

**MOTIVATIONAL FACTORS INFLUENCING TEACHERS' RETENTION IN
PUBLIC SECONDARY SCHOOLS IN KATHONZWENI SUB-COUNTY,
MAKUENI COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education in Corporate Governance of South Eastern Kenya
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DECLARATION

This research project is my original work and has not been presented for a degree in any other institution for any other award. I understand plagiarism is an offence and I declare therefore that this is my original work and has not been submitted for any award in any other institution

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DEDICATION

I dedicate this work to Richard Mulinga, Kimweli Mwatu and Arise Debora prayer group
I also dedicate it to Mary Josiah who has inspired me to this far through encouragement.

TABLE OF CONTENTS

Declaration	ii
Acknowledgement	iii
Dedication	iv
Table of Contents	v
List of Tables	viii
List of Figures	x
List of Appendices	xi
Abbreviations and Acronyms	xii
Definition of Terms	xiii
Abstract	xiv

CHAPTER ONE

1.0 Introduction	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	7
1.3 General Objective of the Study.....	8
1.3.1 General Objective	8
1.3.2 Specific Study Objectives	8
1.4 Research Hypotheses	8
1.5 Significance of the Study	9
1.6 Limitation of the Study	9
1.7 Delimitations of the Study	9
1.8 Assumptions of the Study	10
1.9 Organization of the Study	10

CHAPTER TWO

2.0 Review of Related Literature	11
2.1 Introduction.....	11
2.2 Monetary Incentives and Teacher Retention	11
2.3 Non-monetary Incentives and Teacher Retention.....	12
2.4 Work Schedule Flexibility and Teacher Retention	14
2.5 Career Development Practices and Teacher Retention.....	15

2.6	Summary of Literature Review.....	16
2.7	Theoretical Framework.....	17
2.8	Conceptual Framework.....	19

CHAPTER THREE

3.0	Research Methodology	21
3.1	Introduction.....	21
3.2	Research Design.....	21
3.3	Target Population.....	21
3.4	Sampling Size and Sampling Techniques.....	22
3.5	Research Instruments.....	22
3.6	Validity of Research Instruments.....	23
3.7	Reliability of Research Instruments.....	23
3.7.1	Reliability Results.....	24
3.8	Data Collecting Procedures.....	25
3.9	Data Analysis Techniques.....	25
3.10	Ethical Considerations	26

CHAPTER FOUR

4.0	Research Findings.....	27
4.1	Introduction.....	27
4.2	Response Rate.....	27
4.3	Demographic Information.....	27
4.3.1	Length of Stay in Teaching Profession.....	27
4.3.2	Teacher’s Period of Work in the Current School.....	28
4.4	Monetary Incentives influencing Teacher's Retention.....	29
4.5	Response of Teachers on Non-Monetary Incentives and Teachers Retention	31
4.6	Correlation Analysis for Monetary Incentives and Teacher Retention	34
4.7	Correlation Analysis for Non-Monetary Incentives and Teacher Retention	35
4.8	Work Schedule Flexibility and Teacher Retention.....	37
4.9	Correlation Analysis for Work Schedule Flexibility and Teachers Retention	39
4.10	Career Development Practices and Teachers Retention	40
4.11	Correlation Analysis for Career Development and Teachers Retention.....	43

4.12	Teachers Retention in Kathonzweni Sub County in Makueni County	44
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CHAPTER FIVE

5.0	Discussion	46
5.1	Introduction.....	46
5.2	Summary	46
5.2.1	Influence of Monetary Incentives on Retention of Teachers.....	46
5.2.2	Influence of Non- Monetary Incentives on Retention of Teachers.....	47
5.2.3	Influence of Work Schedule Flexibility on Retention of Teachers	48
5.2.4	Influence of Career Development Factors on Retention of Teachers.....	49

CHAPTER SIX

6.0	Conclusions and Recommendations	51
6.1	Introduction.....	51
6.2	Conclusions.....	51
6.3	Recommendations.....	52
6.4	Suggestions for Further Research	53
	References	54

