

**GOVERNANCE PRACTICES INFLUENCING TEACHER
RETENTION IN PUBLIC SECONDARY SCHOOLS IN KATHONZWENI
SUB COUNTY, MAKUENI COUNTY, KENYA**

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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 submitted for award of a degree in any other University

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DEDICATION

I dedicate this project to my family for standing by me throughout the preparation of this research project. Indeed, the journey and the waiting has been long thank you for your patience and understanding.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-arid Lands
EFA	Education For All
NACOSTI	National Commission of Science, Technology and Innovation
OECD	Organization for Economic Co-operation and Development
SPPS	Statistical Packages for Social Sciences
U.S.	Unites States
UIS	UNESCO Institute for Statistics (UIS)
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

ABSTRACT

For the past several years, the number of teachers leaving the profession has increased exponentially. Teacher retention problem is also seen in Kenya and the problem of teacher leaving job before their retirement in Kenya has been heightening. The purpose of the study was to investigate governance practices influencing teacher retention in public secondary schools in Kathonzwani Sub County, Kenya. It was guided by the following objectives; to determine the influence of workload allocation, provision of incentives, provision of administrative support and provision of letters of recommendation for promotion on teacher retention in public secondary schools in Kathonzwani Sub County, Makueni County, Kenya. The study adopted a descriptive survey design. The target population in this study included all the teachers and principals from all extra county schools, county schools and sub county schools. The study therefore targeted 791 teachers and 38 principals. Stratified sampling was used to categorize the teachers into 3 strata that represented each school category. Further, simple random sampling was used to sample the teachers from each school. The study used a sample of 10 percent of the teachers which was 79. The sample size was therefore 38 principals and 79 teachers. The study used primary data which was collected using questionnaires and interview sessions. Interview guide was used to collect data from the head teachers while questionnaires were used to collect qualitative data from the teachers. Content validity was used to determine whether the items in the questionnaires were sufficient to answer the research questions. The reliability was determined using Cronbach's alpha to measure the consistency of results. The study found that majority of the teachers handled 22 lessons per weeks. It was also found that the teacher student ratio was low as the teachers handled more than 40 students in a class. Most of the teachers also indicated that their workload was very demanding. The study also found that monetary incentives, administration trust, delegation of duties, gifts, trips and public announcement during prize giving days were available in the schools studied. It was found that the teachers were satisfied with the available incentives in their schools. It was concluded that Availability of incentives such as money incentives, trips to recreational sites as well as gifts increases teacher's retention in the school. The study recommended that school administration should continually offer incentives to teachers in a bid to motivate them and retain them in the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

School administrators have to create conditions that are conducive to teaching and learning in the school to enhance job satisfaction so that most teachers would not leave the school (Mkhondo, 2016). Principals take up the role of leadership and can motivate teachers through letters of recommendation, welfare services and professional growth (Price & Moolenaar, 2015). Therefore, teacher retention in education institutions is determined by various factors which include the principals governance practices as well as the working conditions.

In the United States of America (USA), teacher's retention is determined by such factors as monetary incentives, availability of resources, top management support, social respect, working environment and teacher fulfillment as well as student factors that include discipline, respect and attitude (Watt, Richardson & Wilkins, 2014). Likewise, in China, lack of monetary incentives, lack of adequate resources, lack of welfare services, huge workloads, lack of principal support and poor teacher image negatively affected teacher retention (Wei & Abdullah, 2016).

In Tanzania, Boniface (2016) reported that teacher retention continued to be a big challenge. Young male teachers are the most challenging to retain in remote areas, as they are rarely satisfied with the teaching career and highly susceptible to frequently changing employers and working conditions. One of the strategic

objectives of the Ministry of Education in Kenya through the Kenya Education Sector Support Program is to ensure teacher retention done through affordable education services. It is therefore, important to highlight the governance practices that influence teacher retention.

Workload is the amount of work to be done which means difficulty of the work (Spector & Jex, 2018). Moreover other scholars define the term as the amount of work that has to be done by a particular person or organization. Teacher workload can be considered quantitatively and qualitatively. When roles and duties of a teacher are listed down as many teachers job descriptions do, only quantity is projected (Gwambombo, 2013; Hosain, 2016). Workload allocation identifies the different activities undertaken by members of academic staff and allocates an agreed time 'budget' to each one (Perks, 2013).

Theoretically, teacher incentives motivate teacher behaviors that improve student learning and reward teachers who demonstrate desired behaviors or whose students show improved learning (Waqas & Saleem, 2014). In OECD countries, individual, standards-based teacher incentives appear to be more effective than competitive teacher incentives. However, in developing countries and for reasons of budget constraints, competitive teacher incentive programs are often preferred, since pay bonuses can be given to a limited number of teachers, up to a previously determined amount available (Song & Mustafa, 2015).

A repeatedly reported significant contributing factor to teacher turnover has been characterized by the lack of administrative support, loosely described as helpful supervision, collaboration with administration, and creation of a sense of community (Russell, Williams & Gleason-Gomez 2010), which can be accomplished by a principal who demonstrates the qualities of an instructional, transformational leader who shares that leadership with teachers. Unlike improving wages and job benefits, which may be beyond the control of principals, changing the level of support provided to teachers should be within the capabilities of skilled administrators (Russell, Williams & Gleason-Gomez 2010). For instructional and shared leadership to have the most powerful effect, there needs to be a relationship of trust between principal and teacher (Louis 2010). Teachers who experience trust from their principal report higher rates of satisfaction with their work, commitment to teaching, self-efficacy in the classroom, and the feeling of being supported by their administrator (Price, 2014). Principals who are actively engaged with teachers, providing them with instructional support that guides teaching and learning to enhance every teacher's practices become successful principals (Cancio, Albrecht, & Johns, 2013; Louis 2010).

Seidel, Perencevich and Kett (2016) define recognition through Letter of recommendation as the timely, formal or informal acknowledgement of a person's or team's behavior, effort or result that truly serves the organizations' goals and values, and which has clearly been beyond normal expectations. According to

Mason (2001) and Njeri (2014) employees who get recognized tend to have higher self-esteem, more confidence, more willingness to take on new challenges and more eagerness to be innovative.. As in many other professions (Rabore & Travers, 2013), promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups and Letter of recommendation from the principal which determine upward mobility. Wong and Wong (2015) observe that teacher promotion is an important issue particularly because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers (Hanushek & Rivkin, 2017; Maclean, 2012; Wong, 2016).

1.2 Statement of the Problem

For the past several years, the number of teachers leaving the profession has increased exponentially. A report from the Institute for Education Sciences (2017) indicated that 17 percent of teachers quit teaching within five years of entering the field. This statistic is cause for concern for administrators because when teachers leave, it affects the schools and students. Teacher retention problem is also seen in Kenya as according to a report by Jonyo (2017) the problem of teacher leaving job before their retirement in Kenya has been heightening. Further, in arid and semi-arid areas, a study by Scott-Villiers (2015) reported that the regions have

been experiencing low retention and poor performance and a lot of teacher transfers cases.

Although a number of researchers have attempted to study teacher retention, the studies have not exhaustively researched this topic. Mkhondo (2016) conducted a study on the influence of leadership and management on teacher retention in Mpumalanga schools. The study by Mkhondo (2016) was done in South Africa but not Kenya. Seymour (2016) researched on behaviors of principals influencing teachers in schools as part of Georgia's Vision for Public Education. The study by Seymour (2016) failed to conceptualize the various governance practices. Yula, Kanori and Kalai (2017) on the other hand investigated the influence of Board of management motivational practices on teacher's retention in public secondary schools in Kathonzwi Sub County, Kenya. The study by Isuli, Kanori and Kalai (2017) also did not address some of the governance practices as it concentrated on teacher motivation through monetary and non-monetary incentives. The above studies presented a gap which this study sought to address by concentrating on governance practices influencing teacher retention in public secondary schools in Makueni County which represents an arid and semi-arid region.

1.3 Purpose of the Study

The purpose of this study was to investigate the governance practices influencing teacher retention in public schools in Kathonzwi Sub County, Makueni County, Kenya.

1.4 Research Objectives

The study was guided by the following objectives:

- i. To determine the influence of workload allocation on teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya.
- ii. To establish the influence of provision of incentives on teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya.
- iii. To determine the influence of provision of administrative support on teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya.
- iv. To examine the influence of letters of recommendation for promotion on teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya.

1.5 Research Questions

The study sought to answer the following research questions:

- i. How does workload allocation influence teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County in Kenya?

- ii. How does provision of incentives influence teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya?
- iii. To what extent does provision of administrative support influence teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya?
- iv. What is the influence of letters of recommendation for promotion on teacher retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya?

1.6 Significance of the Study

This study may be useful to the Board of Management of secondary schools by availing recommendations that they could implement to ensure teacher retention in their schools. The government together with other stakeholders in the ministry of education may also benefit from this study which may help them formulate policies that are friendly to teacher retention. This study also contributes to the body of knowledge which can be used as a reference material by future researchers. The study also identifies areas related to teacher retention that require more research, hence a basis of further research.

