sampling is the procedure of choosing a section of the study population from whom research data will be collected and then broadly applied to the full population

(Mills & Gay, 2019). In this study, 7 schools out of 27 and 104 employees out of 1334 were sampled using a multistage sampling approach. Following is a list of the stages:

a) Staff from each stratum was chosen using stratified sampling (based on cadre of staff). Executives, teachers, and support personnel comprised the strata; however, support staff was not supposed to be among the study's responders Table: 2. the table shows the results of two cadres; executive (teachers at the administrative

levels) and teachers (those who had no additional top level responsibilities)

Table 2: Participants Sample Framework

No.	Name of the Sec. Sch.	No. of executive staff	No. of executive (teachers)	non-staff	Total no. of employees per sec school
1	Apostolic Carmel	6	25		31
2	Assumption High School	7	30		37
3	Edevale Girls Secondary	7	23		30
4	IHM Don Bosco Sec	8	35		43
5	John Paul II Mixed Sec Sch.	7	32		39
6	Loreto Convent Limuru	8	60		68
7	Loreto Convent Valley Road	7	20		27
8	Mt Larvena Sec Sch.	6	23		29
9	Precious Blood Girls, Juja	7	30		37
10	Queen of Apostles Seminary	6	22		28
11	St Aloysius Gonzaga	4	16		20
12	St Ann Gichocho Girls	3	7		10
13	St Ann Suresh	5	15		20
14	St Augustine Mang'u	15	70		85
15	St. Mary's Viwandani	3	14		17
16	St. Francis of Assisi – Korogocho	4	16		20
17	St. Justino Secondary	4	17		21
18	St. Comboni School – Utawala	5	22		27
19	St. Martin's Girls – Kibarage	4	26		30
20	St. Charles Lwanga Mixed Secondary	4	20		24
21	St. Michael's Secondary	4	26		30
22	St. Patrick Secondary	4	22		26
23	St. Mary's Girls Runda	7	23		30
24	Teresa Nuzzo Girls Secondary	4	17		21
25	St. Joseph technical Secondary – Kangemi	5	28		33
26	Mary Immaculate edu. centre kiamumbi	4	19		23
27	St Mary's School	8	80		88
Total		156	738		894

b) With the requirement that they have been open for at least fifteen (15) years, schools were purposefully chosen. This was done to make it easier to choose

institutions that have a sufficient track record of managing leadership and management changes. This requirement was met by seven secondary schools.

c) In order to have more influence over the leadership and management of the school, executives and teachers were purposefully chosen. Performance evaluation is based on the career path taken by teachers who aspire to management and leadership roles in the school as well as their contribution to the delivery of the curriculum.

d) The executives were purposefully chosen for the sample based on the seven schools that had been chosen, with two (2) employees from each school being included. As a result, interviews were conducted with fourteen (14) members of the executive team.

e) Based on the number of teachers sampled in each school, simple random sampling was performed to choose the teachers to participate in the study

f.) A threshold sample size of 30% of all the teachers (300) in the seven (7) schools served as the basis for choosing the teachers for the sample. The final sample size for the teachers was 90, and it was dispersed across the seven (7) schools proportionally to the total number of teachers in those schools. The number of teachers in each school who were sampled as shown in Table 3

Table 3: Sample Size

Sampled schools	No of Executive Staff	Sampled Executive Staff	No of Teachers	Prop.of Teachers	Sampled No of Teachers
St Marys' School	8	2	80	0.27	24
Loreto ValleyRd	7	2	20	0.07	6
Loreto Msongari	8	2	60	0.20	18
John Paull II	7	2	32	0.11	10
St Aloysius	4	2	16	0.05	5
Gonzaga					
Queen of Apostles	6	2	22	0.7	7
St Augustine	15	2	70	0.23	20
Mang'u					
Total	55	14	300	1.00	90

3.3 Description of Research Instruments

The study's research goals guided the use of two different questionnaires to gather data: one for teachers and the other for executive (teachers at the management level). Because it could gather information from a huge number of people, a questionnaire was thought to be the best option. The researcher guided the questionnaire to the executive members while recording the data in order to save time because it was determined that they always had busy schedules and secondly to get in-depth information from unstructured questions

3.4 Validity

Validity is the extent to which the data and theory support the required interpretation of the test results and actually measure what the tests set out to do (Kothari, 2004). Three types of validity exist for questionnaires: construct, criterion-related, and content validity. Content validity is concerned with the appropriateness of the coverage provided by the questionnaire

The construct validity analyzes how well the questions are able to measure the objectives they were designed to measure, while the criterion-related validity evaluates how well the questions can deliver the necessary information

(Saunders et al., 2009). According to content validity, a measurement tool measures the content it is intended to measure and covers every subject that must be comprehended through the study (Taherdoost, 2016; Orhodo, 2012). The research instruments were presented to the expertise to check whether they captured the content of the study objectives.

