

**INFLUENCE OF TEACHER TURNOVER RELATED
FACTORS ON STUDENT ENROLMENT IN PRIVATE
MIDDLE-LEVEL COLLEGES IN KISUMU CITY,
KENYA**

BY

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DECLARATION

This research project report is my original work and has never been presented for a degree or any award in any University.

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DEDICATION

This research report is dedicated to my loving wife Susan Mangicho for her unwavering support and for being near me at moments of need.

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ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BBC	British Broadcasting Corporation
CDTE	County Director of Technical Education
GPA	Grade Point Average
HIV	Human Immunodeficiency Virus
HRM	Human Resource Management
KII	Key Informant Interviews
MLC	Middle Level College
MOEST	Ministry of Education Science and Technology
MOHEST	Ministry of Higher Education Science and Technology
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
TTO	Teacher Turn-Over
WB	World Bank

ABSTRACT

The vital role played by teachers in the moulding and shaping the lives of students into meaningful and responsible adults need not be over emphasized. This is a noble duty that teachers worldwide do with utmost passion and abandon. Educator attrition has resulted into a terrible deficit in teacher supply, drastic drop in enrolment of students in institutions of learning, dwindling performance in academic programmes, to mention but a few. This has posed serious challenges to education planners in the country due to disruption of the aforesaid programmes. Quality education delivery by teachers who are dedicated and highly motivated to their call of duty is therefore quite critical. This study sought to investigate the influence of teacher turnover on students' enrollment in private middle-level Colleges in Kisumu City, Kenya guided by the following objectives; to explore the extent to which remuneration of teachers influence enrolment of students, to determine the influence of teachers working conditions on students' enrolment, to assess the influence of teachers' qualification and training on students enrolment, to investigate the influence of career progression of teachers on students enrolment in private middle-level colleges in Kisumu city. Parameters of the study were related through a conceptual framework. The theory through which the study was anchored was also explored. Descriptive survey research design was adopted as a suitable research design to guide the study. This is because, the design will enable the researcher to collect and analyze data using both qualitative and quantitative techniques. The study was conducted in twenty (20) private middle-level colleges in Kisumu city selected using stratified random sampling technique. 364 respondents were selected from all categories of principals, teaching staff and students. Structured questionnaires were administered to teachers and students selected using proportionate sampling technique. Questionnaires were also administered to principals selected using purposive sampling techniques. Frequency tables, percentage tables, totals and means were used to present quantitative data while cross tabulation was used to show the relationship between the variables. Hypotheses H2, is strongly supported at 0.05 significance level, demonstrating that working conditions in private middle-level colleges in Kisumu city influence students' enrollment. The chi square results revealed that there was statistically significant association between working conditions and student's enrollment at level 0.05 ($\chi^2 = 27.22$; $df = 9$; $p = 0.05$;) and the χ^2 critical value at 0.05 is equal to 16.919. Hypotheses H3, is supported at 0.002 significance level, demonstrating that Teachers' qualification and training influences student enrollment in private middle-level Colleges in Kisumu city. The study concluded that, there was need to improve the working conditions of lectures in order to motivate them and attract more students to these colleges as a result of the quality services that will be impacted by the lecturers. The study equally concluded that, colleges should endeavor to offer a better remuneration and opportunity for qualified lectures this is important in order for the colleges not to release incompetent students in to the labor market. The study recommended that, Colleges should better their remuneration for lecturers this can be done if these institutions improve on their revenue collection by adopting new revenue streams and marketing their services well. The study equally recommended that Provisions should be made for lecturers to be able to integrate simulation-based methodology into their lectures, and also, all classrooms should be equipped with necessary infrastructure in order to enhance the skills and positive attitude that the student teachers already have.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teachers facilitate the learning process and their quality and retention in schools is imperative. Teachers played key roles in local communities and acted as role models. However, after independence when the demand for educated labor grew rapidly, many teachers left the profession to take up jobs elsewhere in the public and private sectors. There is therefore growing tendency for school leavers to opt for teaching only if they are unable to find other more lucrative jobs in the public or private sector (Lanal, 2000). Teacher turnover therefore impairs the quality of education. The phenomenon of teacher turnover has been a worry to school authorities and policy makers in both developed and developing countries. Empirical studies conducted by Grissmer, (2006) on teacher turnover reported that teacher turnover is common worldwide. The teaching profession loses thousands of educated members each year, putting the most vulnerable students at a risk of failing to realize opportunities offered to them through quality education (Benner, 2000). Sandler (2000) intimates that teacher turnover has been a long standing issue in the education sector worldwide. For that reason it is purported that a good number of tertiary institutions have suffered educator attrition, hence poor enrolment in those institutions.

Education is the best heritage that any given nation, society or people can bequeath to its progeny. According to a World Bank report (WB, 2000), education is a fundamental in socio-economic development as it inculcates skills and knowledge in students and prepares them to take up roles in national development, hence a priority to most governments. Students hold the candle for the bright future and development of a given state and success in their studies provides the backbone to this effect. Maicibi (2003) argues that this can only be possible if they are availed with sufficient resources such as text books, laboratory equipments, teaching staff and other services. He agrees that human resources (teachers) have come to be the most important resource. When the right quality and quantity of human resources is brought together, it can manipulate other resources towards realizing the organizational goals and objectives.

Every institution of learning therefore, should strive to attract and retain the best quality and right quantity of teachers.

In the United States of America many teachers leave the classroom for other non – teaching opportunities in the formal and informal sectors worsening the staffing situation and also lowering the standards of education (Smitters, 2005). Research conducted by the United States Department of Education found that degree completion rates have been decreasing (Peltier *et al.*, 2000). Some researchers have argued that 100 percent retention rates should not be the goal of institutions of higher education because absolute retention may not be ideal for all students or for the institutions (Rummel, 2000). Although higher education administrators have been aware that some students may not persist at the first institution they attend, the mission and goal of most colleges has been to ensure that students persist to graduation. Thus finding ways to improve persistence and retention rates has continued to be a central theme at professional conferences and understanding factors related to the students’ persistence and retention has become the focus of considerable research (Anthony, 2000).

In Chicago, a report on teacher turnover released on June 29th 2009 revealed that within five years most schools lose about half of their teachers. The exit of both new and experienced teachers is a great challenge for colleges and college administrators as this usually comes along with it, negative consequences. Besides, any new initiation or professional development winds up having little time to take root, and turnover causes college principals to spend a lot of time on recruitment and hiring new teachers. At the University of Alabama the average dropout rate was 60.6% of freshmen which was lower than the 61.7% graduation rate for the Southern University Group (Delbridge; 2001). Given the available research on student persistence, college student retention rates are low and attrition is high, thus necessitating the need to examine factors that impact on persistence. In Britain, Lambert (2003) contends that teacher mobility between and out of Schools and Colleges is a major threat to the education sector leading to loss of human resource in the sector. A number of teachers keep on changing Schools and Colleges while a number have switched jobs from teaching to other lucrative jobs majorly due to comparatively lower pay.

The Ghana Education Service (GES) estimates that about 10,000 teachers leave schools and tertiary Colleges yearly for various reasons, at the same time, the number of teachers that go

on study leave annually has been on the rise with about 3,000 teachers leaving the classroom due to personal factors like pursuing further education. This has worsened the staffing situation and to a greater extent compromised the quality of education and students' enrollment (Ingesoll, 2001). According to Adelabu (2005), teaching profession in Nigeria has been relegated to the background and that teaching is not accorded the respect it deserves with a good number of teachers quitting the teaching service annually to other jobs with satisfaction based on the reasons for quitting. The teaching profession in Nigeria is therefore characterized by continued mobility, changeovers, low morale among teachers and poor job satisfaction due to poor working conditions.

Rohland (2001) revealed that a teacher retention strategy that addresses teacher turnover is essential in South Africa in order to reinforce the contribution of teacher education in the growth of education sector for the teaching profession lacks stability as most young teachers quit the classroom instruction for other related jobs. Gauteng Department of Education (2002) reports that in Gauteng there is a negative growth rate of the permanent educators and that there are more permanent educators leaving than entering the system, implying a decreasing number of permanent educators. Teachers are quitting the classroom for better paying jobs elsewhere worsening the staffing situations in Kenya. According to Machio (2011), 6,205 teachers leave the profession annually for various reasons including but not limited to lower remuneration, poor working conditions and personal factors such as meritocracy (furthering studies to acquire more papers). In 2008, about 600 tertiary college teachers left the teaching profession in a period of six months for better paying jobs elsewhere (Oyaro, 2008).

In Kisumu city, teachers have left private tertiary colleges for other lucrative sectors such as insurance firms, banking firms, business, sugar industries, fishing firms, the Non Governmental Organizations (NGOs) among others (Kizito, 2003). The exit of teachers from private tertiary colleges has led to shortage of teachers in tertiary institutions in the City. In order to curb teacher turnover in Middle-level institutions in Kisumu City, it is necessary to identify the factors that fuel teacher turnover with a view of suggesting lasting solutions of curtailing the menace.

1.2 Statement of the Problem

A college is an avenue through which many students' future events and opportunities can be realized. Unfortunately, it is the teaching profession that loses thousands of dedicated members each year, putting the most vulnerable students and youth at a risk of failing to realize opportunities offered to them through quality education. Vision 2030 aims at developing youths and students who are responsible, competitive and prosperous. This is only possible if they are accorded opportunities in middle-level colleges and other institutions of higher learning where they can develop their finest talents, potentials and capabilities. The end product would be an individual that is tailor-made and custom-designed to fit in the dynamic society.

In Kisumu city, apart from a few government colleges like Kisumu Polytechnic, Ramogi Institute of Advanced Technology etc, the general teacher turnover is overwhelmingly high more so in private middle level colleges which constitute the biggest percentage of tertiary colleges in the city (Republic of Kenya, 2010). The impact of teacher turnover in private middle-level colleges has led to increased operational costs broadly categorized as training and recruitment. According to Machio (2011), teacher shortage in private middle-level colleges has continued to sky rocket in spite of continuous recruitment due to high teacher turnover. This has made the maintenance of teachers in these private colleges very expensive due to wastage of financial resources on those who exit. Lack of teacher continuity in private middle level colleges has threatened the objectives of education as stipulated in Vision 2030 and thwarted the education for all (EFA) initiative due to its ripple effect on students' enrolment.

According to the Republic of Kenya (2010) in the year 2010 statistical reports, 0.1% of teachers left private middle-level colleges in 2008, 0.127% in 2009 and 0.14% in 2010. The trend though infinitesimal showed that teachers were consistently transcending from private middle level colleges. Machio (2011) also confirmed the fear when the chairman of Teachers Service Commission (TSC) alluded to the problem teacher transition. Teacher turnover in private middle level colleges is determined by a number of factors: poor remuneration/ schemes of service, long working hours and poor working environment, teacher qualification and training and teacher career progression. Unlike other sectors, teachers work for long hours without overtime payment, this has been worsened by the poor nature of the working environments resulting into high rate of teacher turnover (Massie, 2007).

It is therefore important to look into the impact of teacher turnover on students' enrolment in private middle level colleges; this could best be undertaken by identifying indicators of teacher turnover. It is against this backdrop that this study was initiated to focus on the influence of teacher turnover on students' enrolment in private middle level colleges in Kisumu city.

Table 1. 1: Approximate number of teachers who left the teaching profession from 2011 - 2013 from selected Private Middle Level Colleges.

District/Year	2011	2012	2013
African Institute of Research	15	21	23
Lake Institute of Tropical Med.	20	23	25
International School of Med.	17	14	21
Kenya Institute of Public Health	09	12	16
Nairobi Aviation College	13	12	20
Temak College	7	10	14
Paul Mark College	11	10	18

Source: Ministry of Higher Education Science and Technology, Kisumu County (2013)

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of teacher turnover on students' enrolment in private middle-level colleges in Kisumu City, Kenya.

1.4 Objectives of the Study

The study was guided by the following Research Objectives;

- 1) To assess the extent to which remuneration of teachers influence enrolment of students in private middle-level colleges in Kisumu city.
- 2) To establish how working conditions in private middle-level colleges in Kisumu city influence students' enrolment.
- 3) To assess the influence of teachers' qualification and training on students enrolment in private middle-level colleges in Kisumu city.
- 4) To examine the influence of career progression of teachers on students enrolment in private middle-level colleges in Kisumu city.

