

**EFFECT OF RECRUITMENT AND SELECTION PRACTISES ON RETENTION
OF TEACHERS IN INTERNATIONAL PRIMARY SCHOOLS IN NAIROBI
COUNTY**

BY

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DECLARATION

Student declaration;

This research project is my original work and has not been presented for a degree in any other university. No part of this thesis may be produced without the prior written permission of the author and/or the University of Nairobi.

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D61/74907/2012

Supervisor's Declaration

This research project has been submitted for examination with my approval as the University Supervisor

Signature: ----- Date: -----

Dr. Florence Muindi

DEDICATION

This work is dedicated to my family for their support.

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My appreciation and gratitude goes to all those that contributed tremendously towards completion of this research proposal. First, I am very grateful to my University Supervisor Dr. Florence Muindi for the tireless assistance, high quality, invaluable support and keenness on details, experience and initiatives which guided me in enriching and completing this research proposal.

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ABSTRACT

Recruitment and selection are essential tools in assisting the human resource managers and the entire company to hire the right people and retain them. Whereas a myriad of studies on teacher retention majorly focus only on other HR factors like general employee compensation benefits, the relationship between HR practices and employee retention in organisations, minor focus has been shed on the effect of recruitment and selection on retention of teachers especially in the international primary schools. Occasioned by the aforementioned gap in local literature, the present study sets out to evaluate the Effect of Recruitment and Selection Practices on Retention of teachers in International Primary Schools in Nairobi County. This study took the descriptive research design. The population in this study is all of the 50 listed international primary schools in Nairobi County. A sample size of 128 respondents in various positions across the top and middle work levels was sampled proportionately from the institutions. The study used primary data which was largely quantitative, collected by use of questionnaires. Both descriptive and inferential statistics was in data analysis. Descriptive analysis involved the use of frequencies in their absolute and relative forms (percentage) whereas inferential statistics showed the nature and magnitude of relationships established between the independent and dependent variables using regression analysis to make inferences from the data collected to more generalized conditions. Mean and standard deviations were also be used as measures of central tendencies and dispersion respectively. Both Pearson Correlation and regression analysis were performed in inferential statistics. Findings on the effect of recruitment on retention it was concluded that recruitment channels meaningfully influence retention in international primary schools in Nairobi County, key among them of which include; personal connections, institution websites, Press media (e.g. newspapers or magazines) and public agencies. The outcomes further reveal that Selection Practices significantly influence retention of teachers in international primary schools in Nairobi County, majorly through such channels as interviews, IQ tests, personality tests and work sample tests and job knowledge tests. The study also concludes that to a large extent, aspects of employee retention influence teacher retention in international primary schools in Nairobi County key aspects of which include; good system of establishing productive communications between employees and senior management, existence of a corporate code of the institution and provision of employment benefits.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

HRM activities play a major role in ensuring that an organization will prosper and succeed. In most organizations, such success is measured by the balance of such complementary characteristics as reaching goals, employing the skills and abilities of employees efficiently, and ensuring the influx and retention of well-trained and motivated employees (Gberevbie, 2010). A reasonable conception of the hiring process, which creates the context in which selection takes place has particularly been touted in recent literature as a key HRM practice determining a series of outcomes that matter to both individuals and organizations, key among which employee retention (Richard et al., 2009). Recruitment and selection are essential tools in assisting the human resource managers and the entire company to hire the right people and retain them (O'Brien, 2012). While it is understood and accepted that poor recruitment and selection decisions continue to affect organizational employee retention, many institutions across diverse jurisdictions have not identified and implemented effective hiring strategies (Hellriegel & Slocum, 2011).

Various theories address employee needs and have been advanced by a number of authors as the basis of retention strategies in organizations. Most notably, Attraction-Selection-Attrition (ASA) Theory sheds light on organizations being able to find, employ and maintain the right people with the right knowledge, abilities and skills in the right numbers. Vrooms Expectancy theory also provides guidelines for enhancing employee motivation by altering the individual's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences. Several practical implications of expectancy theory are described next (Greenberg, 2011; Hellriegel & Slocum, 2011).

Better academic performance in International schools have long been associated with effective teaching attributed to more teacher presence and teaching activity, and teaching approaches that are more likely to lead to improved outcomes than in public schools. Some evidence supports the explanation that this is due to increased accountability of teachers to employers in International schools (Ohara, 2012). However, much of the

evidence reviewed also indicates that International school teachers are often less formally qualified, have low salaries and weak job security, leading to significant turnover among the International school teachers (Pal and Kingdon, 2010). The role of recruitment practices in this phenomenon however remains largely unexplored. In view of teacher effectiveness in these schools therefore, it is paramount to keep turnover low.

1.1.1 The Concept of Recruitment and Selection

Several definitions of recruitment and selection have been proposed over the last two decades. For example (Subramaniam et al., 2011) defined recruitment as encompassing all organizational practices and decisions that affect either the number, or types, of individuals that are willing to apply for, or to accept, a given vacancy. A similar definition has been offered by (Vlachos, 2009). On the other hand, Dessler (2007) defines selection as the process of matching people and jobs; the decision-making process in hiring it typically involves multiple interviews and interviewer ratings, and it may make use of performance tests and assessment centers. According to Subramaniam et al. (2011) employee recruitment and selection is the "process of collecting and evaluating information about an individual in order to extend an offer of employment."

Therefore, employee recruitment and selection involve those organizational activities that influence the number or types of applicants who apply for a position and affect whether a job offer is accepted. Emphasizing the strategic importance of these functions, Kundu (2007) defined the concept as actions and activities taken by an organisation in order to identify and attract individuals to the organization who have the capabilities to help the organisation realize its strategic objectives. There is a fairly extensive body of research focused on explaining the success of individual recruits selected based on factors such as the choice of recruiting techniques (Dessler, 2007; Arsad, 2012).

Employee recruitment and selection are hence part of the overall staffing process of the organization, which also includes human resource (HR) planning, recruitment, and retention activities. By doing human resource planning, the organization projects its likely demand for personnel with particular knowledge, skills, and abilities (KSAs), and compares that to the anticipated availability of such personnel in the internal or external labor markets (Vlachos, 2009).

1.1.2 The Concept of Employee Retention

Employee retention is the most critical issue facing the corporate sector. This is as a result of the shortage of skilled labor, poor economic growth and high employee turn-over. According to AL-Qudah et al. (2014), retention is the ability to hold onto those employees that an organization needs to keep for a longer period than its competitors. Organizations need talented employees for maintaining the sustainable competitive advantage and individuals require career opportunities to develop and grow their competence (De Waal and Frijns, 2011). Many researchers have admitted that, retention is a complex concept and there is no single policy for keeping employees within a company. In literature, retention has been viewed as “an obligation to continue to do business or exchange with a particular company on an ongoing basis” (Pathak, et al., 2011).

Retention is a systematic effort that is focused not only on retaining an organization’s talented performers but also to create and foster a welcoming work environment and high-retention organizational culture. The result is an organization that operates more effectively and efficiently, while becoming a great place to work (Koech, 2011). Studies have indicated that retention is driven by several key factors, which ought to be managed jointly: these are organizational culture, communication, strategy, competitive salaries and benefits, flexible work schedule, favorable work design and career development systems (Apospori et al., 2008).

Employee retention issues are emerging as the most critical workforce management challenges of the immediate future. Researchers have shown that in the future, successful organizations will be those which adapt their organizational behavior to the realities of the current work environment where future success depend upon innovation, creativity and flexibility (Steiss, 2012). In fact, the dynamics of the work environment will have to reflect a diverse population which is comprised of individuals whose motivation, beliefs and value structures differ vastly from the past and from one another. This phenomenon is especially true in light of current economic uncertainty and following corporate downsizings when the influence of losing highly productive employees increases rapidly (Pathak, et al., 2011).

Critical analysis of workforce trends points to an impending shortage of highly-skilled employees who possess the requisite knowledge and ability to perform at high levels; meaning that organizations failing to retain high performers will be left with an understaffed, less qualified workforce that ultimately hinder their ability to remain competitive (Richard et al., 2009) with managers facing a difficult challenge of motivating and generally falls as employees become distracted, confused and preoccupied with potential outcomes immediately following an organizational transition. However, despite the vast literature on employee turnover, which is aimed at identifying factors that cause employees to quit (Mathis and Jackson, 2012), much less is known about the factors that compel employees to remain longer with organizations.

1.1.3 International Primary Schools in Nairobi County

The International Primary schools is a school that promotes international education in an international environment by adopting a curriculum such as of Cambridge or British. International schools cater for students who are not nationals of the host country for instance expats who come to Kenya for work purpose. (exparts-quotes.com) among others are German, French, Japanese schools. To consider a school international, it has to follow international curriculum different from the host country. (Association on International schools). The Association of international schools is based at ISK Nairobi.

They also offer a different system of education similar to the British system of education with ordinary level exams, "O-levels" taken at the end of 4 years of secondary school and advanced levels "A-levels", taken after two years of high school. Primary instruction may be any language (and multiple languages are usually taught), but it is usually in English (M.Rimardi, C.Hayes, InterNations Kenya). The International schools provide similar standards of schooling around the globe, providing for an easy transition of pupils between schools worldwide compared to those in the 8-4-4 curriculum schools.

The process of recruitment, selection and retention of teachers in this school system is highly competitive as candidates especially from abroad are considered highly skilled and of excellent education backgrounds and qualifications as compared to local candidates. Recruitment processes are mostly done online, subject to approvals by school boards

during selection. Competency is a crucial determinant of retention in international school system as opposed to other human resource factors such as pay and recognition in the local school system, mainly because teachers in international schools are paid relatively competitively (Dessler, 2007).

1.2 Research Problem

Recruitment and selection is about finding the best source, hiring the best talents and keeping the organization competitive on the job market and retain its best employees. This process helps to set and achieve the right limits. Through effective recruitment and selection practices, the organization can maximize the probability that its new employees will have the necessary knowledge, skills and abilities (KSAs) to do the jobs they were hired to do. Thus, employees recruitment and selection are two major ways (along with orientation and training) to make sure that new employees have the abilities required to do their jobs. It also provides the base for other HR practices that motivates workers to exert the effort needed to do their jobs effectively and eventually retain them.

The research on recruitment and retention in educational literature has consistently identified a variety of variables as significant in candidate decisions. In this research has been fragmented and has often focused only on single variables in a complex process. Ingersoll (2001b) advanced the educational research considerably when he examined comprehensive, nationally representative teacher data on a broad range of variables. Mancuso (2010) adapted the variables of Ingersoll's study to the international setting and investigated teacher turnover in international schools, providing a similarly broad view of the same issue in different context. To date, however, very limited research exists for the related process of teacher recruitment in the international setting, a deficiency noted by researchers in the field (Wood, 2007).

