

An Evaluation of the Effect of Job Design on Labour Mobility Intentions of Teaching Personnel in Teachers Service Commission (TSC) Tertiary Institutions in Kenya

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Abstract

This study sought to evaluate the effect of job design on labor mobility intentions of teaching personnel in Teachers Service Commission (TSC) Tertiary Institutions in Kenya. The limitation was that one factor was researched on hence not fully representative. Beneficiaries were government, other scholars, TSC and school managers. This study adopted descriptive research design. The target population was from all the TSC teachers in the TSC Tertiary institutions in Kenya. The study did stratified random sampling of institutions, 356 sample size was used. Questionnaires collected data. Questionnaires collected data. A pilot study of 36questionnaires was done to determine reliability and validity which was verified when all variables had a Cronbach Alpha of 0.7 and above while the content validity of the instrument was determined by seeking credible opinion of the study supervisors. Descriptive and inferential statistics were used and reporting was done through tables and figures. The response rate was 80%. The results revealed a significant negative relationship between job design and labour mobility intentions. The study encourages scholars to use same variable or more to test results in different industries. It also recommended that Kenyan government addresses some of the issues highlighted to ensure a motivated workforce to attract and retain more teaching personnel who will not desire to quit.

Key words: Job design, Labour mobility intentions, Teacher Service Commission (TSC), Tertiary institutions

1.0 INTRODUCTION

The study sought to examine the precursors of labor mobility intentions of Teachers Service Commission (TSC) Tertiary Institutions teaching workforce which have been escalating leading to them exiting in search for greener pastures. A relatively large number of all beginning teachers usually leave this profession after five years of teaching. The consistent teacher's turnover result into teacher shortage for increased student populations. Many studies of the West have provided evidence of teachers' shortage issues in schools of various countries in the United States (US), Netherlands and Hong Kong Tehseen and Ul Hadi (2015). Literature worldwide affirms high teacher turnover in numerous developed countries such as in the United States of America as reported by Herbert and Ramsay, Finlayson in Scotland and Santiago in Britain with some of the studies reporting teacher turnover having reached become a national crisis. Santiago & Mackenzie also observed that the teacher turnover situation in Sweden, Germany and New Zealand had become worse (Waititu 2013).

In a study conducted in South Africa by the Human Sciences Research Council for the Education Labour Relations Council in 2005, it was found that 55% of teachers would leave teaching if they could. The reasons cited for this included workload stress, low salaries, lack of discipline in schools and lack of career advancement. Zimbabwe is reported to have lost very many newly-qualified teachers who probably sort greener pastures. The problem of teacher turnover in Malawi is also reported to be over whelming in relation to other developing countries (Xaba 2003). It is arguable that the loss of qualified teachers from the profession for any reason affects Kenya's economic development, particularly in the scientific, technological, and professional sectors, and objective which the Government of Kenya is striving to achieve through education (Republic of Kenya, 2012a; 2012b) as reported by Mutune and Orodho (2014).

Labour mobility intention differs from turnover in that actual turnover is a behavioral construct, referring to an employee actually leaving the organization. On the other hand, intentions are a cognitive construct and refer to an employee planning to leave. Alternatively, one who indicates a plan to stay might actually leave on what amounts to whim. However, a case is argued that it is more feasible to obtain a reliable and valid measure of turnover intent compared with actual turnover, primarily due to potential inaccuracies and unavailability of agency records. It is also argued that intention is the single best predictor of actual turnover behavior (Muchemi *et al.*, 2014). For the purpose of this study, labor mobility intentions (LMI) refers to the determination an employee has to leave their work station for another due to one reason or another. Mobility can either be geographical or occupational. Geographical mobility is when an employee decides to move from one station of the same organization to another in a different geographical location while occupational mobility is when the employee changes from one job to another.

Job design is the process of putting together a range of tasks, duties and responsibilities to create a composite for individuals to undertake in their work and to regard as their own. It is crucial: not only is it the basis of individual satisfaction and achievement at work, it is necessary to get the job done efficiently, economically, reliably and safely. Job design comprises of job enrichment, job enlargement and job rotation among others. Job enrichment is a management concept that involves redesigning jobs so that they are more challenging to the employee and have less repetitive work. To improve employee motivation and productivity, jobs should be modified to increase the motivators present for the employee. To make this concept more usable, let's imagine you are a company manager and want to increase the satisfaction of your staff. As you walk through the process of job enrichment, you'll need to keep in mind these goals: Vertical job loading is the terminology used by Herzberg to describe his principles for enriching positions and giving employees more challenging work.