1.5 Research Questions

The study sought to answer the following Research Questions;

- 1) To what extent does the remuneration of teachers influence enrolment of students in private middle-level colleges in Kisumu city?
- 2) How do working conditions in private middle-level colleges in Kisumu city influence students' enrolment?
- 3) What influence do teachers' qualification and training have on students enrolment in private middle-level Colleges in Kisumu city?
- 4) Does career progression of teachers influence enrolment of students in private middle level colleges in Kisumu city?

Hypothesis

H⁰ Teacher turnover related factors can influence students' enrolment in private middle-level colleges in Kisumu City, Kenya.

H¹ Remuneration of teachers influences enrolment of students in private middle-level colleges in Kisumu city.

H² Working conditions in private middle-level colleges in Kisumu city influence students' enrolment.

H³ Teachers' qualification and training influences student enrolment in private middle-level Colleges in Kisumu city.

H⁴ Career progression of teachers' influences enrolment of students in private middle level colleges in Kisumu city.

1.6 Significance of the Study

It is hoped that findings and the recommendations of the study were to be useful to the human resource managers and administrators of private middle-level colleges in checking on the rate of teacher turnover. The results of the study hopefully would be used by policy makers as a guideline for planning in the Education sector especially training of more teachers to replace those moving out in order to ensure optimum supply of teachers all the time; may help school/college management in knowing how to handle and motivate teachers; may contribute to the body of knowledge by bridging the gap of literature in the area of teacher turnover; will hopefully lead to solutions to teacher attrition and may greatly benefit the learners, which may in turn lead to improved quality education and hence continued growth on students enrolment.

1.7 Basic Assumptions of the Study

It was assumed that all other extraneous factors contributing to teacher turnover not captured in this study remained constant. In addition, it was assumed that all respondents honestly participated and responded to all the questions in the questionnaires. Remuneration of teachers, working conditions, teachers personal factors; all facilitate teacher turnover which ultimately influence students enrolment in private tertiary colleges.

1.8 Limitations of the Study

The study was influenced by the following factors; unwillingness of participants to talk about their schools/colleges openly in fear of losing their jobs; private higher educational institutions value discretion and would not present the weaknesses of their colleges. Respondents may have not fill the questionnaire honestly as expected for fear of

victimization. For this reason, the researcher sensitized respondents on the importance of the study prior to filling the questionnaire. The researcher strived to develop good rapport with respondents so as to eliminate any suspicion.

1.9 Delimitations of the Study

The study was delimited to private middle level colleges in Kisumu city. This was because Kisumu city being the third largest city in Kenya and the largest town within western region has the highest number of private middle level colleges. The study area also ensured very little influence of the extraneous factors like inaccessibility, lack of accommodation among others which were common in all places due to the readily available basic facilities in Kisumu city.

1.10 Definition of Significant Terms used in the Study

Middle-level College:	It a post-secondary institution that offers certificate and diploma courses.
Remuneration:	Scales of salary/ income expected by the teacher at the end of a month
Student:	A person formally engaged in learning, particularly on who is enrolled in a school or college
Student Enrolment:	The act of recording entry of students in a particular institution.
Tertiary College:	An institution that provides post-secondary education
Teacher Turnover:	Exit/exodus/migration of teachers from classroom instruction to other public and private sectors. The rate at which teachers transit from the teaching profession to other lucrative professions.
Working conditions:	The working duration of teachers in a day as well the nature of the working environment.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one dealt with background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, significance of the study, limitations of the study, delimitation of the study and definition of significant terms used in the study. Chapter two dealt with review of literature thematically as per the research objectives, theoretical framework, conceptual framework as well as summary of literature review. Chapter three focused on research methodology which entailed research design, target population, sample size, sampling procedure, data collection instruments, data analysis and ethical considerations. Chapter four entailed a detailed discussion of the results obtained from the study. Finally, chapter five presented the conclusions and recommendations of the study on the basis of the results.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed literature associated with teacher turnover broadly covered under the following sub themes; global perspective of teacher turnover, teacher turnover in the educational sector in Kenya, remuneration of teachers and students enrolment, teachers' working conditions and students enrolment, personal factors of teachers and students enrolment and finally, teacher turnover and students enrolment.

2.2 Teacher Turnover in Developed Countries

Teacher turnover is a global phenomenon. In his 1997, state of nation address; the former U.S president Bill Clinton challenged all the Americans to ensure that there was a talented, dedicated and well prepared teacher in every classroom across the country, with the increase in the complexity of today's technological society. He said —It is therefore imperative that our children have well prepared teachers who know their subjects and know how to teach them effectively. He further said that the society should be able to recruit and hire qualified teachers and keep them in the profession (Sincere, 1997). Kizito (2003) noted that in the early 1970s there was 0.33 probabilities that a first year teacher would leave the teaching profession whereas in the 1960s the study indicated the rate at 0.16 probability in the first three years, Kizito further observed that recent studies showed that teacher turnover rate from the teaching profession was 5.6 % in public secondary schools and tertiary colleges.

According to the study conducted by Panessas in 2002 on teacher attrition in North Carolina, it was found out that a large number of rookie teachers left the teaching profession and more alarming, however was the fact that the brightest and most hardworking were the ones most likely to bail out. The attrition therefore affects the quality of education in Schools. The department of education surveyed records of the more than 81,000 teachers hired in the states public Schools and by the end of the fifth year after they were hired, half had left the profession (Panessas, 2002). A study by Lewis in 2004 on Rate of teacher attrition in New York revealed that from 30 % to 50 % of beginning teachers leave the profession within the first five years in New York. Studies on teacher turnover reveal that teachers are leaving the profession at high rate at the

global level. Study by Williams in 2002 on teacher shortage and performance found out that teacher turnover affects the quality of education in the United States with the attrition projected province wise at both elementary and secondary levels. According to Torries' study on training and placement of teachers in United Kingdom in 2001, teacher turnover is the largest single factor determining placement for additional teachers compared to fewer teachers entering the profession in Europe. However this is not the case with Kenyan situation where the production of trained teachers is high but they are not being absorbed in the teaching profession (Ayodo, 2009).

2.3 Teacher Turnover in the Educational Sector in Kenya

According to Mbutia (2003) valuable brains are drained from the education sector and staffing levels are fluctuating for reasons of staff turnover. He further noted that fluctuating in staffing levels will likely remain a feature in educational institutions for reasons of intellectual labour migration stimulated on one hand by desirable short term staff exchange programmes and on the other hand by undesirable long term effects of brain drain. Research by Bogonko (2002) on reflections on education in East Africa shows that from the onset of independence era, both primary, secondary schools and tertiary colleges faced the problem of teacher shortages resulting from teacher turnover as the proportion of teachers with a University degree declined rapidly as many of them left to replace expatriates in the public sectors and industries. This forms the origin of teacher turnover in Kenya. The problem has persisted since then and is likely to worsen if remedial measures are not put in place. The exodus of trained teachers from teaching profession to lucrative areas continued and worsened in Kenya. In 1998, more than 100 teachers moved to Seychelles leaving several positions unfilled (Republic of Kenya, 2004). A study conducted by Omondi in 2011 on factors influencing performance of student teachers on teaching practice of selected primary training colleges in Western Kenya confirmed that teachers today leave the profession for higher education in different fields of study due to the liberalization of the education sector. Thereafter, the teachers find lucrative job opportunities and never to come back to active teaching. The students are forced to study without teachers' guidance till those who bail out are replaced (Omondi, 2011). A study by Kizito in 2003 on factors, trends and teacher attrition in secondary schools in Kisumu town confirmed that many teachers leave the profession for plum jobs in the private sector. There is therefore need to put measures in place to ensure that the best brains are also attracted and retained in the teaching profession.

2.4 Remuneration of Teachers and Student Enrolment

Many researchers cite poor pay as the primary reason for high teacher turnover worldwide. The international journal of education policy and leadership in Texas Districts revealed that —it takes a very strong individual to teach because they are so underpaid. It is a wonder anyone can survive on a teacher's salary alone especially a new teacher (Smith, 1995). In addition to the poor salary and starting out brand new, many administrators hurl responsibilities at new teachers like committees and coaching with very meagre payments if any. This in the long run leaves the teachers completely burned out and eventually they leave. If this is the situation in Texas, one wonders what Africa has to offer, it is because of such publications that a study had to take place in Kenya and Kisumu City in particular to compare the situations (Smith & Ingersoll, 2004). Failure to create group cohesion by employers, there are incidences when the school management takes decisions without considering the effects on the other school members. The move can be interpreted as a malicious action by the affected staff. This can cause friction and loss of group cohesion and regrettable decisions can be taken and the whole school might be affected in the long-run (Smith & Ingersoll, 2004). Maicibi (2003) in agreement shows that lack of group cohesion makes employees feel isolated and unhappy which might make them leave their colleges (Maicibi, 2003).

Teachers' salaries are poor compared to other professions like law and medicine or even the public service (Agutu, 2010). There is a lot of documented evidence on the influence of remuneration on teacher turnover in private tertiary colleges. In 2005 in the United States of America, Robinson in her research on teacher turn over, wastage and movements between schools found out that low pay was the major reason behind the mobility of teachers and especially professional exit from the profession. Robinson reiterated that low pay to the American teachers compared to other profession was a major barrier to retaining gifted teachers and does not entice exceptional individuals into the profession.

Adelabu's study in 2005 on Teacher motivation and incentives in Nigeria established that the teachers were paid poor salaries compared to the other professions and predicted that this demotivated the teachers leading to their mass exit from the teaching profession. A number of strikes have therefore been staged in Nigeria to agitate for better pay in the teaching profession. In Kenya

all and sundry are aware that of all professionals, teachers are the worst paid. Low pay has pushed both teachers in primary, secondary schools and private tertiary colleges to migrate to other well paying professions in the civil service, NGOs and private sector, a move that threatened the enrolment of students. According to the Daily Nation on 5th may 2008, principals revealed that six hundred teachers left the classroom for better jobs; the tutors joined banks, media and the youth ministry. In fact, the teaching profession has organized one of the highest numbers of strikes in the country among the other professions up to the most resent strike in the year 2010. The government has always insisted that the teachers are poorly paid because of their numbers. Ian (1997) argued that the pay package is one of the most obvious and visible expression of the employment relationship. How salary scales and delays in payment demoralizes the school staff, who might resort to seeking other sources of income, hence cheating on the students teaching hours (Kajubi, 2001). In 2002 survey, teachers in California who were considering leaving the profession ranked salary considerations as the most important factor driving their decision (Type & O'Brien, 2002). Gritz and Theobald (1996) in their study on factors propagating teacher attrition also discovered that pay was the most important influence on the decision by experienced male and female teachers to remain or leave the profession. An increased demand for secondary education in a limited number of secondary schools has resulted into an increase in the teacher-student ratio. This has resulted into an increase in class size and teaching loads through double shifts and multi subject specifications for teachers which is a cause of grievance especially when the salary scale does not match the work load (Kajubi, 2001). Teachers are fatigued, lose morale and when the situation is not corrected or made more bearable, such teachers will seek employment in other lucrative sectors.

2.5 Teachers' Working Conditions and Student Enrolment

Working conditions encompass the duration teachers take interacting with the students as well as the nature of the working environment. Working conditions is a very vital ingredient in any profession. Teacher attrition can be reduced by improving the working environment in schools for everyone; the students, the teachers and even the parents. There is growing evidence that working conditions in private tertiary colleges are different from those in traditional public. Past studies found private middle-level college teachers are dissatisfied because of inadequate facilities, insufficient instructional resources and heavy workloads (Horn & Miron, 1999). Miron and Applegate (2007) examined private tertiary college teachers and found a large number of

teachers were dissatisfied with working conditions and consequently leaving the schools. Working conditions in many public schools remain far from this ideal especially for beginning teachers, who are likely to be assigned to the highest-need schools. Despite the added challenges they face, these teachers are often given few resources and little professional support (Miron & Applegate, 2007). Mont & Rees (2005) analyzed high school teachers in New York and found that smaller class sizes reduce the probability of leaving the profession. Kirby, Berends, & Naftel (1999) found in their longitudinal analysis of Texas teacher attrition that a one unit increase in the student-to-teacher ratio associates with roughly a three percent increase in teacher attrition. Similarly, Eller, Doerfler, & Meier (2000) found that a five student increase in class size associates with a 2.3% increase in teacher turnover. High workloads and burnout are often cited as a concern for private middle level college teachers (Malloy & Wohlstetter, 2003). Malloy & Wohlstetter (2003) made the interesting observation that increased decision-making may have the unintended consequence of increasing workloads and consequently leading to burnout for private tertiary college teachers. They found that while private tertiary college teachers valued participation in the school decision-making process, the time commitment that accompanies inclusive decision-making puts them at risk of burnout (Malloy & Wohlstetter, 2003).