Locally, Koech (2011) studied factors that influence teacher turnover in Baringo District secondary schools and concluded that job satisfaction is an essential element for the maintenance of the workforce numbers of any organization, while Susu (2008) explored the factors contributing to teacher turnover in primary school in Sigor Division, Bomet District. It was equally concluded that remuneration, career advancement and working

conditions were the domains mostly responsible for the teacher turnover in Baringo district secondary schools. Even in the general educational literature, recruitment has generally been secondary to studies of teacher turnover (Allen, 2005; Guarino et al., 2006).

Likewise, a myriad of studies on teacher retention majorly focus only on other HR factors like general employee compensation benefits, the relationship between human resource practices and employee retention in public organisations with minor focus on the effect of recruitment and selection on retention of teachers in international primary schools. If retaining good teachers is important to schools, then the recruitment and selection practices applied are equally important. Thus the need remained to conduct a broad, internationally representative study of the spectrum of recruitment and selection variables to guide international schools in this critical process.

1.3 Research Objective

To investigate the effect of recruitment and selection practices on retention of teachers in international primary schools in Nairobi County.

1.4 Value of the Study

The study will be of utmost benefit to a variety of users. International primary schools will particularly benefit from the study as the same will provide insights on the most effective recruitment practice in teacher retention in view of the important role teachers play thereof.

The Ministry of Education, Science and Technology will also find the study resourceful as pertinent policy makers will be better informed on the right recruitment strategies to be deployed in International primary schools. Academician undertaking similar studies will also find this study a useful reference material as regards empirical literature. The study will also contribute to the theoretical debate around recruitment practices and teacher retention. The findings of this study have relevance both to the recruiting literature and to school practices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews both theoretical and empirical literature pertaining to the study problem. Whereas the theoretical literature focuses on the theories and models underpinning the study, the empirical literature reviews previous scholarly work in relation to the present study's research objectives. The contributions of previous scholars as well as the gaps thereof are also explored.

2.2 Theoretical Foundation

Various theories underpin the understanding of the effect of recruitment and selection on retention of teachers in international primary schools. Prominent among these theories and of particular relevance to the present study include Attraction-Selection-Attrition (ASA) Theory, and Vroom's Expectancy theory.

2.2.1 Attraction-Selection-Attrition (ASA) Theory

Schneider et al. (1995) opine that if an organization is able to find and employ the right people with the right knowledge, abilities and skills in the right numbers, the organization is immeasurably better placed to deal with the opportunities and threats arising from their operating environment than competitors who are always struggling to build and maintain their workforce. Edwards (1994) concurs that the starting point of successful strategies is acquiring, retaining and developing resources of at least threshold standards and it is applied to people as a resource. Vroom (1966) emphasizes that recruitment is a search for qualified people to apply for existing job position or newly created ones.

He further identifies the process of recruitment as critical "The process cannot be started until the organization decides what type of employees are required and how many". Further, based on attractions election- attrition (ASA) theory (Schneider et al., 1995), argues that effective selection systems should produce high person-organization fit, enhancing employee attachment to the organization. Also, employee awareness of rigorous hiring and practice of due diligence during hiring may enhance personal

competence perceptions, and evidence shows that perceived personal competence is strongly related to commitment (Edwards, 1994). This suggests that the process of recruitment can enhance employee commitment. Prior research supports

2.2.2 Expectancy Theory

Expectancy theory is widely used in turnover management (Vroom 1964, Porte & Lawler 1968). Basic to the idea of expectancy theory is the idea that people join organizations with expectations and if these expectations are met they will remain in the organization (Daly and Dee, 2006). According to turnover and performances frameworks developed from this theory decisions to stay or leave an organization can be explained by examining relationships between structural, psychological, and environmental variables. Empirical studies (Johnsrud & Rosser, 2002; Zhou & Volkwein, 2004; Daly & Dee, 2006) employ the model of employee intent to stay that is grounded on expectancy theory which includes structural, psychological and environmental variables. Structural variables include, work environment, autonomy, communication, distributive justice and workload. Psychological variables include job satisfaction and organizational commitment and the environmental variables include availability of job opportunities. However, Sutherland (2004) established that job satisfaction and organizational commitment do not necessarily lead to loyalty, long defined as the intention to remain with the employer.

2.3 Recruitment and Selection Practices

Selection must be differentiated from recruitment, though these are two phases of employment process. Recruitment is considered to be a positive process as it motivates more of candidates to apply for the job. It creates a pool of applicants. It is just sourcing of data. While selection is a negative process as the inappropriate candidates are rejected here. Recruitment precedes selection in staffing process. Selection involves choosing the best candidate with best abilities, skills and knowledge for the required job (Woodward, 2010).

During the recruitment phase of staffing, the organization attempts to establish contact with potential job applicants by job postings within the organization, advertising to attract external applicants, employee referrals, and many other methods, depending on the type of

organization and the nature of the job in question. Employee selection begins when a pool of applicants is generated by the organization's recruitment efforts (Kayuni & Tambulasi, 2007). During the employee selection process, a firm decides which of the recruited candidates will be offered a position. Effective employee selection is a critical component of a successful organization. How employees perform their jobs is a major factor in determining how successful an organization will be. Job performance is essentially determined by the ability of an individual to do a particular job and the effort the individual is willing to put forth in performing the job (Arsad, 2012).

2.3.1 Recruitment Practices

Recruitment can be defined as “the process of generating a pool of capable people to apply for employment in an organization” (Gold, 2003: 221). In other words, the recruitment process provides the organisation with a pool of potentially qualified job candidates from which judicious selection can be made to fill vacancies. Newell (2005: 121-123) suggested that organizations should firstly make a decision whether to recruit internally or externally.

The demand for international teachers has increased steadily over recent decades driven by the establishment of new schools and the continued growth of already established schools. International educational journals reported that from 2000-2008 the number of English-language international schools more than doubled (Brummit, 2009). Such growth has continued with researchers reporting 5,619 international schools world-wide with 2,585,413 students in 2010 (Woodward, 2010). Asia, for example, is one of the fastest growing markets for international schools, with 2,931 schools reported by 2010. This figure accounts for 52% of the total of international schools (Woodward, 2010). This regional growth of the international school market is in part due to the burgeoning growth of many Asian economies in the new century.

The economic boom has fueled both the increase in expatriate residents in the region and the number of host-country citizens with the financial means and desire to send their children to international schools. It has also fueled an increase of for-profit schools owned by host-country nationals for these students (Woodward, 2010).The candidate pool for

teachers in these international schools has not kept pace with this increasing demand, thus creating an increasingly competitive market for recruiting (Broman, 2006). Administrators and recruiting agency representatives believe that most recruiting fairs in recent years have had inadequate pools of qualified candidates (T. Hawkins, personal communication, October 15, 2009; R. Krajczar, personal communication, October 31, 2009; J Larsson, personal communication, November 1, 2009; H. Lyso, personal communication, November 1, 2009). Though attrition in international schools has not been fully documented, one study suggested higher attrition rates in the Near East South Asia region than in U.S. private schools (Mancuso, 2010). If true, this trend would exacerbate the shortage of teachers.

Regardless of which is the case, the increase in new schools will continue to cause increased competition for candidates (T. Hawkins; R. Krajczar; J. Larsson; H. Lyso). Responding to this challenge, the Association for the Advancement of International Education (AAIE) organized a high profile task force to investigate ways to increase international teacher recruitment pools. Other experts have echoed this call to increase applicants for international jobs (Hayden, 2006). Though the economic crisis of 2008-09 appeared to have increased the candidate pool (Broman, 2009; *The International Educator*, 2009), practitioners expect that increasing numbers of schools in the market ensures increased competition for recruits (Brummit, 2009; T. Hawkins; R. Krajczar; J. Larsson; H. Lyso).

Iles and Salaman (2009) when referring to recruitment methods state that “the actual channel or vehicles used to attract candidates also seem to influence whether the right kinds of applicants are encouraged to apply, and to persist in their application”. Many empirical studies have been conducted to reveal the recruitment methods used international education systems. In general, the major sourcing options for recruiting talent include: building relationship with educational agencies, internships, recruiters, internet, current employee referral, job fairs, and networking at conferences and trade shows (Stokes, 2010).

Also related to the success of a recruitment process are the strategies an organisation is prepared to employ in order to identify and select the best candidates for its developing pool of human resources. Organisations seeking recruits for base-level entry positions often require minimum qualifications and experience. These applicants are usually recent high school or university/ technical college graduates many of whom have not yet made clear decisions about future careers or are contemplating engaging in advanced academic activity. At the middle levels, senior administrative, technical and junior executive positions are often filled internally. The push for scarce, high-quality talent, often recruited from external sources, has usually been at the senior executive levels. Most successful institutions therefore utilize both mechanisms to effect recruitment to all levels (Schuler, Randall S, 1987).

Recruitment may be conducted internally through the promotion and transfer of existing personnel or through referrals, by current staff members, of friends and family members. Where internal recruitment is the chosen method of filling vacancies, job openings can be advertised by job posting, that is, a strategy of placing notices on manual and electronic bulletin boards, in company newsletters and through office memoranda. Referrals are usually word-of-mouth advertisements that are a low-cost-per-hire way of recruiting (Terpstra & Rozell, 2008).

Internal recruitment does not always produce the number or quality of personnel needed; in such an instance, the organisation needs to recruit from external sources, either by encouraging walk-in applicants; advertising vacancies in newspapers, magazines and journals, and the visual and/or audio media; using employment agencies to 'head hunt' advertising on-line via the Internet; or through job fairs and the use of college recruitment (Fisher, 1993).

Job posting refers to the practice of publicizing an open job to employees (often by literally posting it on bulletin boards) and listing its attributes, such as criteria of knowledge, qualification, skill and experience (Dessler, Gary, 2000). The purpose of posting vacancies is to bring to the attention of all interested persons (inside or out of the organisation) the jobs that are to be filled. Posting vacancies externally through the

various arms of the media or via employment agencies reaches a wider audience and may turn up a greater number of potential candidates from which the organisation can choose. At the same time, this method is relatively expensive and time-consuming as the organisation works through initial advertisements, short-listing, interviewing and the other processes that precede selection.

