

**FACTORS INFLUENCING TEACHER ATTRITION AT
PUBLIC SECONDARY SCHOOLS IN MBOONI EAST
DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment for the
Requirements of the Award of a Degree of Master of Education
in Educational Administration**

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DECLARATION

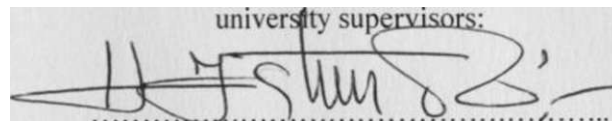
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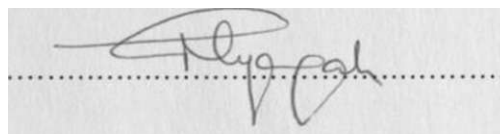
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DEDICATION

To Tessy, my love

To Fabian, my son and the apple of my eyes

To Peter Kasau my dad

To my late beloved mum, Monicah, I owe you all that I am today.



ACKNOWLEDGEMENT

I wish to acknowledge the financial and moral support of my wife Tessy. Thank you for being there for me when I needed you. I appreciate you Fabian my son, you gave me inspiration to carry on and gave me the very reason for to live and continue working hard. I wish to acknowledge the support, guidance and technical support of my supervisors Dr. Grace Nyagah and Dr. Jeremiah Kalai since I joined the school based programme and more so during the period I was doing my research. I am thankful to you for making me whom I am today. Special appreciation goes to my lecturers who tirelessly instructed me and shaped me to this far.

I owe so much to the District Human Resource Officer and the District Education Officer at Mbooni East District for assisting me get data that was up to date and the guidance they gave me while undertaking this study. I acknowledge the contribution of my respondents; principals and teachers who spared time to fill questionnaires for me out of their busy schedule.

I will forever remain grateful to the Master of Education Group 26 for your cooperation and generosity in sharing knowledge some of which I applied in undertaking this study. May God in His special way bless all those who made my study a success in their own different ways.

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ABBREVIATIONS AND ACRONYMS

ATL- Average Teaching Load

BOG - Board of Governors

DEO - District Education Officer

DHRO -District Human Resources Officer

DQASO - District Quality Assurance and Standards Officer

HIV & AIDS- Human Immune Virus and Acquired Immune Deficiency Syndrome

TSC- Teachers Service Commission

UNESCO- United Nations Education Science and Cultural Organization

VSO- Voluntary Services Overseas

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ABSTRACT

Teacher attrition is a component of teacher turnover and in this study it means the permanent loss of teachers from the teaching service. National statistics indicates that 10,000 teachers are lost annually due to various reasons ranging from resignations, assignment of non-teaching job in other ministries and other quit to join the private sector. Currently more than 75,000 teachers are needed in secondary schools to replace those lost and to cater for the increasing student enrolments due to the Free Day Secondary Education programme. The main objective in this study was to investigate the factors that influenced teacher attrition at public secondary schools in Mbooni East District. The study sought to determine the extent to which working conditions, teachers' education levels, remuneration packages for teachers, work load and levels of teachers' discipline influenced teachers' exit from the district. The study adopted the Equity Theory of motivation since employees (teacher) retention depends on levels of motivation in their workplace.

The study adopted the Descriptive survey design with a target population was of 252 respondents. Since the population was heterogeneous, the researcher used purposive sampling technique for the DHRO, DEO and the principals. For the teachers who were the other respondents, proportional stratified sampling was used so as to get a representative of the bigger teacher population. Questionnaires, interview guide and document analysis were used to collect data from the respondents. There was demographic and numeric data generated to capture the number of teachers who left teaching in the district. Respondents also gave their own opinions in the open ended questions. Data collected was summarized in tables. Data was presented in frequencies, graphs and pie charts. Descriptive analysis and narratives were used in interpretation of the data generated to make inferences.

After analyzing the data, the study established that 102 teachers had left teaching in the district in the last five years (2007-2012). The study established that teacher attrition was because of individual teacher factor and institutional factors. The study identified inter-district transfers accounting for 36 percent, availability of greener pastures in the private sector 20 percent, interdictions 15 percent, poor remuneration 10 percent, poor working conditions 10 percent and health problems 9 percent as the main push/pull factors that influenced teacher attrition in the district. Due to this, teacher shortage was very high with, mathematics, sciences and languages being the hardly hit. The study established that male teachers were highly affected accounting for the 68% of the lost teachers in the district. Teacher attrition was also on an upward trend and it was even more worrying more teachers approximately 100 were undertaking further studies which was established to be a pull factor since those who had gone for further studies accounted for 4 percent of the teachers who left the district either to take up non-teaching duties at the Ministry of Education or teach at tertiary institutions.

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Working environment was a major challenge and teacher were working in hardship zone characterized by water shortage, inadequate housing, long distances to and fro work place, majority were residing in the markets near their schools and there were inadequate health facilities. The study concluded that teachers' workload was high with 55 percent teaching more than 27 lessons per week, the recommended Average Teaching Load (ATL) by Teachers Service Commission. This was even made worse since it was compounded by increased enrolment rates occasioned by the Free Day Secondary Education programme started in 2008 and led to increased student numbers. This led to very large classes, congestion, pressure on the existing infrastructure/facilities and increased workload for the teachers.

The schools curbed teacher shortage by employing teachers who were paid by the Board of Governors. Some schools merged classes to make use of the available human resource maximally while other sought the service of their former students who had done well in the previous years and were wailing to join universities. This was to a large extent influencing and compromising the quality of education given to the students in the district. Teachers who were undertaking teaching practice came in handy and helped in reducing teacher shortage though for a short while. Once this 'stand by' teachers left, there were gaps, disruption and continuity was distorted leaving students unhappy and some confused due to being taught by different teachers within a year or so in the affected subject.

In light of the research findings, the study concluded that teachers' level of education, discipline levels of teachers, availability of job opportunities in the private sector that were paying better than teaching service and excess workloads as main push factors: individual and institutional factors. The study recommends that vacant positions be filled immediately to minimize further interruption in the instructional process and reduce instances of compromising the quality of education given to the learners. There is need to provide incentives that are attractive to teacher with a view of motivating them to remain in the service since teachers always look for jobs whose rates of return are attractive. The study also recommends improvement and continuous review of the scheme of service for teachers to continue motivating them all through so that they can be retained in the service for longer. The study recommends a case study to be carried out on a particular school whose teacher turn-over was worrying with 20 teachers having left the school in the last five years. The study also suggests a research to be carried out on why more male teachers were leaving unlike female teachers since 68 percent of those who left were men.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

All over the world, teachers leave/quit teaching due to various reasons. Boe, Bobbitt and Cook (1993) pointed out that teacher turn over changes from year to year and teacher attrition is a component of teacher turn over. They defined teacher attrition as the leaving of teaching, quitting teaching or moving away from the teaching fraternity to retire or to undertake other responsibilities or jobs. In this study teacher attrition will be used to refer to all permanent losses of teachers from the teaching profession through retirement, death, voluntary resignation, poor management, being assigned nonteaching duties or to switch to new job opportunities.

George (2010) cited that the annual attrition rates worldwide vary from 2 percent -14 percent. United States had an annual attrition rate of 8.4 percent in public schools and 13.6 percent in private schools with more female teachers leaving mainly to take care of their children and family responsibilities. The other fraction retired while others switching careers and join the private sector. Others quit citing dissatisfaction with the salaries offered as their main reason for quitting teaching. This disrupted teaching and increased costs as administrators look for alternative labor force including looking for non-qualified teachers to occupy those vacancies created and prepare the newly recruited ones. Canada had a record of 2.4 percent annual attrition rate in

public schools mainly due to change in career and retirement. In Australia annual attrition rates was 5 percent in secondary schools. Most teachers left teaching to start personal businesses, others retired while others change careers. In New Zealand the rate stood at 9.9 percent in secondary schools and 10.4 percent in primary schools. Most teachers were absorbed in by other professions that pay better than teaching and this disrupted continuity of the instructional process making students to move to private schools or better staffed ones. In Europe attrition rates ranged from 4 percent-9 percent with England and The Netherlands recorded an annual attrition rates in secondary schools of 9 percent and 7 percent respectively with majority of those leaving joining the private sector while others start personal businesses. Germany has annual attrition rate of 5 percent mainly due to career switch. In Asia, the attrition rates ranged from 2 -4 percent while Japan recorded an annual attrition rate of 2-3 percent while Korea recorded 2 percent (Mulkeen, 2010).

In Sub-Saharan Africa, rates of attrition varied from 3 to 10 percent simply arising from majorly HIV and AIDS related complications, poor salaries, illness and deaths. Samples from some of the countries showed the following statistics: Gambia 3 percent, Eritria 2 percent, Lesotho 10 percent, Liberia 1.6 percent, Malawi 10 percent, Zambia 9 percent, Zanzibar 7 percent and Uganda 6 percent to mention some of them. This caused loss of experienced teachers with the highest academic qualifications and expertise. (George, 2010) A study conducted by Educational International (2007) on teachers' issues showed that Kenya, Tanzania, Uganda, Zambia, Lesotho and Gambia had average annual attrition rates of 7 percent. Majority of these teachers left due

to HIV and AIDS and related diseases, excess work load, autocratic supervision and exclusion from school management affairs, poor working conditions characterized by poor social amenities and meager salaries among other causes.

According to UNESCO (2009) and Republic of Kenya (2010), Kenya approximately lost 10000 teachers annually with approximately 6500 due to HIV/AIDS related complications. Ruto (2010) noted in her research study that about 500 teachers were fired/dismissed by TSC because of sexual abuse of school going children while about 30 had court cases. Odingi and Kizito (2002) pointed out the 2002 influx of teachers to Seychelles as a major avenue through which Kenya lost many teachers. Coupled with the international teacher recruitment, many teachers had been looking for jobs in other countries leading to attrition of available teachers. Ingersoll (2001) noted that attrition reduced the quantity of available teachers, potentially exacerbating localized teacher shortage. This led to excess workload for the available teachers and the perennial incomplete syllabi which in turn affected performance and reduced student retention as they quit to well-staffed schools or dropped out of school.

1.2 Statement of the problem

Teachers Service Commission (2010) noted that the 10,000 teachers lost annually hindered service delivery, syllabi completion, teacher retention, disrupted teaching and negatively affected the students' performance in the affected schools. Schools in Mbooni East District were no exception. Statistics

from the District Education Office in Mbooni East District indicated that since it was hived from the larger Mbooni District in 2007, approximately 102 teachers had left teaching: 4, 15, 19, 27 and 35 teachers left in the years 2007, 2008, 2009, 2010 and 2011 respectively.

The attrition of teachers was a major challenge for both the government and the respective schools which have resulted in employing interns and teachers working under Board of Governors respectively to counter the shortage or try to replace those who had already left teaching. In some cases some schools employed former leavers and untrained individuals to teach. The attrition was on upward trend and it led to compromising of the quality of education, teacher retention, disrupted instructional process and made costs for the school and the government to increase since more teachers had to be hired/recruited to cater for the shortage. This was a serious challenge for the school, Ministry of Education and the other stakeholders especially the students and their parents. Since teachers had been reported to quit/leave teaching in the district, this study sought to determine the personal and institutional factors that influenced the attrition and gave recommendations on possible remedies/ways of managing/controlling teacher attrition.

1.3 Purpose of the study

The purpose of the study was to investigate the factors that influenced teacher attrition at public secondary school level in Mbooni East District, Kenya

1.4 Objectives of the study

This study sought to:

- i. To determine the extent to which working environment influenced teachers' quest for transfers at public secondary schools in Mbooni East District, Kenya
- ii. To establish the extent to which teachers' level of education influenced their desire to join tertiary institutions
- iii. To determine the extent to which teachers' levels of discipline influence their exit from teaching profession in the district.
- iv. To establish the effect of HIV and AIDS on loss of secondary school teachers at Mbooni East District
- v. To determine the extent to which the head teachers' mode of supervision influenced the teachers' desire to join other professions/private sector
- vi. To determine to the extent to which teachers' workload influences their quest to join the private sector or mainstream Ministry of Education.
- vii. To establish possible mitigation measures against teacher attrition in the district

1.5 Research questions

The following questions formed the basis of the study:

- i. How did working environment influence teachers to seek transfer at public secondary schools in Mbooni East District, Kenya?
- ii. To what extent did the level of education of the teachers influence their movement to teach at tertiary institutions/colleges?

- iii. How did teachers' discipline influence their exit from secondary school teaching in Mbooni East district?
- iv. To what extent did HIV and AIDS impact on loss of teachers?
- v. What was the influence of the head teachers' mode of supervision on teachers' decision to join other professions/private sector?
- vi. To what extent did teachers' workload influence their career switch?
- vii. What mitigation measures could be put in place to control teacher attrition in the district?

1.6 Significance of the study

The research sought to provide useful information to the District and Area Education Officers on various causes of teacher attrition and possible remedies to curb the same. It also attempted to provide useful insights in the management of the available human resources and ways of retaining staff at the district level with a view to promote quality education and provide continuity in the instructional process. The DHRO, DEO and the DQASO might get useful information on various teacher issues that if not well handled can influence teacher retention and quality of education.

