

**INFLUENCE OF BOARD OF MANAGEMENT MEMBERS'
MOTIVATIONAL PRACTICES ON TEACHERS' RETENTION IN
PUBLIC SECONDARY SCHOOLS IN ATHI RIVER SUB COUNTY,
KENYA**

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the Award of the Degree of Master of Education in Corporate Governance**

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DECLARATION

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

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I dedicate this work to my family for their endless support throughout my studies.

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I wish to take this opportunity to thank God for His enablement. This far it has taken His Almighty hand. Secondly I thank my family, for their support and during my academic endeavor. I thank my supervisors, Dr. Jeremiah M. Kalai and Mr. Edward N. Kanori for their advice, guidance and support during this process.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDE	County Director of Education
CED	County Education Director
CSO	Council of School Officers
GCE	General Certificate of Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MOE	Ministry of Education.
NACOSTI	National Commission for Science, Technology and Innovation
SCDE	Sub County Director of Education
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to investigate the influence of Board of management motivational practices on teacher's retention in public secondary schools in Athi River Sub County Athi, Kenya. The study objectives were; to determine the influence of monetary incentives, non-monetary incentives, influence of work schedule flexibility and the influence of career development prospects on teachers' retention. The study employed a correlation research design. A correlation study determines whether or not two variables have a relationship or influence each other. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Correlation design was suitable for this study because it enabled the researcher to determine the influence of Board of Management motivational practices on teachers' retention in public secondary schools. The target population for the study was 13 public secondary schools in Athi River Sub County. The study, therefore, targeted a population of 260 teachers and 221 BOM members given that each school has an average of 17 BOM. The main instruments for the study were questionnaires that were administered to teachers and Board of Management. Panel of experts in the education field were used to ascertain instrument validity. The Statistical Package for Social Sciences (SPSS) software version 20.0 was used to carry data analysis. The study produced descriptive statistics in form of cross tabulation tables to obtain correlation between variables. The findings revealed that teachers in Athi river secondary schools are not well motivated thus there is high staff turnover. Results findings showed that teachers are not given monetary incentives for extra work they do, low provision of non-monetary incentives, inflexible working schedule and little room for career development make teachers unmotivated which lead to low rate of teachers' retention. Results further showed that, provision of monetary incentives ($r=79.08$, $p=0.000$), non-monetary incentives ($r=73.7$, $p=0.000$), flexible working hours ($r=87.58$, $p=0.000$) and room for career development ($r=86.67$, $p=0.000$) influenced teachers' retention and were statistically significant supported by chi square and p values indicated. The study recommends that BOM should be trained on management skills in order for them to understand the benefits of employee's motivational practices, this will help to minimize high rate of staff turnover in Athi River public secondary schools. The study also recommends that the BOM should tailor motivational practices that suit teachers to make them feel recognized and appreciated. These initiatives will make them remain in service. There is need for further research on other motivational practices that influence teachers' retention other than the four identified in this research.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

All institutions have goals and objectives to accomplish and this defines their reason for existence. Effective management in these institutions is a necessary tool in improving an enabling working environment in which all workers work together as a team and as individuals towards the accomplishment of the organization's set goals (Das & Baruah, 2013). Therefore, recognizing and understanding how and why employees are motivated, is a central point for every organization (Maicibi, 2003).

In schools, teachers and pupils are always on the look out to gain fame, to be praised, to be promoted or even to gain material rewards from their supervisor, parents, guardians and teachers (Michel, 2015). The reverse may mean low morale in performance or even abandoning the activity (Akyeampong, 2007). Motivating the staff is a necessary tool at the work place for it incites, influences one's actions and behaviors towards the intended desired goals and depending on how they are motivated, determines the efforts that is exerted at a particular time, situation and needs of individuals (Dessler, 2003).

Employee retention is the ability of an organization to retain its employees (Das & Baruah, 2013).

According to Kageha (2008) and Orina (2008) employee retention refers to the function within an institution that focuses on motivating, orientation, training of teachers and providing direction for the teachers who work in the institution that will enhance job satisfaction. Monetary incentives are the bedrock of today's employee motivation and change management programs (Michel, 2015). The logic is simple and straightforward: change the monetary incentives and the desired behavior will occur.

According to Johnson, Kraft and Papay, (2012) non-monetary incentives include praises and appreciation, promotion, recognition and approval by parents, the general public and ministry of education. It is believed that when a teacher is given such motivation, the performance is influenced positively and thus to their retention (Ayiorwoth, 2008). Paying attention to the career development of employed people will enable employees realize their full potentials and make them aware of learning, work, civic and leisure opportunities, career guidance helps to build confidence and empower individuals. Work schedule flexibility is a very important phenomenon that is of great concern to various employees in both private and public sector. It goes beyond prioritizing the work role and one's personal life. It also affects the social, psychological, economical and mental well being of the individual (Michel, 2015).

In Sub Sahara African countries, teacher motivation depends critically on effective management at school level. If systems and structure set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of

professional responsibility and commitment (Akyeampong, 2007). In Zambia, the Ministry of Education (MOE) accords little attention to educational management and instead focuses more on teacher training and provision of educational infrastructure. As a result the education managers exhibit heavy deficiencies in managerial skills of motivation (Lungwangwa, 1995).

In Kenya, the issue of teacher motivation and its effects on retention has been experienced for quite some time now. Teachers are not motivated to work. This is mainly because the terms of service are poor compared to other workers in the working industry. This forces highly qualified teachers to move elsewhere looking for 'greener' pastures. Additionally, lack of feedback on how best they are working makes them not encouraged to work harder (Black & William, 1998).

Kenyan teachers have been demoralized by the Government's policy intervention (Kasirye, 2009). In secondary schools, ranking of motivators has been done around the eight factors namely remuneration, the work itself, working conditions and environment, job security, school leadership and supervision, promotion, interpersonal relations and recognition (Smith, 1996). In Athi River Sub County there has high a tendency of teachers leaving their former schools to schools in other sub counties (MoE, 2015). This has prompted the study on the investigation of the influence of Board of Management motivational practices on teachers retention in public secondary schools in Athi River Sub County, Machakos County, Kenya. The table below shows the number of teachers who requested for transfer for the last three years.

Table 1.1: Transfers requests by teachers

Sub County			2013	2014	2015
Athi	River	Sub	13	17	22
County					
Matungulu		Sub	5	2	3
County					
Kathiani Sub County			0	2	1

Source: MoE Report, (2015).

1.2 Statement of the problem

Majority of schools in Kenya have resorted to use different motivational practices to influence teacher and improve on their performance (Kageha & Orina 2008). Despite the possible strategies (such as staff recognition, shared leadership strategies, staff development, support, and proper induction of new teachers, and feedback or supportive teacher evaluation, letters of recommendation and promotions) put in place by the administrators in order to increase the performance of teachers in public secondary schools in Athi River Sub-County, there has been a poor retention of teachers (MoE Report, 2015).

Concern for Athi River Sub-County public secondary schools was that there was a declining test scores and escalating poor academic and teachers' performance. Available official records from the County Education Director indicate that

teachers have gone to agricultural and retail businesses strategies for a better living, (CED, 2014). Therefore, there was need to carry out a research on influence of motivational practices on teachers retention in public secondary schools in Athi river Sub County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Board of Management motivational practices on teachers' retention in public secondary schools in Athi River Sub County, Machakos County, Kenya.

1.4 Research objectives

The specific objectives of the study are;

- i. To determine the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.
- ii. To establish the influence of non monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.
- iii. To establish the influence of work schedule flexibility on the retention of teachers in public secondary school in Athi River Sub County.
- iv. To examine the influence of career development prospects on the retention of teachers in public secondary school in Athi River Sub County.

1.5 Research hypotheses

- i. There is no significant relationship between monetary incentives and the retention of teachers in public secondary school in Athi River Sub County.
- ii. There is no significant relationship between non monetary incentives and the retention of teachers in public secondary school in Athi River Sub County.
- iii. There is no significant relationship between Work schedule flexibility and the retention of teachers in public secondary school in Athi River Sub County.
- iv. There is no significant relationship between career development practices and the retention of teachers in public secondary school in Athi River Sub County.

1.6 Significance of the study

The findings of this research may provide information for schools' BoMs and the Ministry of Education on the best motivational strategies that could be employed to make teachers better performers of their function and retained in their schools. The findings may also be a useful source of data and evidence for research in teacher reward and motivation. It may also be a source of useful information to Kenya Education Management Institutes (KEMI) for strengthening their education managers' training programs. The study may be used as a lead for carrying out similar studies in other counties for comparison.

1.7 Limitation of the study

The research was limited by a number of constraints and this may include the bureaucracy involved at schools management for authorization to access their information. The bureaucracy involved at school management was solved by acquiring a letter of introduction from the university. This eased access to the institutions.

Another limitation is that the respondents were unwilling to answer the questions or may give untruthful answers due to fear of victimization. The researcher alleviated this by assuring them of the confidentiality of their identity and the use to which their answers would be put, which would be the research only.

1.8 Delimitation of the study

The study focused only on public secondary schools in Athi River Sub County, Machakos County, Kenya. The respondents were the head teachers and Board of Managements members.

1.9 Basic assumption of the study

The study was carried out with the following assumptions:

- i. The respondents honestly answered the questionnaires.
- ii. Every public secondary school in Athi River Sub County has established a BoM to manage the school.
- iii. The BoMs motivates teachers for better performance of the teaching function and their retention.