Even then, there is no guarantee that the results will be satisfactory to the organisation, since the cost of advertising often limits the frequency and duration of the job posting, as well as the amount of information made available, thus making it difficult for a job seeker to accurately judge the worth of the position being offered. In addition, the organisation may hire a candidate who fails to live up to the high potential displayed during the selection process.

Public agencies are gaining in popularity, especially in the search for management level/executive talent. Recruiting via this medium is expensive, whether the organisation uses a contingency firm or has one on retainer. Executive search firms tend to match candidates to jobs faster than most organizations can, on their own, primarily because the recruiting firms/employment agencies possess larger databases of, and wider access to, persons (whom they may themselves have placed) and have a greater awareness of the location of competencies needed by the client agencies (Burleigh, 2013).

Internet recruitment services including recruitment websites and job search engines used to gather as many candidates as possible by advertising a position over a wide geographic area. In addition social network sourced recruitment has emerged as a major method of sourcing candidates. Using the Internet is faster and cheaper than many traditional methods of recruiting. Jobs can be posted on Internet sites for a modest amount (less than in the print media), remain there for periods of thirty or sixty days or more - at no additional cost - and are available twenty-four hours a day. Candidates can view detailed information about the job and the organisation and then respond electronically.

On-line recruiting also provides access to *passive* job seekers, that is, individuals who already have a job but would apply for what appears a better one that is advertised on the

Internet. These job seekers may be of a better quality since they are not desperate for a job change as are the active job seekers who may be frustrated, disgruntled workers looking for a new position (Fischer, Lyle F, 1993). Companies that are likely to advertise on-line usually have a website that allows potential candidates to learn about the company before deciding whether to apply, thus lowering the incidence time-wasting through the submission of unsuitable applications. The website can be used as a tool to encourage potential job seekers to build an interest in joining the organisation (Retrieved from <http://www.edu/research> .Retrieved on 15th September, 2015).

Company or institution websites offer unlimited space which can be used, by management, to sell the organisation. The site can then be used, not only to post vacancies, but also to publicize the organisation. That will allow candidates to become more familiar with the company, know what skills the company is looking for and get to know about its culture. Most importantly, the system will provide a proper path to securing quick responses to job openings. On-line recruiting facilitates the decentralization of the hiring function by making it possible for other groups in the organisation to take responsibility for part of the function.

College recruiting is sending an employer's representatives to college campuses to prescreen applicants and create an applicant pool from that college's graduating class – is an important source of management trainees, promotable (entry-level) candidates, and professional and technical employees (Schoenfeldt, Lyle F.; 1993.) To get the best out of this hiring strategy, the organisation and its career opportunities must be made to stand out. Human resource professionals are aware that few college students and potential graduates know where their careers will take them over the next fifteen to twenty years. Therefore many of the criteria used by students to select the first job may be quite arbitrary. The organisation that will succeed, then, is one can show how the work it offers meets students 'needs for skill enhancement, rewarding opportunities, personal satisfaction, flexibility and compensation.(Wallace, J. Craig; Tye, Mary G.; Vodanovich, Stephen J, 2000)

College recruitment also offers opportunities for internships. These programmes may provide the organizations with quality employees at low cost per hire. Some interns are hired at low cost (perhaps minimum wage) and are offered work experience. Interns are able to hone business skills, check out potential employers, and learn more about employers' likes and dislikes before making final career choices (Dessler, 2007). Some of the better interns are recruited after graduation. College recruitment is relatively expensive and time consuming for the recruiting company. The process involves screening the candidate, that is, determining whether he/she is worthy of further consideration and marketing the company as a preferred place of employment.

The concept of a job fair is to bring those interested in finding a job into those companies who are searching for applicants. (Retrieved from: http://buzzle.com/chapters/business-and-finance_occupation-and-employment-issue. 30/08/2003). Job fairs are open fora at which employers can exhibit the best their companies have to offer so that job seekers can make informed choices. They are considered one of the most effective ways for job seekers to land jobs. At the job fair, employers have a large pool of candidates on which to draw, while job seekers have the opportunity to shop around for dozens – sometimes hundreds – of employers, all in one place. Notwithstanding the fact that the atmosphere at the fair is more relaxed than at an interview, employers are still on the lookout for qualified, potential employees who have interest, dedication and initiative.

From many years organizations have used referrals from current employees. The employees are given bonus for successful referrals. It is an easy, reliable and a low cost approach. A study at a call center found that applicants referred by high performing current employees were more likely to be accepted than those referred by low performing employees (Haesli & Boxall, 2005). Several scholars have suggested that the emphasis in recruitment should be placed on attraction (Gold, 2003; Newell, 2005: 116; Newell and Shackleton, 2001: 113). Organizations might use different recruitment methods to effectively attract different segments of applicants, such as graduates or experienced staff (Causer and Jones, 1993; Haesli and Boxall, 2005). The chosen segment of applicants may reflect certain challenges for an organisation. For example, empirical research has revealed that firms might rely heavily on graduates as the main source for their pool of

applicants, when they are encountering retention problems (Chen et al, 2008; Haesli and Boxall, 2005).

However, it seems that similar recruitment methods have different degrees of effectiveness in different contexts. For example, employee referral programmes offering financial incentives were reported as an effective method in the U.S. (Amaram, 2013; Lockwood and Ansari, 2011) but as a limited success in the U.K. (Causer and Jones, 2012). Empirical research reveals that high technology firms in Taiwan relied more on formal recruitment methods, such as media advertisements, than informal recruitment methods such as employee referrals or word of mouth. However, it was evident that the organisations needed to be flexible in their use of both formal and informal recruitment methods when the labour market was tight (Zheng et al, 2008).

2.3.2 Selection Practices

Selection refers to “the process by which managers and others use specific instruments to choose from a pool of applicants a person or persons most likely to succeed in the job(s), given management goals and legal requirements” (Gold, 2003: 221). Newell and Shackleton (2001: 24) suggested that selection could be considered as a decision-making process in an attempt to choose the ‘right’ person who will be the best fit for a particular job vacancy.

A traditional selection approach suggests that selection is a one-way decision making process (Newell, 2005). Organisations would attempt to identify and choose the ‘best’ candidate who meets the personal specification and competence requirement of the position through a rational decision making process. However, this approach ignores the fit between the organisation and employee by ignoring the expectations of the employees who would like (or prefer) to work in the organisation under certain conditions. On the contrary, using an exchange approach, the organisation places emphasis on the ‘fit’ between the organisation and the individual during the selection process. Newell et al (2002: 70) indicated that “the selection process of knowledge workers is highly intensive with a great emphasis placed on finding the right fit between the individual and other members of the knowledge group”. Drawing from the exchange perspective, selection could be considered as a mutual selective decision-making process. Empirical evidence

indicates that the 'best-fit' approach can effectively help organisations to reduce early turnover and enhance employee commitment (Holton and Russel, 1999).

Beardwell and Wright (2012) suggested a systematic approach to selection that includes defining vacancies, attracting applicants, assessing candidates and making decisions. Organisations should firstly decide who they want to recruit. In other words, organisations would set up the required capabilities of the workers. A traditional approach could be through job analysis, which would lead to further person specification. Much of the literature has suggested that person specifications place an emphasis on competence (Boam and Sparrow, 2010).

Organizations may use a variety of selection instruments in the selection process to ensure the 'fit' between the organizations and employees (Causer and Jones, 1993). Interviewing may be a 'universally popular' selection tool (Beardwell and Wright, 2004). In addition to considering the questions to be asked of the sample population, the channel through which the interviews are conducted must be considered (Singleton & Straits, 2002). Though they are more costly and can sometimes lead to challenges in locating participants, face-to-face interviews are often considered to be the choice interviewing channel since they allow more flexibility in question content; allow a firmer bond to be made with the target population; generate markedly higher response rates; allow the interviewee (and, to some extent the interviewer) more comfort in terms of interview length and complexity; allow for more control of the interview surroundings; and are frequently cited as feeling more reliable by interviewers (Singleton & Straits, 1999; Shuy, 2002).

Such interviews also allow for for the presentation of visual aids to help conduct the interview process. Most employers prefer the use of presentations since effective presentation skills reduce miscommunication, which is likely the biggest cause of work related stress hence improve performance and employee retention. Better presentation skills also reduces the stress on presenters which means they will be more willing to present and more effective with their communication (Hoevemeyer, V.A. 2006).

Although interviews have been criticized (Beardwell and Wright, 2004; Newell, 2005) due to their limitations (for example, being an unreliable indicator of future performance), employers could use a variety of selection techniques to supplement interviews, such as using structured interviews, psychometric tests and work sampling. For example, Robertson and Hammersley (2000) found a knowledge intensive firm used intelligence and personality tests as the main selection tools before interviews, whilst the main reason for rejecting candidates was their bad 'fit' with the organisation. Chien and Chen (2008) suggested firms could use data mining techniques to identify the effective pre-screening and selection channels criteria, together with the adoption of personality and cognitive tests. In the U.K., the most common selection tools used by organisations were short-listing, interviewing and references (Cook, 2004; Millmore, 2003; Newell, 2005).

Work sample tests and job knowledge tests can be used to ascertain specific skill levels required before beginning a position (i.e. skills that cannot be learnt on the job). These two types of tests are quite similar in nature. Job knowledge tests measure critical knowledge areas needed to perform a job effectively and are generally used to assess specific skill sets i.e. technical skills such as IT programming. Work sample tests assess the actual execution of the critical knowledge i.e. they are practically based rather than knowledge based (Millmore, 2003). Given the work sample or job knowledge test is unique to the role, there is generally no 'off-the-shelf' solution. Tests of this nature need to be specially developed. Ideally, these tests should be developed by an organisational psychologist, and administered and scored by trained human resources specialists. Scoring work sample tests involves trained experts observing and rating behaviour, whereas job knowledge tests are written tests that have right/wrong response options (Carless, S.A. 2007)

Aptitude tests and IQ tests are standardized tests designed to measure the ability of a person to develop skills or acquire knowledge. They are used to predict future performance in a given activity. Like tests of GMA (general mental abilities), aptitude tests measure an individual's overall performance across a broad range of mental abilities. IQ tests have the advantage of being very reliable, but they are limited in that they measure abstract reasoning and verbal fluency. Aptitude tests often include items measuring more specialized abilities such as verbal and numerical skills. These can predict

academic, training, or job performance. Aptitude tests, which include specific ability tests and a knowledge component, are increasingly popular in medicine and for knowledge workers. Aptitude tests in the selection context are tests of cognitive skills such as processing speed or inductive reasoning. It has been argued that tests of fluid intelligence should be used for medical school admissions to widen access, so as to identify raw talent independent of education (Tiffin PA., 2009).

