

**CAUSES OF TEACHER TURNOVER AND THEIR INFLUENCE ON
STUDENTS KCSE PERFORMANCE IN PRIVATE SECONDARY
SCHOOLS IN WESTLANDS SUB-COUNTY-NAIROBI, KENYA**

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DECLARATION

This research project is my original work and has not been presented for the award of a degree to any other university.

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DEDICATION

To my lovely wife Mrs. Veronica Gicharu, dear children JoyJoan, Joyous Felix and Joylyn Ann, parents Mr. & Mrs. James Mwangi and siblings Ruth, Lillian, David, late Virginia (1977-2009) and late Joan (1989-95)

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ABBREVIATIONS

IMIS	- Integrated Management Information System
KNEC	- Kenya National Examination Council
KPSA	- Kenya Private School Association
SACE	- South African Council of Educators

ABSTRACT

High quality education in learning institutions heavily relies on retention of qualified teachers. Thus, due to the importance of teacher's turnover issue, the research purposed to find out the extent causes of turnover of teachers influence performance in academics at KCSE Westlands Sub-county, Nairobi-Kenya. The specific objectives were: to examine how much teacher remuneration, teacher working conditions, institutional organizational culture and teachers' characteristics influence performance of students in academics in private secondary schools in Westlands sub-county. A descriptive design was applied. The research targeted 271 teachers. Twenty seven teachers were selected by random sampling from five private secondary schools. The research used questionnaire to collect data. All collected information was subjected to analysis on SPSS. There was a 93% questionnaire return rate. Demographically, it was revealed that age whereby 40% of teachers were below 30 years and majority (56%) of teachers working in these schools was aged 31-50 could contribute to teachers' turnover. The three other causes of teachers turnover were less likely to elicit turnover in isolation: remuneration in which 60% of responding teachers received a fair salary with none receiving very poor salary; among the respondents 56% of them showed that they had been assigned a satisfying workload; an impressive opinion on how teachers felt about the institution they were working for. It was concluded that a combination of improved remuneration, satisfying workload and a good regard teachers felt about their current institutions could increase teacher retention for the benefit of school reputation and could work positively in improving student performance in national exams.

CHAPTER ONE

INTRODUCTION

1.1 The Background of the Problem under Study

Teaching is a dynamic profession. Its satisfaction is dependent on degree of motivation in the place of work (Haldar, 2010). These factors result to teachers' turnover. Some of them are demographic, socio-economic and socio-political factors. For an employee to stay or leave an institution where he/she works, it depends on primarily the level of satisfaction derived from the work place. In addition, Pestonjee (1991) said that satisfaction at the place of work is a factor that is determined by work itself, salary, interpersonal relationships, supervision, duties and responsibilities, working conditions and job security.

Teacher turnover is an ongoing problem, which can lead student achievement being affected. Students' achievement may suffer if ineffective teachers are replaced by effective teachers. It may also happen that student achievement may increase if an effective teacher is replaced by an ineffective teacher (Ronfeldt, Loeb, & Wyckoff, 2011).

Globally, there are many challenges that face teaching profession is continuously among them being the issue of teacher turnover (Kayuni and Tambulasi, 2007). One-sixth of secondary school teachers in USA exit their school each year, and about 50% of these employees move to another school; the remaining half leave teaching altogether (National Center, 2012).

In the developing countries, this education threat is equally serious. Xaba (2003) reported that in New Guinea, Malawi, South Africa, Zambia, and have shown that the problem had nearly stretched to an alarming point.. In Malawi, high attrition

rate has been attributed to general poor working conditions (Kayuni and Tambulasi, 2007). In Kenya, the high turnover of teacher mirrors the trend like in other countries (Orodho, Getange, Waweru & Miriti, 2013). Mbugua and Reche, (2012) found that fifty percent of teachers in Mwimbi division, Maara district, transferred once, 33.3% transferred twice and 16% were transferred from one school to another five times a year in 2011! The transfer requests by secondary school teachers in Suba district had been at about 16.5%. These figures were high above the 5% national annual average (Ariko & Si matwa, 2011). Due to such research findings, the researcher got interested into investigating the four causes of teachers turnover and their influence on students' performance in Westlands Sub-County in Nairobi County to establish the situation.

