



EFFECT OF PARTICIPATIVE DECISION MAKING ON EMPLOYEE INTENTION TO LEAVE AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA SOUTH SUB COUNTY, KENYA

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Accepted: October 29, 2019

ABSTRACT

This study investigated the effects of participative decision making on employee intention to leave among teachers in public secondary schools in Bungoma South sub-county, Kenya. The study adopted a descriptive survey design on a target population of 932. Stratified simple random sampling was used to sample teachers, heads of departments and the principals, while the purposive sampling technique was used to sample the educational officials. A sample size of 100 respondents was selected to participate in the study. The study used primary data with structured questionnaires adopted as the main instrument of collecting data. Data analysis was done using Statistical Package of Social Science (SPSS). Collected data was cleaned and analyzed using both descriptive analysis and inferential statistics. Simple regression analysis was used to test for the research hypothesis. From the simple regression analysis, the regression coefficients indicated that participative decision-making had a statistically significant contribution in the prediction of employee job satisfaction. From the results of the study, the researcher concluded that participative decision-making had a significant influence on employee intentions to leave. The study recommended that the Teachers Service Commission should adopt participative decision-making as a mechanism of retaining teachers.

Key Words: *Participation, Decision Making, Employee Retention*

CITATION:Wanjala, S. C., & Musiega, D. (2019). Effect of participative decision making on employee intention to leave among teachers in public secondary schools in Bungoma South Sub County, Kenya. *The Strategic Journal of Business & Change Management*, 6 (4), 1036 – 1048

INTRODUCTION

Turnover intention is a grave issue; particularly in field of Human Resource Management. Labour retention is a deliberate move undertaken by an organisation to create a conducive environment that attract employees in the long run. (Chaminade (2007)) Diversely, the act of keeping fecund employees is what is referred to as employee retention. Johnson (2000) defines labour retention as "the ability to hold on to those employees you want to keep for longer than your competitors." Labour retention is a structure dendeavour by employers to establish and promote an environment that persuades employees to remain employed by having policies and practices that address their varied needs, (Workforce Planning for Wisconsin State Government, 2005). It also refers to the strategies organization put in place to prevent turnover.

Studies have showed that employee retention is motivated by several key factors that ought to be managed harmoniously e.g. pay and benefits organizational culture, and career development systems, (Fitzenz, 1990). To succeed, organizations must establish an environment that not only attracts people to join and give their best every day but also strives to maintain the existing staff. This is because the retention of talented experienced, productive and knowledgeable employees can be a source of competitive advantage for companies, (King, 1997).

Stability index is used to establish the extent to which experienced employees are retained in the organisation. Like turnover rates, stability index can be used to calculate stability of the entire organization or a particular section of employees, (CIPD, 2005). Knowing how to measure labour retention is vital especially when adopting a retention strategy. This is because by accurately measuring the levels at which workers are retained, a HR department is in a position to preferably keep a considerable number of employees over time.

Stability index is normally calculated as the number of employees with one year service or more as a percentage of the number employed a year ago. However this formula can vary depending on given circumstances, for example basing on a longer period of time {tIDS, 2004}. The formula for calculating retention rates is just simple, whereby you can get the percentage by dividing the number of employees who left during a particular period by the total number of employees in service at the end of a selected period.

Job satisfaction is defined as how much a person likes their job or the task they are doing. Job satisfaction does not relate to how work can be done well, or how much effort an employee has put into it (Hughes et al., 2006). Job satisfaction could lead the employees to be more productive, innovative, and dedicated to maintaining the quality of services offered to the clients. Lim (2007) pointed out that job satisfaction element has been extensively studied as it provides a big impact in affecting productivity and service delivery especially in health care sectors where nurses are the critical front line determiners of quality services provided to patients.

Statement of the Problem

In the past studies, a number of issues that affect job satisfaction in various companies and institutions were addressed. None of these studies had addressed the effects of participative decision making on employee job satisfaction in public secondary schools in Bungoma South Sub County. This study therefore endeavoured to analyse how involvement of staff in decision-making affect employee job satisfaction among teachers in public secondary schools in Bungoma South sub county, Kenya.

Research Objectives

The objective of this study was to establish the effects of participative decision making on employee intention to leave among teachers in public

secondary schools in Bungoma South Sub County, Kenya.