1.10 Definition of significant terms

The following are the definitions of significant terms;

Board of Management refers to the body appointed by the County Education Board to manage the day-to-day running of a public secondary school.

Career development practices refer to sense of purpose and direction which includes ideas of progression and development both at work and at a personal level. In this way, it embraces ideas about lifelong learning as well as skill development.

A monetary incentive is a money-based reward given when a teacher meets or exceeds expectations. This is measured using the adequacy level of incentives.

Motivational practices refer the alignment of the teacher's willingness, drive and desire to teach, with a reward that will keep the teacher committed to the achievement of the educational goals of the school. Motivational practices include monetary and non monetary incentives.

Non monetary incentives refer to compensation given to teachers which does not involve cash. These include recognition, promotion, praises and recognition.

Teachers' retention refers to the function within an institution that focuses on motivating, orientation training of teachers and providing direction for the teachers who work in the institution that will enhance job satisfaction.

Work environment refers to everything that forms part of employees' involvement with the work itself, such as the relationship with co-workers and supervisors, organizational culture, room for personal development.

1.11 Organization of the study

This study was organized into five chapters. Chapter one included background of the study, statement of the problem, purpose of the research work, research objectives, research hypotheses, significance of the study, limitations, delimitation, assumptions of the study and definition of terms. Chapter two included: concept of board of management; BoMs motivational practices which will include monetary incentives, non monetary incentives, work environment and career development practices; summary of the literature; theoretical review and conceptual framework.

Chapter three discussed the research design, the target population of the study, sample size and sampling procedure, research instruments, instrument validity instrument reliability, data collection procedures, data analysis method and ethical consideration. Chapter four focus on data analysis, presentation of results and discussions of the findings. Lastly chapter five involve summary of the findings, conclusions, recommendations and suggestion for further areas of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses concept of motivation, monetary incentives, non monetary incentives, Work schedule flexibility, career development and teachers' retention in public secondary schools, summary of the literature, theoretical framework and conceptual framework.

2.2 Concept of motivation and employee retention

Different scholars define the term motivation differently. According to Graham and Bennett (1998), employee motivation consists of all the drives, forces, and influences, conscious or unconscious that causes the employee to want to achieve certain aims. Bagraim (2003) defines motivation as the force within individuals that arouses, directs and sustains behaviour. Benell (2004) agrees with Bagraim (2003) in defining work motivation as the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks.

Board of Management (BOM) in a school needs to put in place appropriate motivational practice such as staff recognition, shared leadership strategies, staff development, support, and proper induction of new teachers, and feedback or supportive teacher evaluation, letters of recommendation, promotions and sometimes monetary incentives. These motivational practices enable the teacher to achieve meaningful performance (Akyeampong, 2007).

2.3 Monetary incentives and teachers' retention

Guajardo (2011) argues that money alone cannot motivate workers sustainably to continue performing at their best. Teacher motivation strategies should include other components such as recognition and professional prestige, opportunities for professional growth and accomplishment, and mechanisms for feedback and input into decision making. Also needed are strong accountability and guidance, effective management and transparent policies, and sufficient materials and infrastructure. School board of managements should therefore look at the concept of provision of incentives as a way of triggering and maintaining teacher motivation.

According to Vegas and Umansky (2005), monetary incentives have direct implications on teachers' characteristics and behaviour. However it is less clear how monetary incentives work and under what conditions they create the type of changes desired. The design of teacher monetary incentive schemes varies enormously. Individual merit pay rewards teachers based on particular outcomes or behaviours, such as improvements in student test scores. Group performance-based incentives reward a group of teachers on the basis of some measure(s) of group performance.

Njanja, Maina, Kibet and Kageni (2013) observe that companies use cash bonuses to reward their employees' performance during the year under appraisal and thus increase their contribution to the company's productivity. Money, according to Taylor's Scientific Management theory is the key factor in motivating workers to

achieve greater productivity. Money possesses significant motivating power since it symbolizes intangible goals like security, power, prestige and a feeling of success. It can attract, retain and motivate individuals towards higher performance.

2.4 Non monetary incentives and teachers' retention

According to Johnson, Kraft and Papay, (2012) non monetary incentives are non-financial benefits including among others status, job security, praise, opportunity for growth and recognition in the society. The employees do not always run after money as it cannot satisfy all their needs. They want to satisfy their egoistic needs and achieve something in their lives. Monetary incentives have to be coupled with various non-monetary incentives like free housing, free water, free electricity and fringe benefits. Therefore, it is recommended that the government should make sure teachers are provided with higher salaries, together with many other incentives so as offset other de-motivating factors like job insecurity.

Ayiorwoth, (2008) conducted a study on non-monetary rewards and teacher-retention in private secondary schools in Wakiso District in Uganda. The study particularly sought to determine the effects of recognition, training and development and fringe benefits on teacher-retention with a view to raising teacher-retention rates in private secondary schools in Uganda as a whole. The study established that adequate and regular recognition of teachers' achievements, provision of training and development opportunities and adequate provision of fringe benefits raise the retention rates of private secondary schools although

these non-monetary rewards are inadequate in private secondary schools in Wakiso District. It recommends that managers of private secondary schools in Uganda should maximize the use of recognition strategies, training and development and fringe benefits to improve teachers' performance, enhance motivation and consequently raise teacher-retention rates

Gross and Friedman (2004) mentioned that a total package includes compensation, benefits and careers. Hu, Hsu Lee and Chu, (2007) pointed that reward includes monetary (salary, bonuses) and non monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction. Another important goal is increased employee retention. Jimenez (1999) reports on retention research identified consistent employee recognition as a key factor in retaining top-performing workers.

2.5 Work schedule flexibility and teachers' retention

In recent years, the term work-schedule flexibility has replaced what used to be known as work-family balance (Anderson, Binder, & Krause, 2003). The concept of work-life balance is based on the notion that paid work and personal life should be seen less as competing priorities than as complementary elements of a full life. The way to achieve this is to adopt an approach that is conceptualised as a two way process involving a consideration of the needs of employees as well as those of employers (Lewis, 2000). In order to engage employers in this process it is

important to demonstrate the benefits that can be derived from employment policies and practices that support work-life balance, and the scope that exists for mitigating their negative effects on the management of the business.

A study on the role of work schedule flexibility by Lazăr, Osoian and Rațiu (2010) posits that building an organizational culture which supports work-life balance is a long term process for large organizations. It involves changing the way people think and talk about their work and about work-life balance so that using flexible working options and other work-life initiatives becomes accepted and normal for everyone regardless of their gender, seniority within the organizational or personal commitments.

According to Hartel and Bagtasos, (2007) being perceived as having innovative work-life balance practices allows organizations to enhance their reputation in the public domain. This means that they are also well-positioned to attract and retain greater numbers of job applicants from which a larger pool of better qualified employees can be selected. Flexible time allows employees, to determine (or be involved in determining) the start and end times of their working day, provided a certain number of hours is worked. This can allow them to meet family or personal commitments.

2.6 Career development prospects and teachers' retention

According to Dockel (2003) investment in training is one way to show teachers how important they are to the organization. Training and development are often used to close the gap between current performances and expected future

performance. One way of coping in the competitive markets is to ensure current teachers have the sufficient skills needed by implementing training and development interventions (Greenhalgh and Mavrotas, 1996).

Hammer (2000) asserts that an individual will be motivated to do something if they have the mental ability and skills to accomplish it. He states that when employees are trained, they get the knowledge of how to perform tasks and challenges. It is an affirmed fact, that poorly trained employees provide poor quality service. For organizations to succeed against competition, and thus gain a competitive advantage, their staff needs to be in receipt of a great training and development program. Trained employees have a more positive attitude towards their work, as well their organization. These employees can do more effective work, work better with fewer errors, and require less supervision.

According to Orina (2008) career development is usually employed in schools to cover the various policies and practices. This is deliberately established by the schools, to improve the career effectiveness of their teachers. As a sequence of related work experiences and activities, directed at personal and institutional goals seems to have an influence on the perceived quality of the employment experience.

2.7 Summary of literature review

The literature review has explored the relationships monetary incentives, non monetary incentives, Work schedule flexibility, career development and teachers'

retention. NJanja, Maina, Kibet and Kageni (2013) observe that companies use cash bonuses to reward their employees' performance during the year under appraisal and thus increase their contribution to the company's productivity. This finding agrees with Taylor's Scientific Management theory which argued that money is the key factor in motivating workers to achieve greater productivity.

The gap identified in the study-related reviewed literature was that much has been written on motivation of employees in terms of monetary reward, but little has been documented on motivating teachers by means of fringe benefits and good working conditions. Therefore, by assessing the needs of the teachers while also maintaining and improving on the staff services, improve on the effectiveness of the school teachers. It is observed that by identifying the teachers' present and future requirements, determines their fringe benefits and nature of working condition and increases their retention capacity (Musazi, 2006).

2.8 Theoretical framework

The theory guiding this study is Expectancy theory. Expectancy theory was founded in 1964 by Victor Vroom. The theory advances that there must be a link between effort (motivation) and reward, and that reward should be achievable and of value (worth) to a person (Armstrong, 2001). This implies that when efforts and rewards are sustained performance will be enhanced.

According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be

intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self-esteem and personal growth, and the individual can exercise a degree of personal control. According to Cole (1996), extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual.