Personality assessment generally makes use of self-report inventories that require candidates to respond to questions or statements by rating the extent to which they agree, or by indicating how accurate an item is as a description of their personality. Personality assessment is very common in selection and assessment across numerous industries, and compared to other selection methods identified in this review a median amount of research evidence exists in relation to medical student selection. The majority of this evidence relates to the effectiveness of personality assessments in predicting subsequent performance, with little or no evidence relating to other research questions. The research evidence identified by this review presents mixed supportive and contradictory evidence on the use of personality assessment in employee selection. The best evidence suggests that personality assessment may provide moderate utility in predicting future performance at medical school but, as Lievens et al. (99) discussed, the relation between personality characteristics and employee retention may not be as simple linear relationship between specific traits and later performance and turnover.

English language ability tests have also proved a crucial tool especially for employees in international schools. English proficiency tests determine English fluency and English language ability is emphasized due to the need for communication within staff members, management and in job execution (Lock, 2010). Team role play assessments may also be conducted in a group at a selection center - each member of the group may be allocated a role and briefed beforehand on their role and the background to the topic under discussion. A group exercise role play would also assess one's skills of team working , listening, negotiating, leadership and time management. In online selection channels in customer relations IT firms, for example, an online role-playing call simulation can be taken. The

candidates may put on a headset, and the program plays seven different customer situations. Applicants (playing the role of operators) answer multiple choice questions online as to how they would respond (Dessler, G. (2007). The typical competencies tested by most organizations are achieving goals assertiveness, focus, interpersonal effectiveness and working under pressure.

The validity of selection methods is mainly concerned with the prediction the performance of new recruits (Newell, 2005). Witt and Burke (2002) found that IT professionals' performance (for example, the indicators of fewer coding mistakes, efficient problem-solving and innovation ability) were positively related to the scores in general mental ability tests and personality agreeableness tests. Hermelin and Robertson (2001) used meta-analysis to indicate that structured interviews and cognitive ability tests were high validity selection methods while personality tests were low validity selection method. However, one of the problems of attempting to predict future performance during the selection process is that there are other factors (for example, situational factors) that may affect the employee's performance (Newell, 2005; Robertson, 1994).

2.4 Factors Influencing Retention

Retention is defined as an organization's "ability to hold on to employees" (Heery and Noon, 2001), and particularly to valuable employees (Kalra, 1997). There might be two reasons why retention is a critical issue for high technology firms. Firstly, retaining valuable employees would help prevent organizations from depleting their stock of knowledge (Starbuck, 1992), thus maintaining the firm's competitive advantage. In some cases, it would especially hurt a company if the whole team left and brought their R&D capacity or client base to the firm's competitors (Alvesson, 2000). Secondly, seeking replacement knowledge workers might be relatively difficult and costly. It has been estimated that reemployment costs (such as recruitment and advertising costs, induction and training costs, and time cost to fill in the vacancy) might be as high as 2.5 times the staff's annual salary (Horwitz et al, 2003).

From literature review it is recognized that human resource management play pivotal role in employee's retention. Researcher's finds that human resource management practices in compensation & rewards, job security, training & developments, supervisor support culture, work environment and organization justice can help to reduce absenteeism, employee retention and better quality work (Meyer and Allen, 2011; Solomon, 2010; Snell and Dean, 2012; Arthur, 2011). According to Accenture (2010) study on high performance issue find that organization strategy regarding employee retention primarily start from US, Europe, Asia than Australia.

According to Osteraker (2011), the employee satisfaction and retention are considered the Cornerstone for success of organization. Past study divided it into social, mental or physical Dimension. The grouping is based on social contacts at works, characteristics of the work task or the physical and material circumstances associated with work. The retention factors of the mental dimension are work characteristics, employees are retaining by flexible tasks where they can use their knowledge and see the results of their efforts. The social dimension refers to the contact employees have with other people, both internal and external. The physical dimension consists of working conditions and pay. In order to retain employees the organization need to gain information about the dynamics that characterized the motivation to work.

Van Knippenberg (2010), suggested that employee become more loyal and stay in the organization when they identify themselves within a group and contribute to the performance as a group. This suggestion relies on work performed by Locke and the goal setting theory he developed. The goal is team performance and the individual feeling part of the group. The focus of Locke was on the goal, but in order to reach the goal one must associate oneself with the group and task. Glen (2011), describes another framework manager can use when communicating with its employees to know that the cause of retention consist of nine different predictors; organizational processes, role challenge, values, work, life balance, information, stake/leverage/recognition, management, work environment and product or service.

Fitz-enz (2010) recognized that only one factor is not responsible in management of employee's retention, but there is several factors influenced in employee's retention which need to manage congruently i.e. compensation & rewards, job security, training & developments, supervisor support culture, work environment and organization justice etc. Accordingly, organization utilizes extensive range of human resource management factors influence in employee commitment and retention (Stein, 2010; Beck, 2010; Clarke, 2010). This study also have objective to find out the factors which is more influence in employees retention, for this purpose these factors are categorized into organizational factor i.e. supervisor support, organizational justice, organization image and work environment and Human resource factors i.e. employee value match, training & development, remuneration & reward, job security and employees promotion aspect.

2.5 Effect of Recruitment and Selection Practices on Retention

Retention activities may be defined as a sum of all those activities aimed at increasing organizational commitment of employees, giving them an overall ambitious and myriad of opportunities where they can grow by outperforming others (Bogdanowicz & Bailey, 2002). Given the development of new managerial approaches to retention, labor market dynamism, and evolution in research methodology and technology, it is not surprising that turnover continues to be a vibrant field of research despite more than 1500 academic studies addressing the topic.

Recruitment and selection are an essential tool in assisting the human resource managers and the entire company to hire the right people and retain them (O'Brien, 2011). While it is understood and accepted that poor recruitment decisions continue to affect organizational employee retention, many organisations across diverse jurisdictions have not identified and implemented effective hiring strategies. In some companies, existing policies inhibit strategic recruitment and selection; in others, the inhibiting factor is managerial inertia (Carrington, 2000).

Allen's (2005) review of 91 studies—mostly of retention—confirms the relationship of recruitment and selection practices to teacher retention. He identified a number of organizational variables that were significantly related to recruiting and retention

decisions including compensation, school level, administrative support, teacher autonomy, and general working conditions. In the international setting, Odland and Ruzicka (2009) studied the variables affecting decisions of 281 international teachers to leave their schools at the end of their first contract. They found that the organizational conditions of administrative leadership pertaining selection and recruitment, compensation and personal circumstances were significant predictors in teachers' decisions to leave their schools. Hardman (2001) and Lee (2006) found professional advancement, financial incentives, a happy working climate, a strong sense of job challenge, and school leadership as important to international teachers. Both of these studies, however, were limited in scope. Thus, in the educational domain, a number of organizational conditions appear to be significant to candidates when they seek teaching positions in schools.

Effective recruitment and selection are directly concerned with the retention period of new recruits. For instance, in Chien and Chen's (2007) empirical study of a leading Taiwanese semiconductor manufacturing firm, they measured the firm's effective recruitment by considering the new recruit's retention period and performance rating. They found that other management practices conducted by the employee's department or supervisors might have contributed to the quit-rate of new recruits.

Locally, in the analysis of the effect of employee recruitment and selection strategies on employee retention at equity bank, Karemu, Gikera, and Marie Joseein (2014) established that such strategies influence employee retention. The study results supported this premise in that the relationship between employee recruitment and selection strategies and employee retention was found to be statistically significant. It was noted that the directions and strengths of this effect vary across individual employee recruitment and selection strategies. Pilbeam and Corbridge (2006) provide a useful overview of potential positive and negative aspects noting that: 'The recruitment and selection of employees is fundamental to the functioning of an organization, and there are compelling reasons for getting it right. Inappropriate selection decisions reduce organizational effectiveness, invalidate reward and development strategies, are frequently unfair on the individual recruit and can be distressing for managers who have to deal with unsuitable employees.'

Lockwood and Ansari (2011) investigated the recruitment and retention strategies and practices for U.S. IT specialists. They found that firstly, traditional local news advertising was still useful, and secondly, specific company web sites were more effective than other on-line employment websites. Newell (2010) indicated that these methods have different advantages: online advertising has the advantage of attracting a large pool of applicants at lower costs, and the company website could reach candidates who were not actively seeking work. Lockwood and Ansari (2011) also found that some companies would offer different levels of financial incentives for employee referral programmes, depending on the position of the vacancy. College internship programmes provided a good chance for both sides to 'look and see'. Amaram (2013) revealed that the most popularly used recruitment methods in the U.S. to attract IT workers included headhunters and employee referrals (with financial incentives). Headhunters and recruiters were also the most effective channel to search and select for qualified candidates.

Thompson and McHugh (2009) go further, taking a critical view on the general use and, in particular, the validity of employee recruitment and selection methods. In commenting on the use of personality tests in selection, these authors state that in utilizing such tests employers are essentially 'clutching at straws' and on this basis will probably use anything that will help them make some kind of systematic decision. These authors identify now discredited selection methods, such as the use of polygraphs to detect lying and other methods such as astrology, which are deemed more appropriate in some cultures than in others. It is indeed important to keep in mind that today's received wisdom in the area of recruitment and selection, just as in the management canon more generally, may be criticized and even widely rejected in the future.

Farnham and Stevens (2000) found that managers in the public sector increasingly viewed traditional job descriptions and person specifications as archaic, rigid and rarely an accurate reflection of the requirements of the job. There is increasing evidence that this popularity is more widespread. A CIPD report (2007c) found that 86 per cent of organizations surveyed were now using competency-based interviews in some way; and in

another survey, over half of employers polled had started using them in the past year (William, 2008). It is suggested that the competency-based model may be a more meaningful way of underpinning recruitment and selection in the current fast-moving world of work and can accordingly contribute more effectively to securing high performance.

Many commentators refer to significant changes in the world of work and the implications these have for the recruitment and selection of a workforce. Searle (2003, p 276) notes that: 'Increasingly employees are working in self-organized teams in which it is difficult to determine the boundaries between different jobholders' responsibilities. The team undertakes the task and members co-operate and work together to achieve it. Recruitment and selection practices focus on identifying a suitable person for the job, but isolating a job's roles and responsibilities may be difficult to do in fast-changing and team-based situations.'

