

**SCHOOL BASED FACTORS INFLUENCING TEACHER TURNOVER
IN PUBLIC PRIMARY SCHOOLS IN MATHIOYA SUB-COUNTY
MURANG'A COUNTY, KENYA**

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for the Degree of Master of Education in Educational Administration.**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION

To all my family members and friends for their support and prayers.

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This long journey would not have been possible without the guiding hand of the Almighty God who makes all things possible and our dreams become reality. I acknowledge that it has been through the generous dedication and able guidance of my committed supervisors Professor Jeremiah M Kalai and Mr. Edward Kanori that this project has been accomplished. Many thanks to my colleagues and classmates whom we have toiled together and supported each other throughout this undertaking.

Countless thanks would always be to the honour of my parents, Mr and Mrs Munene who graciously embraced the challenging responsibility of taking me to school and perpetually motivated and inspired me to rise up to my full potential in life. Without their faith in me and fervent belief in the vitality of education, I would never have gone to school in the first place. A warm recognition go to my dear wife Keziah and our precious children Dishon and Moses for their incredible support which has been a strong pillar in this noble journey. All of you have walked with me as a true friend, companion and partner in every way. Wherever this work would be read and practised, your name shall be ingrained here on and, therefore, I say to you all: Thank you.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BOM	Board of Management
HIV	Human Immuno-deficiency Virus
HR	Human Resource
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nation Educational Scientific and Cultural Organization
USA	United States of America

ABSTRACT

All over the world teachers leave or quit the teaching profession due to various reasons. Teacher turnover changes from year to year and it varies from country to country and from continent to continent. The major causes of teacher turnover range from institutional factors which include poor working conditions, poor remuneration, transfer policies and discipline policies. The general purpose of this study was to analyse the school based factors influencing teacher turnover in public primary schools in Mathioya Sub-County. The specific objectives of the study were to establish how pay benefit, how working conditions, how administrative support and how teachers professional qualification influences teacher turn over in Mathioya Sub County. This research employed descriptive survey design. Stratified random sampling was used to select primary schools, from which teachers were randomly selected to participate in the study. The sample size was 30 head teachers and 140 teachers. A questionnaire was administered to the sampled respondents. The questionnaire comprised both structured and a few unstructured questions in order to employ both quantitative and qualitative techniques in data collection and analysis. The collected data were analyzed using descriptive statistics. Data were presented through frequency distribution tables with percentages mean, standard deviation, bar graphs and pie charts. A conclusion of the findings found that all the research variables contributed to teacher turnover though teachers felt pay benefit was least in leading to turnover. Teachers also felt that there was little or none administrative support on the ground through the office of head teacher. The researcher recommended that TSC should appeal for more resources from government to hire additional teachers since many schools have shortage of between one to five teachers and also recommended primary school teachers should also specialize in their teaching subjects just like their colleagues in secondary schools. This will protect primary school teachers from been allocated any subject to teach as is the case currently. In addition the researcher highlighted areas for further research such as need to use other research design to measure school based factors influencing teachers turn over in public primary schools and other researchers can conduct a research on contribution of lack of administrative support by head teachers to teachers on teacher's turnover.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teacher turnover is a pestilence clearing through instructive practice, and it is enormously removing instructors from educational systems (Adamson and Darling-Hammond, 2012). Profoundly qualified instructors are significant in any instructive establishment; yet a few organizations have high educator turnover rate and have difficulties holding these instructors (Wellington, Shockley, Gugliesmino and Feisher; 2010). As per the Alliance for great instruction (AFEE; 2017), Teachers turnover costs the administration a ton of cash. The issue of neglecting to hold instructors has brought about a wide spread issue of educator turnover rates (Adamson and dear Hammond 2012). Concentrates that have been directed to decide the variables that identifies with consequence of high educator turnover rates in an assortment of instructive settings (Boe, Cook and Sunderland 2008). The aftereffect of high instructor turnover can prompt a decline in nature of training and contrarily influence society in general.

Labour turnover is the measure of movement of employees in and out of employment within a particular firm. Normal turnovers of individuals are said to be about 5 per cent but when turnover rate is 100 per cent that is considered to be a major problem (Tiplic, 2015).The major causes of teacher turnover range from institutional factors which include poor working conditions, poor remuneration, transfer policies and discipline policies. Others are personal

factors which include teaching experience, family responsibilities, retirement, teacher's indiscipline, diseases and teacher's professional qualification (Dessier & Varkey, 2011).

Labour turnover can cause extraordinary negative impacts in the general profitability of an association and is frequently a side effect of different troubles (Frinke, 2006). High turnover more often than not has hurtful impacts to an organization's efficiency if gifted specialists are continually leaving. Work turnover has demonstrated to be one of the best expensive and apparently recalcitrant human asset issues defying associations. High pace of instructor turnover impacts contrarily on the school's improvement endeavors for it upsets the dependability and congruity of educating. It likewise represents an extraordinary issue to the entire instruction framework to oversee turnover and hold instructors. Instructor turnover influences the nature of training the students get and influences understudies who may look for exchanges to well-staffed schools or to join non-public schools (George, 2010).

Teacher turnover is influenced by different factors which can be classified as demographic factors, push and pull factors which point on alternative employment and dissatisfaction with teaching and personal factors. Reasons for departure for different teachers vary in different parts of the world (George, 2010). According to the Alliance for excellent education (AFEE; 2017), United States had an annual turnover of 8.4 per cent head teachers in public schools and around 13.6 per cent head teachers in private schools with

more female teachers being the major victims leaving mainly to take care of their children and family responsibilities. This disrupted teaching and increased costs as heads of institutions looked for alternative labor force including looking for untrained teachers to occupy those vacancies created and prepare the newly recruited ones. Canada had a teacher turnover of about 2.4 per cent head teacher annually mainly due to retirement and change in career. In Australia the annual teacher turnover rate was 5 head teachers mostly with majority going to start personal businesses.

An investigation done by Educational International (2007) on educators' issues demonstrated that Tanzania, Lesotho, Gambia, and Kenya had a normal instructor turnover of 7 head educators yearly. Greater part of these instructors left because of poor working conditions, poor compensations, maladies, educators' indiscipline, among different causes .In Britain educator turnover is accounted for as a national emergency. Santiago and Mackenzie (2005) additionally uncovers that the circumstance is intensifying in Sweden, Germany and New Zealand to the extent educator turnover is concerned. In the creating nations the issue is relatively genuine. Reports in nations, for example, South Africa, Zambia, New Guinea and Malawi showed that the issue had nearly arrived at a calamitous stage (Xaba, 2003).

In South Africa for instance, worries of instructor turnover are emphatically explained because of the antagonistic impacts it has on the training arrangement.

The circumstance with respect to educator turnover and turnover in South Africa appears to be unpredictable for instance, Burke (2013) reports that numerous empty instructing posts are not filled rather there is work of impermanent instructors. This non-filling of perpetual presents point on instructor deficiencies in that nation. In late examination directed in South Africa by the Human Sciences Research Council for the Education Labor Relations Council in 2005, it was discovered that 55 percent of instructors would leave instructing on the off chance that they could. The reasons referred to for this included remaining task at hand pressure, low pay rates, absence of order in schools and absence of professional success. Ingersoll (2001) further uncovers that numerous instructors are purportedly leaving the calling for greener monetary fields.

According to UNESCO (2009) and Republic of Kenya (2010), Kenya approximately lost about 10,000 teachers annually with about 6,500 due to diseases. Ruto (2010) noted in her research study that about 500 teachers were fired by TSC due to teachers' indiscipline specifically sexual abuse of school going children. The teaching profession was one of the few respected jobs open to Africans before Kenya attained independence and this was considered to be a noble profession (TSC, 2018). Within the education sector in Kenya, teacher turnover in public schools has become a rising problem and creating a shortage of qualified and experienced teachers which should be addressed if quality education is to be provided for all children (UNESCO, 2003). Excellence in education requires that qualified teachers be recruited and retained according to a report by World Bank (2002). Teachers in Kenya are leaving the profession

to take up non-teaching employment (Oyaro, 2013). Teacher's turn over manifests in many ways and is attributed to many causes. It is therefore imperative that the education system takes cognizance of this and take steps to address this situation proactively before it reaches critical proportions. Mathioya Sub County has had many cases of teacher turn over (10.7 %) compared to other sub counties and this calls for research on causes of labour turnover in the Sub County as indicated in Table 1.1 below.

Table 1.1: Teachers turnover from year 2013 to 2017 in four sub counties

Sub-County	Teachers turnover from year 2013- 2017					Average as a % for the 5 years
	2013	2014	2015	2016	2017	
Mathioya	76	87	81	60	58	10.7
Kangema	66	70	78	58	52	10.3
Kigumo	74	65	72	60	61	9.2
Gatanga	62	61	68	61	68	9.1

Source: Murang'a County Education Office, 2018

Turnover refers to all permanent loss of teachers from the teaching profession. High rate of teacher turnover impacts negatively on the school improvement efforts for it disrupts the stability and continuity of teaching. Cole, (2002) argues that the major causes of teacher turnover range from institutional factors which include poor working conditions, poor remuneration, transfer policies and discipline policies. Others are personal factors which include teaching experience, family responsibilities, retirement, teacher's indiscipline, diseases and teacher's professional qualifications.

On teacher's pay benefits within the education sector in Kenya, teacher turnover in public primary schools has become a rising problem, creating a shortage of qualified teachers, which should be addressed if quality education is to be provided for all children (UNESCO, 2003). Excellence in education requires that qualified teachers be recruited and retained. According to a report by the World Bank (2002), at least one teacher per day is driven out of classroom by low salary. Despite efforts by the Kenya government to train more teachers, the shortage of teachers remains a problem. Teachers are leaving the profession to take up non-teaching employment. Oyaró (2013), quoting data from Kenya National Union of Teachers KNUT, reported that between January and June 2015, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere. That is about three teachers leaving the service every day. Analyses of the costs associated with employees' turnover are quite high and the process for replacement is time consuming. This in turn affects the overall productivity. Trevor (2001) states that the cost of employee turnover to organizations has been estimated to be up to 150 percent of the employee remuneration package.

On teacher's working environment, Haddad (2010) reports that teacher turnover is encouraged by poor working conditions within teaching characterized by poor/lack of proper housing, lack of amenities like hospitals and long walking distances to and from school are major push factors for teacher turnover and this is worse in the rural schools. A poor working environment condition creates poor living conditions that

lowers the morale of the teachers and eventually they find way out of the profession. Thomse, (2014) reports that, poor working conditions in rural schools contribute to the vicious cycle and high turnover rates especially among primary school teachers.