A study conducted by Ferber in 2011 on why great teachers quit and how we might stop the exodus of teachers in United States of America found out that many teachers in the United States do not have enough time to do everything that they feel they should be doing. Ferber claims that this is eroding their personal and professional time. According to the study by Smitters and Robinson in 2005 on teacher turn over, wastage and movement between schools in the United States shows that long hours and large classrooms with a few in disciplined students make teaching a miserable profession. These lead to high stress, burnout and no opportunity for advancement. A study by Adelabu in 2005 on Teacher motivation and incentives in Nigeria showed that private tertiary colleges were a collection of dilapidated buildings, many without toilets and other basic facilities. The colleges were staffed by tired and frustrated teachers and attended by poorly fed disenchanted students. This environment does not engender high job morale, therefore the teachers are poorly motivated and are dissatisfied with their living and working conditions and have been seen to work hard to switch professions.

Akinsolo's study in 2010 on teachers and students' academic performance in Ghanaian Secondary Schools confirmed that there were overwhelming evidence in contemporary educational research

that basic working conditions like class size, facilities and availability of text books is one of the major factors influencing teacher turnover in the teaching profession in Ghana. In Kenya, past studies showed that most teachers work for extra hours without any form of payment unlike other sectors where extra hours are compensated in terms of over time payment. In most boarding schools, teachers work up to as late as midnight and report on duty as early as 4 a.m. Comparing with other sectors, work begins at 8.00 am in the morning and ends at 5.00 p.m. Teachers therefore show desires to join these sectors (Rugene, 2001). Dissatisfaction with working conditions is an important reason why voluntary teacher mobility is significantly higher in private middle-level colleges than in traditional public schools. The most common reason given by private middle-level college teachers for voluntarily leaving the teaching profession was that they were dissatisfied with the school. 47 percent of private middle-level college teachers who voluntarily switched to different schools did so because they were dissatisfied with the work place (Rugene, 2001).

2.6 Teachers Qualification and Training and Student Enrolment

A number of teachers have flooded the universities for further education, with a view to better their salaries especially for those who entered the professions as diploma holders. The TSC does not however have a special job group or favor for the masters holders, except that those with masters in education or subject based areas have two annual increments beyond their counter parts leaving those with masters in other areas with no option but to look for opportunities elsewhere (Machio, 2011). In his study on the relevance of Education on job satisfaction in Germany in 2001, Hens found out that, those with higher education felt more confident and satisfied with their occupations. He also found out that the individuals with higher education were able to move from one job to another with a lot of flexibility. According to Smitters and Robinson (2005) on teacher turn over, wastage and movement between schools in the United States of America, teachers with masters' degrees were on the run and aiming at higher salaries. Smitters and Robinson contend that these teachers felt sufficiently equipped to be instructors at any level of education and were therefore instructors in various institutions prioritizing the better payers. Merylin in 2006 on teacher shortage and education in South Africa found out that the most educated had little interest on becoming instructors and mostly struggled for the high government positions as administrators and managers. This is said to have led to acute teacher shortage in South Africa to the extent that the country opted for importation of teachers from other countries including Kenya. In Kenya, the rush for post graduate studies often referred to as *diploma disease* has prompted the

universities to come up with school based and institutional based programmes just to accommodate the teachers many of whom are in other areas of specialization.

Over the past two decades there has been substantial empirical research focused on determining which kinds of teachers are more prone to leave teaching and why. This research shows teacher turnover is strongly correlated with the individual characteristics of teachers. Among the most important findings has been that teacher turnover is strongly affected by academic field (Miron and Applegate, 2007). Although the data have been inconsistent at times, special education, mathematics, and science are typically found to be the fields of highest turnover. Another important finding has been that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age (Miron and Applegate, 2007). The relationship between teachers' age (or experience, in some analyses) 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 have consistently found that younger teachers have very high rates of departure (Miron and Applegate, 2007).

2.7 Teachers' Career Progression and Student Enrolment

Passion for work is a necessity for any successful and committed employee. Teaching is a calling just like other vocations. Many teachers however lack the passion to teach. The young teachers especially in the United States, New York etc look at teaching just as a job not a career. This could be attributed to the fact that teaching lack substantive career progression. Failure to meet employees expectations has been identified as a cause of teacher turnover as expounded on by Maicibi (2003) who argued that although a every part of staff management is motivation, if expectations are raised about progress or potential rewards but which are not met, there will be a subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as a whole. This will affect teacher turnover in private middle level colleges which subsequently impact negatively on students' enrolment. Failure to be guaranteed job security is also cited as a cause of teacher turnover in many schools around the globe. In June 2009, research was carried out in Chicago to find out factors affecting teacher turnover. It was revealed that many teachers left schools because they were not sure of maintaining their teaching jobs as Debby asserts —One of the primary factors is the explosion of private schools where teachers jobs are much less stable since they have no union and no contract to protect them from capricious administrators. Lack of

job security is also given as one of the factors affecting teacher turnover. The phenomenon of laying off large numbers of teachers in private middle level colleges without clear reasons affects teachers interest in teaching, kills their morale and causes fear among them. This result into teacher turnover which ultimately impacts negatively on students enrolment. Robert (2001) noted that for fear of dismissal at anytime, large numbers of teachers have defected to the business community. Need to find jobs which better suit teachers skills and interests could also explain teacher turnover. Musaazi (2005) confirms this by arguing that employees will leave the organization in order to find jobs which better match their skills and interests. If teachers are not intrinsically motivated, perceive that they lack career progression; they will leave the private middle level colleges to where their interests can be given priority, this scenario will eventually influence students enrolment negatively. Employees can also be de-motivated if they are unclear about their responsibilities or performance standards. Maicibi (2003) in relation to this argued that if employees do not feel adequate in their jobs, they are unlikely to stay for very long on the job. One other aspect of teacher turnover in private middle level colleges is teacher dissatisfaction with their employment. Satisfaction is very important to employees and it determines their loyalty to the organization (college). A project carried out on the Next Generation of teachers in Harvard Graduate School of Education (1998) confirms this; the key to addressing shortages lies in colleges and classrooms where teachers must find success and satisfaction. It is there that they will decide whether or not to continue to teach. In addition to this, conflicts and dissatisfaction with colleagues and or supervisors has also been sighted as a possible factor affecting teacher turnover. Maicibi (2003) contends that a common reason for resignation from the organization (college) is the feeling that management or specific supervisors are not providing the leadership they should or are treating employees unfairly, unequally or are bullying others. Some supervisors do not even orient new members who later become disgusted and leave the college. This scenario encourages teacher turnover which ultimately influence students enrolment negatively.

2.8 Theoretical Framework

This study is inclined to Herzberg's motivation-hygiene theory of job satisfaction propounded by Sachau in 2007. Herzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect, teachers will stay in their schools so long as their needs are satisfied and they are motivated. Failure to meet their needs would

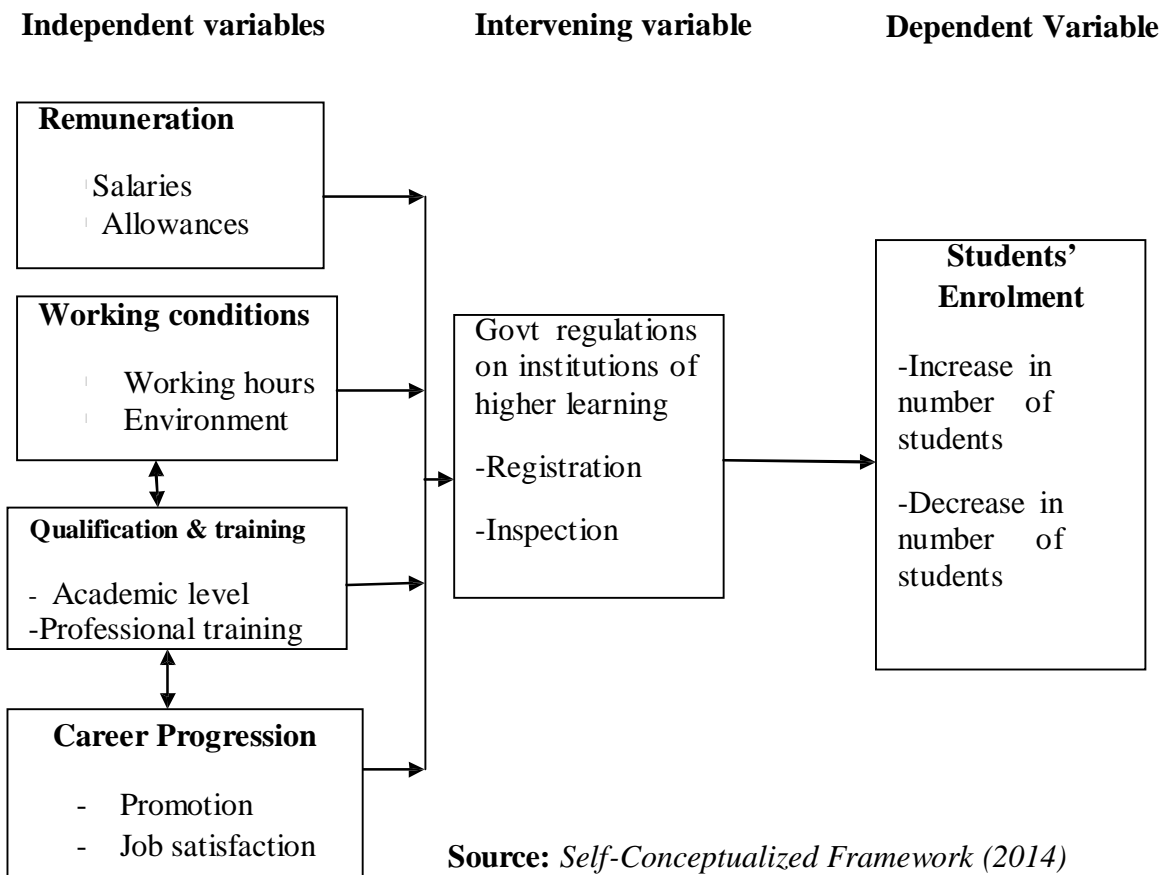
automatically call for departure hence teacher turnover. This study was interested in establishing whether teacher turnover is only driven by their desire to satisfy their needs or whether there are other reasons (Sachau, 2007). The theory however assumes that all human beings have no loyalty to any organisation and that as soon as their needs are no longer satisfied; they seek other employment, which is not the case in the real world where finding employment is sometimes not very easy (Sachau, 2007).

Secondly, the theory concentrates on the individual's needs independent of those of the organisation or school and it does not put into consideration the fact that there may be times when the individual's services are not worthy of better pay to satisfy his/her needs and that may be a better replacement would be a welcome change. In the context of this study, there is need to establish whether teachers will leave schools/colleges as soon as their needs are satisfied or not (Sachau, 2007). While Herzberg concentrates on the motivation-hygiene needs as the driving force for employees to seek alternative employment, the reality is that the movement of employees is a function of many other factors such as the market chemistry, the company needs and priorities etc.

2.9 Conceptual Framework

Conceptual Framework is a diagrammatic explanation of the research problem hence an explanation of the relationship among several factors that have been identified as important to the study (Ngechu, 2006)

Figure 2. 1: *Interplay among the various variables used in the study*



The schematic diagram (Figure 2.1) verbalizes the interplay between the various variables used in the study. Independent variables include: remuneration, working conditions, qualification and training and career progression. Poor remuneration in private middle-level colleges lead to job dissatisfaction and hence enhance teacher turnover thereby negatively influencing students' enrolment; unfavorable working conditions including long working hours and poor working environment negatively affect job satisfaction of teachers making them drag their feet as they work thus affecting students' enrolment; qualification and training of teachers prompts exodus of teachers from private middle-level colleges. Teachers who acquire further academic qualification and training tend to flee from private middle level colleges in search of greener pastures in Government institutions, NGOs and private business due to harsh working conditions and poor remuneration commonly exhibited in the private sector. Lack of well defined career progression in private middle level colleges also facilitate turnover of teachers who desire progressive growth in the profession. These determinants are being intervened by government regulations governing institutions of higher learning which include: registration of the private middle level colleges by the Ministry of Higher Education, inspection of the private middle level colleges to gauge whether they meet the pre-set operational conditions. The interaction between independent and intervening variables influence the dependent variable (student enrolment) either positively (increase in the enrolment of students) or negatively (decrease in the enrolment of students).