1.2 Statement of the Research problem

In our country the growth of private high schools is much bigger than the public ones (IMIS, 2009). In the Westlands Sub-county the same trend is evident. This perhaps explains why more teachers are moving between schools.

1.3 Purpose of the Study

The purpose of the Research was to determine the causes of teacher turnover and its influence on performance in academics at Kenya Certificate of high Education in Westlands.

1.4 Research Objectives

- i. To investigate the extent to which teachers' characteristics impact performance in academics of students in private high schools.
- ii. To find out the extent to which teacher remuneration impact impact performance in academics of students in private high schools.
- iii. To examine the extent to which teacher working conditions impact impact performance in academics of students in private high schools.
- iv. To find out the extent to which institution's organizational culture impact impact performance in academics of students in private high schools.

1.5 Research Questions

- i. To what extent has teachers' characteristics influenced performance in academics amongst learners in private secondary schools?
- ii. To what extent has teacher remuneration influenced performance in academics amongst learners in private secondary schools?
- iii. To what extent has teacher working conditions influenced performance in academics amongst learners in private secondary schools?
- iv. To what extent has institutional organizational culture influenced performance in academic amongst learners in private secondary schools?

1.6 Significance of the Study

The outcomes and recommendations of the research work would be applied by the administrators of private secondary schools in managing turnover of teachers and therefore improve performance in academics. The discoveries from the study will

guide policy developers in formulating policies that attract more teachers join the sector of economy and remain for a longer time.

1.7 Delimitation of the Study

The work looked into KCSE performance by private schools, Westlands sub-county. It assessed the extent to which teacher remuneration, the institutional organizational culture, teacher characteristics and teacher working conditions influence KCSE performance.

The research was done in Westlands sub-County and targeted four (4) private schools. The researcher obtained primary data from the classroom teachers. To back up the primary data, secondary data from KNEC may be used to give credibility of the study.

1.8 Limitation of the Study

It was impossible for the researcher to control attitudes and perceptions of respondents which may have affected the outcome of their answers. He banked on the respondents responsibility for returning the questionnaires with all questioned answered and that respondents would give socially acceptable answers and not just fill the questionnaire to impress the researcher.

1.9 Assumptions of the Study

The findings made from the sample were generalized to reflect the situation of teacher turnover in the whole Sub-county.

CHAPTER TWO

LITERATURE REVIEW

The chapter delves into causes of teachers' turnover that influence KCSE performance in private secondary schools. It pays attention to how causes of teacher turnover affect national exams performance. It narrows down to the four factors under consideration: remuneration of teachers, conditions of work, teachers' demographic characteristics and institutional organizational culture.

2.1 Teachers' Demographic Characteristics

According to Ingersoll (2001) young teachers (under 30) and older ones (above 50 years of age) have higher probability to leave station of work or the profession than are middle-aged teachers. Similarly, Allen (2005) noted that persons who enter teaching profession at a more advanced age are more probable to remain at the job than those join the profession at a younger age.

As far as gender is concerned, Chapman & Hutcheson (2001) have revealed that the rate of female and male teachers staying or leaving teaching job has no significant difference. However, even though turnover rates by gender are similar, the motive may not be similar. He noted that males who leave teaching are very likely to seek re-employment than women who leave (Allen, 2005).

There is a good record of evidence the rate of teacher turnover is highest among fresh teachers. Thereafter turnover rate declines significantly after the fourth or fifth year of classroom teaching. After 25 to 30 years of teaching attrition rates sharply increases as retirement age approaches. A research done by McClure, Weidman, Sharp (1988) shows that the teacher qualification increases exit rate

because such teachers exhibit dissatisfaction with their work as compared to less qualified teachers. An explanation to this may be that person with advanced education have more options in the job market than those with less qualification.