Job enlargement can also be referred to as the horizontal expansion of a job. It increases the scope of the job. It is also called the horizontal expansion of job activities. It is done to keep workers from getting bored. It must be noted that the new activities which have been added should belong to the same hierarchy level in the organization. By job enlargement we provide a greater variety of activities to the individual so that we are in a position to increase the interest of the job and make maximum use of employee's skill. While job rotation is a well-planned practice to reduce the boredom of doing same type of job everyday and explore the hidden potential of an employee. The process serves the purpose of both the management and the employees. It helps management in discovering the talent of employees and determining what he or she is best at. On the other hand, it gives an individual a chance to explore his or her own interests and gain experience in different fields or operations.

1.1 General objective: The main objective of the study was to carry out an evaluation on the precursors of labor mobility intentions of teaching personnel in TSC Tertiary institutions in Kenya.

1.2 Specific objective: To determine the effect of job design on labor mobility intentions of teaching personnel in TSC Tertiary institutions in Kenya.

1.3 H₀: There is no significant relationship between job design and labor mobility intentions of teaching personnel in TSC Tertiary institutions in Kenya.

2.0 LITERATURE REVIEW

2.1 Theoretical review

Technique theory – job design

Based in part on need-theories, researchers have proposed that jobs that satisfy higher-order needs, such as self-actualization and personal growth-need, are capable of motivating employees. This approach, which is known as job enrichment, includes elements that afford employees a sense of challenge or accomplishment thus countering feelings of routine and tedious work. Hackman and Oldham developed a job characteristic model that identifies how

jobs can be enriched to help people feel more motivated. In the past, research has been quite skeptic whether the job characteristic model applies in the public sector. Yet, more recent works strongly advocate its practicability as a mean to reduce turnover and absenteeism as well as a way to increase job satisfaction, organizational relatedness, and productivity. The lack of competencies can be overcome by proper education and training (Yair 2010). The teaching tasks can also be enriched through engaging teachers in co-curricular activities which also help develop the learners all round and hence break boredom and monotony for the workforce hence supporting the job design variable.

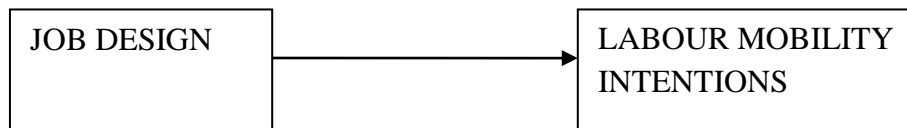


Figure 1.0 Conceptual framework

2.2 Empirical review

Teaching profession is losing staff in crisis proportions because of heightened stress and the potential stress factors including: meeting deadlines, workload, limited time, continuous change (current), records of achievement and organizational restructuring. Probably the words by Ruskin are more appropriate to remedy the problem of stress among teachers: that in order that people may be happy in their work, these three things are needed: they must be fit for it; they must not do too much of it, and they must have-a sense of success in it. They continued by giving the example of Portugal where due to stress problem, less than 50 per cent of those in the teaching profession showed interest of remaining in it (Tiony 2013). Chepkemboi *et al.*, (2013) reported that it was evident from 53% of the respondents in their study; factors influencing teachers' employee's turnover, that there were employees who had left the organization in the recent past. The departures created workloads for those who remained behind leading to low morale. From the responses it was clear that there were employees who had left the organization in the last one year. It was evident that the majority of the respondents would leave TSC given an alternative employment; a factor that would contribute to employee turnover.

Maiyo et al. (2014) in the study on the management styles and teacher mobility in primary schools alluded that the increase rate of teacher's mobility was due to the schools in the area were still using the traditional authoritarian model of leadership and this also had many features of the paternal leadership style implying that the school heads preferred loyalty over broad consultation from the teachers. Another conclusion that was arrived at was the fact that there was regular use of authoritative management style which led to teacher transfer requests to other schools and also to other jobs where the former was not forthcoming. This was also accelerated by the increasing number of teachers acquiring graduate and post graduate qualifications. Kabungaidze and Mahlatshana (2013) in the study the impact of job satisfaction and some demographic variables on employee turnover intentions discovered that there is a negative relationship between area of specialization and turnover intentions. Results from the correlation analysis indicates a negative relationship between job satisfaction and turnover

intentions, meaning the more satisfied the teachers are, the less they experience job turnover intentions. It also revealed that there is a negative relationship between tenure and turnover intentions.