3.5 Reliability

When using the same data gathering tools over a period of time and in different formats, reliability refers to how consistent the results are and how error-free they are (Bhat, 2019). When the measurement yields consistent results during data analysis methods, it satisfies the criterion for reliability. This was carried out in order to enhance the study design which raised the likelihood of the study's success. Before being utilized on a wider group of people, research instruments were tested on a small sample of subjects in a process called "piloting." (Wright, 2018).

A small sample of respondents from one private Catholic secondary school that was not a part of the study were used to test the study instruments once they had been created. To validate the instruments, the pilot's observations were taken into consideration. The dependability of the

instruments was also assessed through member checking. Member checking, according to Candela (2019), is a technique that participants can use to corroborate or refute the study's interpretation of the data. By summarizing the interview and reading the report to the participant, the study performed member checking, which increased the reliability of the data by allowing participants to affirm or refute the interpretation.

4. Results and Discussion

This chapter presents the findings of the study, obtained from the various analyses. Primary data was collected using both structured and unstructured questionnaires while secondary data was obtained from the schools'

records. The means of the academic performance were obtained by averaging the results of the past 3 years; (2019, 2020 & 2021). The means were then used to base the academic performance. Descriptive analyses were executed for each item and variable. Subsequently, two inferential analyses were performed; Pearson's correlation and multiple regression.

The researcher was interested with the respondents' demographic information because this would help in putting the current study into context. The demographic information from the respondents generally comprised of their gender, age, work experience, academic qualifications and the position in the Current School.

Table 4: Demographic Characteristics

	Characteristics	Frequency (N)	Percentage (%)
Gender	Male	47	54.7
	Female	39	45.3
Age	29-35	32	37.2
	36-42	32	37.2
	43-49	18	20.9
	50 +	4	4.7
Work Experience	Below 5	16	18.6
	6-10	24	27.9
	11-15	23	26.7
	16-20	13	15.1
	21+	10	11.6
Academic qualification	Diploma	11	12.8
	Bachelors	51	59.3
	Post diploma	11	12.8
	Masters	12	14
	PhD	1	1.2
	Teacher	21	24.4
	Class teacher	33	38.4
	Head of department	14	16.3
Dean of studies	18	20.9	
Position in school			

Employee Retention and Performance

For any organization to perform better there is need to retain employees (talent) for a longer period of time. Uncontrolled employee retention inside an organization leads to a high turnover rates and losses as employees move to competitors taking with them their experience and

skills gained in the organization (watson et al., 2019). It is more expensive to train a new employee than to keep an old one (Alshurideh (2019). Employees who are retained may be in a position to understand the culture, operations and network, the researcher therefore asked the respondents whether there existed employee retention in the sampled secondary schools in the Archdiocese of Nairobi. The responses given are captured in table 4.

Table 4: Summary of the Responses on Employee Retention

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am enthusiastic with my responsibility	0.00%	1(1.2%)	2(2.3%)	41(47.7%)	42(48.8%)
2	I receive the needed support from the management to perform my responsibility	0.00%	1(1.2%)	8(9.3%)	51(59.3%)	26(30.2%)
3	Compensation and remuneration is satisfactory	4(4.7%)	7(8.1%)	30(43.0%)	37(43.0%)	8(9.3%)
4	I feel my feedback is valued	0.00%	6(7.0%)	9(10.5%)	57(66.3%)	14(16.3%)
5	I am comfortable working with my team mates	0.00%	0.00%	4(4.7%)	54(62.8%)	28(32.6%)
6	I have a clear understanding about my career part and promotion	0.00%	4(4.7%)	17(19.8%)	42(48.8%)	23(26.7%)
7	I would apply for this position again	0.00%	0.00%	13(15.1%)	38(44.2%)	35(40.7%)
8	I feel my work is valued	1(1.2%)	1(1.2%)	6(7.0%)	46(53.5%)	32(37.2%)

Source: Researcher, (2022)

From the findings in table 4, it is indicated that majority of the participants with 42 (48.8%) strongly agreed that they are enthusiastic in their responsibility, 51(59.3%) agreed that they receive needed support from management to perform their responsibilities. Similarly, 37(43.0%) agreed that compensation and remuneration are satisfactory 57(66.3%) agreed that they feel their feedback is valued. In addition to this, the respondents were asked if they felt comfortable working with their team mates and 54(62.8%) of the respondents agreed to the statement, while 42(48.8%) agreed that they had a clear understanding about their career part and promotion, 38(44.2%) agreed that they would apply for their position again and lastly majority of the respondents 46(53.5%) agreed that they felt their work was valued. All these findings imply that most of the elements that help in retaining employees who are responsible for an institutions performance were present within the sampled secondary schools.