1.7 Limitations of the Study

This study was restricted to several aspects. The disinclination of various participants/interviewees to make available information existed as one of limiting factors. This was curbed by explaining that the information gathered was only to be used for academic purposes and not any other purpose. The interviewees could also have failed to give truthful and honest information due to fear of victimization by their authorities. To solve this limitation, the researcher assured them of confidentiality of their identity. The researcher was also limited by time which was not enough to reach all interviewees. This was addressed by using a number of research assistants who accessed different schools at the same time. The study was also limited in terms of the availability of prior research on the study objectives.

1.8 Delimitations of the Study

This research was delimited to study only four variables which are considered to be the governance practices affecting teacher retention in secondary schools. There are many other factors which could be studied but this study only limits itself to just the five since the five could be considered to be the basics in teacher retention. Moreover, this study will collect data from teachers and principals. Other individuals such as other committee members could also be used as respondents but were not included in the study.

1.9 Assumptions of the Study

The following assumptions were made;

- i. The study assumed that the respondents would be cooperative to provide the required information.
- ii. The responses that the respondents provided were truthful and honest

1.10 Definitions of Significant Terms

The following were definition of significant terms:

Administrative support refers to assistance accorded to teachers by the Board of management in execution of their day to day activities.

Workload allocation refers to principals assigning an amount of work to teacher including academic, managerial and other co-curricular duties for a specific period of time which could be normal workload or overload.

Incentives refer to the system of payment which could be monetary or non-monetary given to teachers for good or improved performance by principals.

Recommendation for promotion refers to official communication letter on behalf of teachers to promoting officers or Teachers Service Commission (TSC) in favour of their partners by a head teacher or a principal in a secondary school.

Teacher retention refers to the ability for schools to hire and retain highly qualified, experienced, dedicated and disciplined teachers.

1.11 Organization of the Study

This study was organized into five chapters. Chapter one highlighted the background information about teacher retention and governance practices. The chapter also stated the problem, highlighted the purpose of the study, specific objectives and research questions. The significance of the study, the limitations, delimitations, assumptions and definition of terms were also explained in the chapter. Chapter two involved a literature review of existing studies. First, a brief introduction was discussed, the concept of teacher retention was also discussed and then a theoretical perspective of the study was explained. The study further gave a review related literature and a summary of the knowledge gap highlighted. Finally, the chapter formulated a conceptual framework for the study. Chapter three explained the research design, the target population and the sampling procedure. Further, the data collection instruments were highlighted, instrument validity and reliability testing, data collection procedure, analysis and presentation and the ethical considerations. Chapter four discussed the results obtained from data collected. It provided the discussion of respondent's demographic information and the descriptive statistics.. Further chapter five gave a summary of the study findings, the conclusion and the recommendation based on the study findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter outlines the concept of teacher retention. The chapter also provides a review of literature related to workload allocation and teacher retention, provision of incentives and teacher retention, provision of administrative support and teacher retention and recommendation for promotion and teacher retention. The section further provides a theoretical framework of the study. The section also summarizes the knowledge gaps as well as the conceptual framework of the study.

2.2 Concept of Teacher Retention

Teacher retention is a field of education research that focuses on how factors such as school characteristics and teacher demographics affect whether teachers stay in their schools, move to different schools, or leave the profession before retirement. The field developed in response to a perceived shortage in the education labor market in the 1990s (Raue & Gray, 2015). Teacher retention involves both attracting and retaining high-quality teachers and leaders, especially in low-performing schools and is an important factor in determining a school's learning environment.

Teacher retention may affect student learning in several ways. First, in high-turnover schools, students may be more likely to have inexperienced teachers who are less effective, on average (Rockoff, 2014). Second, high turnover creates instability in schools making it more difficult to have coherent instruction. This instability may be particularly problematic when schools are trying to implement reforms, as the new teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reforms. Third, high turnover can be costly in that it takes time and effort to continuously recruit teachers. In addition to all these factors, turnover can reduce student learning if more effective teachers are the ones most likely to leave (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2017).

Almost a quarter of entering public-school teachers leave teaching within their first three years (U.S. Department of Education, 2017). While teachers who have stronger academic backgrounds, as measured by test scores and their competitiveness, are more likely to leave teaching (Boyd, Lankford, Loeb & Wyckoff, 2015). In US, in 2018, more than 1 million teachers left for a different job, in education or another industry. Teacher turnover is far higher in poor districts while overall, around 8% of teachers leave the profession every year. In Canada, Finland, and Singapore which have the most regarded education system, teacher attrition rates are 3% and 4% (Varathan, 2018). In Sub Saharan Africa, teacher retention has been poorest in marginalized regions. The region has observe a rate of 5% teacher attrition. In Zambia, for example, the rate of attrition

of teachers from basic schools rose from 3% in 2002, 5% in 2004 and 12% in 2010 (EFA, 2010). UNESCO Institute for Statistics (UIS) estimates an attrition rate of 87.5% (23.9 million) by 2030 (Meara, 2014).

2.3 Workload Allocation and Teacher Retention

A study conducted in Canada by Arksey (2015) to find out the effect of teacher workload on teacher retention found that when teachers have manageable workload, they are more likely to be satisfied with their job and remain in their schools. Geiger and Pivovarova (2018) also examined the effect of teacher workload on teacher retention in United States and found that schools where teachers rated their working conditions as more satisfactory had lower attrition rates and also were schools with higher rates of low-income and/or minority students.

In Nigeria, Oke, Ajagbe, Ogbari and Adeyeye (2016) evaluated the factors that affect teacher retention. The study found that among other factors, teacher workload is a major factor affecting teacher retention. Although this study found teacher workload to be the main factor affecting teacher retention in Nigeria and Tanzania, this may not apply to Kenya. There is therefore need to investigate this in Kenya.

Chirimi (2016) conducted a study in Tanzania to determine the effect of teacher's workload on science teaching and learning effectiveness. The study found that

huge workload among science subjects lead to low motivation among teachers and resulted to high teacher turnover. A study was conducted by Kirochi (2015) to investigate the school based practices that affect teacher retention in private secondary school in Embakasi, Nairobi County, Kenya. The study found that huge workload negatively impacted on teacher retention as more teachers opted out of these private schools due to pressure.

2.4 Provision of Incentives and Teacher Retention

Swai (2013) examined the effects of incentive initiatives on teacher retention in Tanzania. The study found that equalizing package benefits between teachers in remote and non-remote schools can motivate teachers to stay in peripheral areas to teach. This study investigated on how the administration ensures equity in rewarding their staff. Yula, Kanori and Kalai (2017) conducted a study seeking to establish the influence of incentives by Board of Management on teacher's retention in public secondary schools in Kathonzweni Sub County, Kenya. The study found that both monetary and non-monetary incentives positively and significantly affected teacher retention.

A similar study was conducted by Huma (2015) to investigate the effect of motivation strategies on teacher retention in British Curriculum Secondary Schools in Lang'ata Division, Nairobi County, Kenya. One of the specific objectives of the study was to analyze the effect of incentive strategy on teacher

retention. The study found that motivation of teachers using incentives positively significantly affected teacher retention.

2.5 Provision of Administrative Support and Teacher Retention

Koonkongsatian (2017) carried out a study to determine the role of administrative support in the retention of special education teachers in California. The study used an interview guide to collect data from special education teachers. The study established that administrative support of special education teachers play an important role in promoting retention.

Similar findings were reported by Coates (2015) who examined how administrative support affected teacher retention in United States. Results indicated that the participating principals believed that teacher retention was a crucial component of school functioning, and they generally perceived themselves to have a great deal of influence over new teacher job satisfaction and eventual retention.

Renee (2016) examined how administrative support affected teacher retention in United States. The study found that administrative support through first emotional support followed by social, informational, and physical support in that order significantly increased teacher retention. Further, Basich (2018) assessed how administrative support affects teacher retention in United States. The study

established a positive relationship between administrative support and teacher retention.

A further study conducted by Jones (2016) to determine if there is a relationship between the principal's consideration or initiating structure leadership behaviors and teacher retention in the American Association of Christian Schools using correlational research design made similar conclusion. The current study will investigate if the findings in United States are true for Kenya.

2.6 Letters of Recommendation for Promotion and Teacher Retention

Chebet (2016) sought to determine the extent to which the principal's letters recommendation for promotion influence teachers job satisfactions in Bomet Central Sub county. Data was collected from principals and teachers. Data was analyzed by use of descriptive statistics like pie charts, bar graphs and frequency tables useful in descriptive survey design. Majority of the teachers identified prompt promotion and recognition of teachers by the principals as the main contributors to their job satisfaction.

Kosov, Thormählen and Seidel (2017) defines recognition through letter of recommendation as the timely, formal or informal acknowledgement of a person's or team's behavior, effort or result that truly serves the organizations' goals and values, and which has clearly been beyond normal expectations. Kimeu (2013)

and Mason (2001) also found that letters of recommendations serve as motivation factors for teachers.

Njue (2014) identifies teachers' effort recognition as one principals practice that impact on teachers' job satisfaction and can be in form of thanks, praise, respect, awards, training opportunities, pride in working for an organization with a meaningful mission and the right tools to do the job. As in many other professions, promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups and Letter of recommendation from the principal which determine upward mobility (Travers & Rebore, 2016 and Wong & Wong, 2010).