On administrative supports, Teachers usually state that they get administrative support when the administration assists them. This can be showed by the structure head of establishment actualizing appropriate student discipline by supporting the instructors when understudies are getting out of hand in school or in study halls, for instance, if a student over and again makes trouble, they would need the head of foundation to help them by executing a type of conduct alteration framework. A head of foundation who supports the instructor would work with the educator and carefully uphold school decides so the student does not hurt a decent homeroom condition. Despite what might be expected, if instructors feel like things are in their manner or they are not allowed to carry out their responsibility, turnover happens. Any limitation to their craving to instruct prompts turnover.

On teachers' professional qualification, education is a determining factor whether to remain or quit teaching (Herman, Hampton & Croasmun, 2004). A study by Marso and Pigge-(2013) reports that, teachers who complete master's degree quit to join teaching colleges and universities. Teachers who have attained masters' degrees feel more motivated by their achievement and therefore feel comfortable to leave to other better places of work since they have become more knowledgeable and presumably more competent. On the

other hand, it is also believed that teachers who have attained higher level of education have added more value to their credentials and their worth as human capital goes up and this accounts for the big number of teachers who quit teaching to take up better paying jobs that are available for those who have acquired more education or further training. This attraction makes teachers quit teaching to join private sector or undertake non- teaching duties where rates of returns are higher thus turnover. Mulkeen (2010), report that in general, turnover rates are higher for teachers with the greatest academic qualifications due to greater labour market opportunities open to them. Majority of them leave either through careers switch; join the private sector, voluntary resignation or seek departmental transfers.

1.2 Statement of the problem

Teachers' turnover is a serious problem facing public primary schools in Kenya. Labour turnover is affecting not only the employer (Teachers Service Commission) and other employees like teachers who are likely to lose their accrued financial benefits for the time taught but also students and the entire community. TSC (2018) noted that the 10,000 teachers it lost annually hindered the quality of teaching, and negatively affected the performance of students in affected schools. Schools in Mathioya were not left behind. The Sub County lost more teachers between years 2013 to 2017 due to early retirement, career switch, death, among other reasons compared to the other three sub-counties, Mathioya had lost 362 (10.7%) teachers, Kangema 324 (10.3%) teachers, Kigumo 332 (9.2%) teachers and Gatanga 320 (9.1%)

teachers who had left the profession within five years (County TSC office, 2018).

As a result the government continue to incur a lot of costs as it continues to recruit more qualified teachers. Worse still, reasons for these teachers quitting are not known as there are no follow ups after teachers quit the profession. This problem is serious and it necessitates a research given that there is an ever increasing pupil enrolment in primary schools since the re-introduction of free primary school education in 2003. The researcher has therefore focused on Mathioya Sub County because it had the highest staff turnover of 10.7% compared to other Sub Counties namely Kangema, Kigumo and Gatanga.

This study therefore sought to investigate school based factors influencing teacher turnover in public primary schools In Mathioya sub county Muranga County since it had the highest turnover compared to the other three sub-counties.

1.3 Purpose of the study

The purpose of this study was to investigate school based factors influencing teacher turnover in public primary schools in Mathioya Sub-County Murang'a County.

1.4 The objectives

The objectives of this study were:

- a) To establish the extent to which pay benefits influence teacher turnover in Mathioya Sub County.

- b) To determine the extent to which working conditions influence teacher turnover in Mathioya Sub County.
- c) To establish the extent to which administrative support influence teacher turnover in Mathioya Sub County.
- d) To determine the extent to which teachers' professional qualifications influence teacher turnover in Mathioya Sub County.

1.5 Research questions

- a) How does pay benefits influence teacher turnover in Mathioya Sub County?
- b) To what extent do working conditions influence teacher turnover in Mathioya Sub County?
- c) How does school administrative support influence teacher turnover in Mathioya Sub County?
- d) To what extent do teachers' professional qualification influence teacher turnover in Mathioya Sub County?

1.6 Significance of the study

The head teachers of the schools would gain insights on teacher turn over and its effects on schools activities. This would lead to guided interactions between the schools and teacher employer, Teachers' Service Commission which is charged with the mandate of engagement and retention of teachers in the schools. This would bring forth clarified policy in terms of motivating teachers. This study would assist the Board of Management in learning

institutions in formulating policies that aid them in continuity even after the advent of turnover attributed to attrition and other factors.

Pupils would significantly benefit from this study. This is attributed to the fact at the reduction of teacher turnover; enhanced academic performance may be realized. The pupils would thus be able to post better academic performance occasioned by the ability of the schools to effectively manage the programmes in the schools. Future researchers would also benefit from the literature of the study as well as the suggestions for further studies that would be suggested in this study.

The study may assist sub-county TSC offices in developing programs and plans whose if implemented would reduce teacher turnover

1.7 Limitations of the study

The researcher faced the problem of some respondents failing to respond to the questions in an honest manner, but the researcher insisted on the need for respondents to be honest in giving the information and assured them of total confidentiality

1.8 Delimitations of the study

The study covered all public primary schools in Mathioya sub county, Murang'a County and it was limited to factors influencing teacher turnover in public primary schools in Mathioya sub-county. The study targeted head teachers and 5teachers per school in the 30 public primary schools in Mathioya Sub-county.

1.9 Basic assumptions of the study

In this study, it was assumed that;

- i) The respondent would be willing to cooperate and give accurate information.
- ii) The respondents would return the questionnaires in time and duly filed.
- iii) That the information that would be given by the respondents is true and free from bias.

1.10 Definition of significant terms

Administrative support refers to moral, social and financial support given by head teacher to his teachers when teachers are in such need due to bereavement, sickness among others.

Pay benefits alludes to all types of monetary returns and unmistakable administrations and advantages instructors get some portion of a working relationship.

Professional qualifications refer to the extra academic papers individual teacher have added since they were employed through further studies.

Public primary schools refer to schools for the communities and by the communities which get policy direction from the ministry of education.

Teacher refers to an individual who has undergone professional training and employed by the Teachers Service Commission to teach in a public primary school.

Teacher's turnover refers to the rate at which teachers quit from the profession of teaching to other fields of employment.

Working Conditions refers to the working environment in which teachers operate congested, lacking materials or having plenty.

1.11 Organization of the study

This study was organized into five chapters. Chapter one highlighted the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions. Significance of the study limitations of the study, delimitations of study, assumptions of the study and definitions of significant terms. Chapter two focused on review of related literature consisting of introduction, concept of teacher turnover, remuneration and teacher turnover, teacher qualification and teacher turn over, working conditions and teacher turn over and conceptual framework. Chapter three consisted of introduction, research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques. Chapter four consisted of introduction, data analysis and presentation ,head teachers and teachers demographic information, head teachers and teachers opinion on teacher turnover, sub county director TSC opinion on teacher turnover, summary of the findings and chapter five covered introduction, summary of the study, conclusion, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews available literature on teachers turn over. The study covers concept of teacher turnover, remuneration and teachers' turnover, working conditions and teachers' turnover, administrative support and turnover and teachers' qualification and teacher turnover, summary of literature review, theoretical and conceptual frame work.

2.2 Concept of teacher turnover

Concerns about educator turnover and attrition are reported widely as a global phenomenon (Santiago, 2010). George (2010) reported that Education for All goals targeted to be achieved by 2015 and beyond are at stake since 1.9 million additional teachers are required with another one million required to replace annual teacher attrition. Stable organizations are characterized by low employee turnover and their abilities to keep their customers. This can only be attained if the organizational roles and the entire process of leadership are based on management practices that enrich the job on what satisfies the employee and motivates them to stay failure to which they quit.

High rate of teacher turnover impacts negatively on the school improvement efforts for it disrupts the stability and continuity of teaching. It also poses a challenge to the entire education system to

manage turnover and retain teachers. Besides, teacher attrition imposes cost on education systems in substitution, recruitment and appointment of new teachers which is also characterized by long delays before replacements. This affects the quality of education learners get and affects student who may choose to seek transfers to join private schools (George, 2010).

Teacher attrition is influenced by a plethora of factors which can be classified as demographic factors, personal factors, pull and push factors which point on alternative employment and dissatisfaction with teaching respectively. Reasons for departure for different teachers vary and so are attrition rates for different parts of the world. Individual teacher factors stem from within individual teacher's choices on whether to remain or quit. Teacher turn-over therefore is influenced by individual factors just like any other job.

The teachers themselves can choose to remain or quit teaching depending on a number of factors ranging from their age, discipline, level of education, HIV and AIDS among others. This study addressed pay benefits, working conditions, administrative support and teachers professional qualification and how they influenced teachers to move from their respective working stations. Ingersoll (2001) points out that, young teachers are likely to quit teaching to work in private sector where salary paid is higher than in teaching. He also points out that old and highly

experienced teachers quit to join the private sector or to start personal businesses. This leads to a U-shaped curve in representing teacher attrition on a graph. Individual teacher's level of education is a determining factor whether to remain or quit teaching (Herman, Hampton & Croasmun, 2004).

A study by Marso and Pigge (2013) reports that, teachers who complete master's degree continued to stay longer than others partially while others quit to teach colleges and universities. Teachers who have attained masters' degrees feel more motivated by their achievement and therefore feel comfortable to work since they have become more knowledgeable and presumably more competent though not all of them. On the other hand, it is also believed that teachers who have attained higher level of education have added more value to their credentials and their worth as human capital goes up and this accounts for the big number of teachers who quit teaching to take up better paying jobs that are available for those who have acquired more education or further training. This attraction makes teachers quit teaching to join private sector or undertake non-teaching duties where rates of returns are higher than in teaching thus attrition.

Mulkeen (2010) report that in general, attrition rates are higher for teachers with the greatest academic qualifications presumably reflecting the greater labour market opportunities open to them. Majority of them leave

either through career switch, join the private sector, voluntary resignation or seek departmental transfers.

Hudges (2002) point out that teachers use teaching as a stepping stone while others find it unattractive hence quit. People who aspired to be something else and failed either to qualify for its training at initial stage of higher education sometimes find their way to their dream career but use education as a stepping stone. This is because education cut across most disciplines and it is easy to switch from teaching to other jobs that are available for people with similar qualifications as teacher for example trainers, lecturers, resource mobilizers, human resource officers among others. There is also availability of jobs in other countries and since the teachers will be paid handsomely as expatriates, they may go for such jobs thus quit teaching in their homeland. UNESCO (2009) reports that some individuals lacked a chance in their aspired career and were compelled to join teaching as a stepping stone or as a career of the last resort. Some teachers therefore quit the profession immediately other alternative jobs are available with some joining the private sector therefore teaching is seen as an occupation to pass through and not a career in itself.