The policy makers at the Ministry of Education could get useful insights especially on the issue of departmental transfer and perhaps get data on other ways of promoting teachers without necessarily taking them out of teaching fraternity. Should the possible recommendations be put in place the teachers will be motivated to remain in the profession so that student learning is not

interrupted thus minimizing student influx to private schools and well-staffed schools. These recommendations and findings may prove useful to BOG and the head teachers as they can get new trends in minimizing exit of available teachers and management strategies of their teachers with a view to minimize shortage of teachers which in turn will reduce heavy workloads for available teachers thus motivate them to stay on.

1.7 Limitations of the study

The four boys' and three girls' schools helped generate information that can be generalized into a bigger population but it may not be the same for those boys' and girls' schools in the urban areas since the district is in the rural area. Being a new district, there may be issues of missing data that can only be gotten from the former district headquarters thus becoming an expensive exercise. The study foresaw a challenge in getting the actual numbers due to the sensitive nature of the study however the researcher assured the respondents maximum confidentiality on any information given. The researcher consulted widely with the relevant stakeholders with a view to get as much information as possible.

1.8 Delimitations of the study

This study was conducted in public secondary schools in the district. Respondents were only District Education Officer, District Human Resource Officer and the principals and the teachers sampled from the 29 public schools. The study strictly attempted to determine the factors influencing

teacher attrition with a view to provide invaluable information on the state of affairs on the ground and the possible remedies.

1.9 Basic Assumptions of the study

The study assumed that information that was given by the District Education Officer, District Human Resource Officer, the principals and the selected teachers was up to date and reliable.

1.10 Definition of significant terms

Average Teaching Load refers to the recommended number of lessons that a teacher should teach within a week (recommended by the Teachers Service Commission)

Factors referred to the circumstances that influence teacher's decision to quit teaching at secondary school level for example old age, dismissal, transfer to undertake non-teaching duties, unavailability of social amenities, poor salaries, among others.

Institutional factors referred to the factors surrounding the working environment like poor recruitment policies, poor remuneration, international recruitment policies, work load, incentives, students entry behaviors, supervision style, to name but a few.

Non-teaching duties in this study refer to those duties outside classroom for example becoming a District Education Officer or Quality Assurance and Standards Officer in the Ministry of Education or working in other ministries where one did not teach.

Personal factors referred to attributes within an individual teacher such as age, career choices, gender, education achievement, subject specialization, resignation, discipline issues, accumulated experience, and ambitions that influenced their decisions to remain teaching or leave.

Teacher attrition referred to permanent loss of teachers who leave/quit mainstream teaching at secondary school level for various reasons including dismissal, deaths, resignation, early retirement, taking nonteaching posts in other ministries,

Working environment referred to the conditions surrounding the school set up including availability of staff quarters, availability of reliable transport, consultation on school management, appreciation, recognition, promotion prospects, etc

1.11 Organization of the study

This research was organized in five chapters. Chapter one dealt with the general introduction, statement of the problem, purpose of the study, significance of the study, objectives of the study, research questions, limitations of the study, delimitations of the study, basic assumptions, definition of the significant terms and the organization of the study. Chapter two focused on literature review of other studies done on teacher attrition, general introduction, personal factors and teacher attrition, institutional factors and teacher attrition, summary of literature reviewed, theoretical and conceptual frame works of the study. Chapter three concerned itself with the research design, research methodology, target population, sample size,

sampling techniques, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

Chapter four dealt with data reporting, organization, responses from the questionnaires and interview guide, eventually data analysis and a summary of the data analyzed. Chapter five focused on summary, conclusions, recommendations and suggestions for further research in the same area of teacher attrition.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A plethora of reasons had been advanced for teacher attrition worldwide with different teachers leaving the profession for various reasons. This chapter dealt with introduction, analyzing personal/teacher factors and teacher attrition, institutional factors and teacher attrition, summary of literature review, theoretical and conceptual frameworks.

2.2 Concept of Teacher attrition

Concerns about educator turnover and attrition are reported widely as a global phenomenon (Santiago, 2010). George (2010) reported that Education for All goals targeted to be achieved by 2015 are at stake since 1.9 million additional teachers are required with another one million required to replace annual teacher attrition. Attrition in this study referred to all permanent loss of teachers from the teaching profession. Koontz and Wehlrich (1990) argued that stable organizations are characterized by low employee turnover and their abilities to keep their customers. This can only be attained if the organizational roles and the entire process of leadership are based on management practices that enrich the job on what satisfies the employee and motivates them to stay failure to which they quit.

High rate of teacher turnover impacts negatively on the school improvement efforts for it disrupts the stability and continuity of teaching. It also poses a

challenge to the entire education system to manage turnover and retain teachers. Besides, teacher attrition imposes cost on education systems in substitution, recruitment and appointment of new teachers which is also characterized by long delays before replacements are made. This eventually affects the quality of education the learners get and affects student who may choose to seek transfers to well-staffed schools or join private schools (George, 2010)

Teacher attrition is influenced by a plethora of factors which can be classified as demographic factors, personal factors, pull and push factors which point on alternative employment and dissatisfaction with teaching respectively. Reasons for departure for different teachers vary and so are attrition rates for different parts of the world but annual attrition worldwide range from 2 percent to 14 percent annually (George, 2010 & Santiago, 2010). This study sought to establish the teacher factors and institutional factors that influenced teachers in Mbooni East District to quit teaching at secondary school level.

2.3 Personal/teacher factors and teacher attrition

Individual teacher factors stem from within individual teacher's choices on whether to remain or quit. Teacher turn-over therefore is influenced by individual factors just like any other job. The teachers themselves can choose to remain or quit teaching depending on a number of factors ranging from their age, discipline, level of education, HIV and AIDS among others. This study addressed age, level of education and discipline of the teachers and how they influenced teachers to move from their respective working stations.

Teachers' age

Santiago (2001) cites the greying population of teachers and the possible or subsequent retirement thereof as one of the major factors influencing teacher attrition. Such sediments are also shared by Imazeki (2004) who points out that a third of the attrition of the teachers is due to retirement. From the sediments above, age of the teacher is seen to be a contributing factor especially for old teachers who retire or seek voluntary retirement eventually leaving teaching hence attrition. This leads to loss of experienced teachers and to replace the same is an uphill task.

On contrary, Ingersoll (2002) points out that, young teachers are likely to quit teaching to work in private sector where salary paid is higher than in teaching. He also points out that old and highly experienced teachers quit to join the private sector or to start personal businesses. This leads to a U-shaped curve in representing teacher attrition on a graph. This study sought to establish how age as a factor influenced teachers desire to remain or quit teaching in the district.

Teachers' level of education

Individual teacher's level of education is a determining factor whether to remain or quit teaching (Herman, Hampton & Croasmun, 2004). A study by Marso and Pigge -(1995) reports that, teachers who complete master's degree continued to stay longer than others partially while others quit to teach colleges and universities. Teachers who have attained masters' degrees feel more motivated by their achievement and therefore feel comfortable to work

since they have become more knowledgeable and presumably more competent though not all of them. On the other hand, it is also believed that teachers who have attained higher level of education have added more value to their credentials and their worth as human capital goes up and this accounts for the big number of teachers who quit teaching to take up better paying jobs that are available for those who have acquired more education or further training. This attraction makes teachers quit teaching to join private sector or undertake non-teaching duties where rates of returns are higher than in teaching thus attrition.

Mulkeen (2010) and Bob, Bobbitt and Cook (1993) report that in general, attrition rates are higher for teachers with the greatest academic qualifications presumably reflecting the greater labor market opportunities open to them. Majority of them leave either through career switch, join the private sector, voluntary resignation or seek departmental transfers. Here the researcher desired to establish the true picture on the ground by determining whether there are other teachers who quit and need not necessarily have had attained postgraduate training or whether there are teachers who attained more education and still remained in the service in Mbooni East District.

Availability of other job opportunities

Hedges (2002) and Mareku (2002) point out that teachers use teaching as a stepping stone while others find it unattractive hence quit. People who aspired to be something else and failed either to qualify for its training at initial stage of higher education sometimes find their way to their dream career but use education as a stepping stone. This is because education cut across most

disciplines and it is easy to switch from teaching to other jobs that are available for people with similar qualifications as teacher for example trainers, lecturers, resource mobilizers, human resource officers among others. There is also availability of jobs in other countries and since the teachers will be paid handsomely as expatriates, they may go for such jobs thus quit teaching in their homeland. This gives a hint why teachers quit and therefore the researcher wished to determine whether the same applied in Mbooni East District.

UNESCO (2000) reports that some individuals lacked a chance in their aspired career and were compelled to join teaching as a stepping stone or as a career of the last resort. Some teachers therefore quit the profession immediately other alternative jobs are available with some joining the private sector therefore teaching is seen as an occupation to pass through and not a career in itself. The researcher here wished to determine the numbers of those who used teaching as a stepping stone since there were no actual numbers given.

HIV and AIDS pandemic

George (2010) notes that majority of teachers in Sub-Saharan Africa quit teaching due to HIV and AIDS related complications ranging from death, chronic illness and absenteeism, seeking retirement earlier than nonn on medical grounds among others. TSC (2010) points out that, out of the 10,000 of teachers who permanently left the profession in 2010, 6500 are cases of deaths, illness, resignations and early retirements on medical grounds due to HIV and AIDS related complications. This accounts for 65 percent of annual

teacher attrition nationally. The researcher wished to establish if this was the same case in Mbooni East District.

Teachers' discipline

Ruto (2010) and TSC (2010) noted that about 500 teachers were fired as a punitive measure for being involved in gross misconduct for example sexual abuse of school going age children in 2010. There were other cases of indiscipline leading to interdictions, suspensions, summary dismissal among other punitive measures. These measures were taken after the teachers violated the Teachers Code of conduct which outlines the guidelines for teacher conduct while working at the station and how to relate with the other teachers and the students. The report did not give the statistics per district therefore the researcher here wished to establish whether the same was a factor influencing attrition in the district and possible control measures to minimize teacher losses/shortage.

2.4 Institutional factors and teacher attrition

There are factor within teaching profession that are beyond the control of the teacher and fall within the institution of teaching fraternity. Such factor include working environment, policies on discipline, policies on teacher transfer, amount of workload each teacher is assigned, teacher management and supervision among many others.

Teachers' workload

Teachers are assigned a particular number of lessons per week and this is determined by their employer although it is delegated to the school heads on the ground. Teachers Service Commission recommends an Average Teaching Load of 27 lessons per week for one teacher, holding all other factors constant. This however varies depending on number of streams a school has and the available number of teachers.

Voluntary Services Overseas (2007) and UNESCO (2005) point out that the rapid expansion of enrolment rates in Kenya due to the Free Primary Education introduced in 2003 then the Subsidized Secondary Education introduced in 2005 have led to increased population which in turn leads to larger classes. In such cases the teacher's workload and responsibilities goes up. Increased workloads mean that a teacher taught more than 27 lessons per week and they were doing other roles like being a games master/mistress, class teacher, house masters/mistress among other responsibilities other than just teaching.

Increased workloads make it difficult for the teachers to cope and eventually this fuels teacher's desire to leave for greener pastures or movement to private sector or career switch in a bid to look for better paying jobs that are not cumbersome and rates of returns are higher than in teaching. The researcher here wished to establish the workload for teachers from different departments with a view to determine whether this was one of the causes of the exit of the 102 teacher who have quit since 2007.

Working conditions

Haddad (2010) cites Moleni and Ndalama (2004) who report that teacher attrition is encouraged by poor working conditions within teaching characterized by poor/lack of proper housing, lack of amenities like hospitals and long walking distances to and from school are major push factors for teacher attrition and this is worse in the rural schools. A poor living condition creates a poor working environment that lowers the morale of the teachers and eventually they find way out of the profession. Akiyeampong and Bennel (2007) report that, poor working conditions in rural schools contribute to the vicious cycle and high turnover rates especially among secondary school teachers. This study endeavored to determine to what extent did working in a hardship zone like Mbooni East District influence teachers' decision to quit or remain in the profession.

Head teachers' mode of supervision

George (2010) cites Lumandi (2008) who argues that employees feel motivated to continue working for an organization where there is collegiality, supportive supervision, administrative support and encouragement. Shen (1997) and Quartz (2008) point out that inadequate teacher involvement in decision making, poor social support of teachers, lack of respect, victimization and harassment and lack of respect from the education officers have been some of the reasons why attrition occurs with teachers giving up teaching in favor of non-teaching jobs. A VSO survey in 2007 reported that teachers spoke of lack of consultation, lack of regular information on any developments

and were not fairly treated and many teachers in Gambia quit teaching. This study wished to determine whether the Gambian experience could be applicable in the Kenyan scenario and to what extent could this influence attrition of teachers in Kenya and specifically Mbooni East District.

Teacher management

Akyeampong 2007 cites poor teacher management practices as one of the major causes of teacher attrition. When teachers are not given the right guidance, positive appraisal, personal problems understood within the school set up or they are frustrated or stressed by unfavorable supervision practices they eventually lose morale and low job satisfaction which fuel their desire to quit or look for alternative employment. The researcher here wished to establish to what extent the mode of supervision from the head teacher and to some extent the education officials in the district influence teacher attrition.