2.8 Summary of Literature Review

A review of past literature on governance practices and teacher retention has indicated that there is a relationship between the two concepts. Most of the reviewed studies established that allocated workload had influence on teacher retention. Huge workload was seen to negatively affect teacher retention (Chirimi, 2016 and Kirochi, 2015). Incentives to teacher was also found to have an impact on teacher retention as reported by such studies as (Huma, 2015; Kimutai, Kiptum & Chege, 2016 and Yula, Kanori & Kalai, 2017). In these studies, provision of incentives was seen to lead to high teacher retention where lack of it led to job dissatisfaction and consequently attrition. Further on administrative support, reviewed literature established that support to teachers through empowerment

positively affected teacher retention (Jones, 2016; Koonkongsatian, 2017 and Renee, 2016). Studies on recommendation for promotion and teacher retention also revealed that letters of recommendation for promotion improved teachers' job satisfaction thereby leading to high teacher retention (Kimeu, 2013; Njue, 2014; Travers & Rebore, 2016 and Wong & Wong, 2010). Finally, according to most of the reviewed research on influence of working conditions on teacher retention, poor working conditions was seen to negatively affect teacher retention (Kalai, 2016) and Mulei, 2016).

The above studies attempted to assess most of the governance practices that influence teacher retention. However, most of the studies were conducted outside Kenya therefore presenting a geographical gap (Arksey, 2015; Basich, 2018; Chirimi, 2016; Coates, 2015; Geiger & Pivovarova, 2018; Jones, 2016; Koonkongsatian, 2017; Kosov, Thormählen & Seidel, 2017; Oke, Ajagbe, Ogbari & Adeyeye, 2016; Renee, 2016; Swai, 2013). Other studies conducted in Kenya also highlighted gaps such as Kirochi (2015) and Huma (2015) study was conducted in Nairobi and Chebet (2016) conducted in Bomet which are not ASAL regions while the current study focuses on Makueni County, an ASAL region. Although the study by Yula, Kanori and Kalai (2017) was conducted in an ASAL region, the study only focused on one governance practice that is provision of incentives.

2.9 Theoretical Framework

This study was based on John Stacey Adams' equity theory which helps explain why pay and conditions alone do not determine motivation. It also explains why giving one person a promotion or pay-rise can have a demotivating effect on others. The belief in equity theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization (Ho, 2016; Perry, 1993).

Equity theory has a one major proposition which is the comparison of one's inputs and outcomes to others inputs and outcomes and as a result of this comparison one might experience equity or inequity. Everyone can understand this theory since it has to deal with our feelings toward equity and justice. These are very important issues to humans and that is why people will be inclined to understand this theory more clearly (Rice, 1993). Researchers emphasized that theories should not be too broad or too narrow. Equity theory has achieved this limitation (Al-Zawahreh & Al-Madi, 2012).

The drawback of equity theory is that it has not accounted for individual differences and for different cultures. Equity theory could not predict what behavior is likely to be observed (lowering inputs, raising outcomes, or leaving the field). The theory does not have a definite answer regarding when one of these two opposed responses will occur. This theory provides anger as a retaliation method against social targets such as other individuals or the organization as a

whole but does not clarify the construct anger. Equity theory considers only the final distribution of rewards and the procedures, which generate that distribution, are not examined (Boyd, Lankford, Leoeb & Wyckoff, 2015). Equity theory will be important in this study to explain how inequalities among teachers through the governance practices motivates them in their work and how this affects job satisfaction and how it will consequently affect teacher retention.

2.10 Conceptual Framework of the Study

A conceptual framework is a model presentation where a researcher conceptualizes the relationship between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2009). Figure 2.1 presents the conceptual framework of the study.

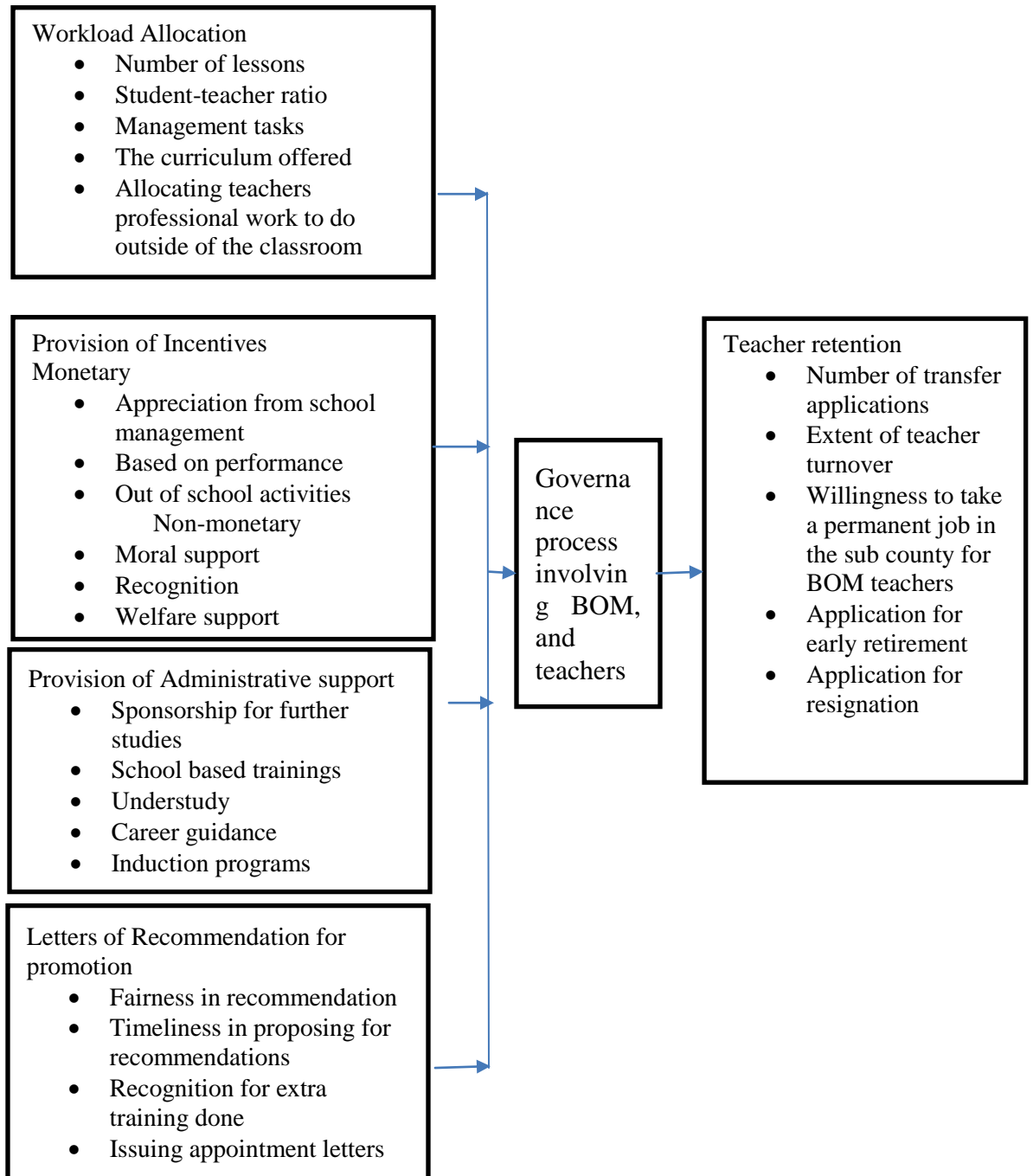


Figure 2.1: Relationship Between Governance Practices and Teachers’

Retention

Teacher workload was measured by the ratio of teacher to student, the adequacy of time required for the teachers to finish their assignments, the amount of non-teaching activities and the period of rest. Monetary incentives are rewards that are in form of money. Non-monetary incentives are rewards other than money, for instance recognition, training and development for employee's learning needs, and flexibility of working hours. Further, administrative support was explained by the provision of teacher development activities, the teacher empowerment and collaborative work between the administration and teachers. Moreover, working condition was measured by the provision of basic requirements such as housing, clean waters, electricity, good roads and internet connectivity. Finally, teacher retention was explained by the ability of a school to attract, hire and retain highly qualified, highly experienced, highly disciplined teachers and those who are able to manage students. The study expected that there is a relationship between these governance practices and teacher retention.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the methodology that was adopted in conducting the study. It explains the research design that was adopted. The target population, the sample size and sampling techniques and the data collection instruments were also explained in this section. The chapter further highlighted the methods of data analysis that were adopted in the study as well as the ethical considerations

3.2 Research Design

Labaree (2013) defined a research design as the overall strategy that is chosen to integrate the different study components in a coherent and consistent manner which ensures that the research problem is well addressed. This study adopted a descriptive survey design which is a scientific method that involves observing and describing the behaviour of a subject without influencing it in any way and without focusing on “why” a certain phenomenon occurs. This study only collected data on teacher retention.