The strength of this theory is that it is more scientific than some other theories on motivation. It explains many of the phenomenon related to employee efforts, work performance, employee motivation etc. that are observed in organizations. Its weakness is that, the theory is complicated and involves many variables. Practical applicability of the theory therefore might be a little suspect. The theory is relevance to this study since the strength of motivation of teachers is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes.

2.9 Conceptual framework

According to Kombo and Tromp (2009), a concept is an abstract or general idea inferred or derived from specific instances. A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Below is a figurative representation of the variables which were explored by this study.

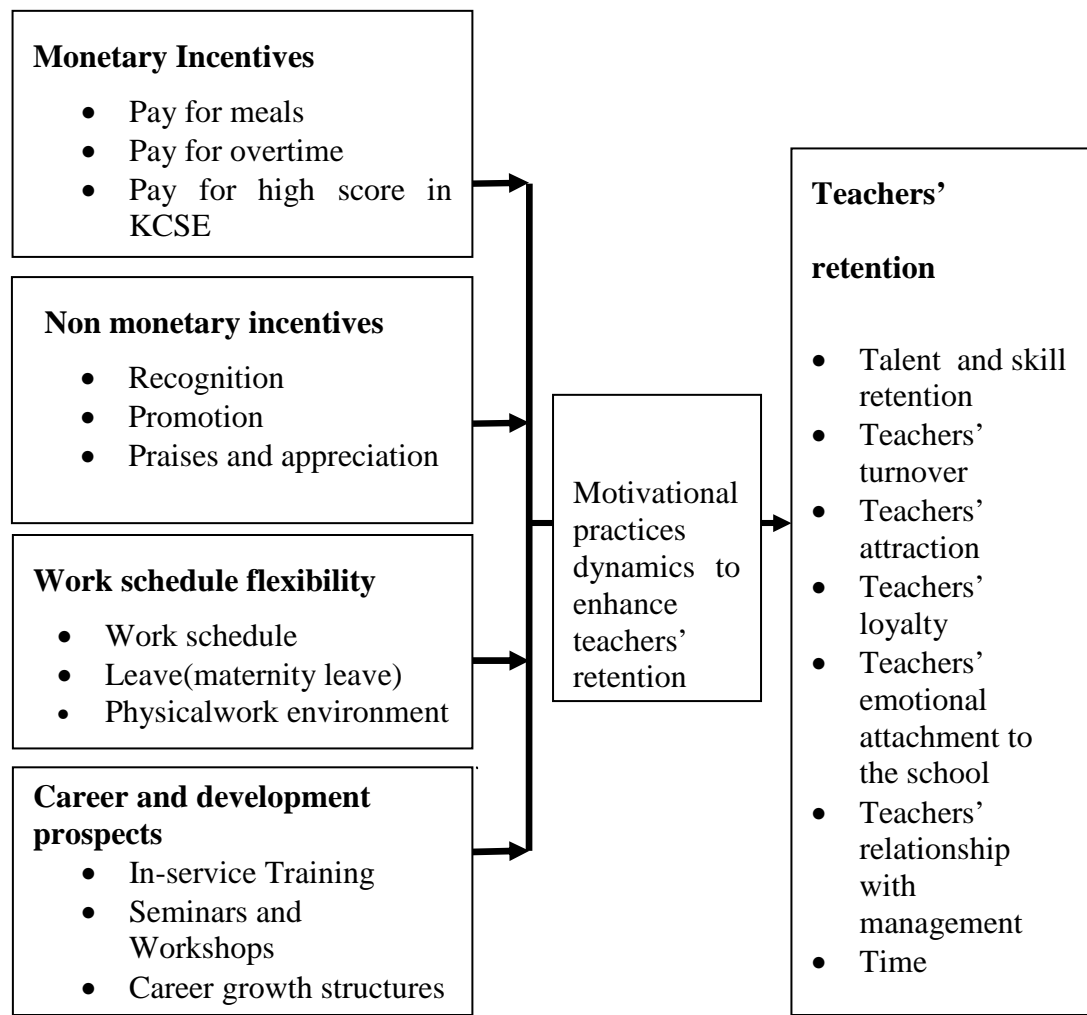


Figure 2.1: BOM Members' motivational practices and teachers' retention

Teachers' retention is the dependent variable in this study. The predetermined predictors of teacher's retention under this study are monetary incentives, non monetary incentives, Work schedule flexibility and career development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a review of the research methodology. Specifically, the section discusses the research design, the population of the study, sample size and sampling procedure, research instruments, instrument validity instrument reliability, data collection procedures, data analysis techniques and ethical consideration.

3.2 Research design

Research design is a scheme, outline or plan that is used to generate answers to research problems (Orodho, 2008). The study employed a correlation research design. A correlation study determines whether or not two variables have a relationship or influence each other. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Correlation design was suitable for this study because it enabled the researcher to determine the influence of board of management motivational practices on teachers' retention in public secondary schools.

3.3 Target population

According to Kothari, (2004) target population was the general population for study. The target population for the study was 13 public secondary schools in Athi River Sub

County. The study, therefore, targets a population of 260 teachers and 221 BOM members given that each school has an average of 17 BOM (MoE Report, 2015).

3.4 Sample size and sampling procedure

A sample is a subset of population (Hyndman, 2008). It is a true representative of the entire population to be studied. Since the population of the public secondary schools under this study is small, census approach was adopted (all the 13 schools will be surveyed). The unit of observation was the teachers and BOMs. All the 13 principals will be purposively selected and thus census approach was used for this case. The chairmen of BOMs were also purposely sampled because of their position. For this study 50% of teachers and BOM was sampled using simple random sampling from the total of 260 and 221 respectively. This is according to Kombo and Tromp (2006) who observed that a sample size of at least 10% of the target population would be representative for a target population, Therefore 130 teachers and 111 BOMs was randomly selected. Thus the total respondents was 246 (130+111) respondents.

Table 3.2: Sample size

	Target population	Percentage (%)	Sample size
Number of schools	13	100%	13
Teachers	260	50%	130
BOMs	221	50%	111
Total	491	50%	241

3.5 Research instruments

Vishnevsky and Beanlands (2004) define data collection as the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observations, focus group discussion, narratives and case histories. This study used primary data. Primary data was collected through the use of questionnaires.

Primary data was gathered by use of a questionnaire for both teachers and BOMs and captured through a 5-point type Likert scale and structured questions of yes/no. Section A has questions on demographic data of the respondents; section B will contain statements on effects of monetary factors on teachers' retention. Section C was statements on effects of non monetary incentives on teachers' retention. Section D was effects of work schedule balance on teachers' retention.

Section E was effects of career planning prospects on teachers' retention and lastly section F had statements on teachers' retention.

3.6 Instrument validity

Validity refers to whether a questionnaire is measuring what it purports to measure (Bryman & Cramer, 1997). This study used content validity. To ensure content validity, the questionnaire was subjected to thorough examination by two randomly selected teachers and BOMs, two experts and the supervisor. They asked to evaluate the statements in the questionnaire for relevance and whether they are meaningful and clear. On the basis of the evaluation, the instrument was adjusted appropriately before subjecting it to the final data collection exercise. Their review comments was used to ensure that content validity is enhanced

3.7 Instrument reliability

Reliability refers to the repeatability, stability or internal consistency of a research instrument (Jack & Clarke, 1998). Cronbach's alpha was used to test the reliability of the measures in the questionnaire (Cronbach, 1995). In this study, data collection instrument which is a questionnaire was tested on 10% of the sample of the questionnaires to ensure that it is relevant and effective. Reliability was tested using questionnaire duly completed by twenty five (25) randomly selected teachers and BOMs. These respondents were not included in the final study sample in order to control for response biasness.

The questionnaire responses was input into statistical package for social sciences (SPSS) and Cronbach's alpha coefficient generated to assess reliability. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability (Sekaran, 2006). A coefficient of 0.7 is recommended for a newly developed questionnaire. If the cronbach alpha of 0.7 is not attained, then the study was considered modifying the questionnaire.

3.8 Data collection procedures

Approval from the university was obtained to conduct the study; permission was obtained from the National Commission of Science Technology and Innovation (NACOSTI). The researcher paid a courtesy call to the County Director and Sub County Education Officer. Thereafter a letter to each of the principals was written requesting for permission to carry the study in their schools. The questionnaires were distributed and collected same day to increase the return rate.

3.9 Data analysis techniques

After quantitative data is obtained through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer software for analysis. The study generated correlation statistics in form of chi square. Chi square was used to check on the relationship between the variables.

3.10 Ethical considerations

Ethical considerations relate to the moral standards that the researcher should consider in all research methods in all stages of the research design. In this research three principles of ethics was used namely beneficence, respect for human dignity as well as justice (Polit *et al.*, 2003). Beneficence was accorded to BOMs and teachers in that their welfare are protected while responding the on the questions in the questionnaire. The dignity of BOMs and teachers was protected by ensuring that the sensitive questions asked remain confidential. Justice was assured to the BOMs and teachers through keeping the promise of not disclosing their responses to the outsiders. However, the respondents were notified that the findings of this study used for academic purposes only.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides presentation of the findings and discussions. The findings are presented in line with the study objectives. Analysis of descriptive statistics and correlation was conducted and the results presented in form of tables and figures.

4.2 Questionnaire response rate

The return rate provides a profile of respondents who participated in the study. The respondents of the study were Board of management members and teachers. Response rate for the study is shown in table 4.1.