2.2 Teacher Remuneration and Students' Academic Performance

Remuneration significantly contributes to attrition rates in teaching and other professions. For instance, Beardwell and Holden (2001) explained that there is a strong belief that payment for any job is a reflection about the worth of such job in terms of skills required, commercial worth, opportunity, level of responsibility and strategic relevance. There has been a record high of number of teacher's strikes due to poor pay. It could be a major cause of huge exit of teachers from the profession. Strikes among teacher's have become a regular habit with the cause been demand for higher salaries always. Imazeki (2005) reported that salary is a very important part that explain employee turnover. Therefore, there is a strong indication that employee turnover is triggered by salary dissatisfaction.

Bennel and Akyempong (2007) pointed out that money which is the mode of payment play a key role of meeting the first level of hierarchy. The more money a teacher receives the more satisfaction he gets from it making him/her remain in it for a longer time.

2.3 Teacher Working Condition and Students' Academic Performance

Availing conditions at the place of work is becoming a more important issue. In a statement noted by Goldhaber, Gross, & Player (2007) say that a place of work like a school working conditions and job satisfaction are very closely linked. Research interview it emerged that teacher contemplate to leave a school due to

administrative complications, poor student discipline, difficulty in classroom control, increased class size, over whelming extracurricular duties and uncooperative parents. For example, Babyegeya (2002) noted that class sizes in many countries are very large. All these factors cause high teacher turnover (Hanushek, Kain & Rivkin, 2004).

2.4 Institutional Organizational Culture and Academic Performance

School culture is “The unanimously held convictions of teachers, students and principals in that particular institution” and that direct their behaviour (Paul, 1993). Such organizational culture embraces the common, expressed, or not expressed values, principles and actions that contribute to the exceptional social and psychological atmosphere of an organization; it is the ‘glue’ that directs the behavior of affected people and shapes organizational decision making (Haberberg, 2008). Organizational culture is strengthened by objects, such as images, stories, champions, practices and formalities that remind people what that institution stands for (Hesket, 2011). In administration circles, culture is often regarded as a tool to manipulate employees (Kaplan, 2004).

Celep (2003) in Xaba (2008) postulates that teachers degree of loyalty is determined by marriage between their personal convictions and values of the organization’s they work for; the readiness to put energy for the sake of goodness of the school and a strong desire to maintain an association with the organization. When teachers are less committed to the organization they affect success of the school and they become less productive and eventually leave the profession. Teachers are also normally expected by the administration to dedicate more time

to track individual learner academic growth against outcomes (Jansen, 1998). In addition Jansen says that teachers are expected to attend and contribute to the forums of assessment and evaluation and maintain comprehensive progress reports. These responsibilities place an unreasonable load on teachers' capacity to offer quality teaching, resulting in quick burn out that prompt many teachers resign from the profession particularly since these demands do not come with proportionate increment of pay and other benefits.

Teachers' working conditions are to a higher degree influenced by the management provided by principals (school managers), and it is widely supposed that the effectiveness of teachers and the achievement of learners in a school is directly influenced by such leadership (Harlinger & Murphy, 1986). Principals are therefore expected to be pro-active persons.

Herzberg (1968) who developed the motivation-hygiene theory highlighted that working conditions is among hygiene factors which affect the behaviour of teachers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Design of Study

A descriptive survey design was used. Gall, & Borg (2007) described this scientific method as one which of data is gathered through observation.

3.2 Target Population

There are 45 private secondary schools of Westlands sub-county, Nairobi County (Kenya Private Schools Association, 2018). The number of teachers in the school is about 271 which formed the target population.

3.3 Sample Size

The researcher obtained a list of all teachers employed in private secondary schools from offices of Education. The researcher used simple random sampling method. For a survey research, a sample of between 10% and 20% of population is adequate and acceptable (Gay et al., 2009, Mugenda, 2003). Therefore, a total of twenty seven teachers out of two hundred and seventy one were selected. For this study, the researcher chose 10% as the percentage of sampling.

3.4 Research Instruments

Questionnaires were in this study. Each questionnaire comprised of a set of questions that seek specific and accurate information and opinions of participants. The questionnaires were given to 27 subject teachers who had been sampled for this study. The number was drawn from five schools in which five teachers were randomly selected from four schools and additional seven teachers were randomly given questionnaires in the fifth school.

3.5 Data Collection Procedure

The researcher first sort consent to gather data from the Ministry of Education. He then visited the schools included in the sample, familiarized himself to the administration to obtain their consent to access the subjects for the study after which he proceeded to administer the instrument.