The following was the null hypothesis for the study:

H₀: Participative decision-making has no significant effect on the employee employee intention to leave among teachers in public secondary schools in Bungoma South sub county, Kenya.

LITERATURE REVIEW

Herzberg's Two Factor Theory

Herzberg's (1969) two-factor theory proposed that employees are motivated by internal values rather than values that are external to the work. In other words, motivation is inwardly provoked and is driven by variables that are intrinsic to the work, which Herzberg called motivators. These intrinsic variables include achievement, recognition, the work itself, responsibility, advancement, and growth. On the contrary, certain factors cause dissatisfying experiences to employees; these factors largely result from non-job related variables (extrinsic). Herzberg referred to these variables as hygiene factors which, although they do not motivate employees, nevertheless, they must be present in the workplace to make employees happy. The dissatisfiers are

company policies, salary, co-worker relationships, and supervisory styles (Bassett-Jones and Lloyd, 2005, Armstrong, 2009). Herzberg (1959) as cited in Bassett-Jones and Lloyd (2005) contended that, doing away with the causes of dissatisfaction (through hygiene factors) would not result in a state of satisfaction; instead, it would result in a neutral state. Motivation would only occur considering the use of intrinsic factors. Michael (2008) and Samuel and Chipuza (2009) used this theory to find out the motivational variables influencing staff retention in South Africa. Empirical studies by Kinnear and Sutherland, (2001), Meudell and Rodham, (1998) and Maertz and Griffeth, (2004) have however revealed that extrinsic factors such as competitive salary, good interpersonal relationships, friendly working environment, and job security were cited by employees as key motivational variables that influenced their retention in organizations. The inference of this, therefore, is that the employer should not rely only on intrinsic variables to influence employee retention; rather, a combination of both intrinsic and extrinsic variables should be into consideration as an effective retention strategy.

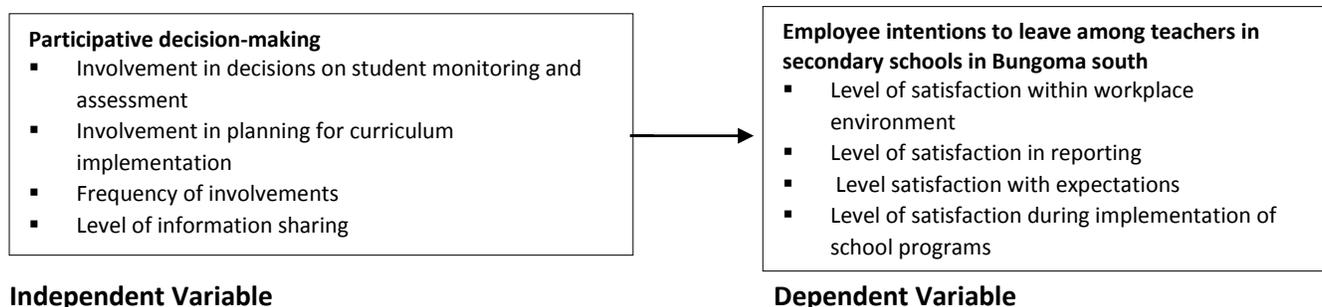


Figure 1: Conceptual Framework

Employee participation is generally defined as a process in which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Schweiger, 1994). Participatory management practice balances the involvement of managers and their subordinates in information processing, decision making and problem solving

endeavours which has been linked to job satisfaction(Wager 1994, Coch1993).They developed the productivity and efficiency rationale, assuming that there is a direct link between employees' involvement in decision-making and work outcomes such as the increase of job satisfaction and productivity.

Participation in decision-making can satisfy employees' self-actualization needs and by doing so, increase employees' motivation and job performance (Likert, 1961). These early theoretical contributions on participation were not taken seriously until the mid-1980s when major works such as Lawler (1986) started to emerge and make some significant impact on both academic and business circles. Another line of enquiry on participatory management is focused on its impact on organizational outcomes such as organization performance and work outcomes, including job satisfaction. (Rooney, 1987), productivity (Rooney, 1987; Werneke and Levitan, 1994), product quality (Cooke, 1992), absenteeism (Voos, 1989) and employee and superior relations (Cooke, 1990). Because of the different methodologies used in those studies, the results tend to be mixed (Wagner, 1994; Ledford and Lawler, 1994; Huang, 1997).