Table 4.1: Response rate

Respondents category	Administered	Returned	Unreturned	Percentage response rate
Board of management	111	103	8	92.8
Teachers	130	117	13	90.0

The response rate for board of management members was 92.8 percent while that one for teachers' was 90 percent. According to Mugenda and Mugenda (2003); Kothari (2004) a response rate of above 50 percent is adequate for a descriptive study. Based on these assertions from renowned scholars, a response rate of

92.8percent for Board of management members and a response rate of 90percent for teachers was sufficient for the study.

4.3 Distribution of respondents by demographic characteristics

For the study to establish the individual influence of Board of management member's motivational practices on teacher's retention in public secondary schools in Athi River sub county, Kenya, it was considered important to establish the background information of the respondents which included age, gender, levels education and period of service of the respondents. This was inspired by the need to establish whether there exists any close relationship among respondents' demographic characteristics on board of management motivational practices and teacher's retention in public secondary schools in Athi River sub county, Kenya. Demographic factors have been chosen because they have an influence on employee retention strategies. Several studies in which demographic factors have been employed to investigate job satisfaction and job attitudes have shown that they are strong predictors of turnover intentions (Furnham *et al.*, 2009).

Understandably the demographic information of the Board of management, and teachers and their influence to teacher's retention helps the management of schools to design incentives and other motivation aspects for teacher's retention. Knowledge of demographic characteristics of the respondents who took part in the study is useful in highlighting their important characteristics. It is presented according to gender, age, level of education and period of service.

4.3.1 Distribution of respondents by gender

The study sought to establish the gender diversity of board members and teachers. It was necessary to indicate the gender of the respondents so as to establish whether there was any significant relationship between gender compositions of Board of management motivational practices on teacher's retention. This was guided by the logic that many psychologists argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment (Eagly & Steffen, 1986). Ingersoll (2001) found males were slightly more likely than females to stay.

Table 4.2: Distribution of respondents by gender

Demographic characteristics	BOM Freq	Percent (%)	Teachers Freq	Percent (%)
Gender				
Male	58	56.3	64	54.7
Female	45	43.7	53	45.3
Total	103	100	117	100

Findings in table 4.2 on gender imply that there is gender imbalance among board compositions in schools. Overall, the study revealed that school management BOM and teachers had more males than female. Acker (2006) observed that gender equality was a very important trait, as it can be used to improve performance of all staff involved. Since it is argued that females and males perceive and interpret things differently, a right gender mix for board of management is a good ingredient of improving school motivational practices. Acker argued that gender equality fosters teamwork and also creates a sense of

unity and an aspect of working together for a common goal with every individual effort whether male or female being important to the attainment of the overall objectives. A gender sensitive institution provides a favorable environment where a staff or a manager is supposed to interact with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets. The study would thus assist in the study of BOM motivational practices to establish whether there was such gender disparity in Athi River County. Crawley (2005) on the military, he reported that women with five to eight years of service are most likely to leave. A descriptive statistics reported by Luekens *et al.* (2004) suggests most clearly that retained employees are more likely to be male than female. In a related study, Ingersoll (2001) found males were slightly more likely than females to stay.

This further implies that even though women are given minimal chances to be members of the board there was compliance to the basic education Act on gender representation in BoM. Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. It important to investigate the gender of the respondents in order to know how the distribution by gender in the BOM motivational practices affects teachers retention. In addition, results show that males constituted most of the teachers' respondents while females were minority. This result support the study by Ndogo (2013) who found out that majority of the teachers working in Kiambaa Division, Kiambu County were male while the least number of teachers were female.

4.3.2 Distribution of respondents by levels of education

The study sought to establish if the education levels of the BOM members, and teachers had any significant influence on the retention of teachers, level of education or qualification is found to be positively associated with turnover suggesting that the more educated employees are more likely to quit. Below are the results; Since the overall management of secondary schools is vested in the Boards of Management, it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management (Okumbe, 2001). The level of education implies that management skills and necessary knowledge are acquired for quality school management. This is supported by Keith and Francoise (2001) who note that the quality of education depends on the way the schools are managed. Good management entails all practices targeting school staff, students and other stakeholders.

Table 4.3: Distribution of respondents by levels of education

Demographic characteristics	BOM		Teachers	
	Freq	Percent (%)	Freq	Percent (%)
Education				
Diploma	30	29.1	32	27.4
Bachelors	45	43.7	51	43.6
Masters	18	17.5	27	23.1
PhD	10	9.7	7	6
Total	103	100	117	100

Table 4.3, majority of the BOM members had University level of education as their highest level of education. The majority of the teachers had university as their highest level. Since the overall management of secondary schools is vested in the Boards of Management, it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management (Okumbe, 2001).

The level of education can dictate the type of board of management motivational practices on teachers. The level of education implies that management skills and necessary knowledge are acquired for quality school management. This is supported by Keith and Francoise (2001) who note that the quality of education depends on the way the schools are managed. Academic qualification is important in educational service delivery and motivational practices so as to improve teacher's retention. Academic and professional qualification of teachers and BOM members was also a factor to consider in this study. Teachers' and BOM members' academic and professional qualifications directly or indirectly determine how both human and material resources can be handled in management of public secondary schools. This in turn influences teacher's rate of retention.

The level of education or qualification is found to be positively associated with turnover suggesting that the more educated employees are, the more likely they are to quit (Collins & Ponniah, 2014).

4.3.3 Period of service of the respondents

With respect to years of service, Sorensen (2008) reported that employees with higher tenure may have familiarity with their work role and have reached a higher level of career attainment than those employees with lower tenure. On the other hand, a further study conducted by Kavanaugh *et al.* (2006) revealed that nurses with different levels of tenure are not motivated to remain with an organization by the same incentives. Moreover, in a study by Crawley (2005) on the military, he reported that women with five to eight years of service are most likely to leave. An efficient tenure system is designed to improve the quality of the public schooling system (Maile, 2000) and by this way, should ensure the protection of the interests of all the stakeholders in the educational system.

Table 4.4: Period of service of the respondents

Demographic characteristics	BOM		Teachers	
	Freq	Percent (%)	Freq	Percent (%)
Work Duration				
less than one year	7	6.8	9	7.7
1 to 5 year	15	14.6	28	23.9
6 to 10 years	43	41.7	50	42.7
More than 10 years	38	36.9	30	25.6
Total	103	100	117	100

The table 4.4 results indicated that majority of BOM had worked for more than 6 years. However, too much experience may make a manager fall victim to what Mkongo (2013) calls intellectual bankruptcy of ideas. Njeri (2014) advocates for a fixed five years term in order to ensure that Board members do not sleep on their

job. Too much overstaying of board members in the same schools undermining the acceptance of new ideas and change including motivational strategies on teachers in order to retain them.

Contrary, long service duration also enables Board members have certain characteristics such as promptness, adequate command of instructional materials and confidence. This is expected to translate to better relationship with teachers hence high rate of retention. In a study on the relationship between teaching profession and human capital, Harris and Sass (2011) found that teaching profession depends highly on the motivational practices and that the skills could be acquired through experience.

4.3.4 Distribution of respondents by age

The study sought to find the age distribution of the respondents. Studies show that age has a relationship with career commitment (Meyer & Allen 1984). The most studied and the most consistent in its relationship to turnover is the employee's age. This was revealed in a study by Ahuja *et al.* (2007) on the IT industry in India. They found that age had a modest but significant effect on turnover intention. This study can also apply to teaching profession which is as demanding as information technology.

Table 4.5: Distribution of respondents by age

Demographic characteristics	BOM		Teachers	
	Freq	Percent (%)	Freq	Percent (%)
Age				
Less than 30 years	13	12.6	18	15.4
31-40 years	11	10.7	45	38.5
41-50 years	39	37.9	41	35
51 years & above	40	38.8	13	11.1
Total	103	100	117	100

Table 4.5 indicates that most of Board of management members are 50 years of age. However, bearing in mind that most workers retire after 60 years, it is implied that a good number of the Board members were already retired from active work engagement. The finding meant that the given members of the Board were highly experienced and thus suited for the management role in secondary schools. As such, it was also expected that they would likely translate to better motivational practices.

There are different perceptions of job satisfaction and motivation across the age spectrum. In their separate studies on retention of healthcare professionals, they found younger nurses had lower levels of job satisfaction while the older age group of 40 and above had higher levels of job satisfaction (Griffeth *et al.* 2000; Kavanaugh *et al.* 2006; Wilson *et al.*, 2008). A meta-analysis by Borman and Dowling (2008) in their study on teacher attrition and retention, they indicated that those who are 51 years of age or older are nearly 2.5 times more likely to quit teaching than teachers who are 50 or younger.

The age of BOM members indicate that they have good experience, knowledge and understanding when it comes to motivational developments in the school, forecasting and planning, organizing, commanding, coordinating and controlling other resources to enhance smooth learning and teaching for better working environment. This is not the case in Athi River public schools as it is indicated that there is a high rate of employees turn over

On the other hand, a majority of teachers were aged between 30- 40 years. This indicates that most have been newly employed teachers full energy and new ideas. This is in line with Okumbe (1998) that young employees have higher expectations. With respect to years of service, Ng and Sorensen (2008) reported that employees with higher tenure may have familiarity with their work role and have reached a higher level of career attainment than those employees with lower tenure. On the other hand, a further study conducted by Kavanaugh *et al.* (2006) revealed that nurses with different levels of tenure are not motivated to remain with an organization by the same incentives. Moreover, in a study by Crawley (2005) on the military, he reported that women with five to eight years of service are most likely to leave

4.4: BOM motivation practices and teachers' retention

This concurred with Nzuve and Stephen (2010) book on management of human resources that states that a manager can motivate his employee by recognizing achievement through praise, material rewards and even holding meetings to monitor and consul individuals in regard to organizational progress. Praise and

recognition have been used extensively to influence teacher’s retention. Ideal incentive or reward tailored to the specific individuals is appropriate to increase employee’s retention and improved performance. Lack of recognition can lead to negative repercussion and high rate of staff turnover.