The relative and the progressive pay of teachers have been cited as a major pull factor making teachers quit in the USA schools (Theobald, 1990 & Imazeki, 2004). Teachers' turnover rates are high particularly in urban areas with many of those who leave joining other professions, going for further studies and eventually never come back as they join the private sector while others quit teaching to engage in personal businesses. The researcher here wished to borrow from the American experience into the Kenyan situation and establish whether the issue of salaries for teachers' influenced their desire quit or remain and demand for better terms or they joined other professions.

2.5 Summary of literature reviewed

From the above discussion, Santiago (2001), Imazeki (2004) and TSC (2010) are agreeing with the fact that retirement, deaths, availability of job opportunities in the mainstream Ministry of Education contributes to the large numbers of teachers leaving the profession. Such sentiments are also shared by Haddad (2010) and Ingersoll (2002). However they do not specify the actual numbers and whether voluntary resignations are prompted by age, family responsibilities or just individual choose to resign. This study seeks to establish why teachers resign before retirement age in the district.

In addition, VSO (2007), UNESCO (2005) and Odingi and Kizito (2002) agree that rapid expansion of enrolment rates due to Subsidized secondary education have led to big classes which increase the teachers' workload prompting them to look for better paying jobs that are less tedious. Mbooni East District is in the rural area with enrolments increasing annually while TSC continues to employ teachers annually therefore this study seeks to determine whether the annually recruited teachers are not enough or workloads are still high and whether the same is an actual push factor on the ground.

Although Marsso and Pigge (1995) point out that teacher with high levels of education remain in the service, Mulkeen (2010) and Boe, Bobbitt and Cook (1993) disagreed that having master's degree made a teacher remain since most of them quit to look for greener pastures. The other area of dispute among many researchers was on the working conditions. The issue of

teachers' level of education and decision whether to remain or quit was not clear and this study sought to establish whether teachers desired to quit even before going for further studies or they left afterwards or something else prompted them despite their levels of education and what age brackets were highly affected since Marsso and Pigge did not give the most affected age groups.

George (2010) and Akiyeampong and Bennel (2007) agreed that poor working conditions made teachers to quit teaching. On the other hand, Shen (1997) and Quartz (2008) argued that it was not the working conditions but lack of motivation, collegial supervision and encouragement that made teachers quit teaching. From the above discussion there seems that there was no specific reason for all teachers to quit with different teachers quitting for various reasons therefore the study investigated the actual push or pull factors influencing teachers' desire to leave teaching in Mbooni East District. No actual numbers were given and reasons why the numbers of those who quit increased annually despite salary increments from 2007 to 2011 in the four phase plan by the government to motivate teachers to remain in the service. This study therefore seeks to establish the actual causes since salaries have been increased.

2.6 Theoretical frame work

This study is based on the Equity Theory whose major proponent is John Stacey Adams. Adams (1965) put forward this motivational theory and it postulated that employees sought a fair balance between inputs and outputs in

their work place. He pointed out that inputs were things like skill, ability, efforts, tolerance and support from colleagues, personal sacrifice and trust in our bosses among others. Outputs were considered to be the rewards employees got from a work place and they include: salaries, praise benefits, pension, among perks, recognition, responsibilities, promotion, achievement, advancement, others. Employees then compared their own inputs and outputs with others (referents) in the same market or job (Traupmann, 1978)

If employees felt that their inputs were fairly and adequately rewarded by the outputs (the fairness bench mark being subjectively perceived from market norms and other comparable references) then they were happy in their work place and are motivated to continue inputting at the same level. Should the inputs out-weigh the outputs then they became demotivated in relation to the job and the employer. To compensate from this inequality employees tended to reduce their efforts, become inwardly disgruntled or outwardly difficult while others sought to improve the outputs by making claims or demanding for more rewards or sought an alternative job (quit).

Teachers were no exception and always compared their inputs and outputs in their teaching profession and should inequality arise between the two, then they possibly demanded for better terms or quit teaching. They always compared themselves with other civil servants and teachers in the private sector whom they had similar levels of education and training and if they do not get similar rewards, including salaries, promotion, recognition and other perks, they left for better rewarding jobs hence attrition.

Individual's outcomes = relational partner's outcomes

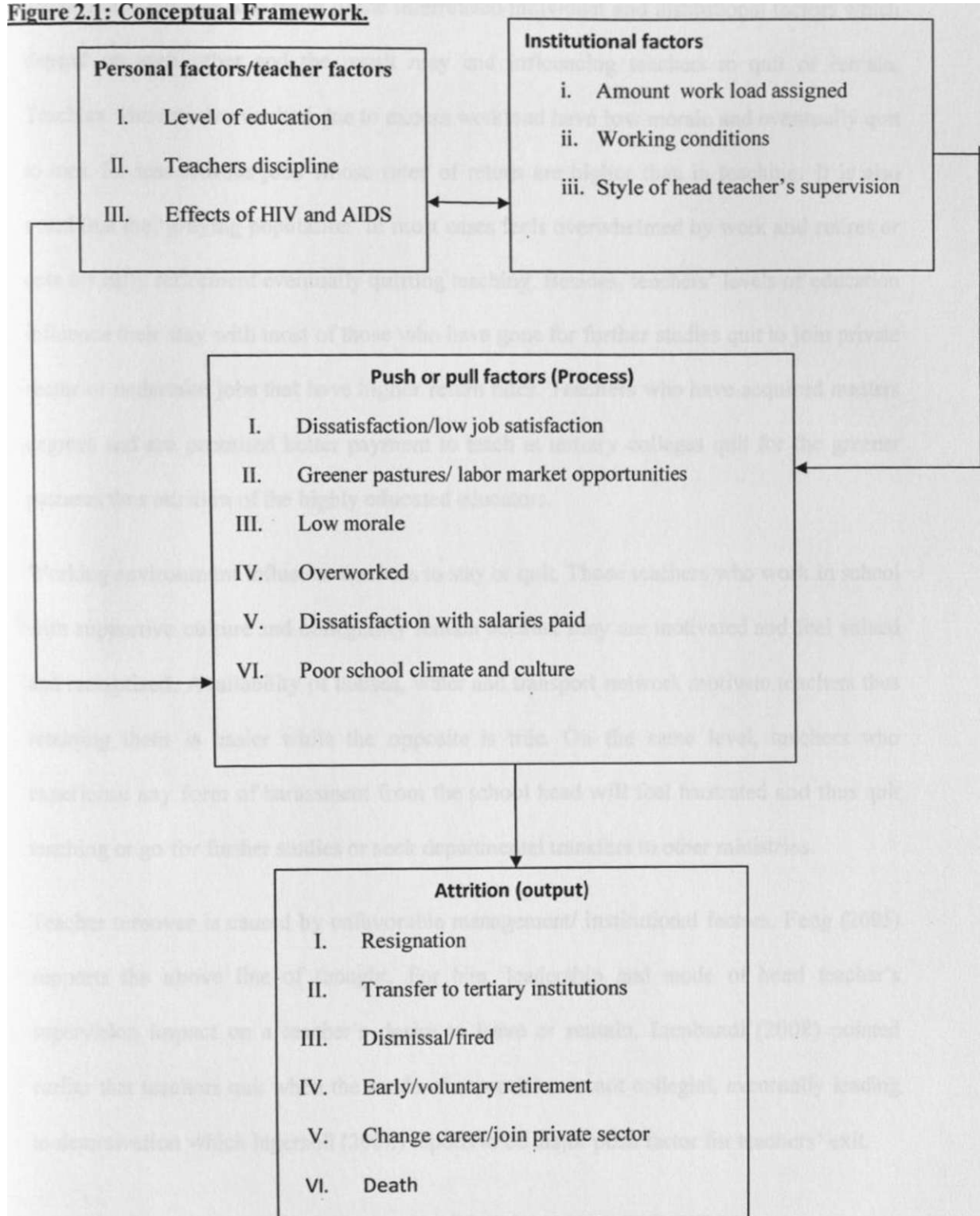
Individual's inputs relational partner's inputs

The researcher here looked the issue of teacher retention from the motivational point of view. Teachers who are motivated either due to rewards commensurate to their level of education, age which also includes experience, rates of return including rewards, recognition, fairness etc, treatment at work place, the motivating factors within the working environment and the climate within the work place. These factors formed both the individual and institutional factors that either motivated teachers to stay in teaching or quit thus attrition. The researcher looked how the factors above influenced teacher retention by comparing them with teacher and other employees with similar academic qualifications. Any disparity or difference in any of them then meant that the teacher had to remain or quit thus attrition.

2.7 Conceptual Frame Work

The figure below shows the interrelationship between the various individual teacher factors and the institutional factors that influenced teacher attrition in general and to a larger extent, Mbooni East District

Figure 2.1: Conceptual Framework.



Teacher attrition was as a result of the interrelated individual and institutional factors which depend on each other and the result may end influencing teachers to quit or remain. Teachers who are overworked due to excess workload have low morale and eventually quit to look for less tedious jobs whose rates of return are higher than in teaching. It is also noted that the 'greying population' in most cases feels overwhelmed by work and retires or opts for early retirement eventually quitting teaching. Besides, teachers' levels of education influence their stay with most of those who have gone for further studies quit to join private sector or undertake jobs that have higher return rates. Teachers who have acquired masters degrees and are promised better payment to teach at tertiary colleges quit for the greener pastures thus attrition of the highly educated educators.

Working environment influence teachers to stay or quit. Those teachers who work in school with supportive culture and collegiality remain because they are motivated and feel valued and recognized. Availability of houses, water and transport network motivate teachers thus retaining them is easier while the opposite is true. On the same level, teachers who experience any form of harassment from the school head will feel frustrated and thus quit teaching or go for further studies or seek departmental transfers to other ministries.

Teacher turnover is caused by unfavorable management/ institutional factors. Feng (2005) supports the above line of thought. For him, leadership and mode of head teacher's supervision impact on a teacher's desire to leave or remain. Lumbandi (2008) pointed earlier that teachers quit when the mode of supervision is not collegial, eventually leading to demotivation which Ingersoll (2002) reports to be major push factor for teachers' exit.

Individuals who never aspired to be teachers but they find it a choice of last resort will, with time try to look for means and ways of getting to their dream career and thus use teaching a stepping stone. The same applies to those get opportunities in private sector or non-teaching duties within the Ministry of Education thus individual and institutional factors influence attrition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the research design, target population, sample size, sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Research design

This study used descriptive survey as the method of research. Ogula (1998) points out that descriptive survey enables one to collect descriptive data of existing phenomenon with the intent to employ the data to justify current conditions and practices or to make intelligent plans for improving them. This is true to this study since it sought to determine the state of affairs in teacher attrition and attempted to provide actual causes and possible remedies.

Kombo and Orodho (2003) support the use of descriptive survey since it is a method of collecting data about peoples' attitudes, opinions, habits or any of the variety of educational or social issues. For the above reason the use of descriptive survey in the study helped to generate opinions of respondents with a view to analyze why some of them behave in a particular way in the profession specifically remaining or choosing to quit/leave teaching.

3.3 Target population

Ogula (1998) defines population as the group of institutions, people or objects that have at least one characteristic in common. It is the aggregate of all cases that conform to some designated set of specifications. In this study the target population was the total number of teachers and education officials who form the information rich cases on the details of

teachers' behavior in the profession, retention rates, pull or push factors that influence teachers desire to remain or quit/leave teaching at secondary school level in the district.

Statistics from the DEO'S office in the district indicated that there are 29 public secondary schools and 200 teachers who are employed by the TSC while some schools had other additional teachers working under the Board of Governors. These 200 teachers were useful in the research since it provided an opportunity to get views of young teachers who had left colleges/universities recently and were working under the BOG. It also captured the various age brackets of the teachers apart from providing an opportunity to hear from those who managed the teachers on the ground: the DEO and the DHRO. The target population then totals to 252 respondents: 1 District Education Officer, 1 District Human Resource Officer, 29 principals and 171 teachers.

3.4 Sample size and Sampling procedures

Ogula (1998) defines sample as the individual, set of respondents or groups of individuals that will participate in the study and are selected to represent the actual population. In this study sample refers to the selected number of teachers and the DEO and the DHRO or the respondents who were used to represent the larger teaching fraternity in the district from whom generalizations about the total teaching workforce was made. The study sought and used purposive sampling technique for getting data from the one DEO, one DHRO and the 29 principals because by virtue of their positions they had firsthand information on teacher issues, attrition being top on the list.

The study also employed proportional stratified sampling technique to get the sample for the 171 teachers who were used in the study. This method helped to get a desired representation (proportion) from various subgroups in the population since the target

population was heterogeneous: boys' schools, girls' schools, mixed boarding, mixed day schools and also according to their categories, whether national, provincial or district school. These 171 teachers made 68% of the target population therefore 68% of teachers in every school were involved.