George (2010) notes that majority of teachers in Sub-Saharan Africa quit teaching due to HIV and AIDS related complications ranging from death, chronic illness and absenteeism, seeking retirement earlier

on medical grounds among others. TSC (2010) points out that, out of the 10,000 of teachers who permanently left the profession in 2010, 6500 are cases of deaths, illness, resignations and early retirements on medical grounds due to HIV and AIDS related complications. This accounts for 65 percent of annual teacher attrition nationally.

High rate of teacher turnover impacts negatively on the school improvement efforts for it disrupts the stability and continuity of teaching. It also poses a challenge to the entire education system to manage turnover. According to the Alliance for excellent education (AFEE; 2017), teacher turnover imposes cost on education systems in substitution, recruitment and appointment of new teaches which is also characterized by long delays before replacements. This affects the quality of education learners get and affects student who may choose to seek transfers to join private schools.

In the course of recent decades, there has been significant observational research concentrated on deciding reasons for educators turnover major scientists include: Boyd, Lankford, Loeb, and Wyckoff, (2005); Hanushek, Kain, and Rivkin, (2005). One of their most significant discoveries has been that instructor turnover is firmly influenced by scholastic field.

Another significant finding has been that instructors' choices whether to remain or leave the training calling are exceptionally affected by their age. The connection between educators' age and their turnover has been found to

pursue a U-formed bend. In spite of the fact that there is some difference about why this is the situation, specialists Guarino, Santibañez, and Daley (2006) found that more youthful educators have high paces of takeoff. Consequently, as those remaining —settle in, turnover rates decay through the mid-profession time frame and, at last, ascent again in the retirement years. In addition, in light of the fact that the circulation of age in the encouraging power is slanted upward—more established educators altogether out numbers more youthful instructors numerous specialists have inferred that retirement because of a rapidly—graying training workforce is the most noteworthy factor behind instructor turnover, instructor deficiencies, and school staffing issues. Such research has given a lot of understanding into the wellsprings of instructor turnover; be that as it may, there are two significant constraints to existing observational examinations. To start with, a large portion of this experimental research has concentrated on evaluating whether specific sorts of instructors are pretty much liable to withdraw educating and has commonly tried to clarify educator turnover as an element of the qualities of individual instructors.

Some earlier investigations on the connection among sexual orientation and educator turnover have created blended outcomes. An investigation by Ingersoll (2001) found that ladies had higher turnover rates than men though another examination by Boyd, Grossman, Lankford, Loeb, Wyckoff (2005) proposes that men are bound to stop educating or move schools than ladies. Furthermore, some exploration by Strunk and Robinson, (2006) has

discovered no sex contrasts in instructor turnover rates, while a few researchers like Rees, (1991) contend that people have comparable leave practices before marriage however wander after marriage due to childrearing and family commitments. It is conceivable, accordingly, that examples of leave practices may contrast among people of various ages. The analyst hence consolidated association terms among sexual orientation and age in this examination.

Be that as it may, there are a few constraints to the current observational research base. In any case, most investigations conceptualize the result of premium that is to exit or not statically as opposed to powerfully. As it were, the attention is on whether an educator exits, rather than both whether and when an instructor exits. Some portion of this inadequacy may be because of the restricted access to board information that track instructors' developments all through schools or the educating calling. Also, ponders that have concentrated on the dynamic idea of instructor maintenance that is both whether and when, solely center around individual educators as a diagnostic level, overlooking the impact of social setting on individual instructors' practices. Thirdly, ponders that do concentrate on school setting will in general model educators' practices statically (i.e., exit or not) instead of progressively.

2.3 Pay benefits and teachers' turnover

Pay and advantages are critical to workers in any association as they give the methods through which they address their issues for fundamental necessities

throughout everyday life. For the business, pay and advantages are significant as Ronfeldt, Loeb and Wyckoff, (2013), reports that they are one of the most unmistakable rewards during the time spent enrollment. Vandenberghe and Tremblay, (2008) reports that they are a way to hold the best representatives. Pay and advantages are in this manner used to rouse workers in the improvement of abilities. A negative connection between compensation level and turnover goal has additionally been accounted for so regularly by business analysts that the relationship has been acknowledged as a reality. Pay is a noteworthy component clarifying turnover aim as Imazeki (2005) detailed that educator maintenance is higher when pay rates are higher. He likewise noticed that countless educators leave the field so as to acknowledge more lucrative employments in different fields. Taking everything into account, he found that educator turnover diminished when compensation was expanded.

The existing literature suggests that low salary is considered a main cause for teacher turnover. The researcher would therefore be seeking to explore issues of compensation fairness, pay satisfaction and pay expectation. This is in line with social cognitive theory which supports the premise that workers who felt unfairly paid leave their organizations. This being particularly true for those who felt they were paid too little according to Milkovich & Newman, (2005). Vandenberghe and Tremblay, (2008) report that many employees have the perception that pays allocations decisions are sometimes unfair in spite of the fact that details of employees' compensation packages are not publicized. Accordingly, pay influences perceptions of pay which determines pay

satisfaction, which partially influences whether a worker would remain with their current employer. Hom and Griffest, (2000) say that reasonable pay reduces turnover.

2.4 Working conditions and teachers' turnover

Employer motivation is influenced by the employer, the management and the environment. Motivating the employee is the employer's job. Bennel and Akyempong, (2004) in their study in the 12 countries found out that working conditions had an impact on teacher turnover. The key factors in their study were workload, general classroom conditions, management support, location and distance to work. In countries such as Ghana, Sierra Leone and Zambia, it is noticeable that the large majority of teachers in rural areas indicate that working conditions are 'poor' and 'very poor'. While concerted efforts are being made to improve working conditions, the daily challenge for most teachers remains daunting (Bennel, 2007).

2.5 School administrative support and teachers' turnover

Some teachers can have a very low sense of self-concept (Friedman, 1992) and therefore do not feel like they are accomplishing anything. They are overloaded with countless initiatives seemingly telling them that they are ineffective. With every new initiative, their quality of work life goes down. The quality of work life goes down. The quality of work life for teachers is one predictor of turnover (Cenkseven-önder, 2009). Teachers who are not supported by the administration have a difficult time coping with daily activities that their job requires. They have a negative outlook on their

institutions and career (Cenkseven-onder, 2009). These are areas in which administrative support could help.

Teachers usually state that they have administrative support when they believe the administration is there to assist them. This can be manifested by the building head of institution implementing proper learner discipline by supporting the teachers when students are misbehaving in school or in classrooms, for example, if a learner repeatedly misbehaves, they would want the head of institution to help them by implementing some sort of behaviour modification system. A head of institution who supports the teacher would work with the teacher and strictly enforce school rules so that the learner does not harm a good classroom environment. To the contrary, if teachers feel like things are in their way or they are not free to do their job, turnover occurs. Any restriction to their desire to teach leads to turnover.

Things can even get worse especially when many teachers feel like even special needs children are being thrown into their classes without adequate support in order to fit some new program. In all, some teachers feel so dissatisfied with their job that they even decide to quit their profession altogether. Of those who quit, most teachers are either at the very beginning of their career or at the very end (Jianpeng, 1997). Teachers who are subjected to poor administrative support are burning out and leaving their jobs. In a school set up the head teacher is the boss of a teacher but teachers do not usually call the heads their 'boss' but heads of schools are the supervisor for school staff. According to the policy in our country, each public school is managed by a

BOM and the head is the site base council. The head teachers are responsible for the daily decision making. In many schools administrative support is the most significant predictor of job satisfaction amongst teachers. Administrative support also sets stage for a great teaching experience. Teachers feel more satisfied even with their salary when the administrative support is good. This study therefore seeks to find out how administrative support influence teacher turnover in Mathioya Sub County Murang'a County.

2.6 Teachers' professional qualification and teachers' turnover

Ronfeldt, Loeb and Wyckoff (2013), have suggested that employee development is inversely related to turnover. Research says that with respect to their careers, individuals proceed through several stages of career development these are: growth for example certificate, diploma, degree, masters, or doctorate, exploration, establishment, maintenance, and decline. Socialization into this career development process has led us to expect formal training during the growth and exploration stages in preparation for the careers to be started during the establishment stage. Young workers are frequently given additional support through orientation, mentors, and coaches especially at the beginning of their employment and are likely to rate the presence of someone encouraging their development fairly high although they are historically a little more likely to turnover than their older counterparts.

2.7 Summary of literature review

From the literature review, Dessier and Varkey (2011) and TSC (2010) they are all agreeing that deaths, availability of job opportunities in the main stream ministry of Education contributes to the large number of teachers leaving the profession. Over the past two decades there has been substantial empirical research focused on determining causes of teachers turnover major researchers include: Boyd (2005) and Hanushek (2005). One of their most important findings has been that teacher turnover is strongly affected by academic field. Another important finding has been that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age. The relationship between teachers' age and their turnover has been found to follow a U-shaped curve. Although there is some disagreement as to why this is the case, researchers Guarino, Santibanez & Daley (2006) found that younger teachers have very high rates of departure.

However, there are several limitations to the existing empirical research base. To begin with, most studies conceptualize the outcome of interest that is to exit or not statically rather than dynamically. In other words, the focus is on whether or not a teacher exits, instead of both whether or not and when a teacher exits. Part of this shortcoming might be due to the limited access to panel data that track teachers' movements in and out of schools or the teaching profession. Secondly, studies that have focused on the dynamic nature of teacher retention that is both whether or not and when, almost exclusively focus on individual teachers as an analytic level, ignoring the

effect of social context on individual teachers' behaviors. Thirdly, studies that do focus on school context tend to model teachers' behaviors statically (exit or not) rather than dynamically.

This study therefore seeks to establish why teachers quit before retirement in Mathioya Sub County. The researcher have focused on a wide range of literature review based on concept of teacher turnover capturing empirical review, factors affecting teachers turnover, theoretical framework and conceptual framework.

2.8 Theoretical framework

The study was based on Social Cognitive Theory developed by Babdura (1999). This theory studies human behaviours. Bandura believed that the human mind is creative, generative, proactive and also self-reflective, not just reactive. Most people operate as thinkers their thoughts about their future course of actions to evaluate situations. Human beings are performers and knowers. Humans are also self-reactors with the ability to guide, motivate and regulate their activities. Individuals anticipate the results of consequences of actions and set a decision path for themselves through goals and self-belief.