LIST OF TABLES

Table 3.1:	Target population.....	21
Table 3.2:	Sample Size	22
Table 3.3:	Reliability Results.....	24
Table 4.1:	Response Rate.....	27
Table 4.2:	Response of teachers on Monetary Incentives and Teachers Retention	30
Table 4.3:	Principals’ responses on BOM monetary incentives to teachers.....	31
Table 4.4:	Response of teachers on non-monetary Incentive and Teachers Retention	32
Table 4.5:	Principals’ responses on BOM non-monetary incentives to teachers ..	33
Table 4.6:	Correlation Analysis for Monetary Incentive and Teacher Retention..	34
Table 4.7:	Principals’ Responses on Effect of Monetary Incentives and Teacher Retention	35
Table 4.8:	Correlation Analysis for Non-Monetary Incentive and Teacher Retention	36
Table 4.9:	Principals’ Responses on Effect of non-Monetary Incentives on Teacher Retention	36
Table 4.10:	Response of Teachers on Work Schedule Flexibility and Teachers Retention	37
Table 4.11:	Principals’ Responses on Effect of Work Schedule Flexibility on Teacher Retention	38
Table 4.12:	Correlation for Work Schedule Flexibility and Teachers Retention	39
Table 4.13:	Principals’ response on the effect of Work Schedule Flexibility on Teachers Retention.....	40
Table 4.14:	Response of Teachers on Career Development Factors and Teachers Retention.....	41
Table 4.15:	Principals’ responses on Career Development Practices.....	42
Table 4.16:	Correlation Analysis for Career Development Factors and Teachers Retention.....	43

Table 4.17: Teachers Retention in Kathonzweni Sub County in Makueni County.....	44
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LIST OF FIGURES

Figure 2.1:	Conceptual Framework	19
Figure 4.1:	Years worked as a teacher	28
Figure 4.2:	Teacher's Period of Work in the Current School	29

LIST OF APPENDICES

Appendix i:	Research questionnaire for Teachers.....	59
Appendix ii:	Interview schedule for Principals	65

ABBREVIATIONS AND ACRONYMS

BOM	:	Board of Management
CDE	:	County Director of Education
KCSE	:	Kenya Certificate of Secondary Education
KEMI	:	Kenya Education Management Institute
KESSP	:	Kenya Education Sector Support Programme
MoE	:	Ministry of Education
SDGs	:	Sustainable Development Goals
SPSS	:	Statistical Package for Social Sciences
TPC	:	Teacher Proficiency Course
TSC	:	Teachers Service Commission
UK	:	United Kingdom
PSS	:	Public secondary Schools

DEFINITION OF TERMS

- Career development practices:** Refers to a sense of direction and purpose that Encompasses concepts of advancement and development at work and in one's personal life. It's about teaching embraced to support development of skills and also lifelong learning.
- Monetary incentive:** When a teacher meets or surpasses what was required of them, a monetary award is offered. This is can be in terms of salary or any cash awarded.
- Motivational factors:** Refers to the stimuli that move a person to perform certain actions. These factors help one to achieve a goal. Teacher motivation could be initiated by reward that will keep the teacher dedicated to the school's educational goals. Incentives, both financial and non-financial, are used to motivate people.
- Non-monetary incentives:** This term refers to non-monetary recompense offered to teachers. Recognition, promotion, compliments, and admiration are examples of these.
- Teacher's retention:** Denotes the ability of teachers to stay in their schools without transferring.