The best way to improve productivity is by striving for the shared goals of employees and managers. By allowing workers input into developing the mission statement, establishing policies and procedures, determining perks, etc., you can improve communication and increase morale and satisfaction. In line with the research, employee participation has been emphasized in relation to job satisfaction (Cotton et al 1988; Norton 1989). Past studies have showed that employee participation is positively related to performance, satisfaction, and productivity of an employee (Wagner 1994; and Verma 1995). According to Blinder (1990), profit sharing schedules are more efficacious when combined with employee involvement in management.

Locke (1976) defined job satisfaction as a gratifying or positive emotional state resulting from the appraisal of one's job or job experience. That is, it is the difference between what an employee values and what the situation provides. Smith et al. (1969,) suggested that "... job satisfaction are feelings or affective responses to facets of the situation." Dawis

and Lofquist (1984) defined job satisfaction as the result of the worker's appraisal of the degree to which the work environment fulfils the individuals' needs. These definitions, as Lease (1998) pointed out, are similar to other definitions where job satisfaction is viewed as the degree of an employees' emotional orientation toward the work role occupied in the organization.

Employee participation and job satisfaction historically, management theory (Argyris 1957; Bennis 1966; Herzberg 1966, 1968; Likert 1967; Maslow 1954) has emphasized the importance of coordinating the organization-human relationship to enhance productivity and develop human capital. Focusing on human motivation and its impact on job satisfaction and productivity, various scholars have conducted research on employee participation and empowerment e.g. (Drucker 1954, 1974; Likert 1967; Spreitzer, Kizilos, and Nason 1997; Ouchi 1981; Pascale and Athos 1981). Participation is a process in which influence is shared among individuals who are otherwise hierarchically unequal (Locke and Schweiger 1979; Wagner 1994). Employee satisfaction has always been considered as an important issue for organizations. Few practices and/or few organizations have made job satisfaction a top priority, perhaps because they have failed to understand the significant opportunity that lies in front of them. Satisfied employees are likely to be more profitable, innovative and loyal to their employers.

METHODOLOGY

The study employed a descriptive survey research design. This design was also appropriate because of the nature of data used. The study employed categorical data to describe phenomenon under investigation. The target population for this research was 932 participants, which was inclusive of 58 principals/deputy, 406 heads of subject in schools, 58 board of management 4 educational officials, and 406

teachers. According to the TSC records in Bungoma South, there were 58 public secondary schools in the region. The study utilized both probability and non-probability sampling methods. Questionnaires were used in collecting data from the respondents. Pilot study was conducted to standardize the instruments before the instruments were used for actual data collection. The purpose of the pilot study was to ascertain the validity of the research instruments as well as test for their reliability. The study assessed validity of the research instrument through construct validity and content validity. In order to establish the reliability of the instrument, the study adopted the Cronbach's alpha co-efficient to determine the internal consistency of the questionnaire. Data was cleaned/edited, coded, entered into computer SPSS software, then, analyzed and interpreted using descriptive and inferential techniques. The study adopted use of Pearson Moment Correlation Coefficient and Linear Regression analysis.

Pearson Moment Correlation coefficient was used to determine the strength and direction of the

relationship between retention strategies and Employee intentions to leave. To determine the causal and effect relationship between the retention strategies and employee job satisfaction, the study adopted Linear Regression analysis. To test the study hypothesis, the researcher adopted the Simple Linear Regression analysis. To address the research hypotheses, the study checked for the significance and direction of the regression coefficients of the Independent variable (β_i) in line with theory and study expectations.

RESULTS

Employee intentions to leave

The study sought to determine the level of satisfaction in the job among the employees of the public secondary schools in Bungoma South Sub County. The respondents were asked to state if teaching was initially their passion in life and the responses were as shown in table 1.

Table 1: Passion towards teaching

Was teaching your passion even before you joined the profession?	Response	% Response
Yes	190	90%
No	22	10%
Total	212	100%

Most of the teachers in secondary schools in Bungoma South Sub-County seemed to have had a passion in teaching profession even before they joined it as indicated by majority of the respondents, 90% as shown in table 1. This indicated that most of the teachers were comfortable in teaching as a

profession and therefore enjoying it (Bogler, 2002). The study sought to understand if the teachers were enjoying their current job of teaching in their respective secondary schools and the responses were as shown in table 2.