Those beliefs that human beings have about their capabilities are crucial when being successful at certain tasks, such as being an effective teacher (Barnyak and McNelly, 2009). Bandura Social Cognitive Theory was based on the assumption that people are purposeful and strives to be successful (Erllich and Russ-Eft, 2011). One of the variables of Social Cognitive Theory is self-

efficacy beliefs. Self-efficacy beliefs refer to one's confidence in completing activities in order to work towards a personal goal. Self-efficacy can also be used a predictor of a change in behaviour. This is a key aspect to educational improvement. If teachers may identify their goals and build confidence, they would be content with their current position. Teachers would then be able to learn how to manage ill-structured problems that affect teaching. Self-efficiency is not only concerned with the actual skills of the individual's judgement of what one can do with the skills. Self-efficacy in teachers deals with how they perceive their teaching skills and their ability to perform these skills.

Abilities to manage problematic factors present a cognitive challenge to teachers because they want to be successful. Actions that produce positive outcomes are eagerly adopted, while those that bring unrewarding outcomes are mostly discarded. He states that people do things that are seen to be successful and avoid actions they have seen not to be successful. If teachers are not well supported financially, or feel as though they do not have a positive working environment, they would the question their success. This cognitive thinking process would provide them with a decision of whether to continue teaching or to quite altogether. Social Cognitive Theory describes in great detail the learning processes involved in purposeful, goal directed behaviour and motivation.

Educators who don't encounter self-viability increase an observation that prompts a passionate wear out and turnover in the instructing calling. This examination in this manner would look to discover the degree to which the Social Cognitive Theory impacts instructor turnover in Mathioya Sub County. Different scientists advance speculations on representative turnover. Ruhland (2001) refers to Chapman's hypothesis, which develops Holland's hypothesis of professional decision. The hypothesis sets that professional fulfillment, solidness and accomplishment rely upon the coinciding between one's character and workplace.

Ruhland (2001) also cites Krumbolt's social learning theory of career selection, which propounds that factors like genetic endowment and special abilities, environmental conditions and events, learning experiences and task approach skills explain why individuals change occupations throughout their lives. Ruhland (2001) uses these theories to develop a public school teacher retention/attrition model. According to this model, teacher retention and thus attrition is a function of teachers' personal characteristics, educational preparation, initial commitment to teaching, quality of first teaching experience, social and professional integration into teaching and external influences.

Khatri, Budhwar and Fern's (2001) study of employee turnover employs a model that posits three groups of factors influencing employee turnover, namely: demographic, uncontrollable and controllable factors. Demographic

factors include age, gender, education, tenure, income level, managerial and non-managerial positions. Uncontrollable factors are the perceived alternative employment opportunity and job-hopping. Controllable factors include pay, nature of work, supervision, organizational commitment, distributive justice and procedural justice. Celep (2003) draws from the organizational commitment theory and posits that teachers' levels of commitment are determined by factors such as their belief and acceptance of the school organization's goals and values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the organization. Lower commitment to the school organization affects both the effectiveness of the school and causes teachers to be less successful or to leave the profession.

Ingersoll (2001) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. He postulates that teacher turnover can be understood by examining the school organizational characteristics and conditions. His exposition asserts that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhanced teacher input in decision-making would all contribute to lower rates of teacher turnover. The foregoing theoretical exposition of factors influencing turnover seem to confirm school organizational factors as being critical in teacher turnover. These factors include the teaching job itself, supervision, incentives and rewards, which relate to compensation and recognition, career

development, advancement and employment security, poor job performance, which relates to lack of skills, low motivation, bad performance and lack of resources.

A study by Greher and Tobin (2006) suggests four major factors that influence whether a teacher will move from a particular school or leave the profession entirely. They conclude that salaries, working conditions, preparation, and mentoring support in the early years relate to teacher turnover. Examination of the relevant literature in the area of teacher turnover suggests that the most frequent reasons given for teacher turnover are in the areas of burnout, finances, administration support, job security and satisfaction, and life cycle events such as pregnancy, retirement, and relocation. Therefore, these areas are suggested as the reasons for teacher turnover in both public and private school. Many theories explored in this study are rooted in two disciplines.

The first theoretical underpinning is based on the economic labour market theory of supply and demand as advanced by Strunk & Robinson, (2006). In this case, teachers are treated as rationale actors who make decisions about their career choices whether to become teachers and trajectories whether to exit the current teaching assignment for better opportunities and rewards. This is based on whether teaching represents the most attractive occupation compared to alternatives that are available to them. According to Guarino, Santibanez, & Daley, (2006) under the supply and demand framework, research on teacher retention focuses on identifying factors

influencing teacher attrition. These factors include both monetary e.g., salaries, benefits, bonuses, earning potentials, etc. and non-pecuniary ones for example job satisfaction, working conditions, etc. Apart from considering teachers as individual rationale actors, teachers are grouped in schools of different types and with different organizational characteristics. The researcher will therefore draw relevant theoretical perspectives from sociology to guide his empirical analysis of factors influencing teacher turnover as well. The benefits of a sociological perspective are nicely summarized by Ingersoll (2001) in his organizational analysis of teacher turnover: The theoretical perspective drawn from the sociology of organizations, occupations, and work, holds that teacher turnover and, in turn, school staffing problems cannot be fully understood without closely examining the characteristics of the organizations that employ teachers and also examining turnover at the level of the organization (Ingersoll). Billingsely (2003) emphasized both external and personal factors for teacher turnover. The relationship between these is complex and involves numerous interactions. Some factors that influence teachers' career choices may include lifecycle, reflecting changing priorities, needs, interests, and options

First, external factors would be influenced by the career decision of employment. Examples of external factors include institutional, societal, and economic variables that may have an indirect effect on teachers' career decisions by influencing employment and personal factors. Employment

factors that may relate to teacher turnover include qualifications, work conditions, rewards, employability, and commitment. In addition, teachers have professional qualifications that influence their career decisions such as knowledge, skills, educational background, entry path and certification status, prior work experience, and initial commitment. Next, Billingsely (2003) emphasizes the personal factors that interact among the demographic and family variables in understanding teacher turnover patterns. Motivation, personality, interest, and expectations may influence teachers' career decisions through cognitive and affective variables. Furthermore, teachers' decisions on leaving are affected by their value system. Attrition rates do not necessarily indicate those teachers who are leaving the profession entirely. The researcher focused on how teachers' turnover was influenced by the following independent variables: compensation, career path development, motivation and job satisfaction, conditions of workplace, and teachers' characteristic.

2.9 Conceptual framework

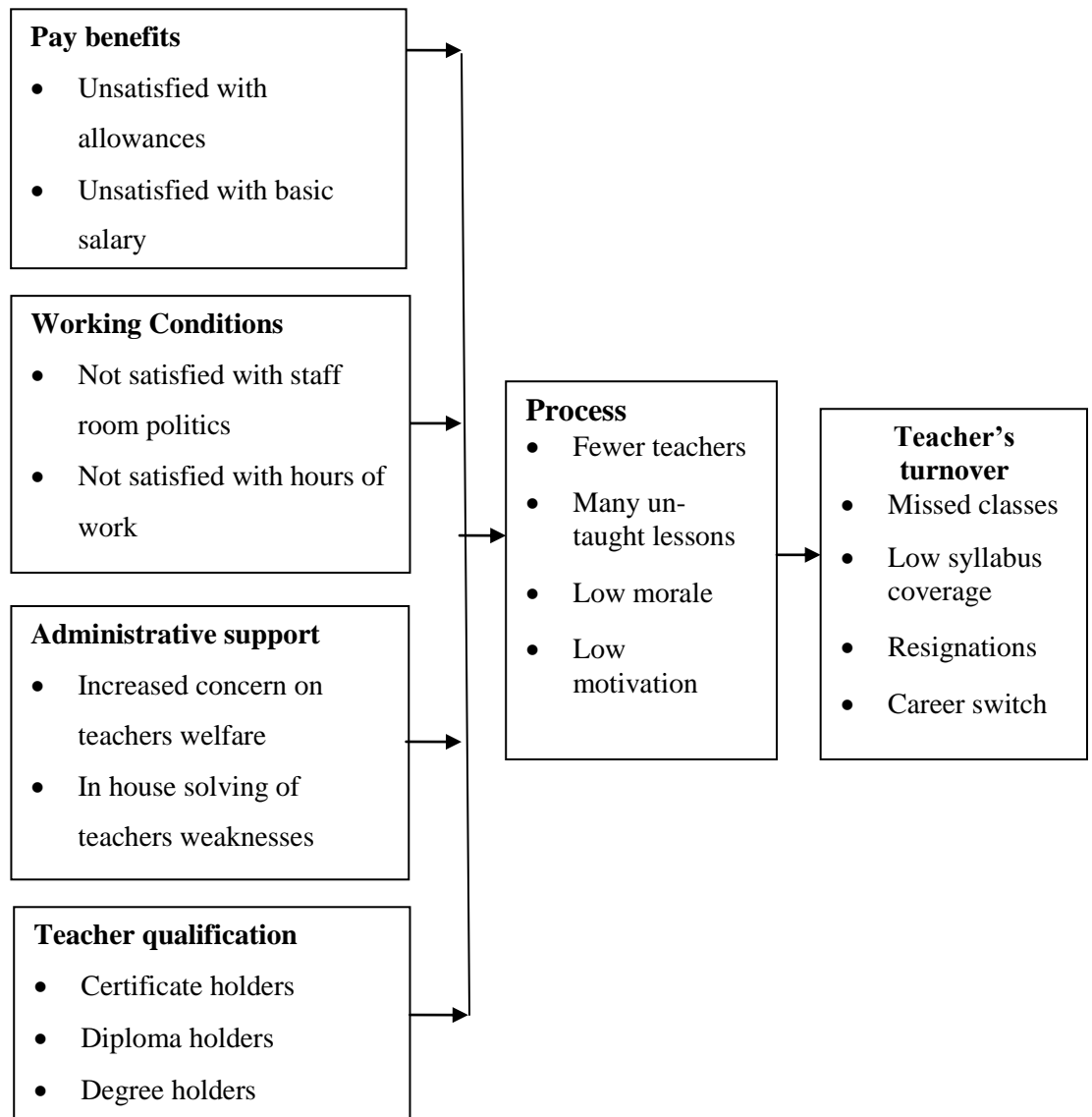


Figure 2. 1: Conceptual framework

There are factors within teaching profession that are beyond the control of the teacher and fall within the institution of teaching fraternity. Such factor include working environment, policies on discipline, policies on teacher transfer, amount of workload each teacher is assigned, teacher management and supervision among many others. Teachers are assigned a particular number of lessons per week and this is determined by their employer although it is delegated to the school

heads on the ground. Teachers Service Commission recommends an average teaching load of 27 lessons per week for one teacher, holding all other factors constant. Teacher turnover is encouraged by poor working conditions within teaching characterized by poor/lack of proper housing, lack of amenities like hospitals and long walking distances to and from school are major push factors for teacher turnover and this is worse in the rural schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design and research methodology. The section focuses on research design, the target population, sampling design, data collection tool and techniques and methods which were used to analyse data.