Table 3.1

Sample size and sampling procedures

Population category	Sampling procedure	Sample size
DHRO	purposive	1
DEO	purposive	1
Principals	purposive	29
Teachers	Proportional stratified	171

3.5 Research instruments

A research instrument refers to a tool or device that enables a researcher to gather or collect data with a view to answering the stated research questions (Mugenda & Mugenda, 1999). This study used questionnaires and interview schedules to collect data. Orodho (2004) points out that use of questionnaire are a very confidential method of data collection. They are administered directly to the respondents without revealing their actual identity therefore the respondent feel secure to give information freely and can be used for further references.

Questionnaires helped generate information on the push or pull factors at the school level and the impact of attrition on curriculum implementation. It also helped get information on age brackets most affected and also the numbers of the males and females lost for comparative purposes.

To get in-depth state of affairs from those who manage teachers on the ground the researcher used an interview guide to get information from the District Human Resources Officer and the District Education Officer. Mugenda and Mugenda (1999) note that this is a set of questions the interviewer asks when interviewing (general plan). Interview guides are open in nature and therefore it is easy to get deeper information. Information on the actual numbers and circumstances leading to loss of teachers were generated. The position and control measures the government desired to put in place were highlighted by the information gathered through the interview guides.

3.5.1 Piloting

The researcher piloted the study and carried it out in one boys' school for the principal, one mixed school and six teachers from the same schools. The purpose of piloting was to assist the researcher discover the strengths and weaknesses in the research instruments and to check on the clarity of the questions. Questions in the questionnaires and interview schedule were examined to ensure that the results obtained from the analysis of the data collected represented the phenomenon under study.

3.5.2 Instrument validity

Instrument validity refers to the extent to which an instrument measures what it was designed for in a study (Ogula, 1998 & Orodho, 2004). The researcher ensured that content is valid by including possible items(observable) that measure the concept of attrition for

example age, further studies, departmental transfers and how they help in establishing the numbers that left. The researcher ensured construct validity by pretesting and retesting with a piloting group of respondents before administering it to the population sample. Once the researcher ascertained items represented the concept that was being measured (valid), he went piloting. After the piloting, the researcher established external validity by determining the application of similar findings in a larger population (generalization) then administered the research instruments in the actual study.

3.S.3 Instrument reliability

Mugenda and Mugenda (1999) define instrument reliability as the extent to which a research instrument yields results that are consistent each time it is administered to the same group. In this study the researcher I ensured reliability of the questionnaire by using the test-retest method to establish if consistent results can be obtained should it be administered to same population sample. Ambiguous questions were avoided by posing them in a clear and precise language and consistent results were attained after administering the same questionnaire.

3.6 Data collection procedures

Kombo and Tromp (2009) define data collection as the process of gathering information to serve the purposes/objectives of the study or to prove or refute facts within a study. The researcher applied for authorization from the National Council of Science and Technology in the Ministry of Higher Education Science and Technology. Once authorized, the researcher obtained a permit from the District Commissioner and the District Education Officer at Mbooni East District to allow him to conduct research in the school within his

area of jurisdiction. Afterwards the researcher wrote letters of introduction to the principals of the schools seeking to be allowed to administer questionnaires. This was done in advance to prepare them for the research requirements to avoid ambush or impromptu visits. Thereafter the researcher collected data on the various pull or push factors that influence teachers to quit or leave teaching in the public secondary schools in the district.

3.7 Data analysis techniques

Kombo and Tromp (2009) define data analysis as the examining of what has been collected in a study/survey and making deductions and inferences. Here the researcher scrutinized the data given and the information generated and made inferences on the possible causes (pull/push factors) of teacher attrition at public secondary school in Mbooni District. The researcher used descriptive statistics to analyze quantitative data and inferential statistics to analyze the qualitative data generated in the questionnaires. Since section B generated numeric data and the researcher used descriptive statistics and graphs, charts and frequencies to analyze the information generated in the section. The researcher also used narrative descriptions on data generated from the open ended questions.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents research findings, analysis and discussions of the data obtained from the field so as to determine the factors that influenced the attrition of teachers from the district in the period 2007-2012. On completion of data collection from the respondents, the researcher edited, classified and tabulated data. Data analysis was based on the research objectives of the study and was presented by use of frequencies, percentages, graphs and pie charts. Descriptive narratives were also used to report responses for the open ended questions.

4.2 Instrument return rate

Population samples comprised of the 1 District Human Resources Officer, 27 principals and 150 teachers. The principals and the teachers were further classified into age, gender and academic qualifications. The rates of the returning the questionnaire for the principals and the teachers is discussed below. The principals and the teachers formed the bulk of respondents and the most convenient research tool used was a questionnaire which the researcher administered himself.

From the table below, out of the 29 principals from the public secondary schools in Mbooni East District, 27 of them participated and returned the questionnaires administered to them leading to a return rate of 93%. Out of the principals who participated, there were four female (15 %) and 23 male (85 %) principals.

The principals were some of the respondents and they accepted to fill in the questionnaires and their return rate is shown in table 4.1 below.

Table 4.1

Principals' response rate

Gender	Frequency	Percentage
Male	23	85.0
Female	4	15.0
Total	27	100.0

4.2.2 Teachers' response rate

Teachers formed the bulk of the respondents and after giving them the questionnaires they filled them and their return rate per gender is shown in the

The sample of the teachers selected from the district was 171 and only 150 of these teachers returned the questionnaires administered to them and this resulted in 87.72% response rate.

Out of these teachers there were 78 males and 72 females accounting for 52% and 48% respectively. This is due to the fact that there are more male teachers than females in the district but during research the researcher made efforts to involve as many female teachers as possible.

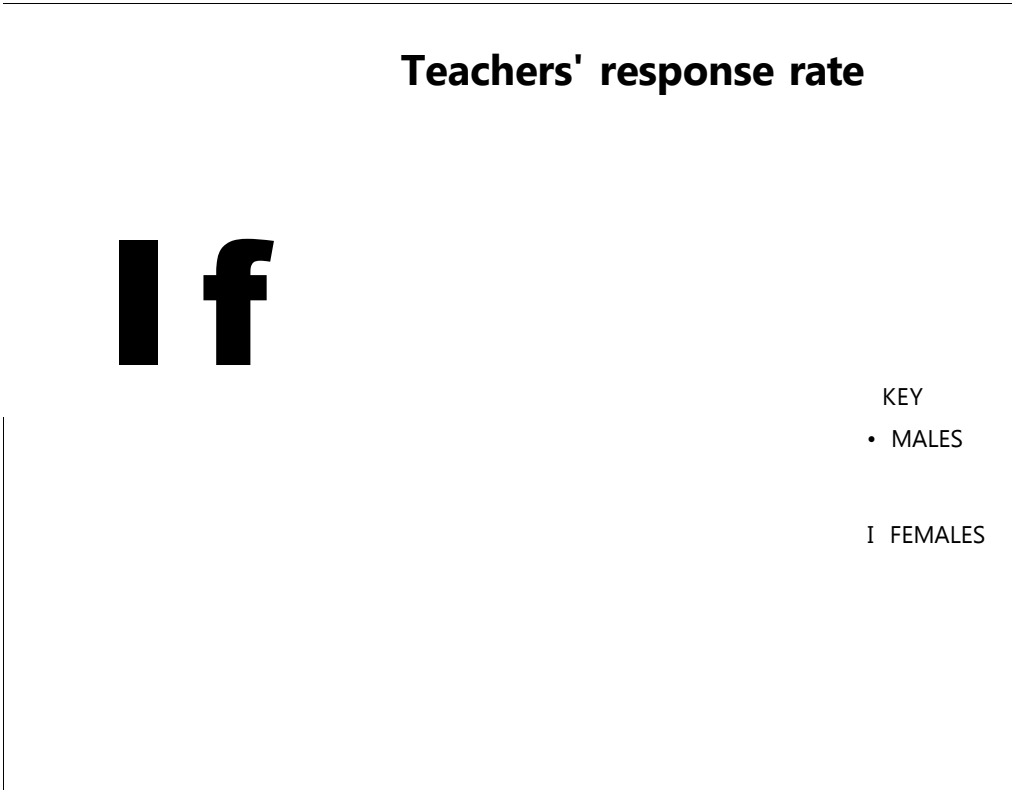


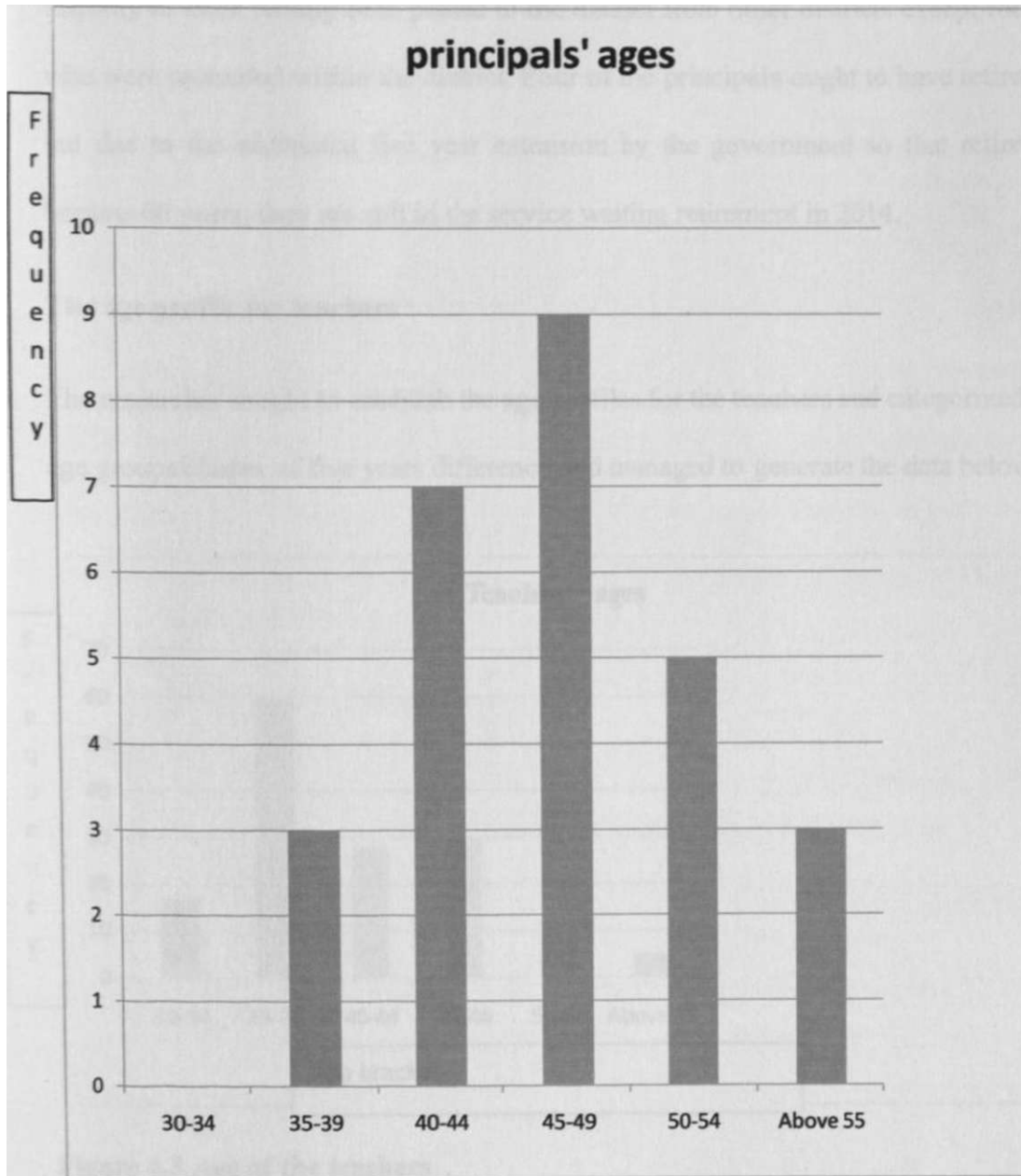
Figure 4.1 Teachers' response rate

The district is located in a hardship zone and very few female teachers seek for employment in the rural areas accounting for the smaller number of female teachers generally and even during research period.

Data was also analyzed in terms demographic factors which included age, academic qualifications, gender and numbers of each category of respondents. The data is then summarized in tables that will be interpreted one after the other below.

. O 0 (j

43 Analysis of the demographic data



Age bracket

Figure 4.2 Age of the principals

The office of the principal is an administrative office and promotion to this office is based on teaching experience and therefore there was no occupant of this office with less than 38 years of age. Majority of the principals were of the age bracket 45-49 and the median age was 47 years. Majority of them are males with exception of four who are ladies, three from

purely girls" schools and one who is heading a mixed school. The other 23 are males with majority of them having been posted to the district from other districts except four of them who were promoted within the district. Four of the principals ought to have retired in 2009 but due to the additional five year extension by the government so that retirement age became 60 years; they are still in the service waiting retirement in 2014.

The age profile for teachers

The researcher sought to establish the age profiles for the teachers and categorized it into age groups/classes of five years difference and managed to generate the data below.