3.6 Instrument Validity

Patton (2001) said that validity is qualified by proposition of the degree to which an instrument can obtain data that conforms to established knowledge or facts. The type of questions in the questionnaire ought be appropriate to generate responses that are consistent with the variable being explored (Mutai, 2000). This aspect of good instrument in this study was achieved through subjecting the instruments to researcher's supervisor who in this case is the content expert. Her comments were considered in revision of the instrument to increase its validity.

3.7 Instrument Reliability

Briggs and Coleman (2012) define reliability of an instrument as the probability that re-doing a research method would yield identical or similar results. Test-retest method was applied to check how reliable of the instrument was.

3.8 Ethical Issues in Data Collection

Best and Kahn (2004) indicate that confidentiality is a requirement while conducting a research. To this end sufficient measures were taken to safeguard the discretion of respondents. Anonymity of participants was secured by indicating on the questionnaire that no respondent should include his/her name in the instrument given.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This study looked into the causes of turnover among teachers and their influence on KCSE performance among students in private secondary schools in Westlands Sub-county, Nairobi County. It particularly focused on four factors: teacher remuneration, working conditions, institution's organizational culture.

Data was collected from 25 out of 271 teachers from five randomly selected private secondary schools in a total of 45 schools in the Sub-county using questionnaires techniques. The information collected was coded and analyzed mainly using percentages and chi-square techniques.

4.1 Questionnaire Return Rate

There were 27 questionnaires sent to respondents who were the subject teachers and 93% were returned. All questionnaires were completely filled.

4.2 Demographic Data of the Respondents and Schools

In order to describe the demographic characteristics of respondents, frequencies and percentages were used.

4.2.1 Gender of Subject Teachers

The characteristic of the subject teachers by gender was analyzed and the results presented. The Table 4.1 below gives the summary:

Gender	Frequency	Percentage (%)
Male	14	56
Female	11	44
Total	25	100

The participants were composed of 56% males and 44% females. From the table above it can be said that shows that most of responding teachers were males.

However, the results were subjected to Chi-square test using the formula below:

$$\begin{aligned}\chi^2 &= \Sigma(O-E)^2/df \\ &= (14-13.5)^2 + (11-13.5)^2/1 \\ &= 6.5\end{aligned}$$

Degree of freedom (df) = 1, p< 0.05 the χ^2 value 6.31 is significant. This implies that the gender of teacher does not influence the turnover of teacher in the private secondary schools in Westlands Sub-county, Nairobi County.

4.2.2 Age of Subject Teachers

The age, in years, of respondents' was determined by asking the teachers to tick their age in the age categories given in the questionnaire. The outcome was summarized in table 4.2.

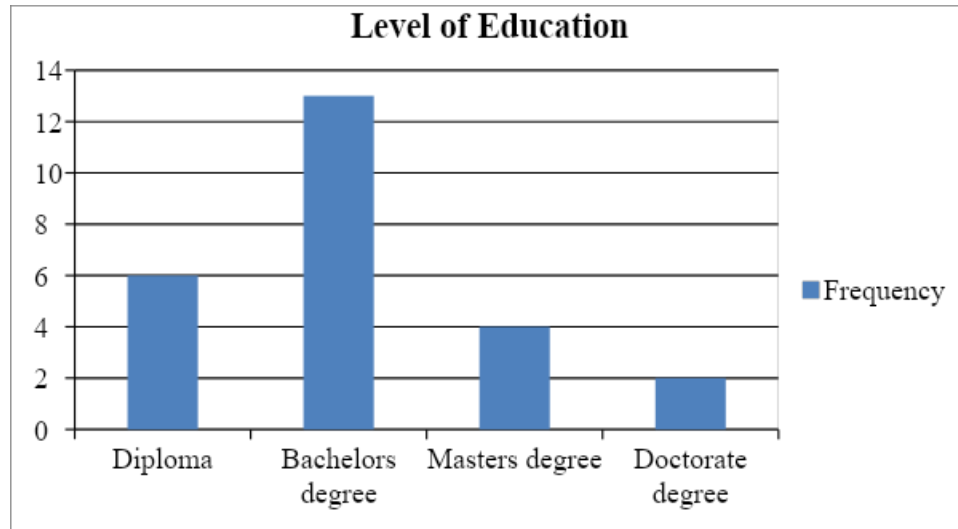
Age (years)	Frequency	Percentage (%)
Below 30	10	40
31-50	14	56
Above 50	01	04