Table 4.6: BOM motivation practices and teachers’ retention

Statement	Yes		No	
	Freq	Percent	Freq	Percent
We recognize teachers for the exemplary performance	46	44.7	57	55.3
We do not take for granted promotion of teachers	44	42.7	59	57.3
We always praise teachers for the work well done.	42	40.8	61	59.2
We pay allowances to teaching staff based on equitable grounds	47	45.6	56	54.4
Our school provides adequate housing for teachers	50	48.5	53	51.5
Our school provides adequate offices for teachers	39	37.9	64	62.1
We make sure that teachers participate fully in the schools’ activities.	40	38.8	63	61.2
We give teachers an opportunity to express themselves about their feelings regarding to issues in their lines of duty.	43	41.7	60	58.3

The respondents were asked to respond on statements BOM motivation practices and teacher’s retention. The responses were rated Yes or No. Results in table 4.6 revealed that majority of the respondents disagreed that there is recognition of high performing teachers. The results also showed that majority of the respondents answered No to question that they do not take for granted promotion of teachers. The results also showed that majority of the respondents disagreed

with the statement that teacher are always praised for their hard work. The results also revealed that majority of the respondents disagreed that they get allowances equitably. Majority of respondents disagreed on the facts they were provided for adequate housing and adequate offices, also majority of teachers were for No on the matters of whether they participate fully in schools activities and also on whether they get an opportunity to express their views. This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement, Lack of recognition lead to high staff turnover.

Further, a cross tabulation table of BOM motivational practices categorized as low motivational practices and high motivational practices against teachers' rate of turnover. Table 4.7 shows how teachers' retention was evaluated against motivational practices by BOMs, a cross tabulation of the table was computed.

Table 4.7: Cross tabulation between BOM motivational practices and teachers' retention levels

		Motivational practices		Chi-square (p value)
		Low motivational practices	High motivational practices	
Teachers' retention	Low retention	51	13	50.362(0.000)
	High retention	3	36	

Where teachers stated they were lowly motivated the rate of retention was low and it also shows that where teachers were highly motivated the rate of retention was high. Results findings indicated that, teachers' retention was low when the number of teachers who said that they were not satisfied with BOM motivational practices was high at 51 numbers of respondents compared to 13 numbers of teachers who said that BOM motivational practices was high. Further, retention was high when the number of teachers who said that that BOM motivational practices was high at 36 compared to when only 3 numbers of teachers said BOM motivational practices. The study findings were statistically significant supported by a chi square of 50.362 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BOM motivational practices and teachers retention. The findings therefore indicate that good motivational practices can motivate teachers to work hard which increases their chances of stay in the service.

4.5: Monetary incentives and teachers' retention

The first objective was to determine the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.

Table 4.8: Monetary incentives and teachers' retention

Statement	Yes		No	
	Freq	Percent	Freq	Per cent
Do you give teachers allowances to teachers for additional responsibilities at school?	49	47.6	54	52.4
Do you grant monetary incentives granted on basis of grades attained in KCSE exams?	41	39.8	62	60.2
Are financial waivers granted for high performing teachers for rent?	39	37.9	64	62.1
Do you offset any costs you incur for i.Breakfast? ii.Lunch? iii.Supper?	47	45.6	56	54.4
Does the school make arrangements for teachers for cheaper shopping with specific supermarket?	48	46.6	55	53.4

The respondents were asked to respond on statements monetary incentives and teacher's retention. The responses were rated Yes or No. Results in table 4.8

The study revealed that majority of the respondents disagreed that there is recognition as far as allowance for additional responsibilities are concerned. The results also showed that majority of the respondents were not rewarded based on KCSE performance. Respondents revealed that there is no waiver granted to rent for performing teachers. Also the most of the respondent disagreed that the cost they incur on breakfast, lunch and supper were not offset and the respondents also disagreed there are arrangements for teachers to shop in specific supermarkets.

This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement, Lack of recognition lead to high staff turnover.

Further, a cross tabulation table of BOM provision monetary incentives categorized as those teachers satisfied with incentives and those not satisfied against teachers' rate of turnover. Table 4.9 shows how teachers' retention was evaluated against provision of monetary incentives by BOMs, a cross tabulation of the table was computed.

Table 4.9: Cross tabulation between BOM monetary incentive provision and teachers' retention levels

		Monetary incentives		Chi-square (p value)
		unsatisfied	satisfied	
Teachers' retention	Low retention	61	3	79.0760(0.000)
	High retention	3	36	

Where teachers stated they were unsatisfied the rate of retention was low and it also shows that where teachers were satisfied the rate of retention was high. The findings therefore indicate that provision for incentives motivate teachers to work hard which lead to employee retention. The study findings were statistically significant supported by a chi square of 79.076 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BOM provision of monetary incentives and teachers' retention. The results of these study agree with URT (2008) that to attract teachers in some areas strategies such as introducing reward systems, fee exemptions for students' teachers, and increasing attractive incentive packages can help retain teachers. However, the findings contrast that of Mulkeen, David, Joan and Elizabeth (2007) who indicated that monetary-related policies and incentives are difficult to implement in retaining teachers because of scarce resources. The findings therefore indicate that provision of monetary incentives can motivate teachers which reduce rate of teachers' turnover.

4.6: Non-monetary incentives and teachers' retention

The second objective was to establish the influence of non-monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.

Table 4.10: Non monetary incentives and teachers' retention levels

Statement	Yes		No	
	Freq	Percent	Freq	Percent
We issue letters of recommendations to teachers	46	44.7	57	55.3
issue free housing to teachers	31	30.1	72	69.9
give subsidized housing to teachers	36	35	67	65
Offer recreational trips to teachers	41	39.8	62	60.2
Give teachers Christmas gifts	48	46.6	55	53.4

The respondents were asked to respond on statements non monetary incentives and teacher's retention and teacher's retention. The responses were rated Yes or No. Results in table 4.10 revealed that majority of the respondents disagreed that there were given recommendation letter and issued free houses. The results also showed that majority of the respondents answered No to question that they are offered recreation trips and they also disagreed to the fact that they were given Christmas gifts. This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). Moreover, Mulkeen (2010) has shown that in some contexts where housing is lacking, the community tends to provide it to attract teachers.

According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to

well understood working relation that is appropriate to stimulate gradual achievement, Lack of recognition lead to high staff turnover.

Further, a cross tabulation table of BOM provision non monetary incentives categorized as those teachers satisfied with non monetary incentives and those not satisfied against teachers’ rate of turnover. Table 4.11 shows how teachers’ retention was evaluated against provision of non monetary incentives by BOMs, a cross tabulation of the table was computed.

Table 4.11: Cross tabulation between BOM provision of non monetary incentive and teachers’ retention levels

		Non-monetary incentives		Chi-square (p value)
		unsatisfied	satisfied	
Teachers’ retention	Low retention	57	7	73.698(0.000)
	High retention	1	38	

Where teachers stated they were unsatisfied the rate of retention was low and it also shows that where teachers were satisfied the rate of retention was high. The findings therefore indicate that provision for non monetary incentives motivate teachers to work which increases their chances of stay. The study findings were statistically significant supported by a chi square of 73.698 and a reported p value of (0.000) which was less than (0.05) level of significance. The results do not agree with that of De Jesus and Conboy (2001) who indicated that in Portugal, less than 40 percent of teachers wish to continue with teaching while the majority

would prefer to change their profession. For Narsee (2012), she suggests that, non-financial rewards have the potential to improve the competitiveness of organizations in attaining and retaining the services of talented people. Chi square test was meant to show whether there existed any significant association between BOM provision of non-monetary incentives and teachers' retention. The findings therefore indicate that provision of non-monetary incentives can motivate teachers to stay and continue working in their schools which reduce rate of teachers' turnover.

4.7: Work schedule flexibility and teachers' retention levels

The third objective was to establish the influence of work schedule flexibility on the retention of teachers in public secondary school in Athi River Sub County.

Table 4.11: Work schedule flexibility and teachers' retention levels

Statement	Yes		No	
	Freq	Percent	Freq	Percent
There exists a flexi work schedule in our school	33	32	70	68
There exists conducive staff room for teachers.	50	48.5	53	51.5
The teachers' expectation is not interfered with my work life program.	40	38.8	63	61.2
There exists a conducive dining room for teachers	44	42.7	59	57.3
There exists a conducive sick bay for teachers who fall sick during working hours	38	36.9	65	63.1
There exists a clear work schedule in the institution	35	34	68	66

The study shows that majority of teachers didn't agree to the fact that they have a conducive work schedule and they also supported that they do not have a conducive staff room. The study also showed that majority of teachers supported the fact that they do not have conducive dining room and also conducive sick bay. Majority also said that there was no clear working schedule. This finding compares with that of Jamal (2004) who found that employees working weekends reported significantly higher emotional exhaustion, job stress and psychosomatic health problems a situation likely to cause an employee to quit.