The rise in the use of the Internet is probably the most significant development in the recruitment and selection field in the early 21st century. Various surveys (CIPD, 2007c; IRS, 2008) now suggest that this is fast becoming employers' preferred way of attracting applicants. For example, 75 per cent of companies are now using their corporate website as their most common method (along with local newspaper advertising) of attracting candidates (CIPD, 2007). There is, however, little evidence that the Internet produces better-quality candidates, but it does deliver more of them and more employers report that online recruitment made it easier to find the right candidate (Crail, 2007). Candidates themselves are increasingly choosing this medium to search for jobs, with 89 per cent of graduates only searching online for jobs (Reed Employment, reported in *People Management*, 20 March 2008).

Whatever the pros and cons, online recruitment and selection continues to expand and employers are now combining more traditional methods with online recruitment and selection by using printed adverts to refer jobseekers to an Internet vacancy for the achievement of improved employee retention (Murphy, 2008). Other employers such as Microsoft are enhancing its brand visibility and credibility by having a wider Internet

recruitment presence. Microsoft uses its online tools to impact and influence its public image and reach a broader audience and thus create a diverse workplace with varied skills and talents. One initiative is the introduction of 'corporate recruitment blogs'. The idea is that potential job candidates may be attracted to the company through what they see on the blog and make contact through the specific blogger who will initiate the recruitment process on behalf of the company (Hasson, 2007).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the plan and methods that were used to carry out the study. It contains the research design, the target population, the sampling design, the data collection instruments, the data analysis and presentation, the expected output, and the study limitations.

3.2 Research Design

This study took the descriptive research design. Descriptive research portrays an accurate profile of persons, events, or situations (Kothari, 2000). Therefore, the descriptive survey is deemed the best strategy to fulfil the objectives of this study. According to Kombo and Tromp (2006) the basic purpose for descriptive research usually is to describe characteristics of the population of interest, make specific predictions and test associational relationships.

3.3 Study Population

Mugenda (2008) describes population as the set of all groups of individuals, objects, items, cases, articles or things with common attributes or characteristics. According to Kothari (2004) a population consists of all items in any field of inquiry. The study population was therefore all of the 50 listed international primary schools in Nairobi County. For individual respondents the study employed stratified random sampling whereby 3 respondents were purposively sampled from across the 50 schools taking on from the top, one from the middle and one from lower management levels.

3.4 Sample Design

Gall *et al.* (1996) observe that questionnaires have the added advantage of being less costly and using less time as instruments of data collection. The study will use primary data which will be largely quantitative and descriptive in nature. Gall *et al.*, (1996) points out that, questionnaires are appropriate for studies since they collected information

that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals.

The questionnaire was structured in nature for collection of the data at the premises of the participant schools, using the researcher administered technique. The questions were divided into sections, typically, and within each section, pertinent statements were provided to which respondents were required to respond in Likert scale guiding the respondents' answers within the choices given.

The researcher administered the questions to the relevant respondents who were the Directors of the school and the Head/principals of school, in an effort to achieve the necessary information. The questionnaires were administered through a drop and pick later method because of the busy schedule of the target respondents. This reduced the level of interference with the daily duties and operations of the organization.

3.5 Data Analysis and Presentation

After data collection, the filled-in and returned questionnaires were edited for completeness, coded and entries made into Statistical package for social sciences (SPSS version 21). This ensured that the data are accurate, consistent with other information, uniformly entered, complete and arranged to simplify coding and tabulation. With data entry, the data collected were captured and stored. Both descriptive and inferential statistics were further conducted. Descriptive analysis involved the use of frequencies in their absolute and relative forms (percentage). Mean and standard deviations were also used as measures of central tendencies and dispersion respectively. Inferential statistics was on the other hand be done to show the nature and magnitude of relationships established between the independent and dependent variables using regression analysis to make inferences from the data collected to more generalized conditions. The regression analysis took the following model:

The regression model was as follows:

$$Y = \alpha + \beta_0 + \beta_1X_1 + \beta_2X_2 + \epsilon$$

Where: Y = Retention of teachers; α = Constant; $\beta_1 - \beta_2$ = Beta coefficients; X_1 = Recruitment practices; X_2 = Selection practices; ε = Error term.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on data analysis, interpretation and presentation. The purpose of this study was to investigate the effect of recruitment and selection practices on retention of teachers in international primary schools in Nairobi County.

4.2 Response Rate

As presented in Table 4.1, a response rate of (86.1%) was established with 129 respondents reached, out of the targeted. This was deemed adequate and in tandem with Mugenda and Mugenda (2008) who assert that a response rate of 50% is adequate for analysis and reporting; a rate of (60%) is good and a response rate of (70%) and over is excellent. The high response rate was attributed to the fact that the researcher had contacts in the study area that facilitated in the data collection process as well as recruiting three research assistants to personally administer the questionnaires and ensure they are filled in by the respondents in a drop and pick manner.

Table 4.1: Response Rate

Questionnaires	Frequency	Percent (%)
Returned	128	85.3%
Unreturned	22	14.6%
Distributed	150	100.0

Source: Survey Data, 2015

4.3 Demographic Information

This section captures the respondents' gender, designation, number of years of service in the institution as well as the highest level of education attained, described and presented in figures and tables.

4.3.1 Respondents' Gender

In order to show the gender distribution and parity in the study areas, the study sought to determine the respondents' gender. Results are presented in Table 4.2

Table 4.2 Respondents' gender

Gender	Frequency	Percent (%)
Male	60	46.9
Female	68	53.1
Total	128	100.0

Source: Survey data, 2015

Table 4.2, shows that the female respondents were 68 (53.1%), compared to their male counterparts who followed closely by 60 (46.9%). It follows then, from the findings, that the female teachers make the dominant gender among international primary schools in the study area.

4.3.2 Designation

The study further found it necessary to establish the different designations of the respondents in their institutions, in order to further ascertain diversity in perspectives. Figure 4.2 presents the findings.

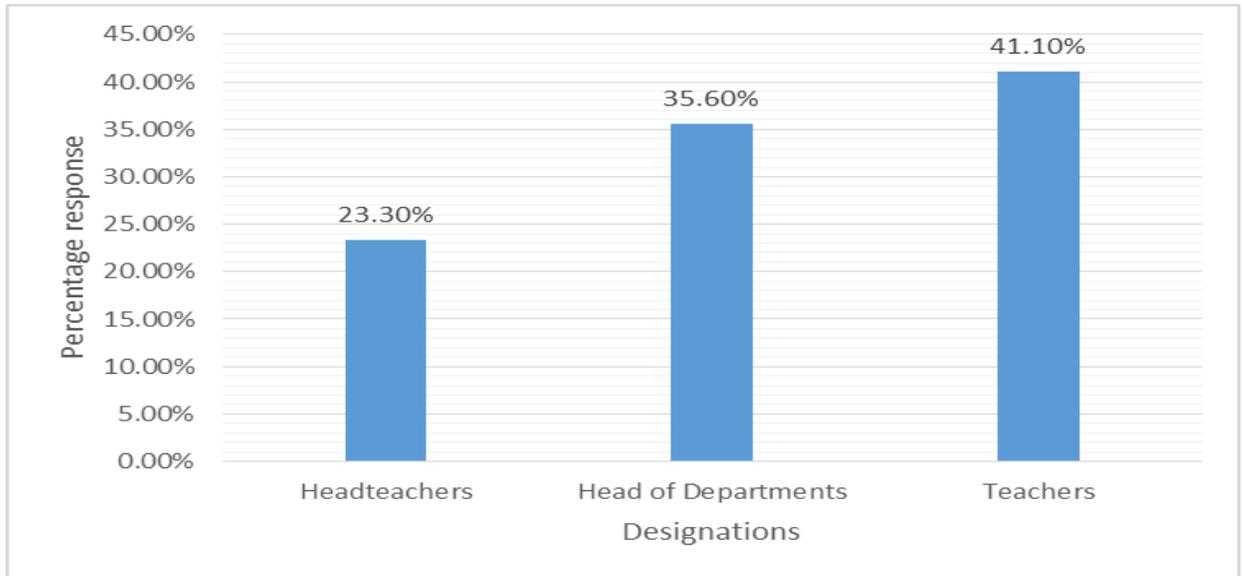


Figure 4.1 Designation

Source: Research data, 2015

Majority of respondents, (41.1%) belonged to lower level management, followed by (35.6%) who were heads of departments while only (23.3%) were head teachers. This ascertains the diverse perspectives in the responses, as informed by activities in the respective management levels.

4.3.3 Number of Years in Service

With some level of working experience necessary in establishing the study objectives, the study found it necessary to establish the length of service of the respondents, in years, serving at the respective enterprises. Figure 4.3 presents the findings.

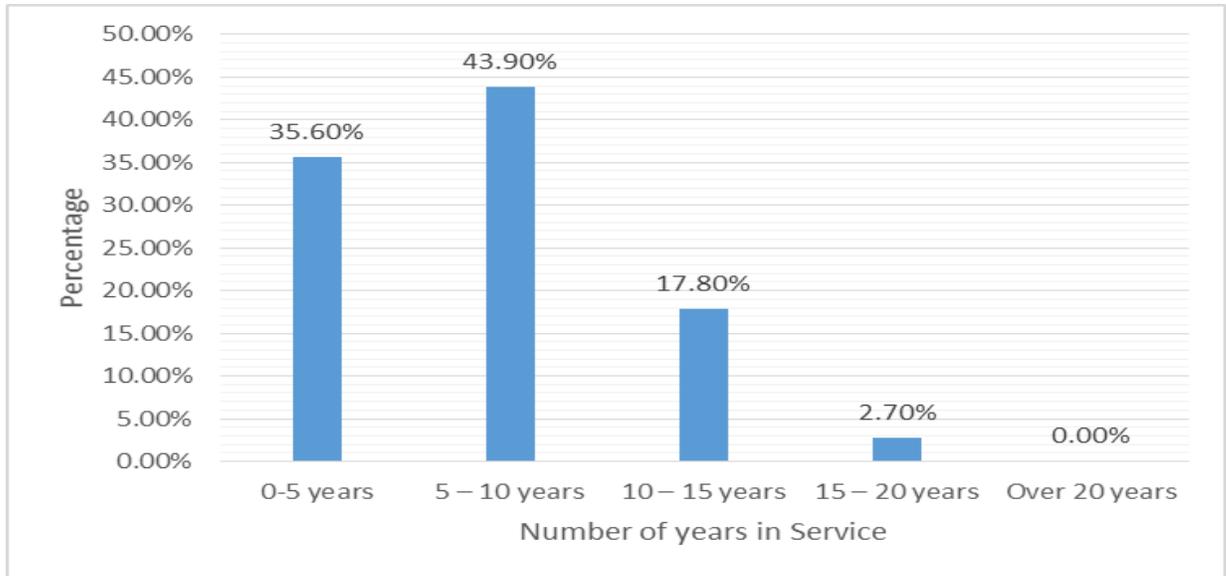


Figure 4.2 Number of years working in the institution

Source: Research data, 2015

It was established that a majority of respondents, (43.9%) have worked in the respective organization for between 5 and 10 years. This was followed by those having worked for between 0 to 5 years, as indicated by (35.6%) of the respondents. Only (17.8%) and (2.7%) of respondents were found to have worked at the respective enterprises for between 10 and 15 years and 15 to 20 years respectively. The results present a rather fair distribution across the years representing the length of experience. With a majority having worked for over 5 years, responses can be deemed to be informed by adequate experience.