3.2 Research design

This study adopted descriptive survey design as proposed by (Kombo and Tromp 2006). Orodho (2004) clarifies engaging review as a technique for gathering data by overseeing a survey to an example of people. Clear examinations are limited to truth discoveries, yet may regularly bring about the plan of significant standards of information and answers for critical issues. The overview strategy was picked in light of the fact that the data gave would respond to the examination question presented. The school set-up was open to the scientist and was utilized to produce data to respond to research questions. This structure empowered the investigation of populace (headteachers and instructors) to have the option to make inductions on components affecting educators' high turnover.

3.3 The target population

The target populations for this study were all 58 head teachers and 542 teachers in the 58 public primary schools in Mathioya Sub County. The researcher used stratified sampling of public primary schools based on the

year the school began. The study targeted public primary schools head teachers and TSC teachers who had stayed in the same school for a long time. The head teachers and teachers tackled the questions the researcher was seeking to address.

3.4 Sampling size and sampling procedure

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgement or inference about aggregate or totality is made. Kothari (2004); Mugenda and Mugenda (2003) states that 10 and 30% of the universe is seen as representative and can be generalized to the population. The researchers however used the higher limit. The sample was therefore 30 head teachers and 150 teachers. Selecting of teacher from each school involved simple random sampling. In doing this the researcher wrote down all the names of the schools in pieces of paper and randomly selected 30 schools whose head teachers were involved in the study. To sample the teachers, the researcher divided the number of teachers with the number of schools which yielded 5 teachers in each of the 30 schools. The total sample was therefore 30 head teachers and 150 teachers.

Table 3. 1: Sample size

Respondents	Target population	Sample size	Percentage
Head teachers	58	30	52
Teachers	542	150	28
Total	600	180	30

This was equivalent to 30 percent of the target population which is higher than the 10 percent minimum sample recommended for social science research (Mugenda and Mugenda, 2003).

3.5 Research instruments

In this research, questionnaires for head teachers and teachers were used to collect data. The researcher used questionnaire to obtain factual data and opinions in a structured framework from respondents. Kombo and Tromp (2006) states that a questionnaire is a research tool that can be used to collect data over a large group of subjects within a very short time. It is also anonymous and is able to produce more candid answers than is possible in an interview. The questionnaires for head teachers and teachers contained closed ended items. The questionnaires were divided into two sections; A and B.

Section A collected head teachers and teachers background information such as gender, age, rate of salary, level of education while section B covered four areas which require head teachers and teachers to respond on their pay benefits, administrative support and lastly head teachers and teachers were required to provide information about their professional qualifications. In each area, respondents were required to respond to five items which they would mark as either highly satisfied, satisfied, undecided/neutral, dissatisfied or highly dissatisfied. The researcher expected all marked questionnaire return rate of 100% which would be significant to provide reliable findings for this study. According to Kothari (2004), a response rate of 50 percent is

considered average, 60-70 percent is considered adequate while anything above 70 percent is considered to be excellent response rate.

3.6 Instruments' validity

Validity refers to the degree to which the empirical measure or several measures of the concept; accurately measure the concept (Orotho, 2003). It is also the extent to which a research performs what it was designed to do and how accurate the data obtained in the study represents the variables of the study (Mugenda & Mugenda, 2003). In constructing the instrument items, simple English language was used to ensure that the respondents can understand. Efforts were made to construct clear and precise items in order to avoid ambiguity. After constructing the instruments, the researcher discussed the items in the instruments with the supervisors and other colleagues (Mutai, 2000), to ascertain the content validity. The instrument was pilot tested using a sample of 10 head teachers and 30 teachers from the neighbouring sub county, Kangema. The pre-test study was geared towards giving questions that accurately represent the concept under the study.

3.7 Instruments reliability

The aim of pre-testing was to gauge the clarity and relevance to the instruments items so that those items found to be inadequate for measuring variables would be discarded or modified to improve the quality of the research instruments. This ensured that the instruments captured all the required data. Person's Product Movement Correlation Coefficient formula was used.

$$r = \frac{NEXY - (EX)(EY)}{\sqrt{[NE(X)^2 - (EX)^2][NE(Y)^2 - (EY)^2]}}$$

According to Mugenda and Mugenda (1999), a coefficient of 0.70 or more show that there is high reliability of data.

3.8 Data collection procedures

The following envisaged steps were taken to collect data by the researcher: based on research questions and objectives of the study, the researcher developed the questionnaire as a tool for collecting data for the research. Before distributing the questionnaires, pre- testing (pilot study) was done to check for the validity and reliability of the questions. Having the introductory letter from the chairperson of the department, the researcher sought for a research permit from the Ministry of Education to be allowed to carry out the study. The researcher visited 20 registered public primary schools in Mathioya Sub County to administer the research tools (questionnaires) to the respondents. After a week, the researcher collected them back, organized and analysed the data. For conclusive findings, the researcher expected a response rate of $\geq 80\%$.

3.9 Data analysis techniques

After data collection, all the questions were numbered after they were returned. They were categorized and the data coded. A coding strategy was developed to change the non-numeric codes. Specific responses to the closed ended questions were assigned a number to give it a numerical code. A code

book containing all the variables was derived from the research objectives and research questions of the study as presented in the questionnaire.

Preliminary editing was done where the data was checked for accuracy and errors committed. Clarity and legibility of all questions was established. A code sheet was developed based on the information collected from the field. The coded data was then entered into the computer and analyzed with the aid of computer programs, the statistical package for social sciences (SPSS). The data would then be presented using descriptive statistics, frequency distribution tables, means and standard deviation for easier understanding.

3.10 Ethical considerations

The researcher secured permission from Ministry of Education and the school head teachers before starting the study, the principle of voluntary participation was strictly adhered to. The respondents were not coerced into participating in the research. They were informed about the purpose of the study; the academic purpose and the likely hood of the study becoming reference document to the Ministry of Education and TSC in reducing teachers' turnover. The researcher guaranteed the participants of confidentiality in the entire research process. Documented references are cited and acknowledged in the study body and a list of the bibliography in respect of the same was given in the reference section. Thus, philosophy of intellectual honesty was highly respected.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses findings deduced from the questionnaire. It discusses analysis with regard to the stated research objectives. It evaluates the response rate and descriptive analysis of the study variables. The chapter also presents discussions of the results and implication arising from the findings.

4.2 Questionnaire return rate

Response rate is the percentage of people who responded to a survey. According to Orodho (2003), response rate is the extent to which the final data sets include all sampled members and is calculated as the number of respondents with whom interviews are completed and divided by the total number of respondents of the sample including none respondents. The study sample consisted of 180 respondents. To achieve the purpose of the study 180 respondents were contacted. 170 respondents returned the fully marked questionnaires and 10 respondents did not. This marked questionnaire return rate of 94.4 % which was significant to provide reliable findings for this study. According to Kothari (2004), a response rate of 50 percent is considered average, 60-70% is considered adequate while anything above 70% is considered to be excellent response rate. This response rate was, therefore considered representative of the respondents to provide information for analysis and derive conclusions.

4.3 Background information of the respondents

The researcher examined the general background information of respondents in this study. In view of this, descriptive analysis was done to provide summaries through the use of frequencies and percentages’.

4.3.1 Gender of the respondents

The researcher explored the gender of the teachers to establish the distribution of teachers in terms of gender. Majority of respondents 57.6% were female and 42.4% of respondents male as shown in the Table 4.1 below. This shows that primary school teaching profession is widely dominated by female teachers than male teachers. This means that teaching profession is female dominated and this eventually escalates the turnover. These results indicate that the study took into consideration the gender representation hence the responses represents views of both gender. This agrees with prior studies on the relationship between gender and teacher turnover. A study by Ingersoll, (2001) found that women had higher turnover rates than men. Scholars like Rees, (1991) argue that men and women have similar exit behaviors before marriage but diverge after marriage due to childrearing and family obligations. It is possible, therefore, that patterns of exit behaviors may differ among men and women of different ages.

Table 4. 1: Gender of the respondents

Gender of the respondents	Frequency	Percent
Male	72	42.4
Female	98	57.6
Total	170	100.0

Table 4.1 shows gender of teachers and data shows that there were more female teachers than male teachers in the schools. The reason for more female teachers in the sub county could be attributed to the fact that there are more female teachers in the teaching profession.

4.3.2: Age of the respondents

The study sought to establish the age of the teachers because this relate to the experience acquired over the year and also motivation in decision making. Asked to indicate their age, they responded as shown in Table 4.2. The table indicates that out of 170 respondents, 50.6% of respondents were in the age bracket of between 31 to 50 years, 41.2% of respondents fell above 50 years of age, these are teachers who are nearing retirement age and majority of them are senior teachers and head teachers while 8.2% of respondents are below 30 years of age, these are the newly recruited teachers who have just joined the teaching profession.

Table 4. 2: Age of the respondents

Age of the respondents	Frequency	Percent
Below 30	14	8.2
Between 31-50	86	50.6
Above 50	70	41.2
Total	170	100.0

Table 4.2 shows that teachers were old enough to provide information on school based factors influencing teacher turnover in Mathioya Sub County.

4.3.3: Number of TSC teachers

Information in Table 4.3 below shows that majority of primary schools in Mathioya sub-county amounting to 41.2% had between 11 to 15 teachers, 40% of primary schools had between 1 and 10 teachers while 18.8% of primary schools had between 16 to 20 teachers. This shows that majority of primary schools are understaffed with 81.2% of primary schools having between 1 to 15 teachers. This number of teachers is inadequate compared with student population due to continued high turnover experienced year after year.

Table 4. 3: Number of TSC teachers

No of TSC teachers	Frequency	Percent
Between 1-10	68	40.0
Between 11-15	70	41.2
Between 16-20	32	18.8
Total	170	100.0

4.3.4: Number of additional TSC teachers needed.