Table 2: Passion towards teaching

Do you enjoy teaching in the current secondary school that you're teaching?	Response	% Response
Yes	118	56%
No	94	44%
Total	212	100%

Approximately half of the teachers in secondary schools in Bungoma South sub-county seemed not to be enjoying their teaching career in their current secondary schools as indicated by 44% of the

respondents; this was a clear indication that some of the teachers were not satisfied with the teaching conditions in their schools.

Table 3: Descriptive Statistics for Employee intentions to leave among teachers

Statement	VD	D	SS	S	VS
The cleanliness and safety of the working environment	5 2%	17 8%	30 15%	122 60%	30 15%
The current teaching profession compared to other professions	2 1%	91 46%	42 21%	25 13%	40 20%
The implementation of the school programmes	11 5%	14 7%	123 61%	43 21%	12 6%
The present teaching assignment	7 3%	11 5%	106 52%	37 18%	43 21%
Your workload	4 2%	103 50%	31 15%	32 15%	37 18%
Your salary/benefits	86 42%	21 10%	30 14%	46 22%	24 12%
	Mean	% Mean	Std. Deviation	Std. Error of Mean	
Average Job Satisfaction level	3.1529	63%	.79271	.05496	

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

From the results of table 3, majority of the respondents, 60% were satisfied with the cleanliness and safety of the working environment, 46% were somewhat dissatisfied with the teaching profession compared to other professions, 60% were somewhat satisfied with their teaching assignment, 50% were dissatisfied with their workload and 42% were somewhat dissatisfied with their salary/benefits.

On average, the job satisfaction level among the teachers in Bungoma South sub-county secondary schools was 63% (mean = 3.1529, Std. Dev. = 0.79271), rated moderate; this indicates that most of the teachers were not adequately satisfied with their teaching profession. One of the educational officials as key informant in the study claimed some of the teachers were not satisfied with the current terms in teaching career, especially in terms of salary which they perceive to be insufficient as indicated in his quote: *“Some of our teachers in Bungoma South sub county are not happy with their current job as they*

claim the salary is not proportional to the work they do, some of them feel the workload is too much...”

The study analysis concurred with earlier studies by (Okoth 2003) who did a survey of factors that determine the level of job satisfaction among teachers in top ranking secondary schools in Kenya. He argues that recognition, pay, promotion, good working condition and supervision determined their level of Job satisfaction. Therefore, participative decision-making, career management, welfare management and transformational leadership style could lead to improvement in the level their level of job satisfaction.

Normality test for Job Satisfaction scores

To determine if the job satisfaction scores were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; job satisfaction scores were not significantly different from a normal distribution. The findings were as shown in table 4 below.

Table 4: Distribution of the Intention to leave scores

	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Intention to Leave	.895	208	0.865

The p-value for the test (as shown in table 4) was greater than 0.05 level of significance; $W = 0.8957$, $p\text{-value} = 0.865 > 0.05$. Based on the research findings by Bogler (2002), we therefore rejected the null hypothesis and conclude that the scores for job satisfaction latent variable were significantly normally distributed.

Participative Decision Making and its effect on Employee intentions to leave among teachers in Secondary Schools of Bungoma South Sub-County

The objective of the study was to determine the influence of participative decision-making on the employee intentions to leave among teachers in

secondary schools of Bungoma South sub-county. First, the study described the extent to which teachers were involved in making decisions that run the daily operations of the secondary schools as detailed in sub-section 4.6. Determination of its influence on the job satisfaction among the teachers was done in the subsequent sub-sections of 4.

Descriptive Statistics for Participative Decision Making

The respondents were asked to state to what extent they were being involved in making decisions that run the daily operations of their respective secondary schools and the response was as shown in table 5.

Table 5: Descriptive Statistics for Participative Decision Making

Statement	VD	D	SS	S	VS
Involvement in important programmes for students	11 5%	33 16%	109 52%	29 14%	26 13%
Freedom to make decisions and contributions on how to implement curriculum	12 6%	16 8%	45 22%	103 50%	31 15%
Freedom to plan your own schedule	19 9%	12 6%	40 19%	105 50%	34 16%
Opportunities to share with others about your innovative ideas	31 15%	91 44%	30 15%	28 14%	25 12%
Involvement in the development/operation of the school budget	25 12%	101 48%	31 15%	32 15%	20 10%
Given a chance to access information needed to make informed school decisions.	11 5%	117 56%	27 13%	31 15%	24 11%
Involvement in planning school/community activities	89 42%	14 7%	44 21%	42 20%	21 10%
	Mean	% Mean	Std. Deviation	Std. Error of Mean	
Average level of participation in decision making	2.9764	60%	.69482	.04772	