4.3.4 Respondents' Highest Level of Education

Respondents were also asked to indicate their highest levels of education. This would serve to show the academic qualification among respondents in their respective positions in their respective enterprises. Findings are as shown in figure 4.4 below.

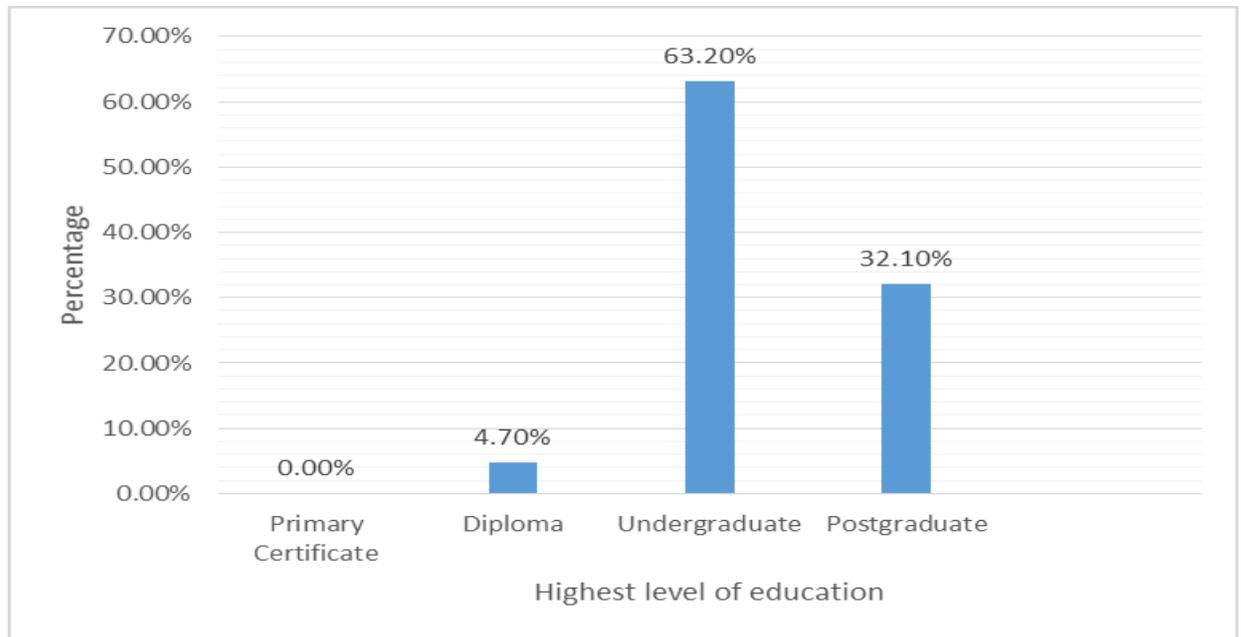


Figure 4.3 Respondents' highest level of education

Source: Research data, 2015

It was established that, a majority, (63.20%) of respondents have attained first degree followed by (32.10%) having attained second degree, while only (4.70%) had a Diploma level. None of the respondents had Certificate. As such, majority of the teachers in international primary schools can be said to be of high education levels. Hence the responses obtained can be deemed of well-informed academic and expert backgrounds

4.4 Recruitment Practices

The study sought to establish the effect of recruitment practices on retention of teachers in international primary schools in Nairobi County. To this end, respondents were asked to indicate their level of agreement on the effectiveness of the pertinent recruitment practices in relation to their institution, posed on a five-point Likert scale, where, 1= No extent; 2= A little extent; 3= Moderate; 4 = Great extent; 5= Very great extent. The scores of 'No extent' and 'A little extent' have been taken to represent a statement not agreed upon, equivalent to mean score of 0 to 2.5. The score of 'Moderate' has been taken to represent a statement agreed upon moderately, equivalent to a mean score of 2.6 to 3.4. The score of

‘Great extent’ and ‘Very great extent’ have been taken to represent a statement highly agreed upon equivalent to a mean score of 3.5 to 5.4.

Table 4.3 Recruitment Practices

Statement	Mean	Standard Deviation
Press media (e.g. newspapers or magazines)	3.714	0.9431
By institution websites	3.913	0.5423
On-Line agents	3.076	0.8612
Personal connections (e.g. Referrals from friends, relatives and current employees , etc.)	3.963	1.2610
By use of Head-Hunters	3.113	1.0617
College recruitment through Internships	3.242	0.6347
From Job-Fairs	3.001	1.3078
Public agencies	3.701	0.5765

Source: Research data, 2015

As presented in Table 4.3 above, a majority of respondents highly agree that personal connections (e.g. referrals from friends, relatives and current employees) (3.963); institution websites (3.913); Press media (e.g. newspapers or magazines) (3.714) and Public agencies (3.701), are major channels of recruitment in their institutions. A majority however only moderately agrees that job-fairs (3.001), on-line agents (3.076) and use of Head-Hunters (3.113) are used to a large extent as a recruitment practicesl in their institutions.

As such, it can be concluded that recruitment practices expressively in international primary schools in Nairobi county include; personal connections (e.g. referrals from friends, relatives and current employees), institution websites, press media (e.g. newspapers or magazines) and public agencies. However the others were used moderately.

Respondents were further asked to rate the extent to which the recruitment practices employed in their institutions improve employee retention. Figure 4.5 below presents the findings.

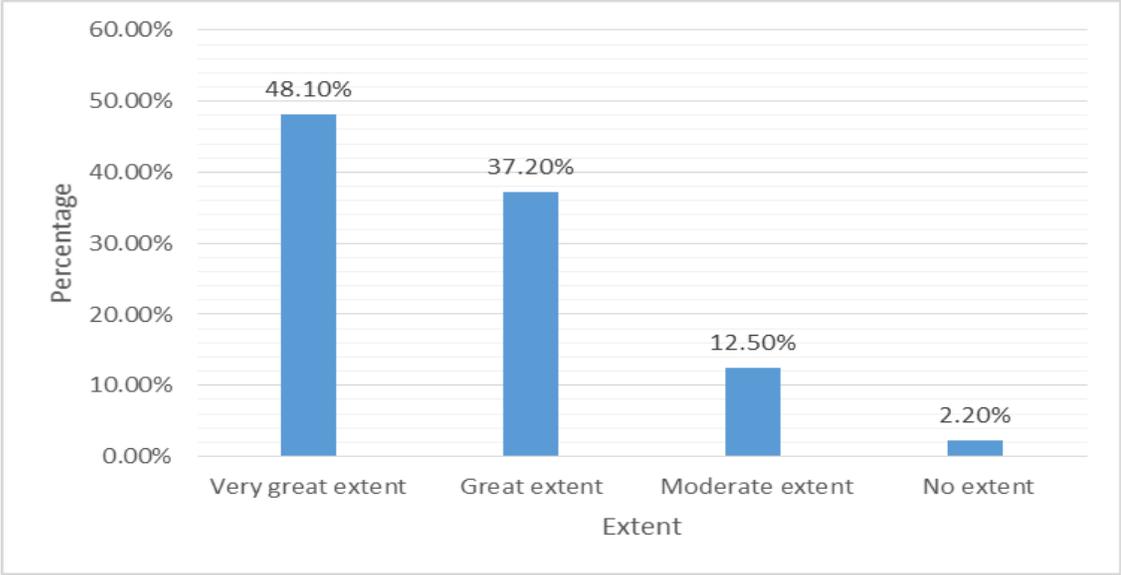


Figure 4.4 Extent to which recruitment practices influence employee retention

Source: Research data, 2015

As figure 4.5 above indicate, a majority of respondents, (48.10%), rate the extent to which the recruitment practices employed at their institutions influence employee retention as a very great, closely followed by (37.20%) who rate the extent as great and (12.50%) of them rating it as moderate. Only (2.20%) of respondents assert that the recruitment practices employed at their institutions do not influence employee retention to any extent. Going by responses by a majority, it can be deduced that recruitment practices influence employee retention to a significant extent.

4.5 Selection Practices

The study also sought to assess effect of Selection Practices on retention of teachers in international primary schools in Nairobi County. To this end, respondents were required to indicate how strongly they agree or disagree with the effectiveness of the apposite

selection practices/criteria in their institutions using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree. Table 4.4 below presents the findings.

Table 4.4 Selection Practices

Aspects	Mean	Standard Deviation
Interviews	4.001	1.3078
Work sample tests and job knowledge tests	3.219	0.0429
IQ tests	3.729	0.8592
Aptitude tests	2.603	0.3056
Personality tests	3.583	0.9442
English language ability tests	3.242	0.6347
Team role play	3.001	1.3078
Through Presentations	3.103	0.3056

Source: Research data, 2015

Majority of respondents were found to highly agree that Interviews (4.001); IQ tests (3.729), Personality tests (3.583) and Work sample tests and job knowledge tests (3.219) are mainly used as selection practices in their institutions. However, respondents only moderately agree that Team role play (3.001) and Aptitude tests (2.603) are used to as practices of employee selection in their schools.

It can thus be deduced that Selection Practices significantly influence retention of teachers in international primary schools in Nairobi county, majorly through such practices as Interviews, IQ tests, personality tests and work sample tests and job knowledge tests.

Respondents were further asked to state their level of agreement with relatable statements concerning their interview experience when they applied for their job. Table 4.5 presents the findings.

Table 4.5 Interview experience on job application

Interview process	Mean	Standard Deviation
Interview helped me to understand the company and content of job.	3.826	1.0431
The information I acquired from job interview influenced my decision to accept the offer.	4.001	1.3078
I acquired adequate information about my remuneration package during my job interview	3.242	0.6347

Source: Research data, 2015

As table 4.5 indicates, majority of respondents, agree that the information they acquired from their job interview influenced their decision to accept the job offers (4.001), that the interview helped them to understand the institution and content of job (3.826). However, some moderately agreed that they acquired adequate information about their remuneration package during their job interview (3.242).