3.3 Target Population

Target population refers to the entire group of people or objects to which a researcher generalizes the conclusions (Lavrakas, 2008). The target population in this study included all the teachers and 38 principals from all schools categories.

Table 3.1 presents the target population categorized under extra county schools, county schools and sub county schools.

Table 3.1: Target Population

School Category	Number of Schools	Teachers	Principals
Extra County	1	25	1
County	5	73	5
Sub county	32	693	32
Total	38	791	38

Source: Sub- county Education Office

3.4 Sample Size and Sampling Procedures

According to Kendra (2018), a sample is a subset of the entire population that is used to represent the entire group while sampling is the choosing units from a population (Trochim, 2014). This study employed purposive sampling to select the principals as the BOM secretaries. Stratified sampling on the other hand was used to categorize the teachers into 3 strata that represented each school category. Further, simple random sampling was used to sample the teachers from each school. According to Mugenda and Mugenda (2003), a sample size of 10 percent is adequate for a study. This study therefore used a sample of 10 percent of the teachers which was 79. The sample size was therefore 38 principals and 79 teachers. Table 3.2 presents the sample size.

Table 3.2: Sample Size

	Target Population	Sample Size
Teachers	793	79
Principals	38	38
Total	831	117

3.5 Research Instruments

Data collection instruments are devices used to gather data (Birmingham & Wilkinson, 2013). A questionnaire and an interview guide were used to collect data from the respondents. The questionnaire was semi structured in which both open ended and closed questions were used, one for teachers and the other for principals. An interview guide was used for principals.

3.6 Instrument Validity

According to Scafford (2007), content validity is the extent to which the data constitute accurate measurements of what is supposed to be measured. Best and Kahn (2004) state that validity is determined by expert judgment. In this study, the researcher sought supervisors' experts' judgment to determine content validity of the questionnaire.

3.7 Instrument Reliability

Reliability estimates evaluate the stability of measures, internal consistency of measurement instruments, and interrater reliability of instrument scores (Kimberlin & Winterstein, 2008). Reliability was determined through the use of Cronbach's alpha which measure the internal consistency of the questionnaire (Taber, 2018). Data collected during the pilot test was put into SPSS and cronbach's alpha for the items in the questionnaire generated. Those items that had a Chronbach's alpha of less than 0.7 which is the threshold were eliminated from the questionnaire while collecting data for the main study.

3.8 Data Collection Procedures

The researcher obtained a permit from National Commission of Science, Technology and Innovation (NACOSTI) and from the university before visiting the field. The researcher also visited the Sub County education office to seek permission from the Education Officers on the collection of data. A visit to the participating schools was required for administering the instrument. The researcher was the interviewer and interviewed each of the interviewees separately while the questionnaires were administered to respondents through a drop and pick method. The researcher assured the respondents of confidentiality of their identity and of the information gathered. The researcher noted down the responses provided by the interviewee and kept for analysis.

3.9 Data Analysis Techniques

Qualitative data analysis involved content analysis where responses provided will be categorized under themes reflecting the study objectives. The researcher then tabulated the information and used quantitative method to report the data. Percentages, means and standard deviation were used in reporting the findings which were presented in tables. Quantitative data was on the other side analyzed through descriptive statistics such as percentages, mean and standard deviation.

3.10 Ethical Considerations

According to Mugenda and Mugenda (2008) ethical considerations are important for any research. In this study, the research ethics were reviewed by Ethics Board to ascertain ethical guidelines for conducting the research so that ethical values were not be violated. Such issues include proper conduct of the researcher during the research process, avoidance of plagiarism and fraud, confidentiality and privacy of the information obtained from the respondents, avoidance of physical and psychological harm to the respondents, obtaining voluntary and informed consent from the respondents and dissemination of the findings, these values were adhered to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter consisted of the analysis, results and explanation of the data. The information analyzed were arranged in the wake of the research goals. The findings are presented in line with the study objectives. Analysis of descriptive statistics and cross tabulation were conducted and the results presented in form of tables and figures. The purpose of this study was to establish governance practices which included workload allocation, provision of incentives, provision of administrative support and letter of recommendation for promotion on teachers' retention in public secondary schools in Kathonzwani Sub County.

4.2 Instrument Return Rate

Instruments return rate was the proportion of the research instruments that were returned after they had been administered to the respondents. According to Wilson, Pollack and Rooney (2003), a response rate of 50 was also considered reasonable. In this case, questionnaires were administered to 38 principals and 79 teachers as the respondents. The return rate is presented in Table 4.1.

Table 4.1: Questionnaire Return Rate

Type of respondents	Administered questionnaires	Returned questionnaires	Return rate (%)
Principals	38	38	100.0
Teachers	79	79	100.0

As shown in Table 4.1, all the questionnaires administered to teachers and principals were well filled and returned. Thus, the response rate was 100 percent. Various past scholars have suggested certain reasonable instrument return rate to allow data analysis to be considered sufficient for representation of the entire target population. For instance, Saunders, Lewis and Thornbill (2000) recommended an average response rate of 30 percent to 40 percent as reasonable while Mugenda and Mugenda (2003); and Kothari (2004) observed that a 50 percent response rate was adequate, 60 percent was good and above 70 percent rated very good. According to Wilson Pollack and Rooney (2003), a response rate of 50 percent and above was also considered sufficient and reasonable to draw conclusions and recommendations from realized findings. Based on the above recommended return rates by various scholars, the response rate of 100 percent from the school principals and teachers was considered excellent for data analysis. The research realized this excellent response rate because of making prior bookings with school principals to visit sampled schools for data collection

without interrupting other school programs as well as building a strong rapport with the respondents, assuring them of confidentiality of their response.

4.3 Respondents' Demographic Characteristics

The study sought to investigate the demographic characteristic of the respondents. It was considered important to establish the background information of the teachers and principals which included gender, age, employer and teaching experience. This was inspired by the need to establish whether there exists any close relationship between respondents' demographic characteristics on principals governance practices and teachers' retention in public secondary schools. According to Gwambombo (2018) demographic factors of respondents can be chosen because they have an influence on employee retention strategies. Others like Ho (2016); Geiger and Pivovarova (2018); Furnham et al., 2009; Kalai (2016) stated that demographic factors have been employed to investigate job satisfaction and attitudes as strong predictors of turnover and attrition. Knowledge of demographic characteristics of the respondents who took part in the study is useful in highlighting their important characteristics. Thus it was understandably relevant to establish the demographic information of the principals and teachers and their influence to teacher's retention. It is presented according to gender, age, employer and period of service as depicted in the subsequent sections.

4.3.1 Distribution of Principals and Teachers by Gender

The study sought to establish the gender diversity of principals 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 and governance practices on teacher's retention. This was guided by the logic that psychologists like Maclean (2012); Eagly and Steffen, (1986); Cancio, Albercht and Johns (2013) argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment. Ingersoll (2001) found males were slightly more likely than females to progress in governance positions in any organization especially in patriarchal societies.

The teachers and principals were requested to indicate their gender. The responses are as shown in Figure 4.1.

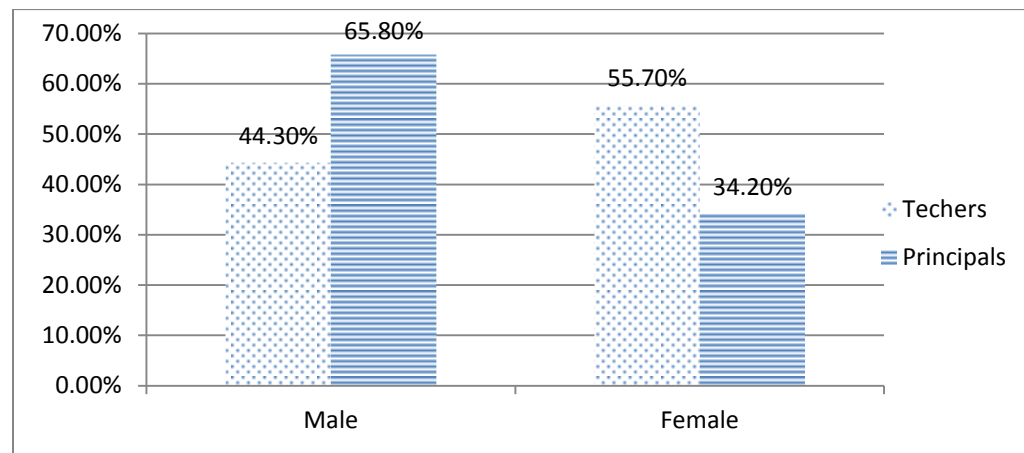


Figure 4.1 Distribution of Teachers and Principals by Gender

The findings showed that majority of the teachers who participated in the study were female (55.7%) while the rest were male teachers (44.30%). This implies that the number of female teachers in secondary schools is higher than that of male teachers. Information from the principals presented in Figure 4.1 shows that 65.8 percent of them were male while 34.2 percent were female. This showed that there were more males than females in governance positions in secondary schools in Kathonzwi sub-county. The findings imply that there is gender imbalance in governance positions in secondary schools despite of the fact that in the teacher population there were more females. This showed that more males than females progressed to governance positions in the area depicting lack of equity in gender distribution in teachers and principals positions.