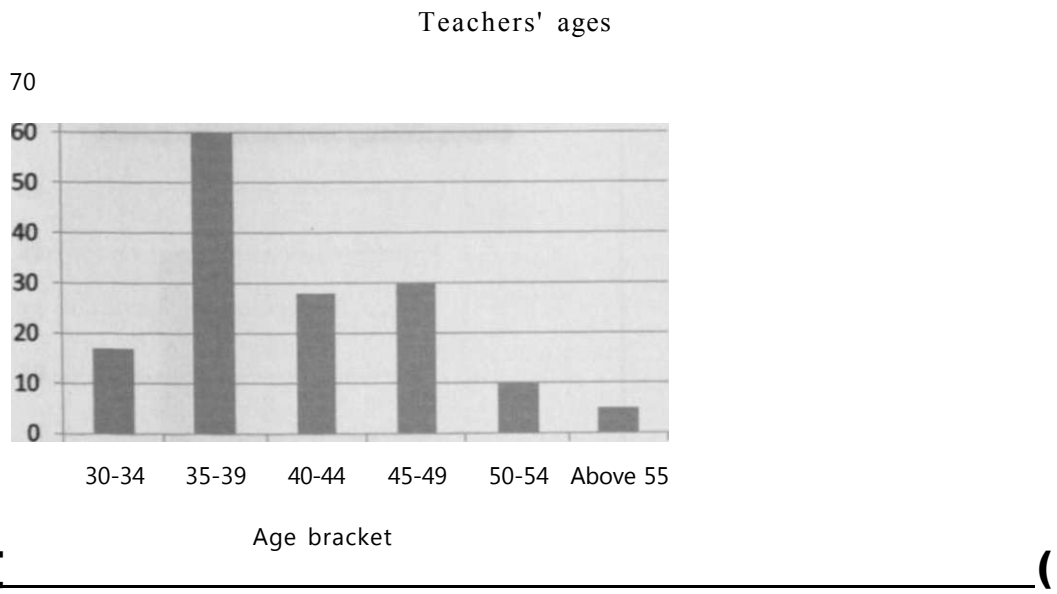
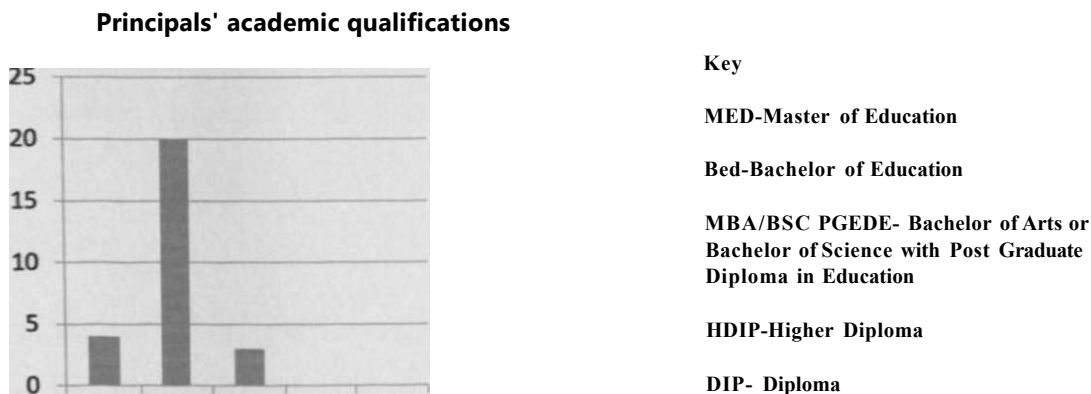


Figure 43 Age of the teachers

Majority of the teachers fell under the range of 35-39 teachers which translates to 40% of the total teaching force used in the research. The median age of the teachers was therefore 37 years. There was a minimal number of the greying work force which had only five teachers who had more than 55 years having not retired since the retirement age was extended to 60 years for all civil servants accounting for 3.3%. The teachers who are in the

category of 45-50 accounted for the 20% of the total sample of teachers who participated in the research, majority of whom had not been promoted to administrative position. This meant that they had stagnated, and their levels of burn out were very high and it was easier for them to seek transfers or go for further studies as it will be evidenced in the analysis of questionnaires below.

There were ten teachers in the age bracket of 50-54 accounting for 6.7%. Teachers in this were old enough to be in the administrative positions but several factors made them to be where they are. Five of them had been redeployed from other districts having been interdicted, two of them had been demoted from administrative positions while the other three had just stagnated. 18.7% of those who participated were of the age bracket 40-44.



Academic qualifications

Figure 4.4 Academic qualifications for the principals

Only 27 out of the 29 principals in charge of schools that had operated for more than five years were involved in the research. 4 of them had acquired a Master of Education degree

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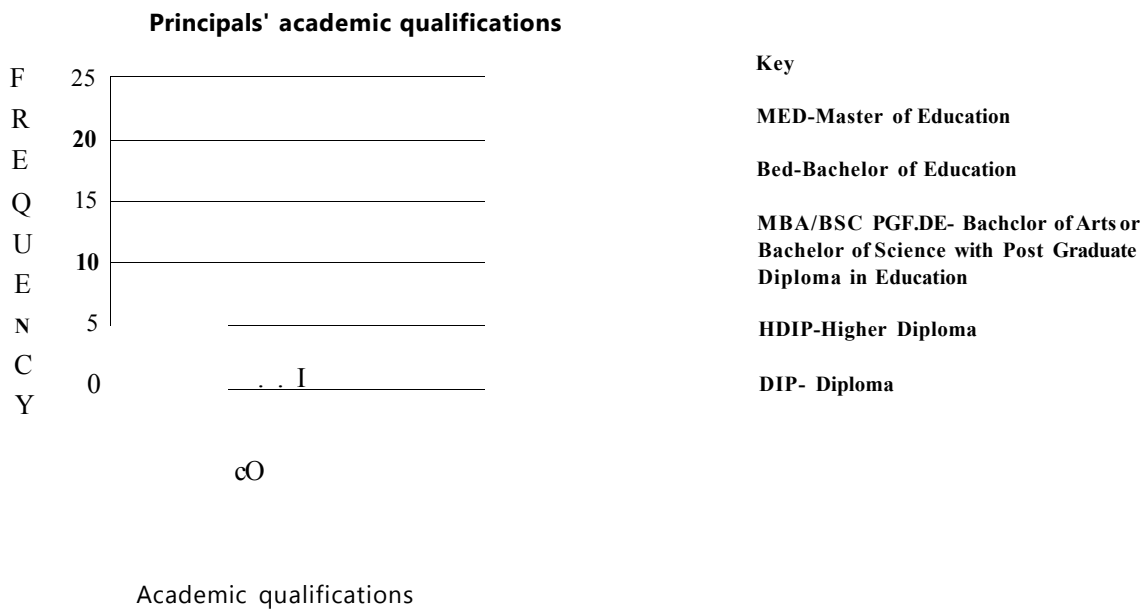


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(MED) which forms only 15%, 20 of the principals had a Bachelor of Education degree accounting for 74% and 3 of them had done Bachelor of Arts or Bachelor of Science degrees and then later they did a Post Graduate Diploma in Education forming an 11%. There were no head teachers with Higher Diploma or Diploma certificates.

Majority of those who had acquired Master of Education degrees did so through School based programmes where they would go for studies during the school holidays. Four more had enrolled and were still studying through school based programme due to limited chance for them to get study leaves.

Academic qualifications of the teachers

The researcher sought to establish the academic qualifications of the teachers so as to establish later whether their levels of educations were a contributing factor to teacher attrition. This is summarized in the graph below (Figure 4.5)

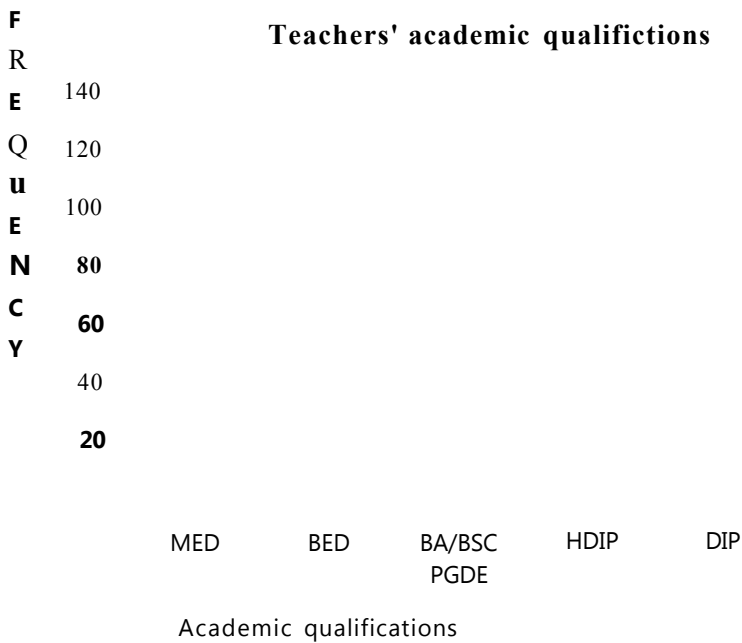


Figure 4.5 Teachers' academic qualifications

Out of the 171 targeted teachers, only 150 of them participated fully by returning the questionnaires given. Eight of them had attained a Master of Education degree which is 5.3%, 117 had a Bachelor of Education degree 78%, four had previously done Bachelor of Arts and later on did Post Graduate Diploma In Education while three had done Bachelor of Science and later did a Post Graduate Diploma in Education both 4.7%. There were eight teachers who had Higher Diploma in Education especially those who had done technical education accounting for 5.3%. There were 10 teachers who had minimum Diploma in Education and had graduated from Kenya Science College currently a constituent college of University of Nairobi.

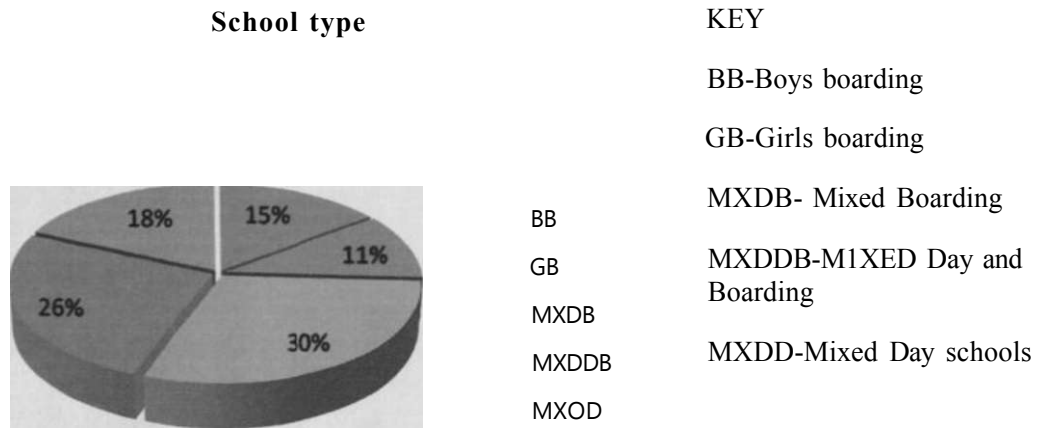


Figure 4.6 Type of schools that participated in the research

The district has 34 public secondary schools. Out of this number only 29 of them have been operational for more than five years. The other five schools were newly established with two of them waiting to be registered therefore were not used in the research. There are four boys boarding secondary school accounting for three girls' boarding schools, eight mixed boarding schools, seven mixed day and boarding schools and five mixed day schools. This shows that the district has more mixed school and Girls schools had the least number.

4.4 Analysis of numeric data

The study generated numerical data that captured the number of teachers who left the district against the pull or push factor behind their exit. This is presented in Figure 4.5 below. This numeric data was gotten from both the office of the DHRO and the analysis from the school themselves and it was confirmed by the documents provided by the DHRO which include teacher returns annually, transfer files and the discipline files for teachers.



Figure 4.7 Teacher Attrition from 2007-2012

(Source: DHRO'S Office Mbooni East District as at June 2012)

Data accrued from the documents analyzed at the DHRO's office indicated that 102 teachers had left the district due to various reasons. Five percent of them had left due to old age and eventually had retired in 2007 and 2008 only. Since then no teacher has ever retired since the retirement age was pushed to 60 therefore teachers will start retiring in 2014. This strategy was formulated by the government to retain teachers for more years in the service however this did not fully address the issue of teacher shortage.

Death accounted for ten percent of the attrition majorly due to prolonged illness/chronic sickness, cardiac problems and one due to accident. Interdictions saw fifteen percent of the lost number leave the service. All the teachers involved were male and this was because of dissatisfaction of duty, professional misconduct and others had chronic absenteeism without

official permission from their respective principals. Once reinstated these teachers were redeployed to work in other districts especially Makueni and Mbooni West District.

Four teachers were summarily dismissed from the service, one principal and three teachers due to gross misconduct that involved sexual abuse of female students all of them males. This was four percent of the total attrition. Coupled with this was the issue of departmental transfers with four teachers leaving; two joining technical training college at Machakos and the other two joining mainstream ministry of education to undertake non-teaching duties.

Chronic sickness saw at least six teachers eventually leave the service; five teachers and one principal. Three sought to be transferred to home district while the other three sought to be granted retirement on medical grounds. The DHRO expressed concerns over the large number of teachers who sought inter-district transfers with most of them, sixty five percent being female teacher who wished to join their families while other sought to go to teach in urban schools at Wote town and Machakos.