2.10 Summary of Literature Review

From the literature reviewed, it is evidenced that meagre remuneration increases teacher turnover and teachers in private colleges earn significantly less than in public colleges. This is according to empirical studies conducted by Malloy and Wohlstetter (2003) on influence of teacher remuneration on teacher turnover. Type and O'Brien (2002) also concluded that teachers running the profession ranked -salary considerations as the most important factor driving their decision. Matters pertaining to teacher remuneration would automatically impinge negatively on student enrolment in private middle level colleges. According to a study by Kajubi (2001) on the same, salary scale of teachers does not match teacher work load, so teachers -vote with their feet (leave for better paying jobs).

Poor working conditions results to high teacher turnover and consequently lower student enrolment in private middle level colleges (Duffin, 1999). According to Santiago (2001) in his study of influence of teacher working conditions on teacher turnover, poor working conditions contribute significantly to teacher turnover. In their study on the same Miron and Applegate (2007) concluded that a large number of teachers in private colleges were dissatisfied with working conditions and consequently left for other colleges with better working conditions. In his study on influence of personal factors on teacher turnover, Ingersoll (2002) contends that family or personal matters contribute a great deal to teacher turnover and consequently lowers student enrolment. According to Jones (2001) in his study on the same teachers battle public stereotypes thus lower their morale and contribute to teacher turnover.

Teacher qualification and training influences teacher turnover and subsequently impacts negatively on student enrolment in private middle level colleges. According to an empirical study by Smitters and Robinson (2005) on Teacher turnover, wastage and movement between tertiary colleges in the United States of America, teachers with Masters Degrees were on the run and aiming at higher salaries. This implies that such institutions would obviously bear the brunt of teacher turnover and have a ripple effect of influencing enrolment of students negatively. Merylin 2006 undertook an empirical study on teacher shortage and education in South Africa and found out that the most educated teachers in tertiary colleges had little interest on becoming instructors and mostly struggled for the high government positions as administrators and managers. This results in high teacher turnover in such institutions and subsequently contributes to a nose dive in student enrolment.

Lack of career progression of teachers in Private Middle Level Colleges has influence on teacher turnover and subsequently has a negative influence on student enrolment. Maicibi (2005) contends that young teachers in the United States of America look at teaching just as a job not a career due to lack of proper structures to warrant career progression compared to other domains. Maicibi further argues that although motivation is a very important aspect of staff management, if expectations are raised about career progression or potential rewards are not met, there will be a subsequent drop in commitment and a possible withdrawal of co-operation or even from the job as a whole. This will influence teacher turnover in Private Middle Level Colleges and subsequently impact negatively on student enrolment. Musaaazi (2003) contends

that if teachers are not intrinsically motivated and perceive that they lack career progression, they will leave the Private Middle Level Colleges to where their interests can be given priority. This will subsequently have a negative influence on student enrolment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the methodology used to carry out the study, which include research design, target population, sample size and sampling procedure, data collection instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research Design

Study design is the conceptual structure within which research is conducted. Patton (2002) asserts that research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. This study adopted descriptive survey research design. This was because, descriptive survey research design enables the researcher to collect and analyze data using both qualitative and quantitative techniques. The researcher intends to collect both quantitative and qualitative first hand information from principals, teachers and students in private middle level colleges. Cresswell (2002) opined that using mixed methods is imperative in capturing the best of both quantitative and qualitative approaches, an aspect commonly known as triangulation. This was used in different research phases to realise a variety of information on the same issue, used the strength of each method to overcome the deficiencies of the other and generally obtain a higher degree of reliability and validity i.e. have a deeper analysis. For these reasons, descriptive survey research design was considered the most appropriate for the study. Descriptive survey research design studies the relationship between different variables at a point in time. The design relates how variables affect each other at the same time and period. In this study, effort was made to establish the relationship between teacher turnover and students enrolment in private middle level colleges in Kisumu city.

3.3 Target Population

The study population comprised of college principals, teachers, and students of all private middle level colleges in Kisumu City. According to 2013 report from the Ministry of Higher

Education Science and Technology, there were 254 teachers, 20 principals and 3191 students in private middle level colleges in Kisumu city translating to a total population of 3465 respondents. The researcher selected the appropriate sample from this target population.

3.4 Sample Size and Sample Selection

This section discussed the sample size and sample selection that was used the study.

3.4.1 Sample Size

A sample size representative of the study population was selected. According to Gall *et al.*, (1996), a representative sample gave results that can be generalised to the study population. According to Glenn (1992) pre-determined table for population and sample size, a total population of 3465 had a complete representation of 364 respondents at 5% precision.

3.4.2 Sample Selection

The researcher employed a combination of different sampling techniques in selecting the appropriate sample. According to Gay (1996), the larger the population size, the smaller the percentage of the population required to get a representative sample. For smaller populations ($N < 100$) there is little point in sampling the population. Since the total number of private middle level colleges is less than 100 i.e 20 tertiary colleges, the researcher selected all the colleges for the study (Census). The researcher selected all the 20 principals in private tertiary colleges in Kisumu city using purposive sampling technique. According to Oso and Onen (2008), purposive sampling is a technique whereby the researcher consciously decides who to include in the sample. Students and teachers were selected using population proportional to size (PPS) sampling technique. Under population proportional to size sampling technique, respondents were included in the sample depending on their numerical strength. Individual teachers and students were selected using simple random sampling technique. Simple random sampling was used because the study intended to select a representative without bias from the accessible population (Oso and Onen, 2008). This ensured that each member of the target population had an equal and independent chance of being included in the sample. The sample of respondents was determined using the formula adopted Krejcie & Morgan (1970). Using the Morgan's table to extract the sample size from a population of 3,465, the table depicted at $\pm 5\%$, Precision Levels where Confidence Level is 95% and $P = .5$ the sample size was 364.

Table 3. 1: Table for Sample Size Selection

Category	of Target population	Sampling procedure	Sample size
Principals	20	purposive sampling	20
Teachers	254	proportionate/simple	54
Students	3191	proportionate/simple	290
Total	3465		364

Source: *Researcher (2014)*

3.5 Research Instruments

In order to determine factors linked to teacher turnover on students' enrolment, a standardized questionnaire was designed for the teachers. Questionnaires elicited information on views, attitudes, opinions and perceptions of teachers on teacher turnover and students enrolment. The choice of this tool was guided by the nature of data to be collected, time available and the objectives of the study. The questionnaire was used to collect information related to teacher remuneration, working conditions among teachers, personal factors and finally management styles of principals towards teachers. The questionnaires had open-ended and closed-ended questions for response. The open-ended questions allowed respondents to express their opinions. A closed-ended question in contrast, asked respondents to make choices among a set of alternatives given by the researcher. The questionnaire was appropriate for the study because each item in the questionnaire was developed to address specific objective or research question. Information pertaining to influence of teacher turnover on students enrolment was obtained from principals using an interview guide. An interview guide is a list of questions or topics that need to be covered by the interview. The guide contains both open and closed questions. Questions in the interview guide are advantageous because: they are flexible, in-depth information is gathered, using the open and closed ended approach – the researcher gets a complete and detailed understanding of the issue under research.

3.5.1 Piloting of the Study

A Pilot Test was conducted before conducting the main survey. A pre-testing was conducted to validate the instruments. Mugenda and Mugenda (1999) assert that pilot testing was a very important step in any study. Pilot testing is a trial run of procedures and instruments that one plans to use. The main aim of pilot testing was to correct inconsistencies arising from the instruments. Pilot testing may prevent costly mistakes. According to Mugenda and Mugenda (2003), a pre-test sample of a tenth of the total sample with homogeneous characteristics is appropriate for a pilot study. For this study, pilot testing was conducted at Nyang'ori Industrial Training College (NITC) which though falls outside Kisumu city, enjoys the same characteristics as colleges found within Kisumu city. 33 respondents which is equivalent to 10% of the sample size were interviewed during pilot testing. Respondents selected for pilot testing were not included in the sample during the actual data collection phase. The researcher made formal arrangements with relevant authorities on the most appropriate date of conducting the pilot testing. The pilot data was not included in the actual study. The results obtained from the pilot study assisted the researcher in revising the questionnaire to make sure that it covered the objectives of the study.

3.5.2 Validity of the Instruments

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or the extent to which a method of data collection measures what it is supposed to measure. To establish the validity of instruments, instruments were pre-tested through a pilot by administering the questionnaires to principals, teachers and students. Content validity of the instrument was ascertained through expert judgement. The validity was ensured through the use of two experts; the questionnaires were given to the two experts from the University of Nairobi, who evaluated the relevance and objectives of each item in the instrument. They looked at the instruments in relation to the study objectives and made recommendations and adjustments accordingly. The research instruments were adjusted in line with the supervisors' advice.

3.5.3 Reliability of Instruments

Reliability refers to consistency and stability of findings to be replicated (Burns and Burns, 2008). The researcher used a test–retest of reliability to get an index of a temporal reliability by correlating results from two occasions of assessment. The questionnaire was administered to respondents from different institutions. This was done to determine whether the instruments could yield the data needed to identify the problems that the participants might encounter in responding to the items and to find if the items were clear or ambiguous

3.6 Data Collection Procedure

The researcher approached the County Director of Technical Education(CDTE) for an introductory letter to visit the private middle level colleges in Kisumu city. Two sets of instruments were administered i.e questionnaires to teachers and interview schedule to principals. On administration of the questionnaires, respondents were assured of confidentiality of any information that they gave. The researcher was physically present to clarify unclear areas asked by respondents. The researcher administered and collected the questionnaires in person from respondents in order to boost the response rate.

3.7 Data Analysis Techniques

Data analysis is the process of systematically searching and arranging field findings for presentation (Bogdan and Biklen, 1992). It involves organizing the data, breaking the data into categories and units and then searching for trends and patterns before deciding to report. Quantitative and qualitative data obtained was coded and clustered for subsequent statistical analysis. The researcher used the data collected to enable him establish patterns, trends and relationship of the variables in the research study. Raw data was coded sequentially based on the research objectives and questions for purposes of analysis. Data was analyzed using descriptive statistics such as frequencies and percentage counts and presented using frequency and percentage tables. Quantitative data analysis was aided by use of Statistical Package for Social Sciences (SPSS) version 19.0 for easy interpretation. Cross–tabulation was used to show the interrelationship between the independent variables and the dependent variable. The number of respondents who responded to a particular option were recoded in one column and percentage calculated and recorded in another column. The strength of percentages indicated

the preferred response. Results from quantitative data was presented by use of frequency distribution in form of frequencies and percentages tables while responses from qualitative data were grouped into themes based on the objectives of the study and reported narratively.

3.8 Ethical Consideration

The most probable problems in the study were privacy and confidentiality of the respondents. Many teachers and principals were expected to be at first uncomfortable to release information on particular aspects like academic performance of students if probably they were not actually doing well. In this respect, respondents were assured of confidentiality that their responses were to be used for research purposes only.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter of the study systematically presents the results that were obtained from the research that was conducted. The results are quantitatively and qualitatively presented. The analysis and interpretation follows tabular presentation at some stages and the Interviews results from the respondents are also presented to supplement the quantitative presentation derived from the questionnaires. The presentation of the study was guided by the research objectives that guide the study. The bio data of the respondents however was also presented. Hence forth, the presentation is divided into two sections where section one presents the bio data of the respondents, section two, represents the results of the study according the research objectives that guided collection. The presentation of the data follows in the following discussion. Chi-square test (χ^2), a statistical technique was used to compare and as a test of dependence. The chi-square test enables the researcher to explain whether or not two attributes are associated (Kothari, 2008). The study then adopted the p- value to test the hypothesis. Significance level: 0.05% (95%) Decision Rule: Reject the H if the p -value is less than 0.001.

4.2 Questionnaire Return Rate

During the research study the researcher distributed 364 which reflected 100% questionnaires, of which 311(85%) were returned fully answered however 53 (15%) of the questionnaires were returned not fully answered thus not being able to be used for analysis in the research study.

Table 4. 1: Response Rate Analysis

	Respondents	Percentage
Questionnaires distributed	364	100
Questionnaires returned answered	311	85
Questionnaires returned not fully answered	53	15

Field survey (2014)**4.3 Demographic characteristics of the respondents.**

The current section presents the bio data of the respondents. The researcher felt this information was important because the respondents, age, level of education, number of years having worked in the various colleges under study determined the ability of the respondents to possess the required information and subsequently determined the necessity of the researcher to probe for any detail and establish sufficient rapport.