ABSTRACT

This study sought to investigate motivational factors influencing teachers' retention in public secondary schools in Kathonzweni Sub County in Makueni County, Kenya. The objectives of the study were to determine the influence of monetary incentives, non-monetary incentives, work schedule flexibility and career development prospects on retention of teachers in public secondary schools in Kathonzweni Sub County in Makueni County. The study was anchored on Herzberg's Motivation- Theory. Correlational research design was adopted. The 791 teachers from all school categories in Kathonzweni Sub County were used as the study's target group. Stratified sampling technique was used to group the schools into Extra County, county and sub county schools. To select the teachers; the researcher utilized simple random sampling proportionately. The sample size consisted of 79 teachers. The data was collected using questionnaires for teachers and interview schedule for principals. All 38 principals from the 38 schools took part in the study. The research instruments were validated through piloting by validation of research instrument in schools that did not take part in the study. Data was then coded and analyzed with the aid of SPSS software using descriptive statistics. Quantitative data was analyzed using cross tabulation Tables and pie charts. Qualitative data was analyzed by use of themes. Correlation research design was used to generate inferential results at a significance level of 0.05. Based on the study objectives, descriptive results showed that monetary incentives had a positive relationship on teacher's retention. Average mean was 3.606. Meaning most teachers consented with majority of the statements though their answers differed as indicated the standard deviation of 1.16. The outcome showed that, non-monetary incentives on teacher retention had an average mean of 3.64; however the responses had a standard deviation of 1.30. This indicated a positive relationship. Work schedule flexibility had a positive relationship on teachers' retention as the average mean of positive responses was 3.54, with a standard deviation of 1.38; this means most of the teachers agreed to most of the statements. Results further showed that career development practices had a positive relationship to teachers' retention .The average mean of positive responses was 3.4 this implied that most of the teachers agreed on many of the statements though the answers differed as indicated by the standard deviation of 1.0. Correlation findings indicated that non-monetary incentives and teachers' retention are positively and significantly related ($\beta=0.443$, $p=0.000$). Additionally, the results showed that non-monetary incentives and teachers' retention are positively and significantly related, ($\beta =0.370$, $p=0.000$). The results also showed that work schedule flexibility and teachers retention were positively and significantly related ($\beta=0.439$, $p=0.000$). The results also showed that career development practices and teachers retention were positively and significantly related ($\beta=0.589$, $p=0.000$). The study concluded that motivational factors influence teachers' retention in public secondary schools in Kathonzweni Sub County in Makueni County, Kenya. From the findings, the study results proved that motivational factors have significant effect on teachers' retention in PSS in Kathonzweni sub county Makueni county Kenya.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

In this study, the variables under investigation were monetary and non-monetary incentives, work schedule flexibility and career development practices. In his study, (Baratton 2012) defines monetary incentives as all sorts of monetary proceeds and tangible services and a benefit an employee gets as a component of an employer-employee relationship. These include payment for, bonuses, overtimes and expenses such as meal expenses. According to the (Baratton 2012) monetary incentives play a vital role in improving employee productivity.

Motivational factors refer to activities provided by administrators to assist raise employee's enthusiasm in carrying out their duty effectively. This is done to help achieve the company's goals (Rubin & Babbie, 2011). Schneider and (Barbera 2014) add that management's motivation factors triggers employees to perform in a purposive way to accomplish the organizational objectives. According to Dublin (2014), motivation refers to the powers that keep and maintain an individual to continue delivering their efforts in an organization. It is therefore agreeable that motivation creates a desire within workers to accomplish their job on one's best ability and own initiative. This is an indication that employees' morale is boosted towards work and hence organizational commitment is improved. In the context of this study, motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way. The behavior of teachers can be changed through motivation.

Globally, education for all entails provision of quality education to youth and adults. Great attention has been given to it through international development courses ever since 1990. It has been termed important from the onset of the Sustainable Development Goals (SDGs) and labeled SDG4. Education is believed to be a driving factor for long-term growth, country development, as well as stability. SDG 4 aspires to equip young persons with high-quality, readily attainable learning, as well as additional skills development. The achievement of global literacy is among its goals UNESO Report (2015 September). The

school climate and skilled teachers assist in gaining knowledge plus marketable skills. As a result, there is an imperative necessity guarantee that teachers are retained in institutions. The capacity of a school to keep its teachers is referred to as teacher retention (Weem & Ajbar, 2014). As per (Kageha 2014) and (Orina 2015), teacher stability is the role of an institution which concentrates on inspiring, orientating, educating, and giving direction for teachers who work in the institution in order to increase job satisfaction. Today's staff motivation and change management strategies are built on monetary incentives (Michel, 2015).

(Klassen and Anderson 2017) researched on the levels of teachers' satisfaction in United Kingdom and found that most teachers were dissatisfied and attributed this to lack of support from the school administration. Mustafa and (Othman 2010) conducted a research study in UK about work motivation and teaching work performance. They determined that teacher motivation had a significant effect on teachers work performance. According to results regression analysis contribution of motivation towards performance was 61%. Teachers in UK secondary schools were also found to have most concern on external sources of job dissatisfaction. (Adeyemi and Oyelande, 2011). It was also found that the teacher dissatisfaction led to the withdrawal of the teachers from their schools. It is true to say that the well spring of satisfaction of teachers and subsequent retention in UK secondary schools falls within the purview of the intrinsic rewards of teaching and are centered on administration and teacher relations. Therefore motivational factors in United Kingdom have a significant effect on retention of teachers.