Source: researcher, 2019

As outlined in Table 4.2 above, 10 of the respondents who represent 40% were less than 30 years by age, 14 (56%) were between 31 and 50 years old and 1(4%) was above 50 years old. From the Table above it can be seen that less than 50% of respondents were below 30 years of age. The finding may indicate that is a significant number of young teachers that may contribute to teacher turnover.

4.2.3 Level of Education

This study explored the respondents with different levels of education. The results are displayed in Figure 4.1 given below.



The outcomes in Figure 4.1 show that the largest percentage (52%) of participants was Bachelor's degree holder, 24% are diploma holders and 24% are postgraduate degree holders. Therefore most schools in private secondary schools in Westlands District employ graduate teachers. Based on their good qualification teachers can move to search similar jobs or quit teaching altogether.

4.2.4 Teaching Experience of the Respondents

The Table 4.3 below gives a summary of the distribution of respondents in respect to how long they have taught:

Number of years	Frequency	Percentage (%)
Below 5 years	6	24
5-10 years	8	32
11-20 years	10	40
Above 20years	1	4

From the Table 4.4 above it was observed that among 25 respondents, majority (40%) had been teaching for between 5 and 10 years. There were only 4% of respondents had taught above 20 years. It could be suggested that a good number of teachers have adequate teaching experience that may persuade them look for teaching in other schools, thus increasing risk of teacher turnover.

4.3 Remuneration

The research sought to find out how teachers in Westlands District are remunerated and if their pay commensurate with the work they do. The data obtained is summarized in the Table 4.4 shown below:

Annual salary increment	Frequency	Percentage (%)
Excellent	1	4
Good	8	32
Fair	15	60
Poor	1	4
Very poor	0	0

From the Table 4.4 above, it emerged that 9 of 25 responding teachers received good to excellent salary. Majority (60%) of respondents received fair salary. There was only 1(4%) who received poor salary and none received very poor salary raise. This fact could suggest that there is less likelihood that teachers would quit their present work stations based on pay alone.

4.4 Working Conditions

The Table 4.5 below summarizes the working conditions of teachers.

Factor	Highly Satisfying		Satisfying		Undecided		Dissatisfying		Highly Dissatisfying	
	F	%	F	%	F	%	F	%	F	%
Teaching load	3	12	14	56	2	8	6	24	0	0
Management style	3	12	9	36	5	20	4	16	4	16
School facility	5	20	8	32	8	32	6	24	0	0
Students' discipline	0	0	10	40	9	36	6	24	0	0
Students' performance	1	4	9	36	7	28	7	28	1	4

Frequency total= 25

With regard to teacher's working conditions, the findings in the Table 4.5 above show that 14(56 %) teachers expressed that they were satisfied with the teaching load leading to opinion that teaching load would contribute very little to teacher turnover. Over 50% of respondents were satisfied or highly satisfied with the facility their work stations. The researcher is on opinion that school facility in

these private schools would not trigger teacher turnover. There was a wide spread opinion on the feeling about the institution’s management style. Majority (36%) of respondents were satisfied but 5(20%) were undecided and a total of 8(32%) were dissatisfied or dissatisfied with the institution’s management style. Therefore, there is need for school administrators to employ clear management style that their staff can easily interpret so that they can identify themselves with the station they work for otherwise they are likely to fall away.

4.5 Institution’s Organizational Culture

The Table 4.6 below summarizes responses to the questions asked:

Factor	Highly Satisfying		Satisfying		Undecided		Dissatisfying		Highly Dissatisfying	
	F	%	F	%	F	%	F	%	F	%
Greatness of institution	6	24	11	44	2	8	5	20	1	4
Teacher independence	3	12	14	56	2	8	6	24	0	0
Institution goals	2	8	5	20	3	12	12	48	3	12
52	3	12	13		5	20	2	8	2	8

As shown in the Table 4.6 above, The result shows that 6(24%) and 11(44%) of responded teachers currently working in private schools indicated that they were highly satisfied and satisfied respectively with greatness of institution they were

working for can be a cause for turnover. And 2(8%) were indifferent with 5(20%) dissatisfied. 1 teacher making 4% of respondents was highly dissatisfied.