4.3.1 Distribution of Respondents by Gender

On the respondents, gender distributions the researcher established the situation as presented in Table 4.2

Table 4. 2: Gender Distribution of the respondents

Gender	Frequency	Percentage
Male	172	55
Female	139	45
Total	311	100.0

Field survey (2014)

As can be observed from table 4.2, the gender distribution of the respondents 172(55%) of the respondents were male and the other 139(45%) of the respondents represented females. The results indicate that during the survey, both genders were accessible however the researcher had

more contact with males than females.

4.3.2 Distribution of Respondents by level of education

The researcher endeavored to explore the level of education of all the respondents. This variable was deemed worth establishing by the researcher because the education level of the individual determined his or her ability to possess adequate information and interaction with the data collecting tools. The results on the level of education of the respondents are presented in Table. (4.3)

Table 4. 3: The distribution of respondents by their level of education

Level of Education	Total No. of respondents	Male	Female	Total Percentage
Masters	16	10	6	5
Degree	45	30	15	15
Diploma	250	132	118	80
Total	311	172	139	100

Field survey (2014)

The findings on table 4.3 shows the respondents’ education background and depicted that 16(5%) were postgraduate holders, 45(15%) graduates. Those with diploma certificates were 250(80%). The above results indicated that there were more diploma holders than degree and masters. There was equally considerable gap between the male and female respondents as demonstrated by the table 4.3.

The interview sessions established that all the respondents were literate, thus they could interpret the data collection tools without enumerators. However the researcher engaged the services of enumerators in order to facilitate and make the data collection sessions fast and flexible.

4.3.3 Distribution of the Respondents by experience

The researcher endeavored to explore the Distribution of all the respondents experience in tertiary institutions both the learners and lecturers. This variable was deemed worth establishing by the researcher because the respondents experience determined his or her ability to possess adequate information concerning the influence of teacher turnover on students’ enrollment in private middle-level colleges. The results on the Distribution of the respondents experience with tertiary

institutions are presented in Table. (4.4)

Table 4. 4: Distribution of the respondents experience with tertiary institutions

Years of experience	Respondents	Percentage
1-3 years	256	82
4-7 years	35	11
7-10 years	14	5
Over 10 years	6	2
Total	311	100

Field survey (2014)

The demographic data from the respondents revealed that the age range was between 1-7 years. As expressed by Table 4.4, the respondents experience in the tertiary institutions was unevenly distributed. That is, 256(82%) had spent a period between 1-3 years as compared to 35(11%) who had spent 4-7 years with the institution. Those who had spent 7-10 years were 14(5%) of the total participants. This distribution left 6(2%) of the respondents to have worked with the institutions for a period of over 10 years. The results generally indicate that the respondents had varying experiences with the tertiary instruments thus varied opinions would be generated.

Through the interviews the respondents opined that *‘most of them were actually enrolled for diploma course, a closer look at the institutions also depicted that the course they offered bordered around offering diploma certificates thus majority f the respondents had not been with the organization for more than three years.* The study also established that the respondents who had stayed for a longer time were lecturers. The majority of respondents therefore qualified for this study having stayed in the facility for a moderate time.

4.4 Remuneration of teachers on enrolment of students in private middle-level colleges in Kisumu city

The first research question of this study was derived from the first research objective. The question sought to establish the extent remuneration of teachers influenced enrolment of students in private middle-level colleges in Kisumu city. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing the basic salary of respondents, the results are presented on

table 4.5

Table 4. 5: Basic salary of respondents

Brackets	Frequency	Percentage
Below 15000	20	27
15 001 – 30 000	34	46
30 001 – 35 000	10	14
35 001 – 40 000	6	8
Above 40 000	4	5
Total	74	100

Field survey (2014)

Table 4.5 depicted findings on the basic salary of the respondents, 20(27%) of the respondents stated that they earned below Ksh.15,000, 34(46%) of the respondents stated that they earned between ksh.15,001 and ksh. 30,000, 10(14%) of the respondent stated that they had earned between ksh.30,001 and ksh. 35,000, 6(8%) state that they earned between ksh.35,001 and ksh. 40,000, this left a distribution of 4(5%) of the respondents who stated that they earned above ksh. 40,000. The study findings indicated that majority or the respondents in middle level colleges earned below thirty thousand shillings, this made them to reconsider other income earning activities thus migrating in large numbers from the teaching profession.

During the interview sessions the respondents stated that *‘we do experience a high lecturer turnover and we associate this to the low salaries awarded to this lecturers, in fact some are so demoralized to the extent that their course delivery is not adequate’*. The above observation was made by students who bemoaned that most of there lectures never attended classes regularly thus making them lag behind.

Teachers’ salaries are poor compared to other professions like law and medicine or even the public service (Agutu, 2010). There is a lot of documented evidence on the influence of remuneration on teacher turnover in private tertiary colleges. In 2005 in the United States of America, Robinson in her research on teacher turn over, wastage and movements between schools found out that low pay was the major reason behind the mobility of teachers and especially professional exit from the profession. Robinson reiterated that low pay to the

American teachers compared to other profession was a major barrier to retaining gifted teachers and does not entice exceptional individuals into the profession. The researcher sought to explore whether there were any allowances given to the lecturers. On The amount of allowances allocated to respondents, the results are presented on table 4.6.

Table 4. 6: The amount of allowances allocated to respondents

Brackets	Frequency	Percentage
Below 6,000	30	40
12, 001 – 15, 000	10	14
15 001 – 20 000	20	27
Above 20 000	14	19
Total	74	100

Field survey (2014)

Table 4.6 shows the amount of allowances allocated to respondents 30(40%) of the respondent’s state that they got below ksh. 6,000 while 14(10%) of the respondents stated that they got between 12,001 and 15,000. 20(27%) of the respondents stated that they received between 15,001 and 20,000. Leaving a distribution of 14(19%) of the respondents who stated that they received allowances above ksh.20, 000. These results indicate that the majority of the respondents 30(40%) did not receive much allowance this de motivated them from putting in more hours at their place of work.

The interview session established that the institutions were running on a tight budget and therefore they could not offer huge allowances. The respondents stated that *“They don’t have a lot of students therefore the allowances given to lecturers would not be much if the institution hoped to break even.”* having established the limited allowances being offered to the respondents the researcher to sought to establish whether the respondents were satisfied with their place of work.

According to Ian (1997) he argued that the pay package is one of the most obvious and visible expression of the employment relationship. How salary scales and delays in payment demoralizes the school staff, who might resort to seeking other sources of income, hence cheating on the students teaching hours (Kajubi, 2001). The researcher felt that this situation would primarily affect the retention of students and so sought to establish whether better remunerations offered to

teachers in private middle level colleges would encourage access and retention of students in the institutions, the results are presented on table 4.7

Table 4.7: Remunerations offered to teachers in private middle level colleges would encourage access and retention of students in the institutions

Rates	Frequency	Percentage
Strongly agree	55	17
Agree	192	62
Don't know	30	10
Disagree	14	5
Strongly Disagree	20	6
Total	311	100

Field survey (2014)

Table 4.7 on whether better remunerations offered to teachers' in private middle level colleges would encourage access and retention of students in the institutions, 55(17%) of the respondents strongly agreed with this statement, 192(62%) of the respondents agreed, 30(10%) of the respondents did not know, while 14(5%) of the respondents disagreed that remunerations offered to teachers' in private middle level colleges would encourage access and retention of students in the institutions, leaving a distribution of 20(6%) of the respondents who strongly disagreed. The study findings established that better remunerations offered to teachers' in private middle level colleges would encourage access and retention of students in the institutions. This was further confirmed by the Poisson regression analysis (student t-distribution) done to test the significance of better remunerations to access and retention of students in the institutions. Hypotheses H1, is supported at 0.002 significance level, demonstrating that remuneration of teachers influences enrolment of students in private middle-level colleges in Kisumu city.

The interview sessions revealed that *“the lecturers, school administration and students believed that better pay would improve on student retention; students stated that better lecturer remuneration would reduce lecturer truancy; other stated that students did struggle by themselves to cover the syllabus in that the lecturers did not avail themselves to comprehensively teach”*.

Adelabu's study in 2005 on Teacher motivation and incentives in Nigeria established that the teachers were paid poor salaries compared to the other professions and predicted that this demotivated the teachers leading to their mass exit from the teaching profession. A number of strikes have therefore been staged in Nigeria to agitate for better pay in the teaching profession. In Kenya all and sundry are aware that of all professionals, teachers are the worst paid. Low pay has pushed both teachers in primary, secondary schools and private tertiary colleges to migrate to other well-paying professions in the civil service, NGOs and private sector, a move that threatened the enrolment of students.

4.5 Working conditions in private middle-level colleges in Kisumu city on students' enrollment

The second research question of this study was derived from the second research objective. The second question sought to explore the working conditions in private middle-level colleges in Kisumu city on students' enrollment. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing whether respondents were satisfied with work environment, the results are presented on table 4.8

Table 4. 8: Satisfaction with work environment

Response	Frequency	Percentage
Yes	26	35
No	48	65
Total	74	100

Field survey (2014)

Table 4.8 showed results depicting the respondent's opinion with regard to whether respondents were satisfied with their place of work, 26(35%) of the respondents said that they were satisfied with their place of work however 48(65%) of the respondents felt that they were not satisfied with their place of work. The study finding established that the majority of lectures were in their mid-career stage as indicated by a mean age of 42.21 years (= 8.124). The number

of years worked ranged from less than one year to 7 years with a mean of 3.10 years (= 9.289). The respondents had hardly changed employment ($x = 0.62$; = 1.268) and this could be attributed to unavailability of proper job openings.

During the interview respondents sharply stated how dissatisfied they were with their place of work. The respondents further stated that *the pay could not cover the risen cost of living*. When the respondents were asked why they did not look into alternative institutions of higher learning they stated that *“most tertiary colleges paid almost the same salaries and further bemoaned the lack of employment opportunities in the available Universities due other vices like corruption and nepotism”*.

The government has always insisted that the teachers are poorly paid because of their numbers. Ian (1997) argued that the pay package is one of the most obvious and visible expression of the employment relationship. How salary scales and delays in payment demoralizes the school staff, who might resort to seeking other sources of income, hence cheating on the students teaching hours (Kajubi, 2001). On the number of hours engaged in work per day, the results are presented on table 4.9

Table 4. 9: Respondents number of hours engaged in work per day

Response	Frequency	Percentage
Utmost 8	47	64
More than 8	27	36
Total	74	100

Field survey (2014)

Table 4.9 on the respondents number of hours engaged in work per day, 47(64%) of the respondents stated that they worked for eight hours, 27(36%) of the respondents stated that they worked for more than eight hours. The Poisson regression analysis (student t-distribution) done to test the significance of better numeration and number of hours engaged in work per day the researcher confirmed that there was a relationship. This confirmed hypotheses H2 which supported at 0.003 significance level, demonstrating that working conditions in private middle-level colleges in Kisumu city influence students’ enrolment.

The interview sessions established that *most of the lecturers were never available at the institutions on a full time basis, they had either engaged themselves for private tuitions, part time tuitions or other business to improve their earnings.*

The above findings can be supported by scholarly work, According to (Rugene, 2001) the most common reason given by private middle-level college teachers for voluntarily leaving the teaching profession was that they were dissatisfied with the school. Private middle-level college teachers who voluntarily switched to different schools did so because they were dissatisfied with the work place. On whether respondents agreed with the form of payment for over time worked, the results are presented on table 4.10.

Table 4. 10: Form of payment for over time worked

Response	Frequency	Percentage
Yes	42	57
No	32	43
Total	74	100

Field survey (2014)

Table 4.10 on whether respondents agreed with the form of payment for over time, 42 (57%) of the respondents strongly agreed with this statement, 32(43%) of the respondents disagreed with the form of payment for over time worked. The study findings established that the respondents were okay with the per hour basis form of calculating the overtime worked, though they did not get a lot of overtime opportunities.