The researcher sought to know the number of additional TSC teachers needed to cover adequate teacher pupil ratio in Mathioya sub-county. 85.9% of schools needs additional of between 1-5 teachers, 11.2% needs between 6-10 additional teachers while 2.9% of schools needs between 11-15 teachers. This shows that there is big shortage of teachers with 97.1% primary schools having need of between 1 and 10 additional teachers as indicated in Table 4.4 below.

Table 4. 4: Number of additional TSC teachers needed

No of Teachers needed	Frequency	Percent
1 Between 1-5	146	85.9
1 Between 6-10	19	11.2
Between 11-15	5	2.9
Total	170	100.0

Table 4.4 shows that more teachers were needed in public primary schools in Mathioya sub county in order to meet the required teacher pupil ratio.

4.3.5: Level of education of respondents

The study sought to establish the professional qualification of the respondents and Table 4.5 below indicates that out of 170 respondents, 75.9% of primary school teachers are diploma holders, 22.9% of teachers are degree holders while 1.2% of teachers where majority are head teachers are master's degree holders. A study by Pigge (2013) reports that, teachers who complete master's degree quit to join teaching colleges and universities. Teachers who

have attained masters' degrees feel more motivated by their achievement and therefore feel comfortable to leave to other better places of work since they have become more knowledgeable and presumably more competent or undertake non-teaching duties where rates of returns are higher thus turnover.

Table 4. 5: Level of education of respondents

Level of education of respondents	Frequency	Percent
Diploma	129	75.9
Bachelor	39	22.9
Masters	2	1.2
Total	170	100.0

Data shows that teachers had acquired the right education qualification and hence were in a position to understand the school based factors that influenced teacher turnover in Mathioya Sub County.

4.3.6 Reasons for respondent’s attraction to TSC

The researcher sought to know what attracted respondents to join TSC as a teacher. Majority of respondents 58.2% joined TSC due to job security reasons, 33.5% of respondents joined TSC for promising career progression reasons while 2.4% and 5.9% of respondents joined TSC due to salary and other reasons not covered under this study respectively as shown in Table 4.6.

Table 4. 6: Reasons for respondent’s attraction to TSC

Reasons for Attraction to TSC	Frequency	Percent
Job Security	99	58.2
High Salary	4	2.4
Career Progression	57	33.5
Other	10	5.9
Total	170	100.0

Data indicates that majority of the teachers joined TSC due to job security reasons while very few teachers were attracted by salary.

4.3.7 Rating of TSC salary by respondents

The researcher sought to know how respondents rates the monthly salary they receives for their employer - TSC. Majority of respondents 58.8% are dissatisfied with TSC salary, 17.1% of respondents’ felt the TSC salary is highly dissatisfying, only 24.1% of respondents felt the salary as satisfying as shown in the Table 4.7 below. This shows that majority of teachers 75.9% of teachers are dissatisfied by their monthly salaries they receive from their employer.

Table 4. 7: Rating of TSC salary by teachers

Rating of TSC salary	Frequency	Percent
Highly Dissatisfying	29	17.1
Dissatisfying	100	58.8
Satisfying	41	24.1
Total	170	100.0

4.3.8: Teachers considering quitting TSC

The researcher sought to establish the number of teachers who considered quitting TSC due to various reasons. Table 4.8 below indicates that out of 170 respondents, 66.5% of respondents were considering to leave teaching profession while 33.5% were of the contrary opinion. This is risky direction to the teaching profession since majority of teachers would not let go if a better opportunity arose in other public or private sector.

Table 4. 8: Percentage of teachers considering quitting teaching

Percentage of teachers considering to quit TSC	Frequency	Percent
YES	113	66.5
NO	57	33.5
Total	170	100.0

4.3.9: Organizations those teachers quitting TSC would like to join.

The researcher sought to establish the type of organization those teachers who would exit teaching would like to join. Information in Table 4.9 below shows that majority of primary schools in Mathioya sub-county amounting to 74.1% would prefer to leave teaching and join self-employment, 17.1% of primary schools teachers would prefer to leave TSC and join other jobs in public sector while 5.9% would prefer to leave to private sector in addition to 2.9% who would leave to other fields not covered by this research. This shows that majority of primary schools teachers are busy searching for greener pastures in other sectors. This agrees with the findings of Ingersoll (2002) who revealed that many teachers are reportedly leaving the profession for greener financial pastures.

Table 4. 9: Organizations those teachers quitting TSC would like to join.

Fields teachers exits to	Frequency	Percent
Private Sector	10	5.9
Other Public Sector	29	17.1
Self-Employment	126	74.1
Others	5	2.9
Total	170	100.0

4.4 Main study variables

4.4.1: Extent to which teacher pay benefits influences turnover.

The first objective of the study sought to find out the extent to which teacher pay benefits influences teacher turnover in Mathioya sub-county. Descriptive

statistics such as frequency, mean and standard deviation were jointly used to summarize the responses as presented in Table 4.10. Study respondents were asked to indicate on a five – point Likert scale their level of agreement on several statements describing teacher pay benefits influence. The highly rated item was the issue that teacher salary is much better compared other people with similar qualifications in other professions with (mean = 1.72, SD = 1.07). This means that teacher turnover is not purely based on their salaries but it's accelerated by other factors in the profession. The second best rated item was the issue that teachers are adequately paid with (mean = 1.78, SD = 0.82). The least rated item is the issue that teachers are overburdened with bank and SACCO loans with (mean = 2.86.78, SD = 1.55). This means that teachers are highly dissatisfied that they have become slaves of loans from banks and SACCOS. The lowly rated item is the issue that teachers are always on the lookout for better paying jobs in the market with (mean = 2.77, SD = 1.77). This expressed teacher's dissatisfaction that they are not fully settled in the profession since they would easily take other better paying jobs in the market. On the issue teachers promotion comes with adequate rise in their pay, teacher were almost neutral on this issue with (mean = 2.21, SD = 1.2). This is because they felt the promotion comes with very little salary rise and it takes long time before one gets promotion.

These findings are supported by other experts view on teacher's pay benefits within the education sector in Kenya, teacher turnover in public primary schools has become a rising problem, creating a shortage of qualified

teachers, which should be addressed if quality education is to be provided for all children (UNESCO, 2003). Excellence in education requires that qualified teachers be recruited and retained. According to a report by the World Bank (2002), at least one teacher per day is driven out of classroom by low salary. Despite efforts by the Kenya government to train more teachers, the shortage of teachers remains a problem. Teachers are leaving the profession to take up non-teaching employment. Oyaró (2013), quoting data from Kenya National Union of Teachers KNUT, reported that between January and June 2015, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere. That is about three teachers leaving the service every day.

The existing literature suggests that low salary is considered a main cause for teacher turnover. The researcher therefore be sought to explore issues of compensation fairness, pay satisfaction and pay expectation. This is in line with social cognitive theory which supports the premise that workers who felt unfairly paid leave their organizations. This being particularly true for those who felt they were paid too little according to Milkovich & Newman, (2005). According to Tekleab, Bartol, and Liu (2015), perceptions of pay equity depend less on actual value than on comparative issues as employees compare their pay with employees within their organization. Vandenberghe and Tremblay, (2008) report that many employees have the perception that pays allocations decisions are sometimes unfair in spite of the fact that details of employees' compensation packages are not publicized. Accordingly, pay

influences perceptions of pay equity which determines pay satisfaction, which partially influences whether a worker would remain with their current employer. Hom and Griffeth, (2000) say that reasonable pay reduces turnover.

Table 4. 10: Teachers pay benefits influence on teacher turnover

Teachers pay benefits	N	Mean	Std. Deviation
Teachers are adequately paid.	170	1.7824	.82472
Promotion comes with pay rise.	170	2.2059	1.20107
Teachers are overburdened with loans.	170	2.8647	1.55356
Teacher's lookout for better paying jobs.	170	2.7706	1.36753
Salary is equal to actual job done.	170	1.9118	1.17084
Teacher salary is better compared to other professions.	170	1.7235	1.07143
N =	170		

The data in Table 4.10 shows that teacher turnover in Mathioya sub county was not mainly attributed by the salary they get but by other factors. It also shows that they were not satisfied with teaching and they were ready to quit if they found better paying jobs in the market.

4.4.2: Extent to which school working conditions influences teacher turnover

Using a five-point likert scale, the study sought to know respondents' level of agreement on various statements relating to the extent to which school working conditions influences teacher's turnover in Mathioya sub-county. Descriptive statistics such as frequency, mean and standard deviation were jointly used to summarize the responses as presented in Table 4.11.

Table 4. 11: School working conditions influence on teacher turnover

School working conditions	N	Mean	Std. Deviation
Satisfied with teaching workload	170	2.4235	1.16025
Satisfied with management style	170	3.3176	1.25186
Satisfied to commute	170	2.7353	1.42482
Satisfied with pupils performance	170	3.0412	1.15311
Satisfied way administrator enforces school rules	170	3.4471	1.12535
Satisfied the way workload is divided	170	3.7000	1.09247
N	170		

The data in Table 4.11 shows that teachers were satisfied with their teaching workload allocated to them but they were highly dissatisfied with the way

workload was divided among them. This was attributed by the fact that any teacher can teach any subject.

The highly rated item on school working environment is that teachers are satisfied with their teaching workload with a (mean of 2.42, std. deviation 1.16). This means that teachers are satisfied with the teaching workload allocated to them. The second rated statement is that teachers are satisfied to commute to their working stations with a (mean = 2.74, SD = 1.42). This is highly attributed by the fact that many primary school teachers usually reside near the school area. Teachers were highly dissatisfied with the way work load was divided with a (mean = 3.7, SD = 1.09). This is because at primary school level any subject can be allocated to any teacher. Teachers were also dissatisfied with the way head teachers enforces rules with a (mean = 3.45, SD = 1.13).

This findings agrees with the views of Haddad (2010) who reported that teacher turnover is encouraged by poor working conditions within teaching characterized by poor/lack of proper housing, lack of amenities like hospitals and long walking distances to and from school are major push factors for teacher turnover and this is worse in the rural schools. A poor working environment condition creates poor living conditions that lowers the morale of the teachers and eventually they find way out of the profession. Thomsen (2014) reports that, poor working conditions in rural schools contribute to the vicious cycle and high turnover rates especially among primary school teachers.

Employer inspiration is impacted by the business, the administration, and nature. Persuading the worker is the business' activity. Bennel, Kampong (2004) in their examination in the 12 nations discovered that working conditions affected instructor turnover. The key factors in their examination were an outstanding task at hand, general homeroom conditions, the board backing, area and separation to work. While coordinated endeavors are being made to improve working conditions, the everyday challenge for most instructors stays overwhelming (Bennel, 2004).