A cross-cultural research of factors influencing work contentment in Japan indicates that teachers are satisfied with their feeling of competence and relationship with pupils, but their causes of unhappiness included conflict with the character of the management, administrator chores, and compensation, which had a negative impact on teacher retention (Steven, 2017). (Nagai 2018) has observed that Japanese, teacher workload-inflexibility and effort-reward harmony have been recommended as variables of retaining teachers.

(Brouwers, Evers, and Tomic 2016) discovered in the Netherlands that teachers who believe they have less assistance from the Board of Management(BOM) have much less enthusiasm and are therefore more susceptible to fatigue signs, which eventually leads to teacher attrition. (Day et al 2016) conducted a study in England and Australia where opinions were sought from experienced teachers on non-commitment. The findings showed that lack of intrinsic motivation led to low teacher retention rates which had a negative impact on overall school performance. (Harris, Hadfield, Toleyand Beresford 2015) investigated the relationship between administrative support and teacher retention and found that teacher retention was significantly related to career administrative support. In Netherlands teachers are less happy with their lob conditions than earlier (Koppes et al. 2013) investigated the teachers attrition in Netherland schools .The teachers said they work for more hours than they should according to their contract .They also said they were less often paid for the overtime However, they are more satisfied with opportunities to learn and advance their profession. Due to lack of teacher career advancement and poor payments teachers in Nether lands opted to move to better schools and jobs.

According to Chapman (2009) in (Andiwa 2014), Jamaica Elementary School had enthusiastic teachers who believed their school was highly regarded by the society and earned parental praise. The teachers also placed a higher value on acknowledgment from executives and directors. The role of the principals was to assist teachers in being inspired by their career and in satisfying their needs and aspirations. This kind of assistance from the administration was found to have a positive impact on teacher retention. The school administration has a significant amount of obligation in excellence acknowledgment. It can range from vocal gratitude to physical incentives, both of which have been utilized as key motivators for teachers.

In most countries in Sub-Sahara, leaders do not have suitable training or background experience to provide teachers with proper support or oversight (Chiriboga Montalvo and Pinto 2019).This can lead to teachers loosing trust in their leadership and the established systems. This also lowers their expectations and motivation. Teachers are prone to forfeit their feeling of occupational duty and dedication if the procedures and systems in place to

supervise and nurture them are ineffective (Akyeampong, 2017). Zambia, Ministry of Education (MoE) places minimal emphasis on non-classroom supervision, preferring to concentrate on instructor development and the provisioning of instructional facilities. As a consequence, school heads have significant deficits in motivational management abilities (Lungwangwa, 2014).

In Ghana, a study by (Azakpe 2015) found that motivational packages were found in Senior High Schools of Cape Coast Metropolis. Teachers were content with the diverse motivational packages which positively influenced their intention to remain in their schools. There was a positive perception by the teachers towards motivational packages. Teachers also felt motivated and satisfied towards quality teaching and learning. Motivation packages that included a secure work environment and flexible work load were strongly and positively correlated with quality teaching. As a result, people in responsibility of implementing educational regulations should view instructor motivation to be a significant primary factor in order to achieve desired productivity on the part of teachers.

Attracting and retaining teachers in Zimbabwe's secondary schools is a challenge (Gomba, 2015). The challenge is especially acute in remote regions where resources are few, which explains why teachers are often repelled. Despite the fact that instructor attrition is a serious issue, there are teachers who have been in the field for years. According to (Gomba 2015), teachers stayed in the line of work solely to take care of their families. This is because, apart from monetary compensation, the teachers were not motivated by workplace environment and hence dissatisfied. There is therefore the need to motivate teachers by providing other incentives apart from monetary compensation. It is agreeable that teachers who lack motivation are unwilling to discharge their duties and offer non-stimulating teaching which negatively affects the quality of education and leads to poor school performance.