The interview session established that *the payments were through bank transfer and did not have a problem however the delayed deposits by the school management in making deposits was a growing concern.* On the population of students in the college, the results are presented on table 4.11

Table 4. 11: The population of students in the college

Respondents	Frequency	Percentage
Less than 500	140	45
501 – 1000	73	23
More than 1000	98	32
Total	311	100

Field survey (2014)

Table 4.11 shows the distribution on the population of students in the college, 140(45%) of the respondents stated that they had less than 500 students, 73(23%) of the respondents stated that they had students within the range of 501 to 1000 students, leaving distribution of 98(32%) respondents who felt that they had more than 1000 students. The study findings established that most institutions had less than five hundred student population; this was an indication that there was a very high competition amongst Tertiary institutions.

The interview session established that “*most colleges were still grappling with student numbers in that the completion was very stiff amongst colleges, student’s state that apart from the quality services they sought from particular colleges the affordability aspect of the courses offered was of very high concern to them*”.

High workloads and burnout are often cited as a concern for private middle level college teachers (Malloy & Wohlstetter, 2003). The study further sought to establish the extent prevailing working conditions in private middle level colleges influenced student’s enrolment; the results are presented on table 4.12

Table 4.12: The extent prevailing working conditions in private middle level colleges influenced students enrolment

Respondents	Frequency	Percentage
Very large extent	124	40
Large extent	78	25
Small extent	84	27
Does not	25	8
Total	311	100

Field survey (2014)

Table 4.12 on whether the prevailing working conditions in private middle level colleges influenced student’s enrolment, 124(40%) of the respondents stated that to a very a large extent, 78(25%) of the respondents stated to a large extent, 84(27%) of the respondents stated to a small extent, while 25(8%) of the respondents did not believe that the prevailing working conditions in private middle level colleges influenced student’s enrolment.

The implication of the results therefore indicated that the working conditions in private middle level colleges influenced student’s enrollment. Hypotheses H2, is strongly supported at 0.05 significance level, demonstrating that working conditions in private middle-level colleges in Kisumu city influence students’ enrollment. The chi square results revealed that there was statistically significant association between working conditions and student’s enrollment at level 0.05 ($\chi^2 = 27.22$; $df = 9$; $p = 0.05$;) and the χ^2 critical value at 0.05 is equal to 16.919. During the interview session the respondents stated that *many students decided to look for other institutions where they could be offered quality affordable services.*

Working conditions encompass the duration teachers take interacting with the students as well as the nature of the working environment. Working conditions is a very vital ingredient in any profession. Teacher attrition can be reduced by improving the working environment in schools for everyone; the students, the teachers and even the parents. There is growing evidence that working conditions in private tertiary colleges are different from those in traditional public. Past studies found private middle-level college teachers are dissatisfied because of inadequate facilities,

insufficient instructional resources and heavy workloads (Horn & Miron, 1999). Miron and Applegate (2007) examined private tertiary college teachers and found a large number of teachers were dissatisfied with working conditions and consequently leaving the schools. Working conditions in many public schools remain far from this ideal especially for beginning teachers, who are likely to be assigned to the highest-need schools.

4.6 Teachers’ qualification and training on students enrollment in private middle-level Colleges in Kisumu city?

The Third research question of this study was derived from the third research objective. The question sought to explore the influence of teachers’ qualification and training on students enrollment in private middle-level Colleges in Kisumu city. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing the level of qualification of respondents when they joined teaching in the private middle level college, the results are presented on table 4.13

Table 4.13: The level of qualification of respondents when they joined teaching in the private middle level college

Respondents	Frequency	Percentage
Diploma	17	23
Bachelors	42	57
Masters	15	20
Total	74	100

Field survey (2014)

Table 4.13 depicted findings on the level of qualification of respondents when they joined teaching in the private middle level college, 17(23%) of the respondents had attained a diploma while majority of the respondents 42(57%) had a bachelors degree, this left a distribution of 15(20%) of the respondents who had a masters degree. The study findings established that majority of the respondents had attained a bachelor’s degree by the time they joined teaching profession, this was attributed to the job requirement as was advertised.

The interview session established that *most of the lecturers had a Bachelor’s degree and were hoping to proceed for their masters.*

In his study on the relevance of Education on job satisfaction in Germany in 2001, Hens found out that, those with higher education felt more confident and satisfied with their occupations. He also found out that the individuals with higher education were able to move from one job to another with a lot of flexibility. The study sought to establish how many respondents had already enrolled for further studies. On whether they were enrolled in these programmes the results are presented on table 4.14

Table 4.14: Respondents enrolled for further studies

Respondents	Frequency	Percentage
Yes	12	16
Soon	27	36
No	35	48
Total	74	100

Field survey (2014)

Table 4.14 on whether respondents had enrolled for further studies, 12(16%) of the respondents confirmed their enrollment, 27(36%) of the respondents stated that they will soon enroll, 35(48%) of the respondents said that they have not enrolled. The study findings established that the majority of the respondents did not register for further studies this could be attributed to lack of funds.

The interview session established that *most lecturers were very interested to enroll for further studies however finances limited their enrollment.* The study sought to establish whether teacher’s qualification would affect student enrollment.

A number of teachers have flooded the universities for further education, with a view to better their salaries especially for those who entered the professions as diploma holders. The TSC does not however have a special job group or favor for the masters holders, except that those with masters in education or subject based areas have two annual increments beyond their counter parts leaving those with masters in other areas with no option but to look for opportunities elsewhere (Machio, 2011). On whether teachers’ qualification and training had any effect on enrolment of students in private middle level colleges, the results are presented on table 4.15

Table 4.15: Teachers’ qualification and training had effect on enrolment of students in private middle level colleges

Respondents	Frequency	Percentage
Yes	210	68
No	101	32
Total	311	100

Field survey (2014)

Table 4.15 on whether teachers’ qualification and training had any effect on enrolment of students in private middle level colleges, 210(68%) of the respondents strongly agreed that teachers enrolment would have an effect on student enrolment, 101(32%) of the respondents did not agree with the above statement and felt that their was more to student enrolment than teachers qualification. The Poisson regression analysis (student t-distribution) done to test the significance of teachers’ qualification and training on enrolment of students in private middle level colleges. Hypotheses H3, is supported at 0.002 significance level, demonstrating that Teachers’ qualification and training influences student enrolment in private middle-level Colleges in Kisumu city.

The interview session established that *teacher’s qualification indeed affected students enrolment in that the quality of service.*

According to Smitters and Robinson (2005) on teacher turn over, wastage and movement between schools in the United States of America, teachers with masters’ degrees were on the run and aiming at higher salaries. Smitters and Robinson contend that these teachers felt sufficiently equipped to be instructors at any level of education and were therefore instructors in various institutions prioritizing the better payers.

4.7 Career progression of teachers on enrolment of students in private middle level colleges in Kisumu city?

The Fourth research question of this study was derived from the Fourth research objective. The fourth question sought to explore the career progression of teachers influence on enrolment of students in private middle level colleges in Kisumu city. In order to get answers to ascertain this research question, the researcher inquired from the respondent their perceptions on a number of issues. These issues included establishing whether there were any challenges faced in carrying out career progression in your institution, the results are presented on table 4.16

Table 4.16: Challenges faced in carrying out career progression in the institution

Respondents	Frequency	Percentage
Yes	62	84
No	12	16
Total	74	100

Field survey (2014)

Table 4.16 depicted findings on whether there were any challenges faced in carrying out career progression in the institution, 62(84%) of the respondents agreed while 12(16%) of the respondents disagreed with the statement and said they were no challenges faced in carrying out career progression in the institution. The study findings established that there were numerous challenges faced in career progression key amongst them was lack of facilitation by the institutions themselves.

The interview session established that “*career progression was benchmarked on the existing academic qualifications therefore most of the lecturers who had not studied further found the criteria to career progression a challenge*”.

The above findings can be supported by (Machio, 2011) a number of teachers have flooded the universities for further education, with a view to better their salaries especially for those who entered the professions as diploma holders. The TSC does not however have a special job group or favor for the masters holders, except that those with masters in education or subject based areas have two annual increments beyond their counter parts leaving those with masters in other

areas with no option but to look for opportunities elsewhere. The study sought to establish how career progression influenced the turnover of teachers. On whether the career progression criteria influenced the turnover of teachers in your institution, the results are presented on table 4.17

Table 4.17: Career progression criteria influenced the turnover of teachers in your institution

Respondents	Frequency	Percentage
Strongly agree	22	30
Agree	31	42
Neutral	13	18
Disagree	8	10
Total	74	100

Field survey (2014)

Table 4.17 on whether the career progression criteria influenced the turnover of teachers in your institution, 22(30%) of the respondents strongly agreed with this statement, 31(42%) of the respondents agreed, 13(18%) of the respondents were neutral, while 8(10%) of the respondents disagreed that the career progression criteria influenced the turnover of teachers in your institution. Hypotheses H4, is strongly supported at 0.003 significance level, demonstrating that Career progression of teachers' influences enrolment of students in private middle level colleges in Kisumu city. The chi square indicated significant associations between ratings of both career progression ($p=0.003$) and teacher turnover.

The interview session established that *most lecturers sought employment in other institutions in order to build on their career.*

Passion for work is a necessity for any successful and committed employee. Teaching is a calling just like other vocations. Many teachers however lack the passion to teach. The young teachers especially in the United States, New York etc look at teaching just as a job not a career. This could be attributed to the fact that teaching lack substantive career progression. Failure to meet employees expectations has been identified as a cause of teacher turnover as expounded on by Maicibi (2003) who argued that although a every part of staff management is motivation, if expectations are raised about progress or potential rewards but which are not met, there will be a subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as

a whole. This will affect teachers' turnover in private middle level colleges which subsequently impact negatively on students' enrolment. Failure to be guaranteed job security is also cited as a cause of teacher turnover in many schools around the globe. The respondents stated that *if the pay could be increased then majority of them would be able to enroll for further studies and attain degrees that would support their career progression*. On whether the turnover of teachers in the institution influenced enrolment of students, the results are presented on table 4.18

Table 4.18: Turnover of teachers in the institution influenced enrolment of students

Respondents	Frequency	Percentage
Strongly agree	130	42
Agree	171	55
Neutral	6	2
Disagree	4	1
Total	311	100

Field survey (2014)

Table 4.18 on whether the turnover of teachers in the institution influenced enrolment of students, 130(42%) of the respondents strongly agreed with this statement, 171(55%) of the respondents agreed, 6(2%) of the respondents were neutral, while 4(1%) of the respondents disagreed that the turnover of teachers in the institution influenced enrolment of students. The chi square confirmed a significant associations between ratings of both teacher turnover ($p=0.003$) and student enrollment. This supported Hypothesis H0 which stated that Teacher turnover can influence students' enrollment in private middle-level colleges in Kisumu City, Kenya.

The interview session established that *students got attached to some lecturers who they believed were more committed and provided quality services to them thus there exist also affected there stay in that particular college*. The respondents further stated that *different teaching methods does affect their understanding of the course especially technical units, syllabus coverage is slow and not easy due to repetition of what was taught by other lecturers*.

According to Maicibi (2003) Failure to meet employee's expectations has been identified as a cause of teacher turnover. Further Maicibi (2003) argued that although every part of staff

management is motivation, if expectations are raised about progress or potential rewards but which are not met, there will be a subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as a whole. This will affect teachers' turnover in private middle level colleges which subsequently impact negatively on students' enrolment. Failure to be guaranteed job security is also cited as a cause of teacher turnover in many schools around the globe. The researcher sought to establish whether the institutions had mechanism to consider the whole staff for career progression. On whether the whole staff was considered for career progression, the results are presented on table 4.19

Table 4.19: Staff considered for career progression

Respondents	Frequency	Percentage
Strongly agree	7	9
Agree	20	27
Neutral	5	7
Disagree	42	57
Total	74	100

Field survey (2014)

Table 4.19 on whether the whole staff was considered for career progression, 7(9%) of the respondents strongly agreed with this statement, 20(27%) of the respondents agreed, 5(7%) of the respondents were neutral, while 42(57%) of the respondents disagreed that the whole staff was considered for career progression. The study findings established that majority of staff were not considered for career progression because most institutions did not facilitate the process.