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

From the findings of table 5 above, the majority of the respondents, 52% were somewhat satisfied with their involvement in important programmes for students, half of the respondents, 50% were satisfied with the freedom to make decisions and contributions on how to implement curriculum, 50% were satisfied with freedom to plan own schedule, 44% were dissatisfied with opportunities given to share with others about their innovative ideas, 48% were dissatisfied with their involvement in the development/operation of the school budget, 56% were dissatisfied with chances given to access information needed to make informed school decisions and 42% were very dissatisfied with their involvement in planning school/community activities.

On average, the level of satisfaction among the teachers of Bungoma South sub-county secondary schools in participation towards decision making in the schools was 60% (mean = 2.9764, Std. Dev. = 0.69482), rated moderate. This indicated that most of the teachers felt that they were not much involved in decision making towards the daily operations in the secondary schools of Bungoma South sub-county.

Normality test for scores for Participative Decision Making

To determine if the scores for Participative Decision Making were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; Participative Decision Making scores were not significantly different from a normal distribution. The findings were as shown in table 6 below.

Table 6: Distribution of the Participative Decision Making scores

	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Participative Decision Making	.922	212	0.745

The p-value for the test (as shown in table 6) was greater than 0.05 level of significance; $W = 0.8957$, $p\text{-value} = 0.865 > 0.05$. Based to the research findings by Bogler (2002), we therefore reject the null hypothesis and concluded that the scores for Participative Decision Making latent variable were significantly normally distributed.

Diagnostic tests Participative Decision Making in relation to Employee intentions to leave

The study used linear regression analysis to test for the causal and effect relationship between

Participative Decision Making and employee intentions to leave among teachers of secondary schools in Bungoma South sub-county. Therefore, the study did some diagnostic tests to meet the assumptions for linear regression analysis.

The diagnostic tests included; Linearity, Homoscedasticity and presence of outliers. To achieve this, the study used Normal p-p plot and Scatter plot of the standardized residuals as shown in figure 2 and 3.

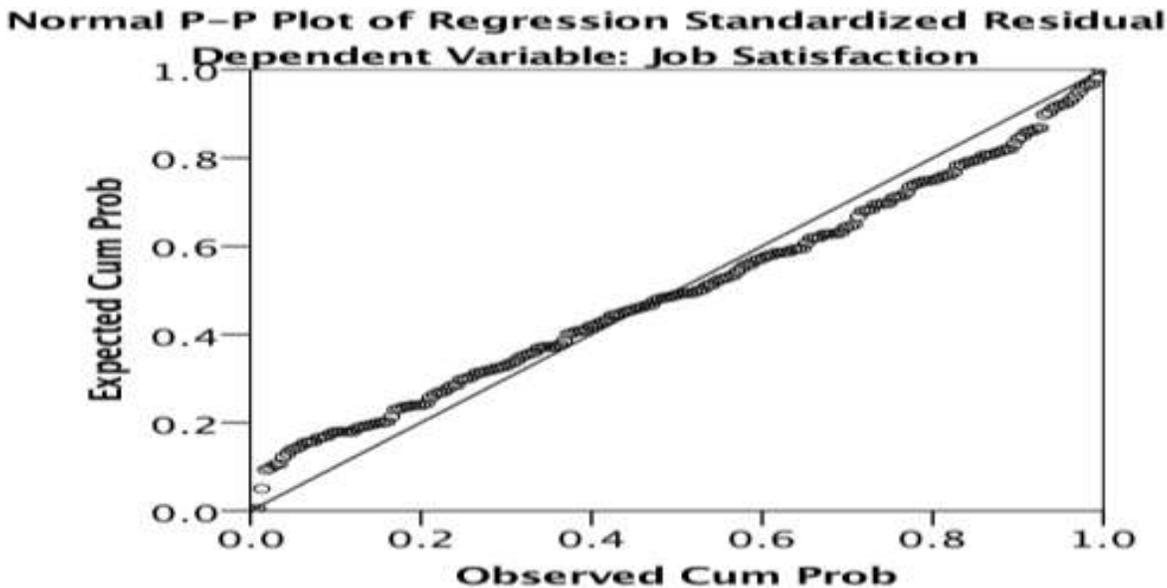


Figure 2: Normal p-p plot for Participative Decision Making

The Normal P-P plot as shown in figure 2, showed that the points lie in a reasonably diagonal line from bottom left to top right; this indicated that there was

a linear relationship between Participative Decision Making and Employee intentions to leave among teachers of secondary schools in Bungoma South sub-county.