Further, a cross tabulation table of provision of good working schedule categorized as unfavorable working schedule and favorable working schedule against teachers' rate of turnover. Table 4.12 shows how teachers' retention was evaluated against type of working schedule, a cross tabulation of the table was computed.

Table 4.12: Cross tabulation between provision of favourable working schedule and teachers' retention levels

		Working schedule		Chi-square (p value)
		unfavourable	favourable	
Teachers' retention	Low retention	60	4	87.580(0.000)
	High retention	0	39	

Where the working conditions are unfavorable, there is low retention of teachers, The study also concludes that where conditions are favorable there is high retention of teachers.

The findings therefore indicate that provision flexible working schedule increases teachers' chances of stay. The study findings were statistically significant supported by a chi square of 87.58 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between favorable working schedule and teachers retention. Working nonstandard schedules is also related to several employee attitudes that lead to turnover, such as lower organizational commitment and/or job satisfaction (Furnham & Hughes, 1999). The findings therefore indicate that provision of favourable working schedule can motivate teachers to stay and continue working in their schools which reduce rate of teachers' turnover.

4.8: Career development prospects and teachers' retention levels

The forth objective was to examine the influence of career development prospects on the retention of teachers in public secondary school in Athi River Sub County. It is a deliberate plan by the management to improve the quality of staffing. It is also a way of giving the staff a chance to update and improve their skills, knowledge and qualifications in order to be adaptive to their job (Parsey, 1992). In schools, it is done by encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the

graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in service programs (Monanhan, 1996).

Table 4.13: Career development prospects and teachers’ retention levels

Statement	Yes		No	
	Freq	Percent	Freq	Percent
There exists an in-service teacher-training policy in our school	46	44.7	57	55.3
There exist a short term seminar support services.	42	40.8	61	59.2
The BOM promotes equality of promotion to teachers	36	35	67	65
Teacher’s career aspirations within the institution are known by the BOMs.	44	42.7	59	57.3
Fair appraisal	49	47.6	54	52.4

The respondents were asked to respond on statements career development prospect and teacher’s retention. The responses were rated Yes or No. Results in table 4.13. The study indicates that majority of teachers disagreed that there is a training policy in school and they also disagreed that they were provided for with short term trainings. The study further indicates that there is no equality and fair appraisal as far as promotion is concerned and also majority of teachers disagreed to the fact that BOG knows their career aspirations. This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999).

The main reasons for teachers leaving the profession have been found as stated by Tong, (2007) cited by Tin and Ngee (2010) to be inadequate training; insufficient career progression and meager salary increments (Tong, 2007). Numerous studies

have suggested that teachers leave the profession to new careers because of inadequate training and insufficient career progression (Tong, 2007 and Tin el (2010). Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement, Lack of recognition lead to high staff turnover.

Further, a cross tabulation table of room for career development categorized as supportive and unsupportive against teachers’ rate of turnover. Table 4.14 shows how teachers’ retention was evaluated against career development, a cross tabulation of the table was computed.

Table 4.14: Cross tabulation between career development and teachers’ retention levels

		Career development		Chi-square (p value)
		unsupportive	supportive	
Teachers’ retention	Low retention	63	1	86.693(0.000)
	High retention	3	36	

The study shows that where BOM are unsupportive staff turnover is high and where BOM are supportive staff turnover is low.

The findings therefore indicate that provision of room for career development increases teachers’ chances of stay. The study findings were statistically

significant supported by a chi square of 86.693 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between career development and teachers' retention. The findings agree with that of Ngobeni and Bezuidenhout (2011) that career development and employee retention is now viewed a tool to strengthen institutional capabilities. The findings therefore indicate that provision of room for career growth can motivate teachers to stay and continue working in their schools which reduce rate of teachers' turnover.

Further, teachers were asked to respond to statements relating to the study of the objectives. The first objective was to determine the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.

4.9: Monetary incentives and teachers' retention

Table 4.15: Monetary incentives and teachers' retention

Statement	Yes		No	
	Freq	Percent	Freq	Percent
In this school, are you paid for teaching extra classes in the; (i) Morning? (ii) Evening?	50	42.7	67	57.3
Are monetary incentives granted on basis of grades attained in KCSE exams?	59	50.4	58	49.6
Are financial waivers granted for high performing teachers for rent?	55	47	62	53
Does the school offset any costs you incur for iv.Breakfast? v.Lunch? vi.Supper?	41	39.8	72	61.5
Does the school make arrangements for cheaper shopping with specific supermarket?	56	47.9	61	52.1

The study shows that majority of teachers were not paid to teach extra time in the morning and evening, study also shows that teachers are not motivated with monetary incentives on the basis of grade attained in KCSE. Further studies shows that teachers are not refunded the cost they incur on breakfast, lunch and supper, it also shows majority of teachers do not enjoy special shopping arrangements. This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. Lack of recognition lead to high staff turnover.

Further, a cross tabulation table of provision monetary incentives categorized as those teachers satisfied with incentives and those not satisfied against teachers' rate of turnover. Table 4.16 shows how teachers' retention was evaluated against provision of monetary incentives by BOMs, a cross tabulation of the table was computed.

Table 4.16: Cross tabulation between monetary incentives and teachers' retention levels

		Monetary Incentive		Chi-square (p value)
		unsatisfied	satisfied	
Teachers' retention	Low retention	75	3	85.501(0.000)
	High retention	5	34	

The study concludes that the higher the number of unsatisfied teacher the lower the rate of retention and also the higher the number of satisfied teachers the higher the retention.

The findings therefore indicate that provision for incentives motivate teachers to work hard which lead to employee retention. The study findings were statistically significant supported by a chi square of 85.501 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between provision of monetary incentives and their retention. The findings therefore indicate that provision of monetary incentives can motivate teachers which reduce rate of teachers' turnover.

4.9: Non-monetary incentives and teachers' retention

Table 4.17: Non monetary incentives and teachers' retention

Statement	Yes		No	
	Freq	Perc ent	Freq	Per cent
In our school, teachers are issued with certificates when they perform well in their teaching subjects	48	41	69	59
In our school, teachers are given educational trips when they perform well in their teaching subjects	52	44.4	65	55.6
In our school, teachers are given package of gifts when they perform well in their teaching subjects	47	40.2	70	59.8
Teachers' appreciation and recognition motivates teachers and thus retention.	44	37.6	73	62.4
Teachers are given pens and writing materials by the school.	48	41	69	59

The respondents were asked to respond on statements non monetary incentives and teacher's retention and teacher's retention. The responses were rated Yes or No. The study revealed that majority of the respondents disagreed that there were given recommendation letter and issued free houses. The results also showed that majority of the respondents answered No to question that they are offered recreation trips and they also disagreed to the fact that they were given Christmas gifts. Further study also shows that majority of teachers were not provided for writing materials. This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). According to Emenika (2010) institutions that had embraced

a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement, Lack of recognition lead to high staff turnover. Kagiha (2008) concurs that recognition has a positive effect on motivation of teachers while Akyeampong (2007) affirms that recognition enables a teacher to achieve meaningful performance.

Across tabulation table of provision non monetary incentives categorized as those teachers satisfied with non monetary incentives and those not satisfied against teachers' rate of turnover. Table 4.18 shows how teachers' retention was evaluated against provision of non monetary incentives by, a cross tabulation of the table was computed.

Table 4.18: Cross tabulation between provision of non monetary incentives and teachers' retention levels

		Non-monetary Incentive		Chi-square (p value)
		unsatisfied	satisfied	
Teachers' retention	Low retention	73	5	65.181(0.000)
	High retention	8	31	

The study shows that teachers stated they were unsatisfied the rate of retention was low and it also shows that where teachers were satisfied the rate of retention

was high. The findings therefore indicate that provision for incentives motivate teachers to work hard which lead to employee retention.

The study findings were statistically significant supported by a chi square of 65.181 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between provision of non monetary incentives and teachers retention. The findings therefore indicate that provision of non monetary incentives can motivate teachers to stay and continue working in their schools which reduce rate of teachers' turnover.

4.10 Work schedule flexibility and teachers' retention

Table 4.19: Work schedule flexibility and teachers' retention

Statement	Yes		No	
	Freq	Percent	Freq	Percent
There exist a flexi work schedule in our school	51	43.6	66	56.4
I'm satisfied with the working hours of the institution	55	47	62	53
There exists conducive staff room for teachers.	53	45.3	64	54.7
My family expectation is not interfered with my work life program.	54	46.2	63	53.8
There exists a conducive dining room for teachers	43	36.8	74	63.2
There exist a conducive sick bay for teachers who fall sick during working hours	49	41.9	68	58.1
There exists a clear work schedule in the institution	47	40.2	70	59.8

The study showed majority of teachers didn't agree to the fact that they have a conducive work schedule and they also supported that they do not have a conducive staff room . The study also showed that majority of teachers supported the fact that they do not have conducive dining room and also conducive sick bay

Across tabulation table of provision of good working schedule categorized as unfavorable working schedule and favorable working schedule against teachers' rate of turnover. Table 4.20 shows how teachers' retention was evaluated against type of working schedule, a cross tabulation of the table was computed.