The interview session established that *most institutions based career progression on the academic qualifications and this was an impediment since most lecturers had not attained much academically.*

The phenomenon of laying off large numbers of teachers in private middle level colleges without clear reasons affects teacher's interest in teaching, kills their morale and cause fear among them. This result into teacher turnover which ultimately impacts negatively on student's enrolment. Robert (2001) noted that for fear of dismissal at anytime, large numbers of teachers have dejected

to the business community. Need to find jobs which better suit teacher's skills and interests could also explain teacher turnover'. The study sought to establish whether there was allocation of funds for career progression in the institution. On whether there was allocation of funds for career progression in the institution, the results are presented on table 4.20

Table 4.20: Allocation of funds for career progression in the institution

Respondents	Frequency	Percentage
Strongly agree	27	36
Agree	6	8
Neutral	5	7
Disagree	36	49
Total	74	100

Field survey (2014)

Table 4.20 on whether there was allocation of funds for career progression in the institution, 27(36%) of the respondents strongly agreed with this statement, 6(8%) of the respondents agreed, 5(7%) of the respondents were neutral, while 36(49%) of the respondents disagreed there was allocation of funds for career progression in the institution. The study findings established that there was no allocation of funds for career progression in institutions thus hampering this process.

The interview session established *that colleges did not have enough revenue to allocate for career progression in the institution.*

Maicibi (2003) in relation to this argued that if employees do not feel adequate in their jobs, they are unlikely to stay for very long on the job. One other aspect of teacher turnover in private middle level colleges is teacher dissatisfaction with their employment. Satisfaction is very important to employees and it determines their loyalty to the organization (college). The study sought to establish whether the allocation of funds influences the turnover of teachers in your institution, the results are presented on table 4.21

Table 4.21: Allocation of funds influences the turnover of teachers

Respondents	Frequency	Percentage
Strongly agree	43	58
Agree	15	20
Neutral	4	6
Disagree	12	16
Total	74	100

Field survey (2014)

Table 4.21 on whether the allocation of funds influences the turnover of teachers in your institution, 43(58%) of the respondents strongly agreed with this statement 15(20%) of the respondents agreed, 4(6%) of the respondents were neutral, while 12(16%) of the respondents disagreed that allocation of funds influences the turnover of teachers in your institution. The study findings established that allocation of more funds would increase the teacher turnover positively.

The interview sessions established that *allocation of funds would heavily influence the turnover of teachers, by slowly down there exist this is because most lecturers career progression would be on track, thus motivating them and equally creating a sense of ownership amongst them.*

Musaazi (2005) confirms this by arguing that employees will leave the organization in order to find jobs which better match their skills and interests. If teachers are not intrinsically motivated, perceive that they lack career progression; they will leave the private middle level colleges to where their interests can be given priority, this scenario will eventually influence students enrolment negatively. Employees can also be de-motivated if they are unclear about their responsibilities or performance standards. The study sought to establish whether the respondents had been considered for career progression, on how many times you have been considered for career progression by your employer, the results are presented on table (4.22)

Table 4.22: Number of times considered for career progression by employer

Respondents	Frequency	Percentage
Once	18	24
Twice	8	11
More than twice	16	22
None	32	43
Total	74	100

Field survey (2014)

Table 4.22 on how many times have you been considered for career progression by your employer, 18(24%) of the respondents stated just once, 8(11%) of the respondents said twice, 16(22%) of the respondents said more than twice, while 32(43%) of the respondents said they have never been considered for career progression. The study findings established that majority of the respondents were never considered for career progression, this could be attributed to the lack of facilitation by institutions.

The interview session established that *most of the respondents had not been considered for career progression*, this observation could be

Maicibi (2003) in relation to this argued that if employees do not feel adequate in their jobs, they are unlikely to stay for very long on the job. One other aspect of teacher turnover in private middle level colleges is teacher dissatisfaction with their employment. The researcher at this stage sought to further explore whether specializations acquired in college was relevant to current service delivery, the results are presented on table 4.23

Table 4.23: Specializations acquired are still relevant to current service delivery

Respondents	Frequency	Percentage
Strongly agree	46	62
Agree	21	28
Neutral	4	6
Disagree	3	4
Total	74	100

Field survey (2014)

Table 4.23 on whether specializations acquired in college still relevant to current service delivery, 46(62%) of the respondents strongly agreed with this statement, 21(28%) of the respondents agreed, 4(6%) of the respondents were neutral, while 3(4%) of the respondents disagreed that specializations acquired in college was relevant to current service delivery. The study findings established that specialization was relevant to the teaching profession and especially the Information and Communication Technology (ICT) sector which kept on changing rapidly.

The interview sessions established that “*the specializations acquired in college were very relevant to the lecturing and that career progression would be important on strengthening the existing specialization*”.

According to Merylin in (2006) on teacher shortage and education in South Africa found out that the most educated had little interest on becoming instructors and mostly struggled for the high government positions as administrators and managers. This is said to have led to acute teacher shortage in South Africa to the extent that the country opted for importation of teachers from other countries including Kenya. In Kenya, the rush for post graduate studies often referred to as diploma disease has prompted the universities to come up with school based and institutional based programmes just to accommodate the teachers many of whom are in other areas of specialization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The current chapter of this study presents the discussion of the results derived from the data presented in Chapter four, the discussion leads into varying conclusions and a number of recommendations are subsequently derived.

5.2 Summary of Findings

The following are the summaries on the findings based on the four objectives that guided the study. The first objective sought to assess the extent to which remuneration of teachers influence enrolment of students in private middle-level colleges in Kisumu city. During the interview sessions the respondents stated that *'They do experience a high lecturer turnover and we associate this to the low salaries awarded to this lecturers, in fact some are so demoralized to the extent that their course delivery is not adequate'*. This observation is in tandem with scholars views, Teachers' salaries are poor compared to other professions like law and medicine or even the public service (Agutu, 2010). There is a lot of documented evidence on the influence of remuneration on teacher turnover in private tertiary colleges. The study established that the majority of lectures were in their mid career stage as indicated by a mean age of 42.21 years (= 8.124). The number of years worked ranged from less than one year to 7 years with a mean of 3.10 years (= 9.289). The respondents had hardly changed employment ($x = 0.62$; = 1.268) and could be attributed to unavailability of proper job openings.

The second objective sought to establish how working conditions in private middle-level colleges in Kisumu city influence students' enrolment. The interview sessions established that most of the lecturers were never available at the institutions on a full time basis, they had either engaged themselves for private tuitions, part time tuitions or other business to improve their earnings. The most common reason given by private middle-level college teachers for voluntarily leaving the teaching profession was that they were dissatisfied with the school. Private middle-level college teachers who voluntarily switched to different schools did so because they were dissatisfied with the work place (Rugene, 2001).On whether respondents

agreed with the form of payment for over time worked, the results are presented on table 4.11. The chi square results revealed that there was statistically significant association between working conditions and student's enrollment at level 0.05 ($\chi^2 = 27.22$; $df = 9$; $p = 0.05$;) and the χ^2 critical value at 0.05 is equal to 16.919. During the interview session the respondents stated that *many students decided to look for other institutions where they could be offered quality affordable services*. Working conditions encompass the duration teachers take interacting with the students as well as the nature of the working environment. Working conditions is a very vital ingredient in any profession. Teacher attrition can be reduced by improving the working environment in schools for everyone; the students, the teachers and even the parents. There is growing evidence that working conditions in private tertiary colleges are different from those in traditional public.

The Third objective sought to assess the influence of teachers' qualification and training on student's enrolment in private middle-level colleges in Kisumu city. The interview session established that *most of the lecturers had a Bachelor's degree and were hoping to proceed for their masters*. In his study on the relevance of Education on job satisfaction in Germany in 2001, Hens found out that, those with higher education felt more confident and satisfied with their occupations. He also found out that the individuals with higher education were able to move from one job to another with a lot of flexibility. The interview session established that *most lecturers were very interested to enroll for further studies however finances limited their enrollment*. The study sought to establish whether teacher's qualification would affect student enrollment. A number of teachers have flooded the universities for further education, with a view to better their salaries especially for those who entered the professions as diploma holders. The TSC does not however have a special job group or favor for the masters holders, except that those with masters in education or subject based areas have two annual increments beyond their counter parts leaving those with masters in other areas with no option but to look for opportunities elsewhere (Machio, 2011).

The fourth objective sought to examine the influence of career progression of teachers on students enrolment in private middle-level colleges in Kisumu city. The interview session established that *students got attached to some lecturers who they believed were more committed and provided quality services to them thus there exist also affected there stay in that particular college*. The respondents further stated that *different teaching methods does affect their*

understanding of the course especially technical units, syllabus coverage is slow and not easy due to repetition of what was taught by other lecturers. The phenomenon of laying off large numbers of teachers in private middle level colleges without clear reasons affects teachers interest in teaching, kills their morale and cause fear among them. This result into teacher turnover which ultimately impacts negatively on student's enrolment. Robert (2001) noted that for fear of dismissal at anytime, large numbers of teachers have dejected to the business community. Need to find jobs which better suit teacher's skills and interests could also explain teacher turnover.

5.3 Conclusion

The first objective sought to assess the extent to which remuneration of teachers influence enrolment of students in private middle-level colleges in Kisumu city. The researcher concluded that, there was need to improve the remuneration of teachers this should be in line with the rising cost of living.

The second objective sought to establish how working conditions in private middle-level colleges in Kisumu city influence students' enrollment. The researcher concluded that, there was need to improve the working conditions of lectures in order to motivate them and attract more students to these colleges as a result of the quality services that will be impacted by the lecturers.

The Third objective sought to assess the influence of teachers' qualification and training on student's enrolment in private middle-level colleges in Kisumu city. The researcher concluded that, colleges should endeavor to offer a better remuneration and opportunity for qualified lectures this is important in order for the colleges not to release incompetent students in to the labor market.

The fourth objective sought to examine the influence of career progression of teachers on student's enrolment in private middle-level colleges in Kisumu city. The researcher concluded that, career progression for lectures is a must and also they should be encouraged to strengthen their specialized areas in order to provide quality service.

5.4 Recommendations

In line with the first objective the researcher recommended that, Colleges should better their remuneration for lecturers this can be done if these institutions improve on their revenue collection by adopting new revenue streams and marketing their services well.

The researcher recommended on the second objective that, institutions should improve on their management and improve the working conditions of employees by cutting costs of running this institutions and hiring competent lecturers. Equally training programmes for teachers should be restructured in such a way that the teachers will have adequate time to deliver quality services.

The researcher recommended on the Third objective that, colleges should hire competent and qualified lecturers, who can deliver by providing quality services to the students. Equally Provisions should be made for lecturers to be able to integrate simulation-based methodology into their lectures, and also, all classrooms should be equipped with necessary infrastructure in order to enhance the skills and positive attitude that the student teachers already have.

The researcher recommended on the fourth objective that, to change the lecturers' perceptions about the teaching careers, there is need for clearer career progression methods that would attract both male and female lecturers.

5.5 Suggestions for Further Research

The researcher's point of departure was that the study should be replicated in other Counties throughout the country in order to establish a comparative study on the factors influencing teacher turnover on students' enrolment in private middle-level colleges.

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Appendix I:

LETTER OF TRANSMITTAL

GORDON OWUOR MANGICHO

TEL: +254 721676826

Dear Respondent,

RE: REQUEST FOR QUESTIONNAIRE ADMINISTRATION

The above refers. I am a final year Master of Arts student in Project Planning and Management of the University of Nairobi. As part of the requirements for the course, I am undertaking a study on: *“Influence of Teacher Turnover on Students Enrolment in Private Middle Level Colleges in Kisumu City, Kenya”*.

You have been nominated to participate in this study and your participation is purely voluntary. If you choose to participate, please provide accurate and honest answers as much as possible. As a measure of confidentiality, your name will not be required.

Thanks in advance for your support.

Yours faithfully,

Gordon Owuor Mangicho

Student – UON

To what extent does the remuneration of teachers influence enrolment of students in private middle-level colleges in Kisumu city

Appendix II:

TEACHERS' QUESTIONNAIRE

Introduction

I am, **Gordon Owuor Mangicho**, a student at the University of Nairobi pursuing this research for the degree in Masters of Arts in Project Planning and Management. For the purpose of fulfillment of my degree requirements, I kindly request you to fill the questionnaire to the best of your knowledge with sincerity. My topic of research is *“Influence of Teacher Turnover on Students Enrolment in Private Middle Level Colleges in Kisumu City, Kenya”*. The information given by you will be confidentially treated and only used for the said purpose.

SECTION A

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Instructions

The purpose of this section is to solicit information on demographic characteristics of respondents. Please answer the questions honestly. You are humbly requested to tick () in the appropriate box or give brief opinion where necessary.