3.0 METHODOLOGY

This study adopted descriptive research design. This is because, it thinks systematically about aspects in a given situation and offer ideas for further probe and research Sekaran and Bougie (2013). It targeted 4848 TSC tertiary teachers in the TVET and TTCs institutions in Kenya. See the sampling frame of all TVET and TTC institutions. It used a sampling frame of all the TSC tertiary institutions from the national TVET and TTCs staffing officers. It categorized the institutions into the former eight provinces since the counties are too many (47). The study used purposive sampling through research assistants to assist collect data. The study did a 10 % stratified random sampling of the TSC tertiary institutions and also sampled the teachers to ensure that every county and the individuals were fairly represented.

According to Mugenda (2012) the sample size of a particular study is calculated as follows:

$$n_0 = \frac{Z^2 p q}{d^2} \quad \text{equation (i)}$$

Where

n₀ is desired sample size when target population is greater than 10,000.

Z² is the standard normal deviation at required confidence level of 95% in which is set to 1.96.

p is the proportion in the target population estimated to have the characteristics being measured when one is not sure, so one takes the middle ground (= 0.5).

q = 1 – p (= 0.5), statistically.

d is the margin of error at α (0.05)

This gives a sample size of 384 employees which can be adjusted when the population is less than 10,000 using the relationship below.

$$n = \frac{n_0 N}{n_0 + N} \quad \text{equation (ii)}$$

n is the desired sample for small population.

n₀ is the desired sample size when population is big.

N is the population size.

The sample size was 356 lecturers. Questionnaires were the main tools for this survey because they enabled collect a lot of information within a short time from numerous respondents. Questionnaires were used to carry out pilot study so as to test clarity by the respondents. Reliability measurement was carried out using a statistical coefficient; Cronbach's Alpha which is recognized as a good direct measure of internal reliability. The data was analyzed using descriptive and inferential statistics. Lastly data was presented through frequency distribution tables, pie charts and bar graphs to show percentages.

4.0 RESULTS AND DISCUSSION

4.1 Response rate

A total of 360 questionnaires were administered, the sample size being 356. Due to the research being nationwide, it was a challenge to get back all questionnaires. However a considerable number of 286 questionnaires were returned which amounted to 80%.

4.2 Pilot study results

Reliability of the measures through Cronbach's Alpha test for all the variables was also carried out (Sekaran, 2013). According to Cooper and Schindler (2011) a Cronbach's Alpha of 0.8 and above is satisfactory while Mugenda (2012) noted an Alpha of 0.6 and below is considered to be poor. This study therefore found it fit to adopt a Cronbach's Alpha of 0.7 and above. Job design (variable had three sub variable which were measured using one, one and one items anchored on a five point Likert scale. Therefore the aggregated JD variable had a Cronbach Alpha (α) of 0.743. The content validity of the instrument was determined through seeking credible opinion of the experienced study supervisors.

4.3 Factor loading analysis

Factor analysis is an independence technique. Its primary purpose is to define the underlying structure among the variables in an analysis (Ncedo 2013). According to (Kimtai et al. 2014) factor loadings greater than 0.30 are considered to meet the minimal level; loadings of 0.40 are considered more important; if the loadings are 0.50 or greater, then they are considered highly significant. This study hence adopted 0.5 and above factor loading. Job design variable had three sub variables which were measured using one, one and one items anchored on a five point Likert scale. It had a factor loading of the items in the questionnaire as displayed chronologically in table 1.0.

Table 1.0 Factor analysis measures for all the variables

Variable	factor loading for the items
Job design	
JD 1	0.852 (Job enlargement)
JD 2	0.823 (Job rotation)
JD 3	0.763 (Job enrichment)

4.4 Descriptive Statistics

The study intended to determine the role of job design in teachers' labor mobility intentions of teaching personnel in TSC Tertiary institutions in Kenya. This was operationalized through three sub variables; job enrichment, job rotation and job enlargement. This was done on a five-point likert scale. Table 2.0 displays 40.6% disagreed with job enrichment, 24.1% remained neutral while 35.3% agreed. With regard to job rotation, 66.1% disagreed, 12.2% were neutral while 21.6% agreed and concerning job enlargement 46.1% disagreed, 23.1% were neutral while

30.8% agreed. On average 50.9% disagreed, 19.8% were neutral while 29.2% agreed. The intimation here was that most respondents neither enjoyed diverse roles nor delegation of responsibilities. The findings of this study were in congruence with those of other scholars such as; there being no clear job descriptions makes employees consider changing their jobs (Kariuki 2012).