4.4.2 Summary of responses from principals and teachers combined.

As earlier cited, the research was carried out in Mbooni East District and the principals and the teachers were two of the four respondents who participated. The following tables in matrix form summarized all the responses from the structured questions in the questionnaire and they will be discussed in line with the study objectives in the discussion after them (tables).

Responses on old age as a cause of attrition

The 150 teachers who participated in the research gave the following responses on their degrees of agreement on how old age was contributing to loss of teachers in the district.

Table 4.2

Teachers' and principals' response on old age as a cause of attrition

Response	Frequency	Percentage
Strongly agree	37	21.0
Agree	27	15.0
Not sure	5	3.0
Disagree	70	40.0
Strongly disagree	38	21.0
Total	177	100.0

From the table above 36 percent agreed that old age was a factor that influenced attrition in the district but the 61 percent that disagreed implied that although the ultimate exit of a teacher, holding other factors constant is retirement, there were three principals with over 55 years and two teachers who had attained the same age. This implied that the district is being taught by a majority young and middle aged teachers and the likelihood of retirement was insignificant.

This means that the district is currently being served by young and mostly middle age teachers as evidenced by the mean age of teachers being 37 years (Figure 4.3) and mean age of 47 years for the principals (Figure 4.2) and therefore they have long way to go before they attain the retirement age which was increased to 60 for all civil servants.

Table 4.3

Teachers' and principals Responses on promotions as a cause of attrition

Response	Frequency	Percentage
Strongly agree	40	23.0
Agree	70	40.0
Not sure	16	9.0
Disagree	45	25.0
Strongly disagree	6	3.0
Total	177	100.0

Almost two thirds of the respondent cited promotions as a pull factor since 15 out of the 36 teachers who went for transfers to other districts were promoted. Four of them become school principals and eight became deputy principals and the other three were promoted but never took up administrative positions so promotion pulled the teachers out of the district to take up new administrative duties.

Promotions also involved teachers being elevated to the next job group. This was a sign that teachers were recognized for service they had rendered. However there were still teachers who had worked for more than 15 years and they were promoted. The DHRO cited cases of stagnation and the affected teachers had resulted to seeking transfers to other schools within the district and others sought inter-district transfers.

Table 4.4

Teachers' and principals' responses on chronic sickness as a cause of attrition

Response	Frequency	Percentage
Strongly agree	10	6.0
Agree	70	40.0
Not sure	32	18.0
Disagree	40	22.0
Strongly disagree	25	14.0
Total	177	100.0

Statistics from DHRO's office pointed out officially only six cases had been recorded, two male teachers and four female teachers. There were also unreported cases as revealed by principals during our introduction but they made it easier for the said teachers by giving them minimal duties in and out of class. Such teachers were few and by the responses generated in the questionnaires, chronic sickness was not a major cause of teacher attrition

however the DHRO pointed out that some of such teachers ended up asking for transfers to their home districts or in the urban centers to be close to their families.

Table 4.5

Teachers' and principals¹ responses on professional misconduct as a cause of teacher **attrition**

Response	Frequency	Percentage
Strongly agree	60	34.0
Agree	70	40.0
Not sure	27	15.0
Disagree	7	4.0
Strongly disagree	13	7.0
Total	177	100.0

Teachers are guided by the Code of Regulations that stipulates their mandate, duties and the way they are supposed to conduct themselves while teaching. When there is contravention of such rule and regulations, then the affected teacher is said to have exhibited professional misconduct. Such misconduct ranged from desertion of duty, negligence of duty, insubordination to the authorities and if one is of immoral conduct.

Statistics (Figure 4.1) indicated that 19 teachers were affected by the same. This is a telltale signs that there was lack of professional guidance that was constant on the part of the administrators and gross ignorance on part of the affected teachers. The district is located in the remote rural areas and perhaps the perpetrators thought it may be hard to get them. Close supervision of teachers both from the DHRO's office and the office of the principals was lacking with majority of them left on their own.

Table 4.6

Principals' and teachers responses on poor working environment as a cause of attrition

Response	Frequency	Percentage
Strongly agree	72	41.0
Agree	60	34.0
Not sure	14	8.0
Disagree	11	6.0
Strongly disagree	20	11.0
Total	177	100.0

Mbooni East District is a hardship zone as indicated by details from the DEO's office. Teachers were entitled to hardship allowance as an incentive to remain working in the

district. However this does not seem to serve the purpose as such since it is not attractive enough to motivate teachers to remain in the district. The DHRO confirmed that transfer requests were very many annually like in the year 2011, the number rose from the average 35 to 60 with 65 percent of such transfers being from female teachers.

Though the government includes hardship allowance in the salaries of teachers here, this does not seem to attract teachers anymore and therefore coping with inadequate housing, poor transport network, perennial water shortage and frequent drought that makes living standard go very high as food is expensive and so are the other services where the teachers reside.

Table 4.7

Principals' and teachers' responses on departmental transfers as a cause of attrition

Response	Frequency	Percentage
Strongly agree	0	0.0
Agree	22	12.2
Not sure	78	44.1
Disagree	41	23.4
Strongly disagree	36	20.3
Total	177	100.0

From the statistics given from the district headquarters, only four teachers had transferred their service to other department and outside secondary school teaching. Two joined tertiary institutions and two were assigned non-teaching duties in the ministry of education. Though

not a common practice it seems to have gained popularity especially for those teachers who had done additional training or courses apart from their initial academic qualification when they were employed. The figures indicate that it is not a major pull factor however it has contributed to loss of teachers from the service.

Table 4.8

Principals' and teachers' Responses on dissatisfaction with poor salaries as a cause of attrition

Response	Frequency	Percentage
Strongly agree	72	41.0
Agree	66	37.2
Not sure	7	3.8
Disagree	20	11.0
Strongly disagree	12	7.0
Total	177	100.0

Continuous teachers strikes are signs that they are not satisfied with the rates of returns they are getting in comparison with their qualifications and also other civil servant whom they have similar or same levels of training and academic qualifications. Such discrepancies are a recipe for teacher dissatisfaction and a push factor for them to seek alternative

employment as indicated by the 10 percent of those who left teaching in the district to join the private sector.

Table 4.9

Principals' and teachers' responses on career advancement as a cause of attrition

Response	Frequency	Percentage
Strongly Agree	80	45.1
Agree	42	24.0
Not sure	20	11.3
Disagree	20	11.3
Strongly disagree	15	8.3
Total	177	100.0

10 percent of the teachers who left the service were due to further studies and another 15 percent left on promotion. This indicates that teachers in the district are really trying to move to the next level academically and in terms of professional advancement and this poses a great threat to teacher retention. Coupled with the large number of teacher on school based programme who are doing their masters degrees and other degrees, there is threat that more will climb academic ladder and may be leave the teaching fraternity in the

district or move to look for better paying jobs after they have improved their skills and competences.

Table 4.10

Teachers' and principals responses on HIV and AIDS complications as a cause of **attrition**

Response	Frequency	Percentage
Strongly agree	23	13.0
Agree	57	32.0
Not sure	50	28.0
Disagree	30	17.0
Strongly disagree	17	10.0
Total	177	100.0

Though not well documented in the district, HIV and AIDS related complication pose great threat to employee retention in any job, teaching is not an exception. Affected teachers seek transfer to other districts or results to chronic absenteeism which eventually lead to attrition. This though is not a major push factor as it is supported by large number of figures however; it may be a time bomb that awaits explosion especially with the numbers that are not known and may surprise the school managers and the DHRO with time. The issue of

disclosing status is still an uphill task since the affected wish to avoid stigmatization and may be discrimination from their colleagues. Cases that are already known by the DHRO and DEO have been kept secretly and this make it hard to establish to what extent does HIV and AIDS related complications can influence attrition.

Table 4.11

Principals' and teachers responses on transfer to join family members as a cause of **attrition**

Response	Frequency	Percentage
Strongly agree	80	45.1
Agree	62	35.0
Not sure	10	6.0
Disagree	17	10.0
Strongly disagree	8	4.5
Total	177	100.0

The 65 percent of transfers to other districts involved female teachers who claimed that they wish to join their families. This means that most of the teachers employed do not come from the district, a recommendation from the Ministry of Education that priority during recruitment be given to those who come from the district. It also implies that the area has

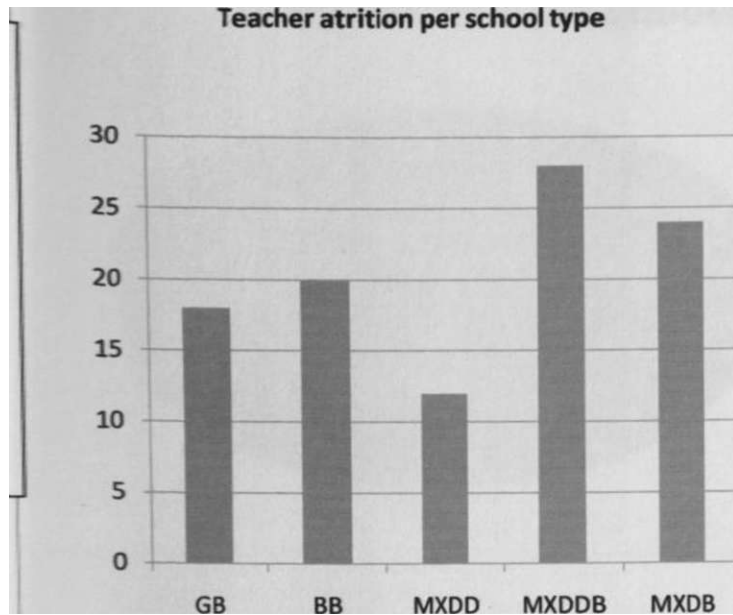
not produced a large number of trained teachers and this inadequacy could be the reason behind many transfer requests from the teachers. It may also mean that the district has many young teachers who marry once they are employed and eventually wish to join their families later after the five years of bonding prescribed by Teachers Service Commission

Table 4.12

Principals' and teachers' responses on teacher workload as a cause of attrition

No. of lessons per week	Frequency	Percentage
Above 27	97	55.0
Below 27	80	45.0
Total	177	100.0

The recommended teachers work load is 27 lessons per week and any work load above this means the teachers are overworked. The district is undergoing rapid expansion occasioned by the Free Day Secondary Education. Coupled with this excess workload are the large student numbers and at some school classes are combined due to teacher shortage thus the 55 percent who cited being overworked could be basing this on the large numbers and other duties outside class work. Excess workload demotivated the teachers and this is one of the reasons that teachers whom left the district cited and so this also indicated that there was acute teacher shortage in the district.



KEY

BB-Boys boarding

GB-Girls boarding

MXDB- Mixed Boarding

MXDDB-MIXED Day and Boarding

MXDD-Mixed Day schools

School type

Figure 4.8 Teacher losses per school type

Mixed Day school recorded the least teacher attrition while mixed Day and boarding schools recorded the highest number of teachers who were lost twelve and twenty seven percent respectively although they constituted eighteen and twenty six percent of the schools that participated respectively (Figure 4.3.6). Mixed day schools were characterized by complex working environment and had the highest levels of attrition.

Teacher loss per gender

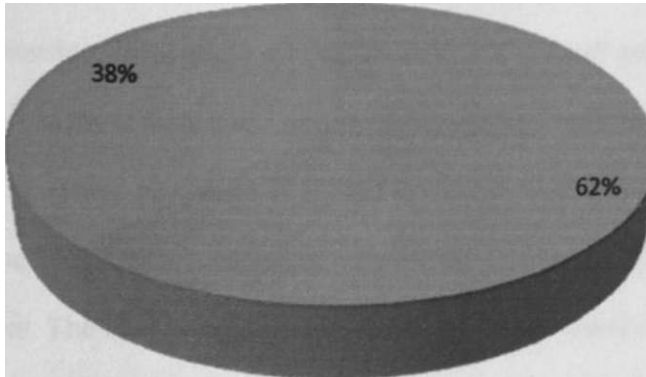


Figure 4.9 Teacher losses per gender

There were more male teachers who left the teaching service in the district than females. This indicated that the district had large number of male teachers posted there. It also pointed that male teachers were also looking for exit at a higher rate. It was also noted that male teachers had issues of professional misconduct at a rate that was alarming since all the teachers affected by interdictions and dismissals were all male.

4.5 Research findings and discussion

This part presents the results and discussions on the research finding. The study established that 102 teachers had left teaching in the district from 2007-2012(June). Statistics from DHRO's office (Figure4.4.1) attest to the same pointing out that teacher attrition was on an upward trend as the numbers seemed to increase annually in every consecutive year and was influenced by both individual and institutional factors. The research findings were analyzed in line with the research objectives and research questions.

4.5.1 Influence of working environment on teacher attrition

Mbooni East District is gazetted as one of the hardship zones in Kenya. Data from DEO's office indicate that the district was classified as a hardship zone due to high poverty index, poor housing, inadequate rainfall, frequent famine and perennial water shortage and is also located in the remote rural area characterized by inadequate social amenities and transport network. These hardships propelled the teachers to seek for transfers to other districts. For instance Figure 4.4.1 indicates that transfers to other districts were the leading with 37 percent. The DHRO through the interview schedule and oral interview pointed out that this was the major push factor and his office receive at least 60 transfer requests annually but most of them were declined due to acute teacher shortage in the district.