4.6 Retention of Teachers

The study further sought to establish the influence teacherrecruitment practices on the retention of teachers in international primary schools in Nairobi county. To this end, respondents were required to indicate their level of agreement with attributes of employee retention at the institutions. This was also on a five-point Likert scale, where, 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree. Table 4.6 below presents the findings.

Table 4.6 Retention of Teachers

Retention practices	Mean	Standard Deviation
Employees are fully satisfied with the recruitment and selection practices in your institution	3.103	0.3056
Nothing makes workers to be disappointed or dissatisfied	3.239	0.8317
Corporate code of the institution lets me feel comfortable at the work place.	3,757	1.3718
Unexpected and sudden changes in the institution culture would influence workers positively	2.603	0.3056
Each worker shows expected performance and successfully perform all assigned task on schedule	3.574	0.6734
Employees are satisfied with their wages	3.001	1.3078
The institution provides employment benefits	3.725	1.0092
There is a good system of establishing productive communications between employees and senior management	3.857	1.3718
Workers collaborate with each other and share tasks	3.242	0.6347

Source: Research data, 2015

Majority of respondents were found to highly agree that there is a good system of establishing productive communications between employees and senior management (3.857); that corporate code of the institution lets them feel comfortable at the work place (3.757); and that the institution provides employment benefits (3.725). However some moderately agreed that nothing makes workers to be disappointed or dissatisfied (3.239) that employees are fully satisfied with the recruitment and selection practices in their institution (3.103) that employees are satisfied with their wages (3.001).

From the findings, it can be deduced that to a large extent, aspects of employee recruitment influence teacher retention in international primary schools in Nairobi County. Such aspects majorly include; good system of establishing productive communications between employees and senior management, existence of a corporate code of the institution and provision of employment benefits.

Respondents were further asked to specify the extent to which the attributes of employee retention used in their institutions have enhanced teacher retention. Figure 4.7 presents the findings.

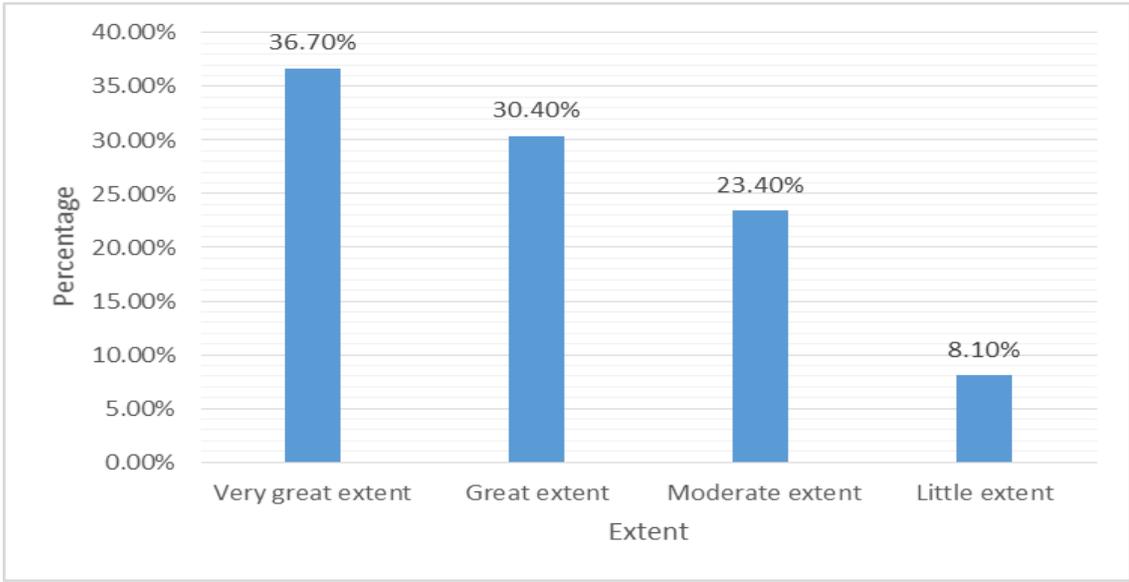


Figure 4.5 Extent to which the attributes of employee retention enhance teacher retention

Source: Research data, 2015

As figure 4.7 indicates, a majority of respondents, (36.7%), rate the extent to which the attributes of employee retention used in their institutions enhance teacher retention as very great, closely followed by (30.4%) who rate the extent as great and (23.4%) rating it as moderate. Only (1.4%) of respondents assert that the attributes of employee retention used in their institutions do not enhance teacher retention to any extent. Going by responses by a majority, it can be deduced aspects of employee retention influences teacher retention to a large extent.

4.7 Pearson Correlation Analysis

Table 4.7 presents the Pearson correlations for the relationships between the various constituents and the retention of teachers. From the findings, a positive correlation is seen between the each aspect constituent. The strongest correlation was obtained between selection practices and retention of teachers ($r = 0.7723$), and the weaker relationship found between recruitment practices and retention of teachers at correlation coefficient of 0.7134. Both the independent variables were found to have a statistically significant association with the dependent variable at 0.05 level of confidence. Stigler (2002) offers that the Pearson product-moment correlation coefficient measure linear correlation (dependence) between two variables X and Y , giving a value between +1 and -1 inclusive, where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation. He further demonstrates that P values less than 0.05 level of confidence can be considered statistically significant.

Table 4.7 Pearson correlation matrix

	Retention	Recruitment practices	Selection practices
Retention	1		
Recruitment practices	0.7134 (0.013)	1	
Selection practices	0.7723 (0.011)	0.682 (0.003)	1

***Correlation is significant at the 0.05 level (2-tailed)**

Source: Survey data, 2015

4.8 Regression Analysis

To establish the degree of influence of the various constituents on retention of teachers, a regression analysis was conducted, with the assumption that: variables are normally distributed to avoid distortion of associations and significance tests, which was achieved as outliers were not identified; a linear relationship between the independent and

dependent variables for accuracy of estimation, which was achieved as the standardized coefficients were used in interpretation.

The regression model was as follows:

$$Y = \alpha + \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

$$\text{Retention of teachers} = \alpha + \beta_1 (\text{Recruitment practices}) + \beta_2 (\text{Selection practices}) + \epsilon.$$

Regression analysis produced the coefficient of determination and analysis of variance (ANOVA). Analysis of variance was done to show whether there is a significant mean difference between dependent and independent variables. The ANOVA was conducted at 95% confidence level. According to Katz (2006) Regression analysis generates an equation to describe the statistical relationship between one or more predictor variables and the response variable.

4.8.1 Model Goodness of Fit

Regression analysis was used to establish the strengths of relationship between Retention of teachers (dependent variable) and the constituents, that is, recruitment practices and selection practices (independent variables). The results showed a correlation value (R) of 0.771 which depicts that there is a good linear dependence between the independent and dependent variables. This is presented in table 4.8 below.

Table 4.8 Model Goodness of Fit

R	R ²	Adjusted R ²	Std. Error of the Estimate
0.771	0.594	0.587	0.046

a. Predictors: (Constant), Recruitment practices, Selection practices

b. Dependent Variable: Retention of teachers

Source: Survey data, 2015

With an adjusted R-squared of (0.594), the model shows that recruitment practices, selection practices, adequacy of technological infrastructure and selection practices

explain (59.4%) of the variations in the retention of teachers while (40.6%) is explained by other factors not included in the model. According to Howell (2002), measures of goodness of fit typically summarize the discrepancy between observed values and the values expected under the model in question.

4.8.2 Analysis of Variance (ANOVA)

As presented in table 4.9, ANOVA statistics was conducted to determine the differences in the means of the dependent and independent variables to show whether a relationship exists between the two.

Table 4.9 Analysis of Variance (ANOVA)

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4.181	4	1.394	3.135	.038a
Residual	15.562	69	.445		
Total	19.743	73			

Source: Survey data, 2015

The P-value of 0.038 implies that Retention of teachers has a significant joint relationship with recruitment practices and selection practices which is significant at (5%) level of significance. This also depicted the significance of the regression analysis done at (95%) confidence level. This is implies that the regression model is significant and can thus be used to assess the association between the dependent and independent variables. Gelman (2006) provides that ANOVA statistics analyzes the differences between group means and their associated procedures (such as "variation" among and between groups).

4.8.3 Regression Coefficients of Determination

To determine the relationship between the independent variables and the dependent variable and the respective strengths, the regression analysis produced coefficients of determination as presented in table 4.10 below.

Table 4.10 Regression coefficient results

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.724	5.006		1.543	.043
Recruitment practices	1.740	0.589	.296	2.954	.017
Selection practices	1.779	.720	.362	2.471	.023

a. Dependent Variable: Retention of teachers

Source: Survey data, 2015

The data in table 4.15 reveals a positive relationship between retention of teachers and all the independent variables.

Taking the regression model: $Y = \alpha + \beta_0 + \beta_1X_1 + \beta_2X_2 + \epsilon$; where, Y= Retention of teachers; α = Constant; $\beta_1 - \beta_4$ = Beta coefficients; X_1 = Recruitment practices; X_2 = Selection practices and ϵ = Error term, the established regression equation was:

$$\text{Retention of teachers} = 7.724 + 1.740 \text{ Recruitment practices} + 1.779 \text{ Selection practices}$$

A unit change in recruitment practices would thus lead to a 1.740 change in retention of teachers ceteris paribus; a unit change in Selection practices would lead to a 1.779 change in retention of teachers. This is in conformity with **Katz (2006) who provides that** regression analysis helps one understand how the typical value of the dependent variable (or 'criterion variable') changes when any one of the independent variables is varied, while the other independent variables are held fixed. This implies that among other factors, recruitment practices and selection practices are key determinants of retention in international primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the research findings. The implications from the findings and areas for further research are also presented.

5.2 Summary of Findings

Demographically, female respondents marginally registered the most as compared to their female counterparts. A majority of respondents were also found to belong to the lower level management, followed by those in the middle management level then the senior management level. It was further established that a majority of respondents have worked in the respective organization for between 5 and 10 years followed by those having worked for between 0 to 5 years. Only a few respondents were found to have worked at the respective enterprises for between 10 and 15 years and 15 to 20 years respectively. It was then established that, a majority, of respondents have attained an Undergraduate level, followed by having attained a Postgraduate level, while less than 5% had a Diploma level.