The data presented in Table 4.6 shows majority of respondents accounting 12% and 56% were highly satisfied and satisfied respectively with how the institution they were working for give room for teacher independence while at work. Only 6(24%) of 25 respondents were dissatisfied.

There was a strong agreement that among the responded teachers they saw that the institution values match with theirs. Among them 36% and 24% indicated that they are strongly satisfied and satisfied respectively with the institution values and goals. A total of 2(8%) were undecided; 5(20%) dissatisfied and 3(12%) strongly dissatisfied.

As far as teaching as a motivation is concerned, 16(64%) of respondents expressed affection for teaching in the current work stations. There were 5(20%) of responded teachers who were undecided, and 2 each of those who were either satisfied or strongly dissatisfied. These results may be used to point to that teachers were attached to their current work stations and therefore less likely to leave the stations based on this factor.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Summary of the Main Finding

5.1.1 Teachers' Characteristics

Majority (56%) of teachers working in these schools were aged 31-50 years. The biggest composition of teachers (52%) was bachelor's degree holders. The same percentage was held by married teachers. The study found out that 40% the classroom teachers had teaching experience of between 11 and 20 years.

5.1.2 Teacher Remuneration

The data collected reviewed that 60% of responding teachers received a fair salary with none receiving very poor salary. This indicated that there is less likelihood of teacher turnover due to remuneration alone.

5.1.3 Teacher Working Conditions

Among the respondents 56% of them indicated that the workload assigned to them was satisfying. There was a wide spread opinion on the feeling about the institution's management style. This can be said to mean that management styles employed by school heads in these institutions are unclear. Consequently, teachers could be unsatisfied resulting to increased turnover rate.

5.1.4 Institution's Organizational Culture

There was an impressive opinion on how teachers felt about the institution they were working for. It was noted that teachers felt that their work stations was great and they would wish to work for. They expressed that to them teaching is a great motivation. However, there was need for administrators to make goals and

objectives of their institutions more clear to persuade teachers remain in their respective working stations.

5.2 Discussion

The results obtained from the current study indicated that 56% of teachers were aged 31-50 years. There were 40% of teachers who were below 30 years. It can be said that there could be a risk of high teacher turnover based on age. Demographic factors, particularly the age of the employee have an influence on employee retention. Rhodes (1983) made an argument that the job satisfaction of an employee is closely related to age. Workers advanced in age seem to show greater satisfaction with their work than are the younger employees. Clark (1996) reported a U-shaped relationship whereby he said that younger workers may show satisfaction because they have less experience about the labor market against which to evaluate their own work. Clark (1996) noted that older workers may have fewer aspirations as they come to term that they face limited alternative opportunities as they grow older.

Teaching experience increases teaching capability to handle a class with diversity of learners' ability. This study showed that 40% of teachers have experience of teaching exceeding 10 years. It could be urged that exposure to teaching for a time long enough eases his work in classroom whereby he is able to articulate concepts vividly. He has had a chance to try different teaching methods in diversity of learners and has come to understand which one works under varying circumstances. He is able to be efficient to have extra time to provide individualized attention to students' needs that directly or indirectly impact on

their academic performance. Such teachers become targets of many employers and therefore, they are on verge of leaving one station to another that which would offer more satisfaction in his career.

There were 36% of teachers who received good to excellent salary and 15(60%) received fair salary. Teaching, like any other job has expectation that remuneration will compensate the effort put. Teachers who receive a good pay are more satisfied with the job they are doing. This is because monetary incentive acts as a tangible expression of the school and community's value of a teacher. Increased compensation may make a teacher accept less ideal working conditions in exchange for the higher pay. Such incentives offer a "compensating differential" for possibly unappealing job characteristics (Hanushek, 2007; Hanushek, Rivkin, Rothstein, & Podgursky, 2004) making a teacher to choose to remain in a particular school for a longer time, hence minimizing turnover.