The DHRO and the DEO pointed out that 65 percent of the transfer requests were due to the hardships teachers faced and one of the avenues to sort this was getting out of the district hence teacher attrition. 75 percent of the responses from the 177 respondents (Table 4.4.5) cited that poor working environment was a major push factor that led to teacher attrition. Such sentiments are echoed by Akiyeampong (2007), VSO (2007) and Hedges (2010) who had argued that poor working conditions made employees to seek an exit either by looking for greener pastures, seek transfers to urban areas or at times resign. In line with Figure 2.1, poor working environment lowers job satisfaction, demoralizes workers and this is a recipe for employee turnover. Teachers are no exception and therefore this study established that working conditions influenced teacher attrition and teachers left the district through inter-district transfers (37%), others sought departmental transfer (4%) and others quit to join the private sector (10%) according to Figure 4.4.1 and therefore teacher in other parts of Kenya can be influenced by the working conditions

⁴-4.2 Influence of teachers' levels of education on teacher attrition

Desire for further studies was high with 5.3 percent of those who participated in the research having acquired Master of education degrees. Statistics from the DHRO's office indicated that 10 percent of teacher attrition is attributed to higher studies. From the annual teacher returns, there were 56 teachers who were undertaking further studies through the school based programme. Thirty of them were doing a Master of Education degree while 26 were doing their degree courses having completed their diploma courses earlier and now that they are working they are paying for their further studies. Four percent of the number that left went for departmental transfer (Figure 4.4.1 and table 4.4.8) with two joining tertiary institutions and others were assigned non-teaching duties in the Ministry of Education.

Mareku (2002), Hedges (2010) and Haddad (2010) had previously cited that in situations where rates of returns do not match with individual's level of education, the employee is bound to look for greener pastures or look for ways of improving their skills for example going for further studies to increase their competencies in anticipation that this will help them get a job with higher returns.

78.2 percent of the teachers who participated in the study cited poor salary (Table 4.4.7) and 69.1 percent cited career advancement which meant further studies (Table 4.4.8) as push factors that were necessitated by demotivation with the returns in teaching which in line with Figure 2.1 led to low morale for the teachers eventually leading to them leaving teaching in the district. This led to loss of 10 teachers to further studies, 4 to departmental transfers (higher returns than teaching) and 10 more joined the private sector where they anticipated getting returns commensurate with their level of education (academic

knowledge, skills, experience). Therefore this study through the statistics in Figure 4.4.1 and tables 4.4.7 and 4.4.8 established that teachers level of education was a factor that influenced teacher attrition in Mbooni East District and therefore teachers from other parts Kenya and the rest of the world can still be influenced by the same and will eventually quit teaching to look for jobs that have higher rates of return than teaching.

4.53 Influence of teachers' level of discipline on teacher attrition

Statistics from the TSC Unit at the district indicated that there were cases of professional misconduct and approximately 40 cases had been dealt with. Verdicts for such cases ranged from warnings being given to the affected, transfers to nearby schools and where the cases were severe stern measures like interdiction and summary dismissal were arrived at. Statistics from the office of the DHRO and the DEO indicate that 15 percent of teacher attrition was through interdictions and 4 percent due to summary dismissals (Figure 4.4.1)

Fifteen teachers were interdicted during this period due to offences ranging from desertion of duty (7), insubordination (5) and chronic absenteeism (3). Only four teachers were given summary dismissal, one principal and three teachers due to gross misconduct which included sexual abuse of female students and misappropriation of school funds. All of them were males and one is from a Boys school while the other three are from mixed schools. According to table 4.4.4, 74 percent of the respondents agreed that professional misconduct was one of the push factors that led to loss of teachers. Ruto (2010) in her study cited that professional misconduct as one of the ways through which the country was losing its teachers (attrition) since the discipline policies formulated by the Teachers Service Commission laid out the verdict for various offences and this influenced the decision to retain or fire a teacher(Figure 2.1) who violated the code. Therefore this study established

that teacher attrition was influenced by teachers' level of discipline especially where gross violation of the Code of Regulations for Teachers happened.

4-5.4 Influence of HIV and AIDS on teacher attrition

The study established that there was no sufficient data at the DHRO's office neither in the DEO's office. However in 2009 and 2012 two teachers were reported to have died due to HIV and AIDS related complications. Death only accounts for the 4 percent of the teachers lost where two were affected by HIV and AIDS complications, one died due to accident and the other one due to prolonged sickness. The DEO and the DHRO pointed out that it was an uphill task to establish those infected but pointed out that only two teachers had sought transfer to their home district near their family members due to HIV and AIDS complications. According to table 4.4.9, only 45 percent acknowledged that HIV and AIDS were influencing teacher attrition through the death and seeking of transfers and therefore the study established that HIV and AIDS related complications led to loss of teachers although at a very low rate in the district. HIV and AIDS prevalence has been noted to be low in rural areas (UNESCO 2007 and Mareku 2002) and therefore this might be the reason for the small numbers of teacher who were lost due to the same. However, teacher attrition due to HIV and AIDS related complication is reported to account for the 6500 of the 10000 teachers lost annually (TSC 2010) and this national statistics coupled with the few numbers at the district and the responses from the respondents in an indication that the challenge remains in getting the numbers but it still remains a push factor in teacher attrition.

Working environment for people infected or adversely affected by HIV and AIDS related complications can lead to one seeking transfer to go to places they are not known or to be

are their family members as justified by the 80.1 percent of the responses given in table 4-4.9

4-5.5 Influence of head teachers' supervision style on attrition

The DHRO reported of cases of problems between teachers and the principals and due to irreconcilable differences only four teachers were transferred to other school but within the same district. This study also established that 52 percent of the respondents were not satisfied with the mode of head teachers' supervision (Table 4.4.12) This in itself may not be a push factor per se but coupled with other negative factors within a working environment could lead to teachers looking for their way out either through going for further studies or seeking transfers to be away from those they are not comfortable with.

This study therefore established that dissatisfaction only may not be a push factor and provision of extrinsic motivation as cited by Haddad (2010) can be averted but in cases where there are other negative factors this becomes a demotivating factor and eventually a push factor. According to Figure 2.1 demotivated and disgruntled employees may seek their way out of the organization and finally attrition. Teachers are no exception and they too may leave teaching or seek transfers to other districts or the private sector.

4.5.6 Influence of workload on teacher attrition

According to TSC (2010) an Average Teaching Load (ATL) for a teacher is 27 lessons per week. According to Table 4.4.11, 55 percent of the respondents reported to be teaching more than 27 lessons a week. This excess workload leaves teachers with high levels of burn out, demotivation and eventually demoralization. Coupled with the excess work load is the assignment of other duties within the school, dealing with large number of students whose enrolment went high due to Free Day Secondary Education programme by Ministry of

Education in 2008. This creates poor school climate and the environment is not therefore **conducive.**

Quartz (2004) and George (2010) pointed out that employee burn out is an ingredient for dissatisfaction **with** a job and eventually this lowers rates of return for them. Low rates of returns force employees to seek for alternative **employment/greener** pastures where there is no excess workload. Therefore this study established that 55 percent of the respondents were overworked and there were no extra payments or rewards for the same. Coupled with this was the issue of working in a hardship zone. This is recipe for dissatisfaction with the teaching job itself. Sediments and records from DHRO' office cited dissatisfaction as one of the factors forcing teachers to apply for transfers in the district.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter dealt with introduction, summary of the study, discussion of the research findings, conclusions and recommendation for further research, all derived from the research findings of the study.

5-2 Summary of the study

The study sought to determine factors that influenced teacher attrition in the district and provide possible remedy to control or manage teacher attrition with a view to promote teacher retention. Teacher retention depended on the level of intrinsic and extrinsic motivation and therefore this study adopted the Equity Theory of motivation where teachers were comparing the rates of return from teaching and making a decision to remain or quit for greener pastures. The study significant since it established pull and push factor influencing teacher attrition in the district. This point out the state of affairs on the ground and gave useful insights to education managers on the ground and policy makers. This insights were useful also in planning for teachers incentive plans by the government as it was alerted that the hardship allowance give was not attractive enough and therefore gave them challenges that can help the formulate strategies aimed not only attracting the teachers to join the profession but on how to continually motivate them with a view to retain them.

The study sought to determine the factors that promoted or negatively affected teachers' motivation levels. To achieve this, the researcher used descriptive survey as the research

methodology and involved the DEO, DHRO, principals and teachers as the main **respondents**. To get **data** the researcher used questionnaires for principals and the teachers **and on the** part of **the** DHRO used an interview guide which was later supported by **document analysis** from the DHRO's office. The documents included annual teacher **returns, teacher** discipline files, files on transfers and records on promotions.

According to a studies by Odigi and Kizito (2002), Haddad (2010), Ruto (2010) and the TSC (2010) approximately 10000 teachers leave the teaching service annually due to various push and or pull factors. These studies pointed out retirement, deaths, interdictions due to professional misconduct and availability of jobs in the private sector as main causes of teacher attrition. Haddad (2010), Quartz (2004) and Santiago (2001) had cited that teacher attrition in Sub-Saharan Africa was greatly affected by poor working conditions for teacher s characterized by inadequate housing, inadequate water supply, poor transport network and inadequate social amenities. This study sought to establish to what extent was the same applicable in Mbooni East District. The study established that this was a major push factor in the district as it is categorized as one of the hardship zones.

Haddad (2010), Odigi and Kizito (2002) and Ingersoll (2002) cited further studies as a pull factor. The study established the same and established that 10 percent of those who were lost was due to further studies with most of them not coming back to teach in their former stations. However Mulkeen (2010) contrasted the same. This is brought about by differences in the sample size since Mulkeen got sample size from the school in urban area and the study is being undertaken in the rural area.

This study established several factors that influenced teacher attrition in Mbooni East District and similar factors may influence teacher attrition in the country as evidenced by

^ **various** studies that are also concurring with this study too. The study established that teacher attrition is a component of general teacher turnover and can be influenced by both

individual and institutional factors. The factors were ranked as following and their

corresponding numbers of those who were affected by the said exit:

1) Transfers to other districts-36

2) Interdiction-15

3) Further studies=10

4) Joined private sector-10

5) Deaths -10

6) Chronic sickness-6

7) Retirement -5

8) **Departmental transfers-4**

9) Dismissal -4

10) Voluntary retirement-2

This led to loss of 102 teachers from the district and there was an upward trend in the same

with the number increasing annually as earlier. As earlier cited in the statement of the problem(U)

with 2011 losing 350/c of the total number that left the district from 2007 to 2012 (June). This call for drastic measures to control teacher

at large since this leads to teacher shortages, disruption of instructional programme, country

of students to private schools and generally compromise standards of education in Kenya.

5 - 3 discussions of the findings

The study established that 102 teachers had already left the district and male teachers accounted for 62 percent while females accounted for 38 percent. This is attributed to the fact that male teachers were willing to risk their jobs and join the private sector, go for further studies and seek transfer to undertake non-teaching duties since all those who were affected by these attrition routes were only male teachers.

The study established that transfer to other district was the highest contributor of teacher attrition in the district. The underlying reason being that working conditions in the district were poor since there were no adequate staff quarters and 70 percent of the teachers resided in the markets near their school, perennial water shortage, poor transport network and high poverty index. This was the main push factor and teachers moved looking for areas with comparatively adequate housing, water supply and minimal poverty index which they could get from the neighboring districts. Such sediment area echoed by Haddad (2010), George (2010) and Ingersoll (2002) who cited poor working conditions as a major push factor for teacher attrition.

The study established that levels of education influenced teacher attrition by 10 percent. Studies done by Boe, Bobbitt and Cook (1993) and Mulkeen (2010) cited that teacher attrition was higher for teacher with the greatest academic qualifications presumably reflecting the greater labor market opportunities open to them. The study established that those who joined private sector, those who sought transfers to undertake non-teaching jobs or to teach tertiary institutions had completed their master of Education degrees. However

and Pigge (1995) contrasted this observation and cited that teachers who had completed their master degrees continued to stay longer in the service since high academic achievement was a motivator itself. This discrepancy is also brought about by differences in sample size and area where the study was done. This study was done in the rural area while Marso and Pigge did their study in the urban area. This difference in working conditions accounts for the discrepancy. Marso and Pigge had science and math teachers only as their respondents while this study did not consider teaching combination in picking the respondents.