Table 4.20: Cross tabulation between favourable working schedule and teachers' retention levels

		Work schedule		Chi-square (p value)
		Unfavorable	Favorable	
Teachers' retention	Low retention	63	15	42.693(0.000)
	High retention	7	32	

Where the working conditions are unfavorable, there is low retention of teachers, The study also concludes that where conditions are favorable there is high retention of teachers. The findings therefore indicate that provision flexible working schedule increases teachers' chances of stay. The study findings were statistically significant supported by a chi square of 42.693 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between favorable

working schedule and teachers' retention. The findings therefore indicate that provision of favourable working schedule can motivate teachers to stay and continue working in their schools which reduce rate of teachers' turnover.

4.11 Career development prospects and teachers' retention

Table 4.21: Career development prospects and teachers' retention

Statement	Yes		No	
	Freq	Percent	Freq	Percent
There exists an in-service teacher-training policy in our school	44	37.6	73	62.4
There exist a short term seminar support services.	47	40.2	70	59.8
The BOM promotes equality of opportunity for both male and female staff of the school	46	39.3	71	60.7
Individual and institution and growth needs are matched in this institution	45	38.5	72	61.5
Teacher's career aspirations within the institution are known by the BOMs.	49	41.9	68	58.1

Results showed that; on the statement whether their existed an in service teacher training policy in the school. Majority of the respondents said no. On the statement whether there were short term seminar support services. Majority of the respondents did not agree. Further, on the statement whether BOM promoted equality among staff members. Majority of the respondents said no. Finally, the last not the least, respondents were asked to indicate whether individual and institution growth were matched and majority of the respondents did not accept. Finally, when respondents were asked to teachers' career aspirations of the teachers were known by the BOM. Majority of the respondent said no.

Across tabulation table of room for career development categorized as supportive and unsupportive against teachers' rate of turnover. Table 4.22 shows how teachers' retention was evaluated against career development, a cross tabulation of the table was computed.

Table 4.22: Cross tabulation between career development prospects and teachers' retention levels

		Work schedule		Chi-square (p value)
		Unfavorable	Favorable	
Teachers' retention	Low retention	68	10	52.650(0.000)
	High retention	5	34	

Where the working conditions are unfavorable, there is low retention of teachers. The study also concludes that where conditions are favorable there is high retention of teachers.

The findings therefore indicate that provision of room for career development increases teachers' chances of stay. The study findings were statistically significant supported by a chi square of 52.650 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between career development and teachers retention. The findings therefore indicate that provision of room for career growth can motivate teachers to stay and continue working in their schools which reduce rate of teachers' turnover.

4.12 Evaluating teachers' level of retention

Finally, teachers were asked to rate statements regarding their retention in schools. The statements were presented on a likert scale strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA). Result findings were presented in table 4.23.

Table 4.23: Evaluating teachers' level of retention

Statement	SD	D	N	A	SA	Mean	Std Dev
I would be very happy to spend the rest of my time in this school						2.4	1.4
I am very loyal to this institution in terms of :						2.5	1.3
i.Teaching ii.Co-curricular activities	27.4%	34.2%	11.1%	16.2%	11.1%		
I feel emotionally attached to my organization	34.2%	29.9%	9.4%	15.4%	11.1%	2.4	1.4
Right now staying in this school is a matter of necessity as much as desire	38.5%	30.8%	8.5%	9.4%	12.8%	2.3	1.4
I am extremely glad that I chose this school to work for, over others I was considering at the time I joined.	35.0%	29.1%	11.1%	11.1%	13.7%	2.4	1.4
I am ready to serve this school in any role	29.9%	35.0%	9.4%	12.8%	12.8%	2.2	1.2
I am always punctual on duty	38.5%	32.5%	10.3%	12.8%	6.0%	2.1	1.2
I am highly committed to work	41.0%	31.6%	11.1%	9.4%	6.8%	2.3	1.3
I meet deadlines in setting & marking of exams	35.9%	30.8%	10.3%	15.4%	7.7%	2.2	1.4
I recommend other teachers to join this school	41.0%	28.2%	9.4%	11.1%	10.3%	2.4	1.4
I always wish the best to this school	34.2%	33.3%	6.0%	12.8%	13.7%		
Average						2.3	1.4

The study shows that majority of teachers are dissatisfied with the work they do, they are not loyal to their work and given a chance they would opt to work elsewhere they would feel appreciated. Further study shows that majority are not committed to their work thus they don't meet delaines, it also shows that majority of teachers are always late to an extent that they have developed a negative attitude towards work thus they can't even advise other teachers to join their school. On a five point scale, the average mean of the responses was 2.3 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.4 meaning that the responses were clustered around the mean response.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter addresses the summary of the findings, the conclusions and the recommendations. This is done in line with the objectives of the study.

5.2 Summary of the study

The purpose of this study was to investigate the influence of Board of management motivational practices on teacher's retention in Kenya Certificate of Secondary Education in Athi River, Kenya. The study objectives were; to determine the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County., to establish the influence of non monetary incentives on the retention of teachers in public secondary school in Athi River Sub County, to establish the influence of work schedule flexibility on the retention of teachers in public secondary school in Athi River Sub County and to examine the influence of career development prospects on the retention.

The study employed a correlation research design. A correlation study determines whether or not two variables have a relationship or influence each other. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Correlation design was suitable for this study because it enabled the researcher to determine the influence of board of management motivational practices on teachers' retention in public secondary

schools. The target population for the study was 13 public secondary schools in Athi River Sub County. The study, therefore, targeted a population of 260 teachers and 221 BOM members given that each school has an average of 17 BOM (MoE Report, 2015).

The main instruments for the study were questionnaires that were administered to teachers and Board of management. Panel of experts in the education field were used to ascertain instrument validity. The Statistical Package for Social Sciences (SPSS) software version 20.0 was used to carry data analysis. The study produced both descriptive and inferential statistics. Descriptive statistics were presented in terms of tables and figures. Inferential statistics were presented as ANOVA tests and regression coefficients.

The findings revealed that teachers in Athi river secondary schools are not well motivated thus there is high staff turnover.

The first objective was to establish the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County. The findings of the study indicated that provision for incentives motivate teachers to work hard which lead to employee retention. The study findings were statistically significant supported by a chi square of 79.076 and a reported p value of (0.000) which was less than (0.05) level of significance. Results showed that teachers are not given monetary incentives for extra work they do thus they are not motivated which lead to low rate of teachers retention.

The second objective was to establish the influence of non monetary incentives on the retention of teachers in public secondary school in Athi River Sub County. Provision of these non monetary incentives was found to influence teachers' retention in schools. The study findings were statistically significant supported by a chi square of 65.181 and a reported p value of (0.000) which was less than (0.05) level of significance. Institutions that had embraced a culture of giving incentives by rewarding teachers with non financial rewards were found to have high rate of teacher's retention. The rationale for non monetary incentives for teachers programs is the notion that teachers may be motivated by incentive pay to work harder. The findings were that teachers were not given non monetary incentives hence high number of teacher's turnover.

The third objective was to establish the influence of work schedule flexibility on the retention of teachers in public secondary school in Athi River Sub County. The findings therefore indicate that provision flexible working schedule increases teachers' chances of stay. The study findings were statistically significant supported by a chi square of 87.58 and a reported p value of (0.000) which was less than (0.05) level of significance. Results indicated that in most schools teachers the working conditions were not conducive and teachers are not allowed to exercise their rights when it comes to arraignments of school activities schedule.

The forth objective was to examine the influence of career development prospects on the retention. It was established that career development prospects and

influenced teachers retention positively. The study findings were statistically significant supported by a chi square of 86.693 and a reported p value of (0.000) which was less than (0.05) level of significance. The motivational challenges facing teachers made most of the teacher leave the school and look for better work place.

5.3 Conclusions

The conclusions of this study were informed by the findings based on each study objective and also findings of other similar studies. Each objective was reviewed and a conclusion provided which covers both theory and practice. The purpose of this study was to investigate the influence of Board of motivational practices on teacher's retention in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya.

Based on the findings the study concluded that lack of provision of incentives to teachers influences teacher's retention. The culture of not giving incentives by rewarding teachers with financial rewards made them move to other jobs and or even quit their teaching jobs

Further, the study concluded that lack of provision of non monetary incentives influences teacher's retention. This is because lack of rewards demotivate them leading to low retention. Based on the findings the study also concluded that career development influences teacher's retention. The main aim of career development is to motivate teachers to work extra hard as they feel recognized by

BOM. The study concluded that teachers were not recognized as far as career development is concerned leading to high teachers turnover.

Based on the findings the study further concluded that lack of flexible schedule in schools influence teachers retention. Due to lack of flexible schedule most teachers find the working conditions unfavorable hence high rate of staff turnover.

5.4 Recommendations for study

The following recommendations were made;

1. The BOM members should be sensitized on the importance of motivational practices to teachers since it was found that lack of provision of incentives, lack of career development programs lack of flexible schedule in schools influences teachers' retention. They can therefore impalement them in their respective schools as initiatives to improve on teachers retention.
2. Every school should be mandated to have BOM members appointed after gaining the required professional qualification in management skills where motivation practice is part of management skills in secondary schools. The school management should be advised on the need to include checking the BOM members' professional qualification in financial management. This will ensure that boards of management are able to manage school funds effectively, use them to reward teachers based on their performance. These practices in the long run will improve overall school performance.