They also confirm results of yet another study, which posited that overall satisfaction has significant effect on the intention to leave among both female and male academic staff, though the effect was found to be stronger among the female staff (Hundera 2014). Further, another scholar's findings observed 63.8% of the respondents expressing their intention to quit their jobs due to various reasons such as biting socio-economic conditions and insufficient opportunities for job enrichment. Majority of the respondents also implied alluded to the fact that labour mobility could be attributed to monetary reasons (Izamoje 2011). The study hence concluded that there is dire need to design and redesign jobs occasionally to allow for enrichment, enlargement and rotation among other job designs and subsequently motivate workers reducing the need to want to leave.

Table 2.0 Response on job design items

Job design items	SD	D	N	A	SA	Total
	%	%	%	%	%	
Job enrichment	14.7	25.9	24.1	28.0	7.3	100
Job rotation	28.0	38.1	12.2	16.4	5.2	100
Job enlargement	17.8	28.1	23.1	25.9	4.9	100
Average %	50.9	31.8	19.8	29.2		

4.5 Inferential statistics

4.5.1 Correlation analysis of job design and labour mobility intentions

Pearson correlation test was conducted to verify existence of relationship between the job design and the labour mobility intentions of TSC tertiary institutions teaching personnel. It resulted in a strong and negative linear correlation which is significant between job design and labour mobility intentions (an r coefficient of $r = -0.930^{**}$, $p < 0.01$) as presented in table 4.0. This signifies that, when the job design is enhanced, the labour mobility intentions of the teaching personnel of the TSC tertiary institutions decrease.

The findings are in congruence with the study by (Izamoje, 2011) in that there is a relationship whether positive or negative because he found a statistically significant positive correlation between employees' levels of job enrichment and frequency of labour mobility ($r = 0.162$, $P < 0.001$). Thus, it can be deduced that the more the levels of employees' job enrichment the

higher their frequency of mobility in SMOs in Nigeria. Significant, albeit low negative correlations exist between turnover intention and meaningful work ($r = -0.278^{**}$, $p \leq 0.01$). Significant weak negative correlations exist between job mobility and meaningful work with a correlation co-efficient of $r = -0.288^{**}$, ($p \leq 0.01$) (Ncedo, 2013).

Table 4.0 Correlation analysis of job design and labour mobility intentions

Variables	Pearson correlation	Sig. (2-tailed)	N
WSLMI and WSJD	-0.930 ^{**}	0.000	286

Where WSLMI is weighted summation of labour mobility intention and WSJD weighted summation of job design variables

^{**}. Correlation is significant at the 0.01 level (2-tailed).

5.0 IMPLICATION TO RESEARCH AND PRACTICE

In view of the study findings, and the conclusions arrived at, the following recommendations were made: That the TSC if and when possible to try and post the teaching personnel especially those who have need to be near their families there so as to reduce the moderate need to want to move there. That there is need for the TSC to keenly listen and provided adequate remuneration and all other incentives that motivated teachers so as to curb industrial mobility. Institution management should commit itself to using impartial administrative practices and exercise employee participative management which will go a long way in boosting the morale of teachers and subsequent retention. There has been a paradigm shift from colonialism style of leadership to democratic and employee participative management.

6.0 CONCLUSION

The conclusion drawn from the study is that the job design had a significant negative effect on labour mobility intentions of TSC tertiary institutions teaching staff in Kenya. The variables did not have multi co linearity with other variables in the study based on the correlation test done.

7.0 FUTURE RESEARCH

When conducting further research, there is need of inclusion of variables that are universally considered to be part of labour mobility intentions other than the four independent variables used in the study to see if they would led to the same results. This study can also be done in other industries and particularly on intentions since the study limited itself to TSC tertiary institutions teaching staff. Future research in the area of actual labour turnover instead of intentions of the teaching staff in the TSC tertiary institutions in Kenya and elsewhere can be explored.

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