The study sought to establish the effect of Recruitment Practices on Retention Of teachers In International Primary Schools in Nairobi County. To this end, it was established that recruitment channels mostly used across the institutions include Personal connections (e.g. Referrals from friends, relatives and current employees); institution websites; Press media (e.g. newspapers or magazines) and Public agencies are major channels of recruitment in their institutions. Other recruitment channels moderately used include Job-Fairs, On-Line agents and use of Head-Hunters.

The study also sought to assess effect of Selection Practices on retention of teachers in international primary schools in Nairobi County. It was established in this regard that Interviews; IQ tests, Personality tests and Work sample and job knowledge tests are the selection practices mostly used across a majority of the institutions. However, a majority

of respondents only moderately use Team role play and Aptitude tests as their employee selection channels.

Finally, the study further sought to establish the influence teacher retention practices on the retention of teachers in international primary schools in Nairobi County. In this regard, a majority of respondents were found to highly agree with the statements that: Retention of teachers of an online newsletter where employees can contribute their ideas and opinions which are discussed openly by other employees and management; Incorporation of a summary of key internal staff vacancies in the internal newsletter; and that Incorporation of fun content that support company objectives too, for example, stories about how staff are demonstrating the new company goals or working with new systems.

5.3 Conclusion

From the findings, it can be concluded that recruitment channels meaningfully influence retention in international primary schools in Nairobi County key among them of which include; Personal connections (e.g. Referrals from friends, relatives and current employees), institution websites, Press media (e.g. newspapers or magazines) and Public agencies .

It can thus be deduced that Selection Practices significantly influence retention of teachers in international primary schools in Nairobi County, majorly through such channels as Interviews, IQ tests, Personality tests and Work sample tests and job knowledge tests.

The study also concludes that to a large extent, aspects of employee retention influence teacher retention in international primary schools in Nairobi County. Such aspects majorly include; good system of establishing productive communications between employees and senior management, existence of a corporate code of the institution and provision of employment benefits.

5.4 Recommendations

From the foregoing findings and conclusions drawn thereof, the following sets of recommendations can be made directed at both the international primary schools and policy makers in the country.

5.4.1 Recommendations for International Primary Schools

To International primary schools, the study has provided key insights on the most effective recruitment practice in teacher retention in view of the important role that teachers play thereof. Drawing from the research findings it is apparent that a majority of teachers in international primary schools are usually well-educated and it takes times to develop their special expertise. Therefore, they are seen to demand good pay, a good working environment and flexible management practices that allow them to have more autonomy and authority to have control over their work. International schools should thus provide a better physical working environment by taking the needs of individual workers into consideration, which would enable their workers to work more comfortably and efficiently. International primary schools could also use data mining techniques to identify the effective pre-screening and selection channels criteria, together with the adoption of personality and cognitive tests in addition to the traditional ones like short-listing, interviewing and references.

Human resource managers across the schools should be aware of the practices of their competitors and understand what their employees' desire through, for example, communicating with their employees regularly or participating in their on-line communities. Among these practices, pay was found to be one of the most important practices of concern to teachers in international schools, especially in terms of retention. Therefore, it is suggested that international schools should increase the base salaries of their employees. Because pay reflects the value and status of teachers in organizations, a higher base salary would make them feel more respectful, which may help the employees to act more creatively and autonomously, a behavior desired in international schools in adopting an innovative strategy for pupils' learning.

5.4.2 Recommendations for Policy Makers

The study also found that teachers were concerned about their work-life balance, which was one of the key reasons for the high turnover rates in such institutions. International primary schools should make employees work-life balance a priority of HR policies. In practice, organizations could offer flextime management practices to teachers, allowing

them to adjust their work time which may help them to work more efficiently. However, the flextime practice alone is not sufficient for knowledge workers to achieve a better work-life balance. Fundamentally the organizations should assess whether the workload and working time is reasonable for their knowledge workers. Therefore, it is suggested that organizations, especially international primary schools, should allocate a reasonable workload to teachers and pay attention to the quality of life. In other words, the organizations should control the excessive overtime of teachers, and encourage them to take a rest timely to have a better work-life balance. By doing so, the schools may need to hire more teachers and result in an increase in operational costs but better retention.

Lastly, relevant authorities and the government should provide funding for research on models of developmentally staged recruitment, selection and retention of teachers. The second is funding the development of effective mentor/induction programmes and quality assessments of these programmes. When funding for induction programmes is on a par with that provided for recruitment of new teachers, both teachers and the educational system benefit. The time, effort, and money necessary to mentor novice teachers are substantial. Fortunately, the rewards in terms of teacher retention are also substantial. Investing in the short term yields long-term payoffs in terms of higher quality teachers who remain in the profession longer.

5.5 Suggestions for further studies

Based on the findings and limitations in this research, several suggestions for further research are presented. Firstly, a further study may compare the recruitment and retention of employees in different industries, such as the high technology and finance industries. This will explore whether the industrial characteristics cause any impact on the recruitment and retention of knowledge workers. Secondly, the sample collection could extend to Kenya's high technology industry and a comparative study could be conducted. Kenya's technology industry has been growing rapidly during the past decade under Kenyan government support. Comparative study will help to understand the international HRM management for knowledge workers in the country as a whole.

Thirdly, social capital plays an important role in the recruitment and retention of employees. As web-based technology is rapidly developing, the interaction among knowledge workers through

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APPENDICES

APPENDIX I: COVER LETTER

Shuku Ramki
University of Nairobi
P.O. Box 30197 – 00100
NAIROBI, KENYA

September, 2015

Dear Sir/Madam,

RE: DATA COLLECTION

I am a Master of Business Administration student at the University Of Nairobi majoring in Human Resource Management. One of my academic outputs before graduating is my thesis titled, ‘EFFECT OF RECRUITMENT AND SELECTION ON RETENTION OF TEACHERS IN INTERNATIONAL PRIMARY SCHOOLS IN NAIROBI COUNTY.’

Your institution has been selected to form part of the study. This is to kindly request you to allow and assist me collect the data by responding to the questionnaire guide. The information you provide will be used strictly for academic purposes and will be treated with utmost confidence. A copy of the final report was available to you upon request. Your assistance will be highly appreciated.

Yours Sincerely,

Shuku Ramki

APPENDIX II: QUESTIONNAIRE

EFFECT OF RECRUITMENT AND SELECTION ON RETENTION OF TEACHERS IN INTERNATIONAL PRIMARY SCHOOLS IN NAIROBI COUNTY

SECTION A: BACKGROUND INFORMATION

1. Gender of the respondent

Male [] Female []

2. Designation: _____

3. Number of Years in Service

0 – 5 [] 5 – 10 []

10 – 15 [] 15 – 20 []

Over 20 years []

4. Highest Education Level Attained:

a) Primary Certificate []

b) Diploma []

c) Undergraduate []

d) Postgraduate []

SECTION B: RECRUITMENT PRACTICES

1. The following set of questions is meant to determine the impact of recruitment practices on the retention of teachers. Please indicate your level of agreement on the effectiveness of the following recruitment channels in relation to your institution, using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree,

RECRUITMENT PRACTICES	5	4	3	2	1
Press media (e.g. newspapers or magazines)					
By institution websites					
On-Line agents					
By use of Head-Hunters					
Personal connections (e.g. Referrals from friends, relatives and current employees , etc)					
College recruitment through Internships					
From Job-Fairs					
Public agencies					

2. To what extent would you say the recruitment practices employed in your institution improve employee retention?

Very great extent []

Great extent []

Moderate extent []

Little extent []

No extent []

SECTION C: SELECTION PRACTICES

a) The following set of questions is meant to determine the impact of Selection practices on the retention of teachers. Please indicate how strongly you agree or disagree with the effectiveness of the following selection practices/criteria in your institution using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree.

SELECTION PRACTICES	1	2	3	4	5
Interviews					
Work sample tests and job knowledge tests					
IQ tests					
Aptitude tests					
Personality tests					
English language ability tests					
Team role play					
Through Presentations					

(b) Please indicate how strongly you agree or disagree with the following statements concerning your interview experience when you applied for this job. Using the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree, indicate the extent to which the statements relate to your institution.

Interview process	5	4	3	2	1
Interview helped me to understand the company and content of job.					
The information I acquired from job interview influenced my decision to accept the offer.					
I acquired adequate information about my remuneration package during my job interview					

SECTION D: RETENTION OF TEACHERS

1. Kindly indicate your level of agreement with the following attributes of employee retention at the institution. Use the scale: 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree:

I HAVE REMAINED IN THE SCHOOL BECAUSE OF;	5	4	3	2	1
Employees are fully satisfied with the recruitment and selection practices in your institution					
Nothing makes workers to be disappointed or dissatisfied					
Corporate code of the institution lets me feel comfortable at the work place.					
Unexpected and sudden changes in the institution culture would influence workers positively					
Each worker shows expected performance and successfully perform all assigned task on schedule					
Employees are satisfied with their wages					
The institution provides employment benefits					
There is a good system of establishing productive communications between employees and senior management					
Workers collaborate with each other and share task					
The institution provides employment benefits					

2. To what extent would you say the attributes of employee retention applied in your institution have enhanced teacher retention in your institution?

Very great extent []

Great extent []

Moderate extent []

Little extent []

No extent []

APPENDIX III: LIST OF INTERNATIONAL SCHOOLS IN NAIROBI

1. GEMS Cambridge International School
2. Banda School
3. Braeburn Schools
4. Brookhouse School
5. Brookhurst school
6. Deutsche Schule Nairobi
7. Hillcrest International School
8. International Schools of Kenya (ISK)
9. Lycée Denis Diderot
10. French school
11. The Netherlands School
12. Swedish School of Nairobi
13. Christian international school, Nairobi
14. Rosslyn Academy
15. Rusinga School
16. West Nairobi School
17. Nairobi International school
18. St Christopher's school

19. Braeside school
20. Potter house school
21. Nairobi Waldorf school
22. Kianda school
23. Rudolf Steiner school
24. Peponi school
25. Stem international school
26. West Nairobi school
27. St. Mary's international academy school
28. Riaru group of schools
29. Consolata school
30. Visa Oshwal Junieur school
31. Priemier school
32. St.austins school
33. Aga khan junior academy
34. Kenton college preparatory school
35. Nairobi academy preparatory and senior school
36. Laser Hill school
37. Cavina school Nairobi
38. School of Nations

39. Kenstrel manor school
40. Strathmore school, Lavington
41. St. Patrick's school
42. Light academy and Junious school
43. Nairobi Jaffreys academy
44. Imani school Nairobi
45. Pembroke House school
46. Maryland pre and primary school
47. Allen Grove Primary school
48. St Hanna school
49. Marion preparatory and senior school
50. Norwegian community school Nairobi