The study established that HIV and AIDS related complications led to loss of teachers from the district although it was among the least contributors. There was no proper documentation of such cases since this was personal factor that took too long to establish with only three cases where two died and one sought transfer to home district to be closer to the family. This is also supported by statistics from TSC annual teacher returns annually, studies done by George(2010), Santiago (2001),Ingersoll (2002) and Imazeki (2004) who cited HIV and AIDS related complications as one of the push factors that led to loss of employees through deaths, chronic sickness and some even sought early retirement or resigned from teaching force. This study disagrees with the issue of teachers resigning due to the complications or seeking early retirement since it only established that those affected died or were affected by being chronically ill which influenced them only to seek transfers to home districts. This slight discrepancy is brought about by the fact that Santiago did his studies in urban area while Imazeki did studies United States of America and the study had borrowed the same to establish whether the same can be applicable in Kenyan scenario.

study established that head teachers' mode of supervision affected teachers and may necessarily cause attrition but it compounded teachers' dissatisfaction owing to the fact that the district is a hardship zone. Such sentiments are echoed by quartz (2008) and Shen '19970 who cited victimization, exclusion from decision making process, lack of social support when they have personal problems and harassment as major characteristics that described dissatisfaction with the leadership and supervision mode of the principal. The study established that this was not a major underlying factor for teachers' exit from the district but it compounded other negative factors within teaching and the working environment.

It was also established that teachers' workloads were very high with 55 percent teaching more than the recommended average teaching load of 27 lessons per week. This made teachers to look for jobs that were not as demanding as teaching and others opted to go for further studies. So on its own it does not cause attrition to a larger extent but compounded with other negative personal and institutional factors created a recipe for exit of teachers. Studies by Akiyeamong (2007) and Ndalama (2004) cited excess workload as a major push factor for teacher exit.

Teachers' level of discipline affected teachers attrition as indicated in Figure 4.1 where 19 teachers left the district due gross misconduct with 15 of them reinstated after disciplinary process whose verdict was interdiction. After re-institution they were redeployed to other districts of their choice leading to loss of teachers. Those who had gross violation of the Code of Regulation were dismissed and this accounted for the four percent of those who were dismissed. Studies by Ruto (2010) and Lumandi (2007) cited professional misconduct as a push factor that led to loss of teachers.

Conclusions

main objective of this study was to determine the factors that influenced teacher attrition at public secondary schools in Mbooni East District. From the research findings, teacher attrition was occasioned by both individual and institutional factors with some of the factors being natural (not controlled by man) while others were unnatural (not expected but were somehow influenced by man). The study concluded that:

The study established that the greatest contributor of teacher attrition was inter-district transfers and the underlying push factor was poor working conditions in the district that were characterized by inadequate housing, perennial droughts, poor transport network, among many others. Voluntary retirement had the least influence on teacher attrition.

The study established that teaching load for the teachers was high in most school and teachers felt overworked. To ease this burden more teachers were employed by the Board of governors posing more financial burden to school.

- iii. The study established that teacher attrition was on the increase because teachers were finding rates of return in teaching lower than other jobs and that was why they joined private sector, sought transfer of service outside class room and others went for further studies to improve their skills and competences in anticipation for a better paying job.
- iv. Most of the teachers affected by attrition were male teachers but majority of those who sought inter-district transfers were lady teachers.
- v. Availability of greener pastures was a pull factor that saw 10 percent leave the district. There is eminent danger of even losing more since more numbers have gone for further studies in anticipation that after graduating they will join private sector or transfer their

ervices elsewhere where rates of return are higher than those in the teaching **Profession.**

The study concluded that teachers' levels of education were pulling teachers out of the service and eventually the district and some joined the private sector.

➤5 Recommendations

This section is concerned with making recommendations on how to manage /control teacher attrition. These suggestions have been made in the light of the study findings. Some of the recommendations include:

The study established that there were vacant positions created by those who left and therefore recommends that such vacancies be competitively filled immediately to reduce interruption of the instructional process.

- ii- The study established that level of teacher burn out/demotivation were high and recommends that the government should make teaching an attractive career by providing incentives to retain teachers for example training and development opportunities and increased remuneration to reduce career switch.
- iii. Improve and constantly review scheme of service for teachers and especially for those teachers who have been in the service for quite a long time, those in administrative positions and those who have gone for further studies and have acquired extra Diploma certificates and Master of Education degrees while in the service to reduce influx to private sector.

Improvement in school management and teacher autonomy to create a conducive working environment for the teachers which will boost their morale and eventually their retention.

Improving conditions of teaching and learning which make success for the teacher and the learners possible, for example continuous and sustained teacher motivation, transparent promotions and continuous in-service programmes and seminars.

The study established that some teachers were separated from their young families and kept seeking transfers to join them therefore the study recommends that the government establishes deployment policies that are family friendly.(Haddad 2010)

Male teachers were adversely affected by discipline issues and the study recommended that the Teachers Service Commission should provide mentoring programmes for teachers(Quartz 2004)

5.6 Suggestions for further research

The study established that teacher attrition was ever-changing /dynamic phenomena and suggested the following areas of research in relation to teacher attrition.

- i. A case study on Analysis of school factors that influence teacher attrition in one of the School at Mbooni East District. This is necessitated by the fact that out of the 27 schools that participated in the research, the school had lost 20 teachers between 2007-2012

Factors that influence teacher attrition at secondary schools in Mbooni East District **after the** implementation of the four phase salary increment.

Factors that influence attrition of science and mathematics teachers in at secondary **schools** in Mbooni East District.

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APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi

P-O Box 30197

Nairobi

2012

The Principal

Secondary/High School

Po Box

Dear Sir/Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRE

• , ma

I kindly seek your permission to
**postgraduate student at The
Influencing Teacher Attnt.on at Public Secondary**

in Mbooni East Distnct,

Kenya,

I assure you of maximum
^ Jd any information

in this regard I wish to request M o ^
confidentiality on any informat,on g.ven to wpportmy
given will only be used for the purposes for the research y

Thank you for accepting to support me in advance.

Yours faithfully,

Kasau Onesmus Mulei

E5 5/78637/2009.

0734 607961/0724 236052

APPENDIX 2: INTERVIEW GUIDE FOR DEO/DHRO

How many teachers are in this district?

Do we have teacher shortage this district?

Some teachers leave/quit teaching (teacher attrition), is this problem prevalent in your district?

I. How many teachers have quit teaching (permanently lost) at secondary school level in the **district for** the last five years?

5. How many males? How many females?

i. What are the major factors influencing quitting teaching at secondary school level? What **are the** corresponding numbers in each category?

7. Which categories of schools are mostly affected? (national/provincial/district)

8. Which types of schools are highly affected?

9. Which subject areas are highly affected?

10. Would you say HIV and AIDS is a factor in loss of teachers at secondary school level?

11. Do those teachers who go for further studies come back to teach in the district?

12. Do you have cases of departmental transfers in the district?

13. What measures do you think the government should put in place to control this challenge other than increasing retirement age to 60 years?

APPENDIX 3: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed for the purpose of getting information on, "Factors
 • Teacher Attrition at Second*. S c ^ s * — East B. ^
 for the purpose of academic requirement for degree^ted with ^ t i a l i t y . DO NOT
 University of Nairobi. Any information given will be
 WRITE YOUR NAME

Section A

1. What is your gender? (Tick < appropriately) Male Female

2. What is your age? (Tick < appropriately)

a) Below 30 b) 30-34

c) 35-39 d) 40-44

e) 45-49 f) 50-54

g) Above 55

3. What is your highest academic qualification? (Tick V appropriately)

PhD Masters B.Ed BSc/BA with PGDE

Higher Diploma Diploma

Any other (specify)

4. Please indicated your school type.

- a. Boys' Boarding
- b. Girls' Boarding
- c. Mixed Boarding
- d. Mixed Day School
- e. Mixed Day and Boarding.

ection B

a) **How** many teachers have been permanently lost/left teaching in this school for the last five **years?**

b) **How** many of the teachers stated in 6 (a) above are: a) males.....b) **females**

7. **Rate** by ticking the extent to which you agree the following factors pushed or pulled **teachers out** of the district for the last five years (2007-2012)

Reason	strongly agree	I agree	Not sure	disagree	Strongly disagree
i. Promotions					
ii. Poor salaries					
iii. Career advancement					
iv. Resignation or voluntary retirement					
v. Professional misconduct					
vi. Poor working environment					
vii. HIV and AIDS complications					
viii. Transfer to other districts					
ix. Old age					
x. Deaths					
xi. Unfair supervision by principals					
xii. Excess work load					

g. In your own opinion, what do you think should be done to reduce teacher attrition?

9. Kindly supply the number that quit teaching under the following categories of reasons for the last five years.

Reason to quit	Males	Females
i. Retirement		
ii. Death		
iii. Chronic illness		
iv. Dismissal or interdiction		
v. Voluntary retirement		
vi. Transferred/promoted to other districts		
vii. Joined private sector		
viii. Went for further studies		
ix. Resigned		
x. Went to teach at a college or university		

APPENDIX 4: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed for the purpose of getting information on, "Factors Influencing Teacher Attrition at Public Secondary Schools in Mbooni East District" for the purpose of academic requirement for degree of master of education at The University of Nairobi. Any information given will be treated with confidentiality. DO NOT WRITE YOUR NAME

Section A

1. What is your gender? (TickV appropriately) Male Female

2. What is your age? (TickV the appropriate box)

a) Below 30 b) 30-34

c) 35-39 d) 40-44

e) 45-49 f) 50-54

g) Above 55

3. What is your highest academic achievement? (TickV appropriately)

a. PhD

b. Masters

c. Bed

d. BA or BSc with PGDE

e. Higher Diploma

f. Diploma

g. Any other (specify)

4. What is the category of your school? National/ Provincial/district.

5. What is the type of your school? (TickV appropriately)

a. Boys' Boarding [] c. Mixed Boarding []

b. Girls' Boarding [] d. Mixed Day School []

e. Mixed Day and Boarding. []

6. Tick V the appropriate box the extent to which you agree that the factor given influenced

Reason for quitting	Strongly agree	Agree	Not sure	disagree	Strongly disagree
i. Excess workload					
ii. Retirement					
iii. Dissatisfaction with/Poor salaries					
iv. Stagnation on one job group for long					
v. Further studies					
vi. Family responsibilities eg.child bearing					
vii. Chronic sickness					
viii. Transfer to other districts					
ix. Joined the private sector					
x. Went to teach college/university					
xi. Poor living conditions					
xii. Poor working environment					
xiii. Demotion					
xiv. HIV and AIDS complications					
xv. Resignations					
xvi. Interdiction					
xvii. Voluntary retirement					
xviii. Dismissal					

APPENDIX 5: SECONDARY SCHOOLS IN MBOONI EAST DISTRICT

1. Ititu Secondary School.
2. Itulu Secondary School
3. Kako Secondary School
4. Kakuswi Secondary School
5. Kalawa Girls' Secondary School
6. Kalawa Boys' Secondary School
7. Kathamba Secondary School
8. Kavumbu Secondary School
9. Kisau Girls' Secondary School
10. Kiteta Girls' Secondary School
11. Kitondo Boys' Secondary School
12. Kitoto Boys' Secondary School
13. Kyang'onde Secondary School
14. Mba Secondary School
15. Mbukoni Secondary School
16. Miau Secondary School
17. Mukimwani Secondary School
18. Mukuku Secondary School
19. Muthwani Secondary School
20. Ndauni Secondary School
21. Nduluku Secondary School
22. Ndumbi Secondary School
23. Ngoni Secondary School
24. Ngungi Secondary School
25. Utuneni Secondary School
26. Watuka Secondary School
27. Ngoto Boys' Secondary School

APPENDIX 6: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNI

TELEPHONE 254-020-221 3471. 2241349
254 020 310571, 2213123.2219420
Fax; 254-020-318245, 318249
When REPLYING please quote
secretary!@nest.go.ke

P.O Box 30623-00100
NAIROBI-KENYA
Website: 'www.ncilgo.1

Our Ref: NCST/RCD/14/012/540

21 May 2012

Onesmus Mulci Kasau
University of Nairobi
P.O. Box*30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research "*Factors influencing teacher attrition at public secondary school. Mbooni East District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Mbooni East District for a period ending 30th September, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Mbooni East District before embarking on research project.

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

DR. M. K. RUGUTU PhD IISC.
DEPUTY (PUN) SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Mbooni East District.

APPENDIX 7: RESEARCH PERMIT

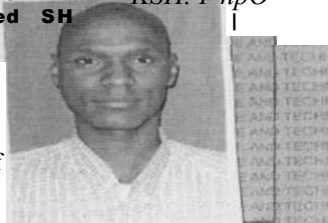
PAGE 2

TO CERTIFY THAT;

Mr/Mrs./Miss/Institution
3 Mulei Kas.ii
5ss) University of Nairobi
30197-00100, Nairobi.

1 permitted to conduct research in
 location
 District
 Province

Research Permit No. NCS/1/2012/2540
Date of Issue KSH. 1-npO
Fee received SH



pic: Factors influencing teacher attrition
secondary schools in Mbooni East

Signature _____ **Secretary** _____
 Applicant's National Council for
 Science & Technology

iod ending: 30th September, 2012.

CONDITIONS

1. You will report to the District Commissioner the nature of the research you are embarking on your research. Failure to do so will lead to the cancellation of your permit.
2. Government vehicles will not be used prior to appointment. No government vehicle will be used unless it has been approved.
3. Excavation, (limine and collection of biological specimens) are subject to written permission from the relevant Government Ministries.
4. You are required to submit at least two (2) hundred topics of journal report for Kenya respectively.
5. The government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



RKPI H-C Ob'KENYA
 REKAHCU CIKARANT.
 TEKMI

(PK60550) 102111 I

(CONDITIONS) see back page)