The findings agree with Kimeu (2012) who conducted a study in Kathonzwi District and Mulei (2016) study conducted in Mbooni East Sub-County. The two studies 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 governance positions is a good ingredient of improving school governance practices. Acker (2006) 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. 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 school governors there was compliance to the basic education Act on gender representation in all positions. Maitland (2009) suggested that having a gender mix on the study is invariably better than single gender respondents as it encourages people to air different opinions from their gender perspectives. In addition, results show that females constituted most of the teachers' respondents while males were minority. This result differed with 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. The findings agree with Kimeu (2013) who stated that the teaching fraternity in Kathonzwani District had more females than males.

4.3.2 Distribution of Teachers by Age Bracket

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) that found out that age had a modest but significant effect on turnover intention. The teachers were asked to indicate their age brackets. The results are shown in Table 4.2.

Table 4.2 Distribution of Teachers by Age Bracket

Age	Frequency	Percentage
Below 30 years	3	3.8
30 - 39 years	20	25.3
40 -49 years	37	46.8
over 50 years	19	24.1
Total	79	100

The results in Table 4.2 shows that most of the teachers(46.8%) who participated in the study were aged between 40-49 years followed by 25.3percent who were between 30 and 39 years old then 24.1 percent who were over 50 years old. Only 3.8 percent of the sampled teachers were below 30 years. These findings implied that a good number of the teachers were already in their prime age thus, they were active in executing the profession expectations. The age of teachers indicate that they have good experience, knowledge and understanding when it comes to retention issues in the school, forecasting and planning, organizing, commanding, coordinating and controlling other turnover or attrition concerns to enhance smooth learning and teaching for better working environment.

This is not the case in Kathonzweni public schools as it is indicated that there is a high rate of employees turn over due to the 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.

The finding meant that the given members of the teachers were highly experienced and thus suited for the teaching role in secondary schools. As such, it was also expected that they would likely translate to better retention. 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.

4.3.3 Teachers' Duration of Service in the Current Station

It was essential to establish the duration of services in their current station to find out whether teachers had been in the schools long enough to give credible information on the study variables (Song & Mustafa, 2015). The respondents were supposed to indicate the duration in terms of years that they have served in their current school. The responses are shown in Table 4.3.

Table 4.3 Teachers' Duration of Service in the Current Station

	Frequency	Percent
below 5 years	17	21.5
6-10years	11	13.4
11-15years	34	43
16-20years	10	12.7
over 20 years	7	8.9
Total	79	100

The findings showed that most of the teachers (43%) had served in their current schools for 11-15 years, followed by 21.5 who had worked for below 5 years, then 13.4 percent who had worked for 6-10 years and 12.7 percent who had worked for 16-20 years. Only 8.9 percent of the respondents indicated that they had worked for over 20 years in their current school. This shows that most of the teachers had been in their current station long enough to give credible information

on teacher retention over the years. This implied that the study respondents were appropriate in giving credible firsthand information from experience to air possible grievances, patterns and trends influencing teachers retention in Kathonzweni Sub-County.

4.3.4 Teachers Length of Service in Years

With respect to years of service, Sorensen (2008) reported that employees with higher tenure may have familiarity with their role and responsibilities demanded by their profession as well as have attained higher levels of career attainment than those employees with lower tenure. Further a study conducted by Kavanaugh et al. (2006) revealed that employees with different levels of tenure are not motivated to remain with an organization by the same incentives. Moreover, in a study by Crawley (2005) reported that women with five to eight years of service are most likely to leave the profession as compared to them with longer length of service. An efficient tenure system is designed to improve the quality of the public schooling system (Maile, 2000) stipulates that working tenure should ensure the protection of the interests of all the stakeholders in the educational system. Therefore teachers were asked to indicated the number of years they had worked in the profession. The findings are as showed in Figure 4.2.

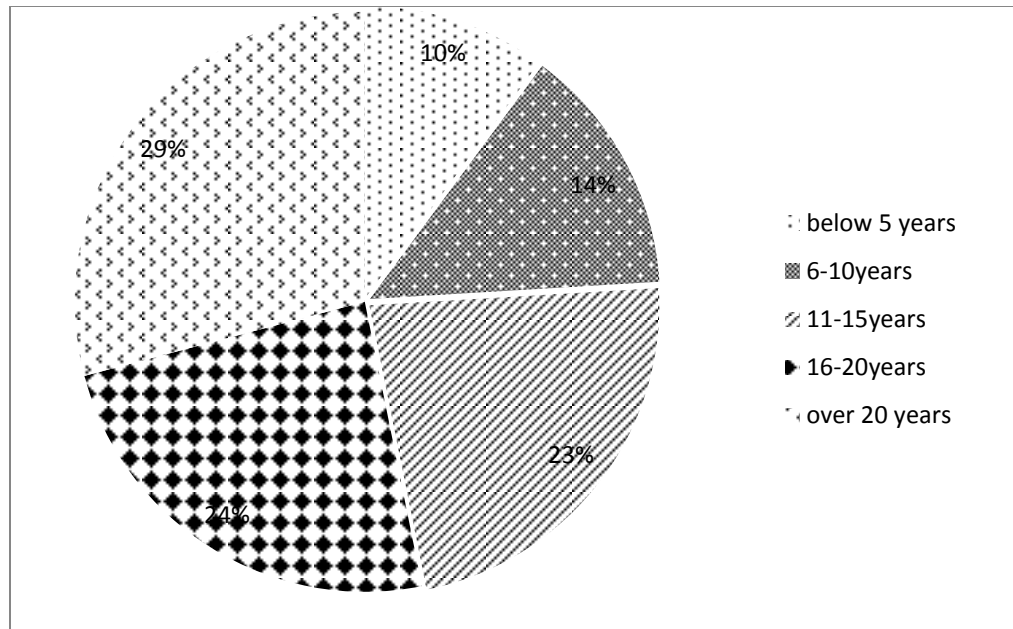


Figure 4.2 Teachers Length of Service in Years

The results in figure 4.2 showed that most of the sampled teachers (29%) had taught for over 20 years, followed by 24 percent who had taught for 16-20 years, then 23 percent who had taught for 11-15 years and 14 percent who had taught for 6-10 years. Only 10 percent had worked as teachers for less than 5 years. The results indicated that most of the teachers had worked long enough to know the highs and lows of the professions in order to give credible information on the causes of teachers retention in secondary schools. Consequently, long service duration also enables teachers to have certain characteristics such as promptness, adequate command of instructional process and confidence. This is expected to translate to better relationship with the administration, other teachers and students 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 governance practices and that the skills could be acquired through experience.

Further the principals were also asked to indicate the duration they had worked as principals to show whether it had any influence on their governance practices which translated into teacher retention in secondary schools. Figure 4.3 presents the study findings.

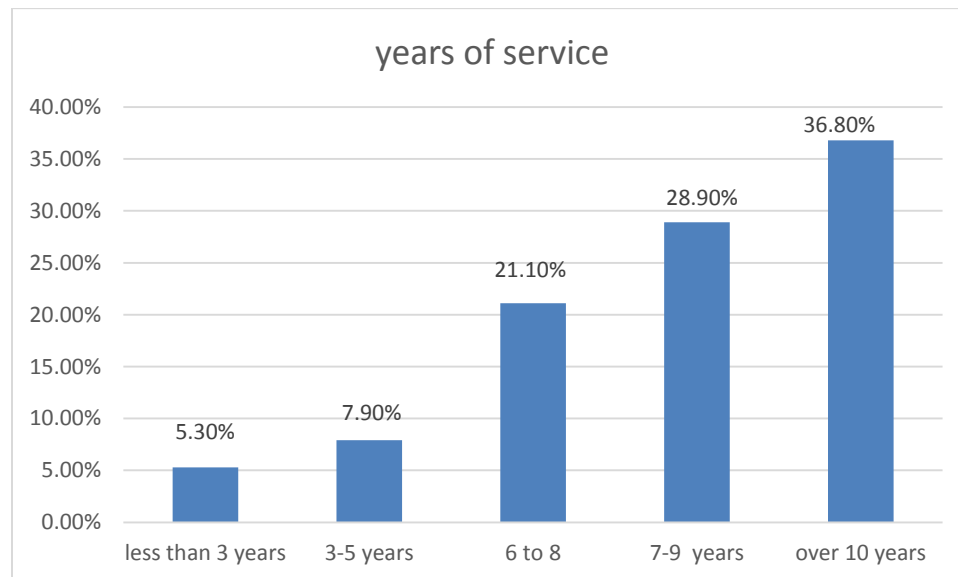


Figure 4.3 Principals' Length of Service in Years

From the findings, a large number of the principals (36.8%) had worked in the position for over 10 years, 28.9 percent had worked for 7-9 years and 21.1 percent had worked for 6-8 years. The percentage of teachers who had worked for 3-5 years was 7.9 percent while only 5.3 percent had served for less than 3 years as a principal. This showed that most of the principals had worked for long enough to

enable then give credible information on governance practices and teachers retentions in secondary schools. This implied that principals were able to show the significant relationships on the trends, patterns and influence of teacher retention due to their length of service experience. This also showed competence on governance practices thus, implying that most of the principals had gained better governance experiences to enable them adopt to better governance practices to ensure teachers job satisfaction and motivation which were the promoters of teacher retention.