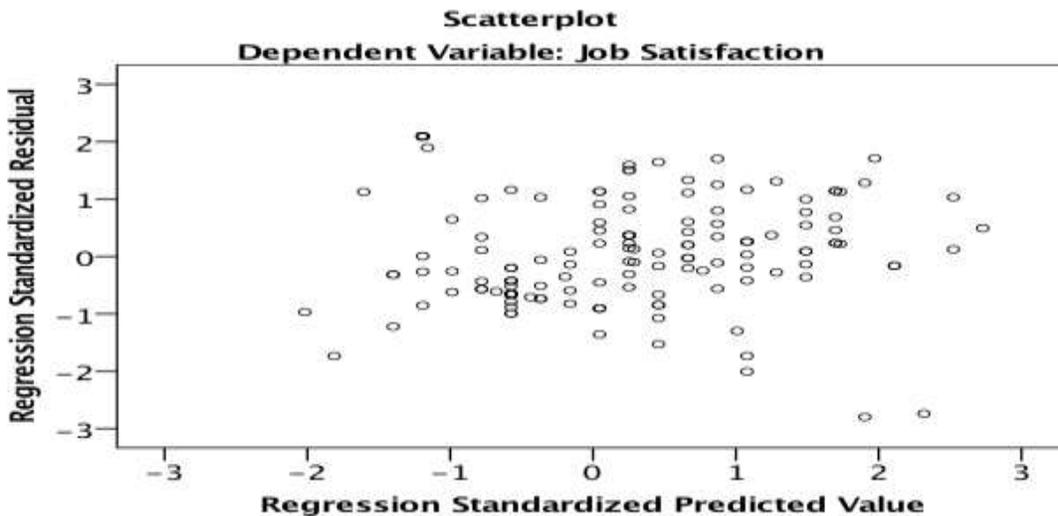


Figure 3: Scatter plot of the standardized residuals for Participative Decision Making

Tabachnick and Fidell (2001) described homoscedasticity as the phenomenon where dependent variable exhibits similar amounts of variance across the range of values for an independent variable. For our study, the Scatterplot shown in figure 3 displayed residuals being roughly

distributed with no specific shape, with most of the scores concentrated in the centre; this indicated that the assumption of homoscedasticity held.

According to Tabachnick and Fidell (2001), outliers are points with standardized residual values above 3.3 or less than -3.3. From the scatterplot of residual,

all the residuals were within the range of 3.3 and – 3.3; an indication that there were no outliers among the scores of our dataset.

Correlation between Participative Decision Making in relation to job satisfaction

From the descriptive statistics, the study revealed that most of the teachers were not satisfied with their teaching profession, further, they felt that they were not being involved in decision making at their school. Therefore, the study sought to find out if lack

of effective participation in the decision-making contributed to some of the teachers feeling dissatisfied in their teaching job. The study used Pearson Moment Correlation (r) to determine the strength and direction of the relationship between Participative Decision Making and Employee intentions to leave among teachers of secondary schools in Bungoma South sub-county. The findings on the correlation were as shown in table 7.

Table 7: Correlation between Participative Decision Making and Employee intentions to leave

		Job Satisfaction
Participative Decision Making	Pearson Correlation Coefficient (r)	.378**
	Sig. (2-tailed)	.000
	N	202

Participative Decision Making had a significantly positive relationship with the job satisfaction among teachers of secondary schools in Bungoma South sub-county as indicated by the significant correlation coefficient, $r = 0.378$, $p = 0.000 < 0.05$.

Regression Analysis between Participative Decision Making and Employee intentions to leave

The first objective of the study was to assess the influence of Participative Decision Making on employee intention among teachers of secondary schools in Bungoma South sub-county. The respective null hypothesis was:

H₀₁: Participative Decision Making has no significant influence on Employee intentions to leave among teachers of secondary schools in Bungoma South sub-county.

To achieve the first objective, the study used Simple Linear Regression analysis to assess the influence of Participative Decision Making on Employee intentions to leave among teachers of secondary schools in Bungoma South sub-county. The results were as shown in table 8.