3. The training institutes like KEMI should organize tailor made courses for BOM members to equip them with the right knowledge on best Management skills and practices in schools. This will help them identify the best ways to manage schools; reward teachers as a step to encourage them work hard.
4. Principals should also devise various ways to reward their teachers as an encouragement for those who have shown exemplary performance.
5. The respondents also pointed out various suggestions to improve on teacher's retention. The suggestions included; provide adequate teaching and learning resources, encourage BOM undertake management courses, provision of rewards and incentives among teachers and involvement of teachers when designing their working schedule and encourage them to like their job .

5.5 Suggestions for further study

Based on the study findings, the following were the suggestions for further research;

1. Since the study was carried out in one county only, more studies should be replicated in other counties in Kenya to establish whether the same results will be found.
2. There is need for further research on other motivational practices that influence teachers retention other than the four identified in this research.

3. Studies may also be done on the Boards of management motivational practices using other research instruments other than a questionnaire and interview to establish whether the same results will be obtained.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Salome Isuli
Department of Educational Administration and Planning,
University of Nairobi,
P.O. BOX 30197-00100
Nairobi
The principal,
Secondary School.....

I am a postgraduate student at University of Nairobi pursuing a Master of Education Degree in Corporate Governance in Education. I am carrying out a research on the **“influence of Board of Management Members’ motivational practices on teachers’ retention in public secondary schools in Athi River Sub County, Machakos County, Kenya”**

The research is purely for academic purposes and the information obtained will not be used elsewhere beyond this research work. Kindly allow me to carry the study in your school. Identity of respondents will be treated with the highest confidentiality. Your co-operation will be highly appreciated.

Yours sincerely,
Salome Isuli

APPENDIX II: QUESTIONNAIRE FOR THE BOARD MEMBERS

Kindly fill the questionnaire. Please don't put your name anywhere on the questionnaire. This information will be treated confidentially. Indicate response by ticking (√) appropriately in the box

Section A: Demographic data

1. What is your gender? (a)Male () (b)Female ()
2. What is your highest level of education?
 - a) Diploma ()
 - b) Bachelors ()
 - c) Masters ()
 - d) PhD ()
3. How many years have you served in BOM?
4. a) less than one year () b) 1 to 5 year ()
 - c) 6 to 10 years ()
 - d) More than 10 years ()
5. What is your age bracket?
 - a) Less than 30 years ()
 - b) 31-40 years ()
 - c) 41-50 years ()
 - d) 51 years & above ()

This subsection is concerned with assessing BOM motivational practices. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Yes	No
		1	2
	As board members;		
6	We recognize teachers for the exemplary performance		
7	We do not take for granted promotion of teachers		
8	We always praise teachers for the work well done.		
9	We pay allowances to teaching staff based on equitable grounds		
10	Our school provides adequate housing for teachers		
11	Our school provides adequate offices for teachers		
12	We make sure that teachers participate fully in the schools' activities.		
13	We give teachers an opportunity to express themselves about their feelings regarding to		

No	Statement	Yes	No
		1	2
	As board members; issues in their lines of duty.		

Section C: Monetary incentives and teachers' retention

This subsection is concerned with investigation of the monetary incentives on teachers' retention. Please mark (x) in the box which best describes choice.

No	Statement	Yes	No
		1	2
5	Do you give teachers allowances to teachers for additional responsibilities at school?		
6	Do you grant monetary incentives granted on basis of grades attained in KCSE exams?		
7	Are financial waivers granted for high performing teachers for rent?		
8	Do you offset any costs you incur for i. Breakfast? ii. Lunch? iii. Supper?		
9	Does the school make arrangements for teachers for cheaper shopping with specific supermarket?		

Section D: Non-monetary incentives and teachers’ retention

This subsection is concerned with investigation of the non-monetary incentives on teachers’ retention. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Yes	No
		1	2
	As board members, We		
10	We issue letters of recommendations to teachers		
11	issue free housing to teachers		
12	give subsidized housing to teachers		
13	Offer recreational trips to teachers to teachers		
14	Give teachers Christmas gifts to teachers		

Section E: Work schedule flexibility and teachers’ retention

This subsection is concerned with investigation of the Work schedule flexibility on teachers’ retention. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Yes	No
		1	2
15	There exists a flexi work schedule in our school		
17	There exists conducive staff room for teachers.		
18	The teachers’ expectation is not interfered with my work life program.		
19	There exists a conducive dining room for teachers		
20	There exists a conducive sick bay for teachers who fall seek during working hours		
21	There exists a clear work schedule in the institution		

Section F: Career development prospect and teachers' retention

This subsection is concerned with investigation of the career development prospect on teachers' retention. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Yes	No
		1	2
15	There exists an in-service teacher- training policy in our school		
16	There exist a short term seminar support services.		
17	The BOM promotes equality of promotion to teachers		
18	Teacher's career aspirations within the institution are known by the BOMs.		
19	Fair appraisal		

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Kindly fill the questionnaire. Please don't put your name anywhere on the questionnaire. This information will be treated confidentially. Indicate response by ticking (√) appropriately in the box

Section A: Demographic data

1. What is your gender? a) Male () b)Female ()
2. What is your highest level of education?
 - a) Diploma () b) Bachelors ()
 - c) Masters () d) PhD ()
3. How many years have you been in your current employment?
 - a) less than one year () b) 1 to 5 year ()
 - c) 6 to 10 years () d) More than 10 years ()
4. What is your age bracket?
 - a) Less than 30 years ()
 - b) 31-40 years ()
 - c) 41-50 years ()
 - d) 51 years and above ()

Section B: Monetary incentives and teachers' retention

This subsection is concerned with investigation of the monetary incentives on teachers' retention. Please mark (x) in the box which best describes choice.

No	Statement	Yes	No
		1	2
5	In this school, are you paid for teaching extra classes in the; (i) Morning? (ii) Evening?		
6	Are monetary incentives granted on basis of grades attained in KCSE exams?		
7	Are financial waivers granted for high performing teachers for rent?		
8	Does the school offset any costs you incur for iv. Breakfast? v. Lunch? vi. Supper?		
9	Does the school make arrangements for cheaper shopping with specific supermarket?		

Section C: Non-monetary incentives and teachers' retention

This subsection is concerned with investigation of the non-monetary incentives on teachers' retention. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Yes	No
		1	2
10	In our school, teachers are issued with certificates when they perform well in their teaching subjects		
11	In our school, teachers are given educational trips when they perform well in their teaching subjects		
12	In our school, teachers are given package of gifts when they perform well in their teaching subjects		

No	Statement	Yes	No
		1	2
13	Teachers' appreciation and recognition motivates teachers and thus retention.		
14	Teachers are given pens and writing materials by the school.		

Section D: Work schedule flexibility and teachers' retention

This subsection is concerned with investigation of the Work schedule flexibility on teachers' retention. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Yes	No
		1	2
15	There exist a flexi work schedule in our school		
16	I'm satisfied with the working hours of the institution		
17	There exists conducive staff room for teachers.		
18	My family expectation is not interfered with my work life program.		
19	There exists a conducive dining room for teachers		
20	There exist a conducive sick bay for teachers who fall seek during working hours		
21	There exists a clear work schedule in the institution		

Section E: Career development prospect and teachers' retention

This subsection is concerned with investigation of the career development prospect on teachers' retention. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Yes	No
		1	2
15	There exists an in-service teacher- training policy in our school		
16	There exist a short term seminar support services.		
17	The BOM promotes equality of opportunity for both male and female staff of the school		
18	Individual and institution and growth needs are matched in this institution		
19	Teacher's career aspirations within the institution are known by the BOMs.		

Section E: Teachers' retention

This subsection is concerned with assessing teachers' retention. Please mark (x) in the box which best describes your agreement or disagreement.

No	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
		1	2	3	4	5
15	I would be very happy to spend the rest of my time in this school					
16	I am very loyal to this institution in terms of : i. Teaching ii. Co-curricular activities					
17	I feel emotionally attached to my school					
18	Right now staying in this school is a matter of necessity as much as desire					
19	I am extremely glad that I chose this school to work for, over others I was considering at the time I joined.					
20	I am ready to serve this school in any role					
21	I am always punctual on duty					
22	I am highly committed to work					
23	I meet deadlines in setting & marking of exams					
24	I recommend other teachers to join this school					
25	I always wish the best to this school					

Appendix IV: Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No.

Date:

NACOSTI/P/16/22770/14378

31st October, 2016

Salome Yula Isuli
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Board of Management members’ motivational practices on teachers’ retention in public secondary schools in Athi River Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **31st October, 2017**.

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

Appendix V: Research permit

THIS IS TO CERTIFY THAT
MS. SALOME YULA ISULI
of UNIVERSITY OF NAIROBI, 11604-400
Nairobi, has been permitted to conduct
research in Machakos County
on the topic: INFLUENCE OF BOARD OF
MANAGEMENT MEMBERS'
MOTIVATIONAL PRACTICES ON
TEACHERS' RETENTION IN PUBLIC
SECONDARY SCHOOLS IN ATHI RIVER
SUB COUNTY, KENYA
for the period ending:
31st October, 2017
Applicant's
Signature

Permit No: NACOSTI/P/16/22770/14378
Date Of Issue: 31st October, 2016
Fee Received: Ksh 1000

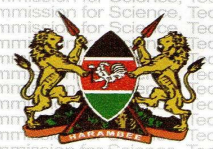


[Signature]
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA



NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A11533
CONDITIONS: see back page

Appendix VI: Map of Athi River Sub County