4.3.5 Teachers' Employer

The terms of employment were important elements that attribute to retention levels. Hence, the study sought to establish teachers terms of employment through findings out whether they were TSC or BOM teachers. This was informed by the findings from Raue and Gray (2015) who indicated that employment terms had a significant relationship with employee retention rate. Thus, the participants of the study were asked to indicate whether they are employed by the teacher's service commission or they serve as BOM teachers. The findings are shown in Table 4.3.

Table 4.4 Teachers' Employer

Employer	Frequency	Percent
Teachers Service Commission	72	95
Board of management	7	5
Total	79	100

The findings unveiled that majority of the teachers (95%) are employed by teachers service commission while only 5percent are employed by the board of management. This showed that an overwhelming majority of the teachers were permanently employed thus their retention was likely to be higher that the BOM teachers. This implied that employment terms did not affect the retention rate on most teachers because when teachers were under a permanent employment scheme their retention levels were increased. Thus, teacher retention could have been attributed to other factors other than their employment terms which could include seeking from transfers to move to other areas.

4.4 Workload Allocation and Teachers Retention

The first study objective was to establish the influence of work allocation on the retention of teachers in public secondary school in Kathonzweni Sub-County. It was important to look at the work schedule flexibility to determine whether lessons allocated to teachers per week, teacher-pupil ratio among other job related flexibilities had any significant influence on teachers' retention. To establish lesson allocation, the study participants were asked to indicate the average number of lessons they teach per week. The findings are as shown in Table 4.5.

Table 4.5 Teachers' Number of Lessons per Week

Number of lessons	Frequency	Percent
18	6	7.5
19	11	13.9
20	14	17.7
21	16	20.3
22	24	30.4
23	8	10.1
Total	79	100

Table 4.5 shows that most of the teachers (30.4%) indicated that that they taught 22 lessons per week, followed by 20.3percent who indicated that they taught 21 lessons per week and 17.7 percent who indicated that they taught 20 lessons per week. In addition, it was found that 13.9 percent of the teachers indicated that they taught 19 lessons per week, 10.1 percent taught 23 lessons per week while only 7.5 percent taught 8 lessons per week.

The study shows that most of teachers didn't agree to the fact that they have a conducive work schedule due to the high number of lessons they were expected to handle in a week. A large number also said that that there was no clear working schedule because their workload exceeded the Ministry of Educations recommendations. This implied that the teachers were likely to suffer emotional

and physical exhaustion due to the high workload shouldered on to them. 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.

The study sought to establish whether the work schedule flexibilities were attributed by the teacher-student ratio, thus teachers were asked to indicate the teacher student ratio in their schools. The findings are as shown in Table 4.6

Table 4.6: Teacher Student Ratio

Teacher Student Ratio	Frequency	Percent
1:45	4	10.5
1:46	7	18.4
1:47	8	21.5
1:48	3	7.9
1:49	11	28.9
1: 50	6	15.8
Total	38	100.0

The study findings showed that most of the head teachers (28.9%) indicate that the teacher student ratio was 1:49 followed by 21.5 percent who indicated that the

teacher ratio was 1:47. The findings also showed that 18.4 percent of the head teachers indicated that the teacher student ratio was 1:46 and 15.8 percent indicated that the teacher student ratio was 1:50. The findings also revealed that 10.5 percent of the teachers indicate that teacher student ratio was 1:45 and only 7.49 percent indicated that the teacher student ratio was 1:48. This shows that the teachers were overloaded as they have to deal with more than 40 students in a class. This finding is in line with that of Rivera-Batiz and Martin (2005) found that overcrowding negatively affected both classroom activities and instructional techniques. Rivera-Batiz and Martin (2005) also noted that teachers in overcrowded schools have little time at their disposal to cover the basic materials and could not have any time for further exploration.

To establish whether allocation of other work related responsibilities outside the classroom influenced teachers' retention, the teachers were asked to indicate the out of class responsibilities that they hold. The responses were as shown in Table 4.7.

Table 4.7: Teachers' Out of Class Responsibilities

Responsibilities	Frequency	Percentage
Games	13	16.4
Guidance and counselling	24	30.4
Christian union patron	16	20.3
Catholic Association Patron	15	18.9
Music and Art coordinator	7	8.9
None	4	5.1
Total	79	100

The findings showed that a large number of the teachers (30.4%) engaged in guidance and counselling, 20.3 percent were Christian Union patrons, 18.9% were Catholic Association Patrons and 16.4 percent were games teachers. It was also found that 8.9 percent of the sampled teachers were music and arts coordinators while only 5.1 percent indicated that they did not have out of class responsibilities. This implies that other than their high teaching workload, teachers were also allocated other duties and responsibilities in the secondary schools in Kathonzweni Sub-County. This showed that teacher retention was influenced by the many responsibilities both teaching and non-teaching work allocations.

The study also sought to determine the criteria used by the head teachers in allocating duties. Further probing from the head teachers indicated that they consider the academic qualifications as well as the years of experience. The teachers were asked to indicate whether they hold administrative duties. Table 4.8 presents the study findings.

Table 4.8: Administrative Duties are Allocated to Teachers

Response	Frequency	Percent
Yes	24	30.4
No	55	69.6
Total	79	100.0

From the findings, majority of teachers (69.6%) indicated that they did not hold any administrative duties while 30.4 percent indicate that they had been allocated administrative duties. This shows that a majority of the teachers were not overloaded with administrative duties implying that principals were responsible of their roles as administrators. This means that teachers' retention was not influenced by the administrative duties allocated to them.

Additionally, the teachers who indicated that they held administrative duties were supposed to indicate the administrative duties that they hold. The findings are as shown Table 4.9.

Table 4.9: Administrative Duties Held by Teachers

Duties	Frequency	Percent
Student evaluation and reporting	8	33.3
Communication and public relations	3	12.5
Health and safety supervision	7	29.2
Miscellaneous budgeting and buying	6	25
Total	24	100

The findings showed that most of the 24 teachers who indicated that they held administrative duties (33.3%) were involved in student evaluation and reporting, 29.2 percent were involved in health and safety supervision, 25 percent were involved in miscellaneous budgeting and buying while only 12.5 percent were involved in communication and public relations. This implies that the administrative duties allocated to some teachers were student welfare responsibilities. The findings show that teachers who were allocated some administrative duties were either overseeing departmental needs of the students meaning that principals in secondary schools were responsible for other administrative duties instead of delegating them to teachers. This was an

indication that teachers being relieved of administrative duties lightened their workload which in turn influences their retention.

The teachers were asked to indicate their level of commitment to the demanding work load. The findings are as shown in Table 4.10.

Table 4.10: Level of Teachers' Commitment to Workload Demand

Response	Frequency	Percentage
Very committed	52	65.9
Moderately Committed	25	31.6
Not very committed	2	2.5
Total	79	100

The study findings presented in Table 4.10 indicated that majority of the teachers 65.9 percent indicate that they were very committed to their workload, 31.6 percent indicated that they were moderately committed while only 2.5 percent indicated that they were not very committed.

Further the teachers were asked to indicate the nature of their work load. Table 4.11 presents the study findings.

Table 4.11: Nature of Teachers' Workload

Nature of Workload	Frequency	Percent
Very demanding	31	39.2
Demanding	24	30.4
Manageable	12	15.2
Fairly demanding	7	8.9
Not gainfully engaged	5	6.3
Total	79	100.0

The study findings showed that a large percentage of the teachers (39.2%) indicated that their work load is very demanding, followed by 30.4 percent who indicated that their work load is demanding and 15.2 percent who indicate that the workload is manageable. It was also found that 8.9 percent of the sampled teachers indicated that their work load was fairly demanding while only 6.3 percent indicate that they were not gainfully engaged.

Further, a cross tabulation table of provision of good working schedule categorized as unfavorable working schedule and favorable working schedule against teachers' retention. 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 Working Allocation and Teachers' retention levels

		Working schedule		Chi-square (p value)
		Unfavorable	Favorable	
Teachers' retention	Low	60	4	86.570(0.000)
	High	0	39	

Where the working conditions are unfavorable, there is low retention of teachers and the opposite happened when work schedules were allocated favorably. 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 86.57 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 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.