Table 8: Linear regression Analysis between Participative Decision Making and job satisfaction among teachers of secondary schools in Bungoma South Sub-County

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378 ^a	.143	.139	.73554

a. Predictors: (Constant), Participative Decision Making

ANOVA ^a						
Model		Sum of Squares	df.	Mean Square	F	Sig.
1	Regression	18.627	1	18.627	34.429	.000 ^b
	Residual	111.449	206	.541		
	Total	130.075	207			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Participative Decision Making

Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	1.866	.225		8.288	.000
Participative Decision Making	.433	.074	.378	5.868	.000

a. Dependent Variable: Job Satisfaction

The study findings of ANOVA as shown in table 8 [F (1, 206) = 34.429, P = 0.000 < 0.05] showed that the p-value was significant (p-value = 0.000 < 0.05); an indication that the model was a good fit for our research data. The model (Participative Decision Making) explained 13.9% of the variation in the job satisfaction among teachers of secondary schools in Bungoma South sub-county as indicated by the Adjusted R Square = 0.139 as shown in the model summary above. The regression coefficients results showed that the unstandardized beta coefficient for the Participative Decision Making variable was significant [$\beta = 0.467$, $t = 11.259$, $p=0.000<0.05$]; therefore, the study rejected the null hypothesis and concluded that Participative Decision Making had a statistically significant influence on the job satisfaction among teachers of secondary schools in Bungoma South sub-county. Participative Decision Making variable had a positive standardized beta coefficient = 0.378; this was an indication that a unit improvement in the Participative Decision Making was likely to result in an improvement in job satisfaction among teachers of secondary schools in Bungoma South sub-county by 37.8%. To predict job satisfaction among teachers of secondary schools in Bungoma South sub-county given their level of participation in decision-making, the study suggested the use of the following linear regression model:

Job Satisfaction = 1.866 + 0.433 Participative Decision Making

The study analysis concurs with (De Wet Van Der Westhuizen 2010). In his research, paper that focused Culture, participative Decision Making, and Job satisfaction. He thus concluded that Participative

Decision Making was an important element as it ensures that employees are closer work.

CONCLUSIONS AND RECOMMENDATIONS

Effects of participative decision making on the employee intentions to leave among the teachers in secondary schools of Bungoma South Sub-County was the objective of the study. Involvement in decisions on student monitoring and assessment, Involvement in planning for curriculum implementation, Frequency of involvements level of information sharing were used to measure participative decision making. The study revealed that most of the teachers were not satisfied with their teaching job, also, they were feeling that they had not been much involved in decision making at their school.

The Pearson Correlation coefficient was $r = 0.378$ indicating that Participative Decision Making had a significantly positive relationship with the job satisfaction. The significant unstandardized regression beta value of 0.433 ($t = 11.259$, $p=0.000<0.05$) indicated that participative decision-making has a substantial influence on Employee job satisfaction. A one Unit improvement in the participative decision-making was likely to result in an improvement in the job satisfaction among teachers of secondary schools in Bungoma South Sub-County by 37.8% as indicated by the standardized beta coefficient value of 0.378. The findings, therefore, did not support the null hypothesis that said there is no significant relationship between participative decision making and employee intentions to leave.

From the results, the researcher concluded that most of the respondents were in agreement that involvement in important programmes for students,

freedom to make decisions and contributions on how to implement curriculum, freedom to plan your own schedule, opportunities to share with others about their innovative ideas and involvement in the development/operation of the school budget played an important role in employee intentions to leave.

On average, the level of satisfaction among the teachers of Bungoma South Sub-County secondary schools in participation towards decision making in the schools was moderate this indicated that most of the teachers felt that they were not much involved in decision making towards the daily operations in the secondary schools of Bungoma South sub-county. The study recommended the adoption of participative decision making strategy as it is beneficial to both the employee and employer. This strategy give employees the ability to control and

share information positively to the organisation. Thus, an employee might end up fulfilling his/her working as well as strong non-working roles efficiently.

Suggestion for Further Research

This study recommended that another study is done to augment findings in this study. In future, there is need to include more schools (private & public) to strengthen the results of this research further and to generalise the results to the whole education sector. Specifically, demographic characteristics considered in the study may not be exhaustive to explain all the demographic factors that influence employee job satisfaction. A comparative study across different counties might also be a more valuable contribution to this area of research.

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