School working condition includes but not limited to the workload, physical environments; organizational patterns of authority, supervision, and interaction among employees (Johnson, 2006). There was 12% and 56% of teachers who said that they had been assigned highly satisfying and satisfying workload respectively. This optimal workload allows the teachers to give their best effort. This is a good incentive for retaining teachers.

There was a low score of 36% who felt that the institution they were working for was administered satisfactorily. A total of 13 respondents (56%) were undecided or not satisfied at all. School administration has an influence in teacher retention. It is the school principal, in particular who creates an enabling

environment for the teacher to plan and deliver content; assess and evaluate students' performance. It is crucial for principals to re-evaluate their administrative styles and to be dynamic so as to employ styles that suit teachers and students changing composition. The more articulate the style is the more attractive it is to the employees translating to a higher retention rate.

5.3 Conclusion

From the findings conclusion may be drawn that majority of private secondary school teachers in Westlands sub-County are on the right side of the U-shape because they had teaching experience of between 11 and 20 years. School administrators may utilize the experience in these teachers to improve academic performance and tame turnover. Majority of teachers are receiving fair to excellent salary and this could be indicative of low teacher turnover in this region. If this is combined with good regard teachers feel about their current institutions this can increase teacher retention for the benefit of school reputation and could work positively in improving student performance in national exams.

5.4 Recommendation

According to the findings there was a very low satisfaction among teachers with regard to the support they received from the administration. Further study may be recommended to find out the kind of support teachers may want from the administration that would increase their satisfaction at work.

There is need for further research to find out why academic performance of private secondary schools is low despite good expression that teachers are fairly experienced, receive fairly good salary and are enjoying good work load.

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APPENDIX I

INTRODUCTION LETTER

Mwangi George Gicharu,
University of Nairobi,
College of Education and External Studies,
School of Continuing and Distance Education,
Department of Educational Studies

Dear Sir/Madam,

Re: Letter of introduction

I am a postgraduate student of the University of Nairobi pursuing a Postgraduate Diploma in Education and doing a research on topic “Causes of teacher turnover and their influence on students KCSE performance in private secondary schools in Westlands sub-county-Nairobi, Kenya.”

Therefore, am looking for your consent to apply questionnaires to your school to gather statistics on the above-mentioned topic. I do state that this is purely on academic purposes and no any other purposes.

Thank you very much in advance.

Yours sincerely,

Mwangi George Mwangi

APPENDIX II

Questionnaire for Private Secondary School Teachers in Westlands Sub-county

You are sincerely requested give your opinions on causes of teachers turnover among private secondary school teachers. The information generated is for research purposes and will be kept confidential.

For each item indicate your opinion

Part 1: Teacher's demographic characteristics

1. Gender:

Male () Female ()

2. Age:

Below 30 () 31-50 () above 50 ()

3. For how long (in years) have you been practicing teaching?

Below 5 yrs () 5-10 yrs () 11-20 yrs () Above 20 yrs ()

Part 2: Remuneration

4. What is the scale of your monthly salary compared with of similar qualification in

other jobs?

Excellent () Good () Fair () Poor () Very poor ()

Part 3: Working conditions

5. My teaching load is

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

6. My station management style is

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

7. Facility in the school is

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

8. Performance of students in my work station

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

9. Students' discipline in my work station

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

Part 4: Institutional organizational culture

The following statements describe how you feel about your job, your school provides the given opportunities and the ways of doing things influence job commitment. Read and indicate by ticking the extent to which each describes your feeling. Please tick only one of the options:

10. I talk about my institution to my buddies as a great institution to work for

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

11. I am proud of the degree of teacher independence in this institution

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

12. I love to teach because of the motivational factors

Highly satisfying () Satisfying () Undecided/neutral ()

Dissatisfying () Highly dissatisfying ()

APPENDIX III

MAP OF RESEARCH LOCATION

IEBC REVISED WESTLANDS CONSTITUENCY COUNTY ASSEMBLY WARDS



Map of Westlands Constituency (source: IEBC March, 2012)