4.5 Provision of Incentives and Teacher Retention

The second objective was to establish the influence of provision of incentives on the retention of teachers in public secondary school in Kathonzi Sub County. Therefore the teachers were asked to indicate their level of satisfaction with incentives offered in their schools. The responses were in a scale of 1 to 3 where 1= not satisfied, 2= satisfied and 3= very satisfied. Table 4.13 presents teachers' responses

Table 4.13: Teachers' Satisfaction with Provided Incentives

	Not		Very		Mean	Std. dev
	Satisfied	Satisfied	Satisfied	Satisfied		
Monetary incentive	7.59%	58.23%	34.18%		2.27p	0.59
Administrative trust	12.66%	53.16%	34.18%		2.22p	0.65
Delegation of duties	7.59%	72.15%	20.25%		2.13p	0.52
Gifts for excellent performance	11.52%	55.57%	32.91%		2.1p1	0.73
Trips to recreational sites	3.80%	68.35%	27.85%		2.p24	0.51
Public announcement during prize giving days	5.06%	35.57%	59.37%		2p.44	0.59
Average					2.24	0.60

The study findings revealed that majority of the teachers (58.23%) indicated that they were satisfied with monetary incentives. The results also revealed that majority of the teachers (53.16%) indicated that they were satisfied with administrative trust. It was also found that majority of the teachers (72.15%) indicated that they were satisfied with delegation of duties. In addition, the results revealed that majority of the teachers (55.57%) were satisfied with gifts for excellent performance. Furthermore, the results showed that majority of the teachers (68.35%) were satisfied with trips to recreational sites. The findings also showed that majority of the teachers (59.37%) indicated that they were satisfied with public announcement during prize giving days.

This concurred with Nzuve (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.

The researcher also sought to find out the criteria used in providing incentives to teachers. Majority of the interviewed principals indicated that they consider the availability of financial resources in providing incentives such as gifts and trips.

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.

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.

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 on provision of incentives categorized as those teachers satisfied with incentives and those not satisfied against teachers' retention. Table 4.12 shows how teachers' retention was evaluated against provision of incentives, a cross tabulation of the table was computed.

Table 4.14: Cross Tabulation between Provision of Incentive and Teachers' Retention Levels

		Provision of Incentives		Chi-square (p value)
		Unsatisfied	Satisfied	
Teachers' retention	Low	61	3	79.1890(0.000)
	High	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 79.189 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 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 incentives can motivate teachers which reduce rate of teachers' turnover.

4.5 Provision of Administrative Support and Teacher Retention

The third research objective sought to establish the influence of administrative support on teacher retention. The respondents were asked to indicate the level of administrative support offered to teachers. The responses were in a scale of 1 to 3 where 1= inadequate, 2= fairly adequate and 3= adequate.

Table 4.16: Adequacy of Administrative Support

	Fairly			Mean	Std. dev
	Inadequate	Adequate	Adequate		
Pursuing further education	8.86%	25.32%	65.82%	2.57	0.65
Having flexible work schedules	17.72%	24.05%	58.23%	2.41	0.78
Getting time off when a need arises	11.39%	20.38%	68.23%	2.47	0.69
Dealing with undisciplined pupils	17.72%	29.11%	53.16%	2.35	0.77
Adjusting to new classes	20.25%	21.52%	58.23%	2.38	0.81
When I need a day off due to sickness	15.19%	22.78%	62.03%	2.47	0.75
Average				2.44	0.74

The findings showed that majority of the teachers (65.82%) indicated that the level of administrative support offered towards pursuing further education is adequate. Further interviews with the head teachers indicated that majority of them offer academic leave as well as scholarships to support teachers in furthering their studies. In addition, the findings showed that majority of the teachers (58.23 %) indicated that the level of administrative support offered towards having flexible work schedules is adequate. The results also revealed that that majority of the teachers (68.23 %) indicated that there is adequate administrative support towards getting time off when a need arises.

Furthermore, it was found that majority of the teachers (53.16%) indicated that there was adequate administrative support towards dealing with undisciplined pupils. Furthermore, the findings showed that majority of the teachers (58.23%) indicated that the administrative support towards adjusting to new classes was adequate. The results also revealed that majority of the teachers (62.03%) indicated that there was adequate administrative support when they need a day off due to sickness. These findings are consistent with Marcoulides (2011) who found that in schools where positive social and professional relations and support among staff members are developed, teacher attrition was minimal.

A cross tabulation table of administrative support categorized as those teachers satisfied with the provided support and those not satisfied against teachers' rate of

turnover. Table 4.17 shows how teachers' retention was evaluated against administrative support by, a cross tabulation of the table was computed.

Table 4.17: Cross Tabulation Between Administrative Support and Teachers' Retention Levels

		Administrative Support		
		Unsatisfied	Satisfied	Chi-square (p value)
Teachers' retention	Low	75	3	85.501(0.000)
	High	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 administrative support 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 there existed any significant association between administrative support and their retention. The findings therefore indicate that administrative support can motivate teachers which reduce rate of teachers' turnover.

Furthermore, 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 administrative support practices was high at 61 numbers of respondents compared to 18 numbers of teachers who said that administrative support was high. The findings therefore indicate that good administrative support can motivate teachers to work hard which increases their chances of stay in the service.

4.6 Letters of Recommendation for Promotion and Teacher Retention

The forth objective was to examine the influence of provision of recommendation letters on the retention of teachers in public secondary school in Kathonzweni 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). The teachers were asked to indicate whether recommendation letters were available or not. The findings are as tabulated in Table 4.18.

Table 4.18: Recommendation for Promotion for Teachers

	Frequency	Percent
Available	75	94.9
Not available	4	5.1
Total	79	100.0

The findings showed that majority of the respondents (94.9%) indicated that recommendation letters were available in their schools while only 5.1% indicated that recommendation letters were not available in their school. The study indicates that majority of teachers agreed that there was an equality and fair appraisal as far as issuing them with letters for recommendations for promotion is concerned which in turn leads to their career aspirations. This study findings contrasts with various studies on that recommendation letters were not readily available for teaching staff to induce retention (Prendergast, 1999).

The teachers were also asked to indicate the recommendation facilities available for teachers. The responses are as shown in Table 4.19:

Table 4.19: Recommendation Facilities Provided to Teachers by Principals

Recommendation Facilities	Frequency	Percentage
Letters of recommendation for promotion	79	100
Timely recommendations	79	100
Appointment letters	79	100
Recognition for extra trainings done	79	100

From the findings, all the teachers indicated that they were offered with letters of recommendation for promotion, timely recommendations, appointment letters as well as recognition for extra trainings done. This showed that principals in secondary schools in the study area utilized various recommendation strategies to increase teacher retention to ensure that they progress in the profession and reduce turnover. 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 et al (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 letter of recommendation for promotion categorized as supportive and unsupportive against teachers' rate of turnover. Table 4.20 shows how teachers' retention was evaluated against letters of recommendation for promotion, a cross tabulation of the table was computed.

Table 4.20: Cross Tabulation between Letter of Recommendation for Promotion and Teachers' Retention Levels

		Recommendation for Promotion		
		Unsupportive	Supportive	Chi-square (p value)
Teachers' retention	Low	63	16	86.693(0.000)
	High	3	36	

The study shows that where the principals are unsupportive in issuing teachers with letters of recommendation for promotion staff turnover is high and where issue of recommendation letters for promotion are supportive staff turnover is low. The findings therefore indicate that provision of recommendation letters for career development increases teachers' chances of stay in the profession. 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 their existed any significant association between provision of letters of recommendation for promotion 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.

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. The study revealed that majority of the respondents agreed that there were given recommendation letter for promotion. This study findings contrasts with various studies on provision of recommendation letters for career development, for instance, Emenika (2010) institutions that had embrace a culture of giving teachers recommendation letters for promotion to perform exemplarily well. Further, 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.

4.7 Teacher Retention in Secondary Schools

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 4.21: Teacher Retention in Secondary Schools

Teachers transferred	Frequency	Percent
0	27	71.1
1	6	15.8
2	3	7.9
3	1	2.6
4	1	2.6
Total	38	100.0
Resigned	Frequency	Percent
1	11	28.9
2	7	18.4
3	4	10.5
4	9	23.7
5	7	18.4
Total	38	100.0
Poached by competitors	Frequency	Percent
0	27	71.1
1	7	18.4
2	3	7.9
4	1	2.6
Total	38	100.0
Early retirement	Frequency	Percent
0	10	26.3
1	17	44.7
2	9	23.7
3	2	5.3
Total	38	100.0
Left duty	Frequency	Percent
0	25	65.8
1	8	21.1
2	5	13.2
Total	38	100.0

The study findings showed that majority of the head teachers (71.1%) indicated that no teachers had been transferred from their school for the last three years. In

addition, the study findings showed that most of the head teachers (28.9%) indicated that only one teacher had resigned from their school for the last three years. The findings also revealed that majority of the head teachers (71.1%) indicated that no teachers had been poached by their competitors. Furthermore, the findings revealed that majority of the head teachers (44.7%) indicated that only one teacher had applied for early retirement from their schools. This showed that although there were cases of teacher turnover in some of the schools they were fewer in most schools for the past three years, thus, the findings implied that teacher retention was influenced by principals governance practices.

Further interviews with the head teachers indicated that majority of them offer reward incentives for exemplary performance in order to ensure teacher retention. Majority of the teachers also indicate that they ensure that the work load for teachers is manageable to enhance teacher retention.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter of the report, the researcher had the opportunity to summarize the study undertaken, to conclude and make recommendations based on the study findings. This chapter summarizes the whole research process. It provides a summary of the main findings of the study, conclusions and suggestions for further research.