1. Name of the institution?
2. What is your gender?
Male [] Female []
3. Which age bracket does your age fall?
20-30 [] 30-40 [] 40-50 [] Over 50 []
4. What is your highest academic qualification?
Certificate []
Diploma []
Degree []
Masters []
PhD []

SECTION B

TEACHERS RENUMERATION AND STUDENTS' ENROLMENT

Instructions

The purpose of this section is to solicit the perceptions, views, opinions and insights of respondents on influence of Teachers Remuneration on Students Enrolment in Private Middle Level Colleges in Kisumu City, Kenya. Please answer the questions honestly. You are humbly requested to tick (√) in the appropriate box or give brief opinion where necessary.

1. What is your basic salary (Kshs.)?

- Below 15000 []
- 15 000 – 30 000 ||
- 30 001 – 35 000 ||
- 35 001 – 40 000 ||
- Above 40 000 ||

2. How much are your allowances in Kshs?

- Below 6000 []
- 6 000 - 12 000 ||
- 12 001 – 15 000 ||
- 15 001 – 20 000 ||
- Above 20 000 ||

3. a) Are you satisfied with your place of work?

- Yes ||
- No ||

b) If yes, what reasons makes you to be satisfied in your place of work?

.....
.....
.....
.....

c). If no, what reasons makes you to be dissatisfied in your place of work?

.....

4. Please indicate your level of agreement/disagreement to the following statement
 Better remunerations offered to teachers’ in private middle level colleges encourage
 access and retention of students in the institutions.

Strongly agree [] Agree [] Don’t know [] Disagree [] Strongly disagree []

SECTION C

WORKING CONDITIONS AND STUDENTS ENROLMENT

Instructions

The purpose of this section is to solicit the perceptions, views, opinions and insights of respondents on influence of Working Conditions on Students Enrolment in Private Middle Level Colleges in Kisumu City, Kenya. Please answer the questions honestly. You are humbly requested to tick (√) in the appropriate box or give brief opinion where necessary.

5. How many hours do you work per day?
 - Utmost 8 ||
 - More than 8 ||

6. Do you agree with the form of payment for over time worked?
 - Yes ||

 - No ||

7. What is the population of students in your college?
 - Less than 500 ||
 - 500 – 1000 ||
 - More than 1000 ||

8. To what extent do the prevailing working conditions in private middle level colleges influence student's enrolment?

Very large extent [] Large extent [] Small extent [] Does not []

SECTION D

TEACHERS QUALIFICATION AND TRAINING AND STUDENTS ENROLMENT

Instructions

The purpose of this section is to solicit the perceptions, views, opinions and insights of respondents on influence of Teachers Qualification on Students Enrolment in Private Middle Level Colleges in Kisumu City, Kenya. Please answer the questions honestly. You are humbly requested to tick (√) in the appropriate box or give brief opinion where necessary.

9. What was your qualification when you joined teaching in the private middle level college?

- Diploma
- Bachelors
- Masters

10.a) Have you enrolled for further studies?

- Yes
- No

b) If No. in (11) do you intend to enroll for further studies?

- Yes
- No

If yes, what is your plan after its completion?

.....

.....

.....

.....

11.a) In your view, do teachers' qualification and training have any effect on enrolment of students in private middle level colleges?

Yes No

b) If yes, briefly explain the effect?

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SECTION E

TEACHERS' CAREER PROGRESSION AND STUDENTS ENROLMENT

Instructions

The purpose of this section is to solicit the perceptions, views, opinions and insights of respondents on influence of Teachers' Career Progression on Students Enrolment in Private Middle Level Colleges in Kisumu City, Kenya. Please answer the questions honestly. You are humbly requested to tick (✓) in the appropriate box or give brief opinion where necessary.

12.a) Are there any challenges faced in carrying out career progression in your institution?

Yes No

b) If yes, state some of the challenges

.....
.....
.....
.....
.....

c) Does the stated challenges impact on the enrolment of students in your institution?

.....
.....
.....

13.a)What criteria are used to enable one to be considered for career progression?

.....
.....
.....

b) Do these criteria influence the turnover of teachers in your institution?

Yes [] No []

c) Does the turnover of teachers in your institution influence enrolment of students?

Yes [] No []

d) If yes, briefly explain

.....
.....
.....

14. a) Is the whole staff considered for career progression?

Yes [] No []

b) If No, state the reasons

.....
.....
.....

15.a) Is there allocation of funds for career progression in your institution?

Yes [] No []

b) If yes, how is it allocated?

.....
.....
.....

c) Does this allocation of funds influence the turnover of teachers in your institution?

.....
.....
.....
.....

16. a) How many times have you been considered for career progression by your employer?

None [] Once [] Twice [] More than twice []

b) How does this consideration for your career progression impact on students' enrolment?

.....
.....
.....
.....

17.a) Are specializations acquired in college still relevant to current service delivery?

Yes [] No []

b) If No, briefly explain

.....
.....
.....
.....

c) Does this scenario motivate your exit from teaching?

.....
.....
.....
.....

d) How does this impact on the continuity of students in your institution?

.....
.....
.....
.....

Please complete the following questionnaire on a Likert scale of 1 to 5
1-Strongly Agree 2-Agree 3-Don't Know, 4-Disagree 5-Strongly Disagree

Mark by cross (x) the option applicable to you

Item	Construct	1. Strongly Agree	2. Agree	3. Don't know	4. Disagree	5. Strongly disagree
18	Staff is aware of all the learning opportunities available to them to improve their career progression					
19	There is in- service training for teachers					
20	Career progression is to improve teachers skills in relations to students performance					
21	Career progression of teachers ensures continuity of students in middle level colleges					
22	There is opportunity for Career growth and other professional development.					
23	Lack of career progression of teachers encourage their exit from private middle level colleges					

Appendix III:

INTERVIEW GUIDE FOR PRINCIPALS

Instruction:

Please respond to the following questions with utmost honesty by ticking (√) in the appropriate box or giving brief explanation where necessary. Your answers will be treated with confidentiality for the purpose of assessing the influence of teacher turnover on student enrollment in private middle level colleges in Kisumu City.

1. Age of the respondent

2. Level of education

4. a) Do you reward good performance of teachers and students?

Yes [] No []

b) If yes in (a) does these rewards influence the continued stay of students in college?

5. a) Do teachers exit from private middle level colleges?

Yes [] No []

b) If yes, what reasons (push factors) are responsible for their exit?

.....
.....
.....
.....

c) Does exodus (turnover) of teachers from private middle level colleges affect access and retention of students in the institutions?

.....
.....
.....
.....

Appendix IV:
INTERVIEW GUIDE FOR STUDENTS

Instruction:

Please respond to the following questions with utmost honesty by giving brief explanation where necessary. Your answers will be treated with utmost confidentiality.

1. Age of the Student.....
2. Gender of the Student.....
3. Level of Education.....
4. Which Course do you undertake?
5. Do you have enough teachers for your course?
6. Do teachers frequently attend their lessons?
7. Have you noticed change of teachers during the course duration.....
8. How often does that happen?
9. a) Has that affected your continued stay in the college?
- b) If yes, briefly explain?
-
11. Do you think the situation affects other students too?
12. If yes in (11) above how?
13. Does lack/inconsistency of teachers affect your access/retention in the private middle level colleges?
.....
.....
.....
.....

Thank you for taking your time to participate in this study

Appendix V:

Table of Sample Size Selection

Size of population of:	Precision (e)			
	$\pm 3\%$	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
500	A	222	145	83
600	A	240	152	86
700	A	255	158	88
800	A	267	163	89
900	A	277	166	90
1000	A	286	169	91
2000	714	333	185	95
3000	811	353	191	97
4000	870	364	194	98
5000	909	370	196	98
6000	938	375	197	98
7000	959	378	198	99
8000	976	381	199	99
9000	989	383	200	99
10000	1000	385	200	99
15000	1034	390	201	99
20000	1053	392	204	100
25000	1064	394	204	100
50000	1087	397	204	100
100000	1099	398	204	100
>100000	1111	400	204	100

Source: Glenn, D. Israel (1992)

Appendix VI:

Target Population of Students in Private Middle Level Colleges in Kisumu City, Kenya

S/NO	Name of Institution	Total no. of Students	Sampled Students
1.	African Institute of Research & Development	300	27
2.	Emmanuel Computer College	98	09
3.	Inra- Global Institute	30	03
4.	International School of Medicine Technology	154	14
5.	Kanaan International College	132	12
6.	Kenya Associates of Professional Counselors	70	06
7.	Kenya Institute of Public Health	197	18
8.	Kisumu County Technical College	56	05
9.	Lake Institute of Hotel& Tourism Management	148	13
10.	Lake Institute of Tropical Medicine	843	77
11.	Lutheran Technical Training Institute	45	04
12.	Manami Computer & Mgt. Training Institute	20	02
13.	Nairobi Aviation College	746	68
14.	Pambo Hairdressing & Beauty College	30	03
15.	Paul Mark Training Institute	52	05
16.	Reach out Media College	58	05
17.	Temak College	27	03
18.	Thika School of Medical and Health Sciences	85	07
19.	Western College of Professional Studies	40	04
20.	X-elle College of Technology	60	05
Total		3191	290

Source: Ministry of Higher Education Science and Technology, Kisumu County (2014)

Appendix VII:

Target Population of Teaching Staff and Principals in Private Middle Level colleges in Kisumu city, Kenya

S/No.	Name of Institution	No. of Teachers	Teachers Sampled	Principals
1.	African Institute of Research & Devt	22	05	01
2.	Emmanuel Computer College	06	01	01
3.	Intra- Global Institute	10	02	01
4.	International School of Medicine & Technology	21	04	01
5.	Kanaan International College	12	03	01
6.	Kenya Associates of Professional Counselors	14	03	01
7.	Kenya Institute of Public Health	06	01	01
8.	Kisumu County Technical College	10	02	01
9.	Lake Institute of Hotel & Tourism Mgt.	16	03	01
10.	Lake Institute of Tropical Medicine	41	09	01
11.	Lutheran Technical Training Institute	09	02	01
12.	Manami Computer & Mgt. Training Institute	04	01	01
13.	Nairobi Aviation College	34	07	01
14.	Reach out Media College	06	01	01
15.	Pambo Hairdressing & Beauty College	03	01	01
16.	Paul Mark Training Institute	08	02	01
17.	Temak College	05	01	01
18.	Thika School of Medical and Health Sciences	08	02	01
19.	Western College of Professional Studies	14	03	01
20.	X-elle College of Technology	05	01	01
Total		254	54	20

Source: Ministry of Higher Education Science and Technology, Kisumu County (2014)

**APPENDIX VIII
RESEARCH AUTHORIZATION (UoN)**



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
KISUMU CAMPUS**

Our Ref: UON/CEES/KSM/4/13

Your Ref:

Telephone: 057-2021534 Ext. 28626

University of Nairobi Plaza
Oginga Odinga Street,
P.O. Box 825,
KISUMU, Kenya.

09th July, 2014

TO WHOM IT MAY CONCERN

RE: GORDON OWUOR MANGICHO- REG NO: L50/83561/2012

This is to confirm to you that the above named **Gordon Owuor Mangicho** is a student of the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education undertaking Masters in Project Planning and Management in Kisumu Campus and he has successfully completed his course work and examinations as required.

In partial fulfilment of the requirements for the Masters in Project Planning and Management, **Gordon** is undertaking research for his Masters Project. We therefore request you to allow him access the data/information he may need for the purpose of his study. Any assistance, information or data collected is needed for academic purposes only and will therefore be treated in strict confidence.

We would appreciate any assistance that may be given to him to enable his carry out the study.

Thank you.

Dr. Raphael O. Nyonje, PhD
RESIDENT LECTURER
KISUMU CAMPUS



APPENDIX IX

RESEARCH AUTHORIZATION (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

15th August, 2014

NACOSTI/P/14/6635/2684

Gordon Owuor Mangicho
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of teacher turnover on student enrolment in private middle level colleges in Kisumu City, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **30th September, 2014.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, DGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kisumu County.

APPENDIX X RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. GORDON OWUOR MANGICHO
of UNIVERSITY OF NAIROBI, 1888-40100
kisumu, has been permitted to conduct
research in Kisumu County
on the topic: INFLUENCE OF TEACHER
TURNOVER ON STUDENT ENROLLMENT
IN PRIVATE MIDDLE LEVEL COLLEGES IN
KISUMU CITY, KENYA
for the period ending:
30th September, 2014

Applicant's Signature _____


Secretary _____

National Commission for Science, Technology & Innovation

Permit No. : NACOSTI/P/14/6635/2684
 Date Of Issue : 15th August, 2014
 Fee Received : USD 11.11

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. **A 2871**

CONDITIONS: see back page