Therefore, for performance to occur, employee retention is paramount in any given organization. From the responses, it was evident that the sampled secondary schools were able to maintain their employees through different competitive strategies. Amongst them, job security and salary progression. According to some schools, salaries and employment contracts were reviewed

after every three (3) years which gave them a sense of job security. Further, the respondents had a lot of confidence with their employers in regards to job security. They revealed that, there was no one day one could wake up and find a dismissal letter rather, the procedures were duly followed, including been taken through counselling with the aim of being assisted to keep their jobs. Other strategies included; free education of atleast one of the employees' children from form one through form four, provision of staff housing within the school compound, providing medical insurance and contributing to their pension scheme. Moreover, welfare activities gave them a reason to stay. Management cared a lot about the staff welfare to the extent that, an achievement of one became an achievement for all and a challenge of one became a shared responsibility. The respondents felt pleased on how the schools' management, went out of their way to connect to their families and invite them for parties once in a year.

The findings are in line with the findings of Akalla (2012) and Boakye et al, (2022), whose studies were carried out in Kenya and Ghana respectively. The studies maintained the same sentiments that, care and concern by the employers, high salary, favorable working environment recognition and appreciation, more training and development opportunities, better promotion systems and welfare benefits influenced employee retention

1.2 Inferential Statistics on Employee Retention

Table 5: Regression analysis between employee retention and organization performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.999 ^a	.997	.994	.13880	.997	332.606	1	1	.035

a. Predictors: (Constant), Employee retention

The model 1 in Table 5 shows the relationship between employee retention and organization performance at $R=.999$. This meant that, a very strong relationship existed between employee retention and organization performance. Furthermore, with reference to Table 5 the

coefficient of determination employee retention was R^2 of 0.997. This explained 99.7% of the variations in performance of the secondary schools, leaving 0.3% percent of the variations unexplained. This was interpreted to mean model one provided a very strong model.

Table 6: ANOVA Summary on Employee Retention

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.408	1	6.408	332.606	.035 ^b
	Residual	.019	1	.019		
	Total	6.427	2			

a. Dependent Variable: Organization performance

b. Predictors: (Constant), Employee

The significance of the resulting model was examined under the associated ANOVA output presented in Table 6. The model had F-value (1, 1) = 332.606 and the p-value was 0.035. This meant that the model was statistically

significant at $\alpha = 0.05$ level in explaining the simple linear relationship between employee retention and organization performance.

Table 7: Coefficients of Employee retention

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-15.447	1.148		-13.457	.047
	Employee	4.773	.262	.999	18.237	.035

a. Dependent Variable: Organization performance

The study examined the coefficients of employee retention as presented in Table 7. The p-value of 0.035 meant that employee retention had significant coefficients and therefore, the research hypothesis that employee retention had influence on organization performance meaning there was a significant relationship between employee retention and organization performance.

5. Conclusion and Recommendation

5.1 Conclusion

The results of the study show that the selected institutions paid attention to employee retention programs that would encourage staff to stick to their particular organizations longer. It was clear from the findings that the respondents were willing to remain in their respective institutions even if they had access to other employment opportunities. This was made possible by the management's support, their cooperation, the prompt feedback they received, and the gratitude they earned for their contributions.

The results of this study showed that, statistically, there was a very strong relationship between employee retention and organizational performance with $r = 0.999$ and significant at statistically significant with a value of 0.35, which is less than 0.05. These findings led to the conclusion that staff retention had a significant impact on organizational performance.

There was a very substantial correlation between employee retention (ER) and organizational performance, as indicated by relationships between ER and R=0.999 (OP). With an R^2 of 0.997, the employee retention coefficient of determination was able to account for 99.7% of the performance variances in secondary schools while leaving 0.3% of the variables unaccounted for.

This was interpreted to mean that the model that was provided was effective. The significance of the data was also examined using the corresponding ANOVA. The output of the model has a p-value of 0.035 and an F-value of 332.606. This demonstrated that the model's capacity to account for the simple linear relationship between staff retention and organizational success was statistically significant at the level of $\alpha = 0.05$.

5.2 Recommendations

The study suggested that for the school administration to strengthen its personnel retention efforts, it is crucial to involve the teachers in order for them to suggest which kind of support they needed from the institution relevant to their effective performance. It was believed that a positive work atmosphere contributed to performance, hence the need to maintain an organizational culture which upholds it. As some of the chosen schools had been in operation for more than 50 years, it was necessary to upgrade the infrastructure to support remote learning, thus facilitating the teacher learner motivation. People feel

compelled to reciprocate because they value people who value them. In order to get more from the staff, school administration must consider factors that motivate employees, such as career progression, job security, work life balance, management support, welfare activities, health as well as retirement benefits.

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