5.2 Summary of the Study

The purpose of the study was to investigate governance practices influencing teacher retention in public secondary schools in Kathonzwani Sub-County, Kenya. It was guided by the following objectives; to determine the influence of workload allocation on teacher retention in public secondary schools in Kathonzwani sub county, Makueni County Kenya , establish the influence of provision of incentives on teacher retention in public secondary schools in Kathonzwani sub county, Makueni County Kenya, determine the influence of provision of administrative support on teacher retention in public secondary schools in Kathonzwani sub county, Makueni County Kenya and to examine the influence of letters of recommendation for promotion on teacher retention in public secondary schools in Kathonzwani sub county, Makueni County Kenya.

The study adopted a descriptive survey design which is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way and without focusing on “why” a certain phenomenon occurs. The target population in this study included all the teachers and principals from all extra county schools, county schools and sub county schools. The study therefore targeted 791 teachers and 38 principals.

Stratified sampling was used to categorize the teachers into 3 strata that represented each school category. Further, simple random sampling was used to sample the teachers from each school. The study used a sample of 10 percent of the teachers which was 79. The sample size was therefore 38 principals and 79 teachers. The study used primary data which was collected using questionnaires and interview sessions. Interview guide was used to collect data from the head teachers while questionnaires were used to collect qualitative data from the teachers. Content validity was used to determine whether the items in the questionnaires were sufficient to answer the research questions. The data collected was analyzed using SPSS version 22 and the findings presented in form of charts, graphs and tables.

5.3 Discussion of Findings

The first objective of the study was to determine the influence of workload allocation on teacher retention in public secondary schools in Kathonzwani sub county, Makeni County Kenya. The study findings showed that majority of the

teachers handled 22 lessons per weeks. It was also found that the teacher student ratio was low as the teachers handled more than 40 students in a class. Most of the teachers also indicated that their workload was very demanding.

The second objective was to establish the influence of provision of incentives on teacher retention in public secondary schools in Kathonzweni sub county, Makueni County Kenya. The findings indicate that monetary incentives, administration trust, delegation of duties, gifts, trips and public announcement during prize giving days were available in the schools studied. It was found that the teachers were satisfied with the available incentives in their schools.

The third objective of the study was to determine the influence of provision of administrative support on teacher retention in public secondary schools in Kathonzweni sub county, Makueni County Kenya. The study found that the administrative support in pursuing further education, having flexible work schedules, getting time off when a need arises, dealing with undisciplined pupils and adjusting to new classes was adequate in all the sampled schools.

The fourth objective of the study was to examine the influence of letters of recommendation for promotion on teacher retention in public secondary schools in Kathonzweni sub county, Makueni County Kenya. The study findings showed that letters of recommendation were available in all the samples schools. It was also found that the recommendation letters were timely and recognition for extra training was done.

5.4 Conclusions of the Study

Based on the study findings, the study made several conclusions. The study concluded that teacher's workload is a determinant of teacher's retention. The number of lessons per week and out of class responsibilities influences teacher's willingness to take early requirement as well as resignation.

The study also concluded that the availability of incentives also influences teacher's retention. Availability of incentives such as money incentives, trips to recreational sites as well as gifts increases teacher's retention in the school. It was also concluded that public announcement during prize giving days significantly influences teacher retention.

The study also concluded that adequate administrative support towards further education and support towards dealing with undisciplined students also improves teacher retention in schools. In addition, it was concluded that availability of timely recommendation letters and recognition for extra training done also boosts teacher retention in schools.

5.5 Recommendations for the Study

The following recommendations were made:

- i. The study recommended that the school administration should add more teachers in school to ensure that teacher's workload is always manageable and to ensure that teacher student ratio is high.
- ii. The study also recommended that schools should continually offer incentives to teachers in a bid to motivate them and retain them in the school.
- iii. In addition, the study recommended that the school administration should adequately offer support to teachers in terms of providing them a chance to further their studies and have flexible work schedules to enhance their professionalism which translates to teacher retention.
- iv. 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.
- v. 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.

- vi. 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.
- vii. Principals should also devise various ways to reward their teachers as an encouragement for those who have shown exemplary performance.
- viii. 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 .

5.6 Suggestion for Further Research

The study recommends that further studies should be done across the country to determine the governance practices influencing teachers' retention in public schools.

- i. 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.
- ii. There is need for further research on other motivational practices that influence teachers retention other than the four identified in this research.
- iii. 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

P.O Box 92 -00902

Kikuyu,

2019

Dear Sir/Madam,

_____ Secondary School

Kathonzweni Sub-County

REF: TRANSMITTAL LETTER

I am a Post graduate student at the University of Nairobi pursuing a Master of Education Degree in Corporate Governance. As part of the requirements for the award of this degree I am conducting a study on **“Governance practices influencing teacher retention in public schools in Kathonzweni Sub County, Makueni County, Kenya”**. I therefore request for your permission to carry out the study in your school. The data collected is for academic use only. Respondents will be treated in confidence.

Thank you,

Yours faithfully,

Salome Wanjiru Mbuno

APPENDIX II: INTERVIEW GUIDE FOR PRINCIPALS

1. What criteria do you use in allocating duties to teachers?
2. Have you considered assigning nonacademic duties to other professionals?
3. What criteria do you use in providing incentives to teachers?
4. What programs have you put in place to encourage teachers to further their studies?
5. Do you have a welfare support program?
6. How do you generally ensure teacher retention in your school?

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Please respond to the items honestly and following the instructions given. The responses you give will be treated with outmost confidentiality.

Section A: Demographic Information

a) What is your gender? Male () Female ()

b) What is your age bracket? Below 30 () 30 – 39 () 40 – 49 () 50 and above ()

c)_ How long have you worked in this school?years.

d) How long have you been in the teaching profession?years.

e) Who is your employer? I) Teachers Service Commission ii) Board of Management

Section B: Allocated Workload

Please indicate how your workload is

How many lessons do you teach per week?

What out of class responsibilities do you hold? Please list indicating the average number of hours per each

Do you hold any administrative duties? If so, which ones?

How would you explain your commitment to the demanding level of your workload. Kindly indicate your workload as

Rate	
very demanding	
Demanding	
Fairly demanding	
Manageable	
Not gainfully engaged	

Section C: Incentives

Please indicate how satisfied you are with the incentives offered to you in your school

	Not satisfied	Satisfied	Very satisfied
Monetary incentives			
Administrative trust			
Delegation of duties			

Gifts for excellent performance			
Trips to recreation sites			
Public announcement during prize giving days			

Section D: Administrative Support

What is the level of administrative support offered to teachers according to your view?

	Inadequate	Fairly adequate	Adequate
Pursuing further education?			
Having flexible work schedules			
Getting time off when a need arises (sickness,			

attending to personal concerns, etc.)			
Support in dealing with undisciplined pupils			
Support in adjusting to new classes			
Support when I need a day off due to sickness			

Section E: Recommendations for Promotion

Are letters of recommendation available to teachers or not available?

Available	
Not available	

Appendix IV: Questionnaire for Principals

Background information

How long have you served in this position?

Workload allocation

Kindly respond to the following regarding teachers' workload in your school

Average number of lessons allocated to each teacher	
Student-teacher ratio	

Provision of Incentives

Please indicate whether your school provides the following incentives?

Monetary gifts for good performance identified in subjects	
Money given to highest improved subject	
Per diems for out of school activities	
Subsidies for workshops and seminars	
Free meals	
Welfare support during sickness	

Provision of Administrative Support

Do you offer the following support programs to teachers?

Programs	Yes/No
Sponsorship for training	
Mentorship programmes	
Welfare support programme	
Induction programme	

Recommendation for Promotion

Please indicate whether your school offers the following to teachers (Use yes or No)

Letters of recommendation for promotion	
Timely recommendations	
Appointment letters	
Recognition for extra trainings done	

Teacher Retention

Please indicate the following in regard to teacher retention (In the last three years). Number of teachers who have

- i. Transferred
- ii. Resigned
- iii. Been “poached” or engaged by competitor organizations?
.....
- iv. Applied for early retirement.....
- v. Deserted duty

Appendix V: Authorization letter



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

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

Ref. No. **NACOSTI/P/19/68797/30618**

Date: **24th June, 2019.**

Salome Wanjiru Mbuno
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Governance practices influencing teacher retention in public schools in Kathonzi Sub County Makuani County Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Makuani County** for the period ending **24th June, 2020.**

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

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


BONIFACE WANYAMA.
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Makuani County.

The County Director of Education
Makuani County.

Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MS. SALOME WANJIRU MBUNO
of UNIVERSITY OF NAIROBI, 92-902
KIKUYU, has been permitted to conduct
research in Makueni County
on the topic: GOVERNANCE PRACTICES
INFLUENCING TEACHER RETENTION IN
PUBLIC SCHOOLS IN KATHONZWENI SUB
COUNTY MAKUENI COUNTY KENYA
for the period ending:
24th June, 2020.

Permit No : NACOSTI/P/19/68797/30618
 Date Of Issue : 24th June, 2019
 Fee Received : Ksh 1000



S. Mbuno
Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEARCH LICENSE

Serial No.A 25440

CONDITIONS: see back page

National Commission for Science, Technology and Innovation
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