4.4.3: Extent to which school administrative support influences teacher turnover

The third objective of the study sought to find out the extent to which school administrative support influences teacher turnover. Study respondents were asked to indicate on a five – point Likert scale their level of agreement on several statements related to school administrative support influence. There was no highly rated item gearing towards teacher's satisfaction. Teachers felt dissatisfied with all statements with the highly dissatisfying statement been that head teachers support teachers when sick with (mean=The best rated item was the issue that head teachers support teachers when sick with (mean = 4.42, SD = 0.8), followed by statement that head teachers support teachers when bereaved with (mean= 4.22, SD = 0.78) , thirdly followed by the statement that head teachers recognizes teachers extra effort shown at work with (mean= 4.12, SD= 0.88). teachers also felt dissatisfied with statements that head teachers supports them when they are furthering their studies and when

teachers have social functions with (mean= 4.01, SD= 0.95), (mean= 4.0, SD=0.9) respectively. This clearly indicates that head teachers hardly give any support to teachers, teachers are on their own as they face hardships that come with their profession.

On administrative supports, Teachers who are not supported by the administration have a difficult time coping with daily activities that their job requires. They have a negative outlook on their institutions and career (Cenkseven-önder, 2009). These are areas in which administrative support could help.

Teachers usually state that they have administrative support when they believe the administration is there to assist them. This can be manifested by the building head of institution implementing proper learner discipline by supporting the teachers when students are misbehaving in school or in classrooms, for example, if a learner repeatedly misbehaves, they would want the head of institution to help them by implementing some sort of behaviour modification system. A head of institution who supports the teacher would work with the teacher and strictly enforce school rules so that the learner does not harm a good classroom environment. To the contrary, if teachers feel like things are in their way or they are not free to do their job, turnover occurs. Any restriction to their desire to teach leads to turnover (Betovet, 2006).

Things can even get worse (Talmor, 2015), Especially when many teachers feel like even special needs children are being thrown into their classes

without adequate support in order to fit some new program. In all, some teachers feel so dissatisfied with their job that they even decide to quit their profession altogether. Of those who quit, most teachers are either at the very beginning of their career or at the very end (Jianpeng, 1997). Teachers who are subjected to poor administrative support are burning out and leaving their jobs. In a school set up the head teacher is the boss of a teacher but teachers do not usually call the heads their 'boss' but heads of schools are the supervisor for school staff. According to the policy in our country, each public school is managed by a BOM and the head is the site base council. The head teachers are responsible for the daily decision making. In many schools administrative support is the most significant predictor of job satisfaction amongst teachers. Administrative support also sets stage for a great teaching experience. Teachers feel more satisfied even with their salary when the administrative support is good.

Table 4. 12: Administrative support influence on teacher turnover

Administrative support for teacher	N	Mean	Std. Deviation
Administrator support teachers when bereaved.	170	4.2235	.78260
Administrators support teachers when sick.	170	4.4176	.80438
Administrator acknowledges teachers extra effort.	170	4.1882	.87698
Administrator support teachers to further their studies.	170	4.0706	.96431
Administrator support teacher's social functions.	170	4.0000	.89707
Administrators consult teacher before decision making.	170	3.7176	1.16773
N	170		

The data in Table 4. 12 shows that teachers were satisfied with the fact that headteachers supported them when sick but they were greatly dissatisfied with the fact that headteachers did not support them when furthering their studies and when teachers had social functions, meaning that teachers in Mathioya felt they were on their own and hardly expected to get support from their headteachers.

4.4.4: Extent to which teacher's professional qualifications influences teacher turnover.

The fourth objective of the study sought to find out the extent to which teacher's professional qualifications influences their turnover. Study respondents were asked to indicate on a five – point Likert scale their level of agreement on several statements describing teacher's professional qualifications. The highly rated item was the issue that TSC recognizes higher education attained by teachers with (mean = 1.69, SD = 1.09) followed closely with the issue that TSC promotions matches with teachers qualifications with (mean= 1.91, SD= 1.19). This means that teachers are highly satisfied with the way their promotions are handled, meaning promotions are done on merits by TSC. Teachers also felt satisfied with statement their professional qualifications matches with their salaries with (mean= 2.08, SD= 1.39), they were also satisfied by statement that their professional qualifications are recognized by head teacher with (mean= 2.69, SD= 1.35). This means teachers professional qualifications are not only recognized by TSC but also rewarded accordingly and this greatly encourages teachers who wish to advance their career especially the majority who are diploma holders.

On teachers' professional qualification, education is a determining factor whether to remain or quit teaching (Herman, Hampton & Croasmun, 2004). A study by Marso and Pigge (2013) reports that, teachers who complete master's degree quit to join teaching colleges and universities. Teachers who have attained masters' degrees feel more motivated by their achievement and

therefore feel comfortable to leave to other better places of work since they have become more knowledgeable and presumably more competent. On the other hand, it is also believed that teachers who have attained higher level of education have added more value to their credentials and their worth as human capital goes up and this accounts for the big number of teachers who quit teaching to take up better paying jobs that are available for those who have acquired more education or further training. This attraction makes teachers quit teaching to join private sector or undertake non- teaching duties where rates of returns are higher thus turnover. Mulkeen (2010), report that in general, turnover rates are higher for teachers with the greatest academic qualifications due to greater labour market opportunities open to them. Majority of them leave either through careers switch; join the private sector, voluntary resignation or seek departmental transfers.

Ronfeldt, Loeb and Wyckoff (2013), have suggested that employee development is inversely related to turnover. Research says that with respect to their careers, individuals proceed through several stages of career development these are: growth for example certificate, diploma, degree, masters, or doctorate, exploration, establishment, maintenance, and decline. Socialization into this career development process has led us to expect formal training during the growth and exploration stages in preparation for the careers to be started during the establishment stage. Young workers are frequently given additional support through orientation, mentors, and coaches at the beginning of their employment and are likely to rate the presence of

someone encouraging their development fairly high although they are historically a little more likely to turnover than their older counterparts.

Table 4. 13: Professional qualifications influence on teachers turnover

Teachers professional qualifications	N	Mean	Std. Deviation
Teachers professional qualifications contributes to staff turnover	170	3.2588	1.30228
Teachers professional qualifications match their salary	170	2.0824	1.39493
Tsc recognizes higher education attained	170	1.6882	1.08915
Tsc promotion matches with teachers qualifications	170	1.9118	1.18590
Professional qualifications recognized by head teacher	170	2.6941	1.35458
N	170		

The data in Table 4.13 shows that teachers were satisfied by the fact that TSC recognised higher education the teachers gained. They were also satisfied with the fact that TSC promotes teachers according to their professional qualification therefore, teacher professional qualification did not greatly influence teacher turnover in Mathioya sub County other push or pull factors did.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings as guided by the specific objectives and also the conclusion. Recommendations as well areas for future research as per the findings are also presented.

5.2 Summary of the study

The purpose of this study was to establish school based factors influencing teacher turnover in public primary schools in Mathioya sub-county Murang'a County, Kenya. Specifically, four research objectives were formulated to guide the study. Research objective one, sought to establish the extent to which school based practices on pay benefits influence teacher turnover in Mathioya Sub County, research objective two, sought to determine the extent to which school based practices on working conditions influence teacher turnover in Mathioya Sub County, research objective three, sought to establish the extent to which school administrative support influence teacher turnover in Mathioya Sub County and research objective four was to determine the extent to which teachers' professional qualification influence teacher turnover in Mathioya Sub County, Muranga county, Kenya.

The study employed a descriptive survey design. The sample comprised of 30 head teachers and 150 teachers. Data was obtained by use of questionnaires. Pre testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability.

5.3 Summary of findings

5.3.1 Teacher pay benefits and teacher turnover

The best rated item was the issue that teacher salary is much better compared to other people with similar qualifications in other professions with (mean = 1.72, SD = 1.07). This means that teacher turnover is not purely based on their salaries but it's accelerated by other factors in the profession. The second best rated item was the issue that teachers are adequately paid with (mean = 1.78, SD = 0.82). The least rated item is the issue that teachers are overburdened with bank and SACCO loans with (mean = 2.86.78, SD = 1.55). This means that teachers are highly dissatisfied that they have become slaves of loans from banks and SACCOS. The second least rated item is the issue that teachers are always on the lookout for better paying jobs in the market with (mean = 2.77, SD = 1.77). This expressed teacher's dissatisfaction that they are not fully settled in the profession since they would easily take other better paying jobs in the market. On the issue teachers promotion comes with adequate rise in their pay, teacher were almost neutral on this issue with (mean = 2.21, SD = 1.2). This is because they felt the promotion comes with very little salary rise and it takes long time before one gets promotion.

5.3.2 School working conditions and teacher turnover

The highest rated item on school working environment is that teachers are satisfied with their teaching workload with a (mean of 2.42, std. deviation 1.16). This means that teachers are satisfied with the teaching workload allocated to them. The second rated statement is that teachers are satisfied to

commute to their working stations with a (mean = 2.74, SD = 1.42). This is highly attributed by the fact that many primary school teachers usually reside near the school area. Teacher were highly dissatisfied with the way work load was divided with a (mean = 3.7, SD = 1.09). This is because at primary school level any subject can be allocated to any teacher. Teachers were also dissatisfied with the way head teachers enforces rules with a (mean = 3.45, SD = 1.13).

5.3.3 Administrative support and teacher turnover

There was no best rated item gearing towards teacher's satisfaction. Teachers felt dissatisfied with all statements with the highly dissatisfying statement being that head teachers support teachers when sick with (mean=The best rated item was the issue that with (mean = 4.42, SD = 0.8), followed by statement that head teachers support teachers when bereaved with (mean= 4.22, SD = 0.78) , thirdly followed by the statement that head teachers recognizes teachers extra effort shown at work with (mean= 4.12, SD= 0.88). teachers also felt dissatisfied with statements that head teachers supports them when they are furthering their studies and when teachers have social functions with(mean= 4.01, SD= 0.95), (mean= 4.0, SD=0.9) respectively. This clearly indicates that head teachers hardly gives any support to teachers, teachers are on their own as they face hardships that comes with their profession.

5.3.4 Professional qualifications and teacher turnover

The best rated item was the issue that TSC recognizes higher education attained by teachers with (mean = 1.69, SD = 1.09) followed closely with the

issue that TSC promotions matches with teachers qualifications with (mean= 1.91, SD= 1.19). This means that teachers are highly satisfied with the way their promotions are handled, meaning promotions are done on merits by TSC. Teachers also felt satisfied with statement their professional qualifications matches with their salaries with (mean= 2.08, SD= 1.39), they were also satisfied by statement that their professional qualifications are recognized by head teacher with (mean= 2.69, SD= 1.35). This means teachers professional qualifications are not only recognized by TSC but also rewarded accordingly and this greatly encourages teachers who wish to advance their career especially the majority who are diploma holders.

5.4 Conclusions of the study

The study concluded that though majority of teachers chose this profession due to job security, they are dissatisfied with their salaries it's not the main reasons for their increased turnover but because of other factors in teaching profession. Teacher felt dissatisfied that their inadequate pay has subjected them to loans slavery from commercial banks and SACCOS.

The study concluded that though teachers are comfortable with their workloads despite teacher's shortage, they are not comfortable with the way workload is distributed especially the issue that any subject can be assigned to a teacher. The fact that many teachers teach schools near their homes gives them additional satisfaction. The study concluded that school working environment greatly influences teacher turnover especially where head teacher dictate rules.

The study concluded that teachers hardly get any administrative support from the head teachers. This means that teachers are likely to leave the profession if they get another career where the leadership fully support the workers in hour of need and where working relations between workers is strong.

The study concluded that their professional qualifications are not only recognized by TSC but also rewarded accordingly and this greatly encourages teachers who wish to advance their career especially the majority who are diploma holders. This has made many diploma holders to advance their study to degree.

High rate of teacher turnover impacts negatively on the school improvement efforts for it disrupts the stability and continuity of teaching. Cole (2002) argues that the major causes of teacher turnover range from institutional factors which include poor working conditions, poor remuneration, transfer policies and discipline policies. Others are personal factors which include teaching experience, family responsibilities, retirement, teacher's indiscipline, diseases and teacher's professional qualifications. Teacher turnover in public primary schools has become a rising problem, creating a shortage of qualified teachers, which should be addressed if quality education is to be provided for all children (UNESCO, 2003). Excellence in education requires that qualified teachers be recruited and retained. According to a report by the World Bank (2002), at least one teacher per day is driven out of classroom by low salary. Despite efforts by the Kenya government to train more teachers, the shortage of teachers remains a problem. Teachers are leaving the profession to

take up non-teaching employment. Oyaró (2013), quoting data from Kenya National Union of Teachers KNUT, reported that between January and June 2015, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere. That is about three teachers leaving the service every day. Analyses of the costs associated with employees' turnover are quite high and the process for replacement is time consuming. This in turn affects the overall productivity.

5.5 Recommendations of the study

1. Based on the findings of the study, the researcher recommends that TSC should appeal for more resources from government to hire additional teachers since many schools has shortage of between one to five teachers.
2. Based on the findings of this study, TSC in liaison with education officers and head teachers should strive to make teaching profession more appealing to teachers in order to reduce the number of teachers considering to quite this profession
3. According to the research findings, the researcher recommends that primary school teachers should also specialize in their teaching subjects just like their colleagues in secondary schools. This will avoid primary school teachers been allocated any subject as it is the case now.
4. According to the results of this study, the researcher recommends that all head teachers should undergo some leadership skills tutorials before assuming this position which trains them on how to be humane in hurdling

teachers who may be facing other hardships outside the school environment.

5.6 Suggestions for Further Research

The study employed descriptive research design but the researcher is also aware that there are other research designs and therefore, suggest that other researchers employ other research design to measure school based factors influencing teachers turn over in public primary schools.

In addition, the sample under study was drawn from one geographical region. Future research may consider expanding the scope to include other sub counties to confirm the findings of this study and establish whether there is significant difference in school based factors influencing teachers turn over in public primary schools.

Other researchers can conduct a research on contribution of lack of administrative support by head teachers to teachers on teacher's turnover. This is because teachers unanimously felt highly dissatisfied with lack of or inadequate support they gets from head teachers office when they face hardships.

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APPENDICES

Appendix A: Letter of introduction

Bonface Machibi
University of Nairobi
Department of Education
Administration and Planning
P.O. Box 30197
Nairobi.

May 2019

To the

Head teacher.....Primary School

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post-graduate student at University of Nairobi pursuing Master of Education degree in Educational Administration and Planning. I am carrying out a study **on school based factors influencing teacher's turnover in public primary schools in Mathioya Sub County Murang'a County**. I am writing to request you to allow me to carry the study in your school. All the respondents in the study would be treated in confidence.

Thank you for your cooperation and assistance.

Yours faithfully,

Machibi Bonface Munene

Appendix B: Questionnaire for public primary school head teachers and teachers

You are politely requested to fill this questionnaire that seeks to find out the factors that influence teachers turn over in public primary schools hence leaving the teaching profession. The information obtained is strictly for research purpose and would be treated with confidentiality.

SECTION A: BACKGROUND INFORMATION

For each item tick the appropriate box that indicates your correct details

1. What is your gender? Male () female ()
2. Indicate your age: Below 30 () 31-50 () above50 ()
3. Number of TSC teachers in your school.....
4. For your school to have adequate teachers, how many more additional teachers is your school in need of? 1-5 teachers () 5-10 teachers ()
10-15 teachers ()
5. What is the highest level of your education?
Diploma () Bachelor Degree () Masters Degree () Doctorate Degree ()
6. What first attracted you to work as a teacher under TSC?
Job security () High salary () Promising career progression ()
Any other (specify)
7. How would you rate your salary as paid by TSC?
Highly satisfying () Satisfying () Dissatisfying ()
Highly dissatisfying ()

8. Would you consider quitting as a teacher on the basis of the salary you are paid by TSC? Yes () No ()
9. If you were to exit teaching indicate the type of organization you would join: Private sector () public service () self-employment () others (specify).....

SECTION B: FACTORS INFLUENCING TEACHER TURNOVER

A: TEACHERS PAY BENEFITS

To what extent are you satisfied with the following aspects of teachers’ pay benefits? Tick only one of the five options. (√)

Key HS-Highly Satisfied, S-Satisfied, U/N-Undecided/Neutral, D-Dissatisfied, HD-Highly Dissatisfied

Statement	HS	S	U/N	D	HD
a) Teachers are adequately paid					
b) Teachers promotion comes with adequate					
c) Teachers are overburdened by bank and SACCO loans					
d) Teachers are always on the lookout for better paying jobs in the market					
e) Teacher Salary paid is equitable to the actual job done.					
f) Teacher’s salary is much better compared to other people with similar qualifications in					

B: WORKING CONDITIONS

To what extent are you satisfied with the following aspects of your career working environment? Tick only one of the five options. (√)

Key

HS-Highly Satisfied, S-Satisfied, U/N-Undecided/Neutral, D-Dissatisfied,

HD-Highly Dissatisfied

Statement	HS	S	U/N	D	HD
My teaching workload					
My work station management style					
How I commute to my station					
Performance of pupils in my work station					
Administrators in our school consistently enforce school rules					
This school provides students and teachers with a safe and orderly environment for learning.					
The workload in the school is equitably divided					

C: ADMINISTRATIVE SUPPORT

To what extent are you satisfied with the following aspects of school administrative support policies? Tick only one of the five options. (√)

Key HS-Highly Satisfied, S-Satisfied, U/N-Undecided/Neutral, D-Dissatisfied, HD-Highly Dissatisfied

Statement	HS	S	U/N	D	HD
The school administrator consistently supports teachers wherever they have an issue/needs					
When I need to talk with my school					

administrator at this school, I can do so with relative ease					
The head of this institution is fair and open with teachers					
Extra effort by the staff are acknowledged by the head teacher?					
The staff and the administrator have a shared vision					
Teachers feel comfortable raising issues important to them with the school administrator.					
Teachers have an appropriate level of influence in decision-making					

D: TEACHERS' PROFESSIONAL QUALIFICATIONS

To what extent are you satisfied with the following aspects about teachers' professional qualifications and their job turnover? Tick only one of the five options. (√)

Key: HS-Highly Satisfied, S-Satisfied, U/N-Undecided/Neutral,

D-Dissatisfied, HD-Highly Dissatisfied

Statement	HS	S	U/N	D	HD
Teachers professional qualifications contributes to staff turnover					
Teachers professional qualification match the salary they get					
The employer recognizes higher education gained					
Method and process of teachers' promotion by TSC matches their qualification					
My professional qualification is recognized by my immediate supervisor					

Appendix C: List of sampled public primary schools in Mathioya sub-county.

1. KAGANJO
2. KAIRO
3. KAGWANJA
4. GITUGI
5. THUITA
6. KIAMUTURI
7. NGUTU
8. KIRIMIGA
9. KIRIAINI
10. KIRIMAHIGA
11. KAGIO-INI
12. NJUMBI
13. KIAMBUTHIA
14. UMBUI
15. KANG'ONGI
16. GACHIRO
17. GIKOE
18. GIKINDU
19. KANJAHI
20. NGAMBA
21. KARUGIRO
22. NYAKIANGA
23. KANORO
24. KIRIITHIRU
25. KIRU
26. MIHUTI
27. KARUNGE
28. MIORO
29. NYANGITI
30. KIRIKO

Appendix D: Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/17981/31778**

Date: **23rd July, 2019.**

Boniface Machibi Munene
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing teacher turnover in public primary schools in Mathiyoa Sub-County Murang’a County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Murang’a County** for the period ending **23rd July, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Murang’a County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA., MSc, MBA, MKIM.
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Murang’a County.

The County Director of Education
Murang’a County.

Appendix E: Research permit

THIS IS TO CERTIFY THAT:

**MR. BONIFACE MACHIBI MUNENE
of UNIVERSITY OF NAIROBI, 51-10204
KIRIAINI, has been permitted to conduct
research in Muranga County**

Permit No : NACOSTI/P/19/17981/31778

Date Of Issue : 23rd July,2019

Fee Received :Ksh 1000

**on the topic: SCHOOL BASED FACTORS
INFLUENCING TEACHER TURNOVER IN
PUBLIC PRIMARY SCHOOLS IN
MATHIOYA SUB-COUNTY MURANG'A
COUNTY, KENYA**

**for the period ending:
23rd July,2020**


.....
**Applicant's
Signature**




.....
**Director General
National Commission for Science,
Technology & Innovation**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

**The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.**

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

**National Commission for Science, Technology and innovation
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REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation
RESEARCH LICENSE**

Serial No.A 25885

CONDITIONS: see back page