For a long time in Kenya, the problem of teachers' motivation and its impacts on retaining has been a source of concern. Teachers are dissatisfied with their jobs. This is mostly due

to poor employment conditions in comparison to other workforces. This pushes highly skilled teachers to relocate in search of "green and sustainable" pastures. Furthermore, a lack of responses on how well they are performing discourages them from striving harder (Kageha, 2014).

To address the teacher shortage, the government has been recruiting teachers and doing replacement to those who exit duty. This is done every year through the Teachers Service Commission (TSC) County offices for primary schools and Boards of Management (BOMs) for secondary schools are now in charge of teacher recruitment. By the end of the 2018/2019 school year, there were 249,060 teachers employed, with 13 million students enrolled in public secondary and tertiary institutions. This wearing down of teachers in Kenya necessitates prompt replacement and also a thorough investigation to assess and predict the impact on demand in order to avoid shortages.

The Teachers Service Commission (TSC) mandates that school administrators take at least two professional development courses each year as part of a policy initiative. The courses are required for employment or promotion to the position of school head. The TSC had previously adopted measures to guarantee that teachers follow market trends in terms of career advancement and continuing professional development. This ensures that the teachers fraternity especially school administrators like the school heads, have the right skills they need for executing their relevant roles.

According to the TSC, teachers are promoted in accordance to the requirements of several service schemes, that layout the procedure for promotion via the teacher's proficiency course (TPC), undergoing through interviews, and common cadre institutions, or on realization of exemplary academic achievement (TSC, 2015). The TSC is directed in this scenario by the budgetary allocation and the approved setup (TSC Annual Report, 2012-2013). The goal of promotion is to acknowledge on reward work in order to improve teaching quality, align personnel for management succession, encourage employees to undertake higher qualifications, and initiate better performance of employees (TSC Annual Report, 2014-2015).

Non-monetary interviews comprise of non-financial rewards such as praise, job security, status, growth opportunity and recognition in the society (Ayiorwoth, 2014). In their study, (Kraft and Papay 2012) identified that Recognition, Promotion, Praises and appreciation uplifts teachers' morale and enhances their retention. However, these have to be blended with monetary incentives.

Work schedule flexibility refers to working schedules that allow teachers to strike a balance between personal responsibilities and employment responsibilities (Kim, 2014). In his study, (Kim 2014) asserted that Work schedule flexibility influences ones mental, social, economic and also psychological well-being. As per (Lazar, Osoian and Ratiu 2015), the indicators for these issues are noted through the individual's output and desire to continue working in an organization.

Career development involves programs that enable employees to realize achievement of new skills. Study by (Nyambura and Kamara 2017) showed that employees would wish to stay in an organization if the organization provides effective career development programs that are fulfilling to the employees' personal expectations. In their study, (Nyambura et al., 2017) indicated that In-service Training, Seminars and Workshops and sponsorships influenced staff retention.

Promotion, recognition, salary, job security, the job itself, interpersonal relationships and school supervision and leadership, and last but not least working conditions and environment have all been identified as motivators in secondary schools. In Kathonzwani Sub County it has been observed that there is a high inclination of teachers exiting their formers schools and moving to schools in other sub counties (MoE, 2015). As a result of this, the researcher has found it important to undertake a study examining the influence of motivational strategies on Retention of teachers in public secondary schools (PSS) in Kathonzwani Sub County, Makueni County, Kenya.

1.2 Statement of the Problem

The rate of teachers' turnover among secondary schools in Kathonzwi Sub County has remained high. In 2016, the number of teachers who left teaching to join other businesses increased from 23% to 27% in 2015 (MoE, 2016). In 2017, 8 teachers from different schools in the same sub county were absorbed in private schools in other sub counties in Makueni County. A similar trend was observed in 2018 where 19 teachers from secondary schools in Kathonzwi sub county applied for early retirement, most of whom were below 50 years. (MoE, 2018). County Director of Education (C.D.E) (2017) highlights that Kathonzwi sub county has the largest number of applications for teacher transfers and absenteeism in comparison to other Sub- Counties in Makueni County. Additionally, the County Director's official records available in the office indicate that more than 10 teachers have joined agricultural and retail businesses in search of improving living standards, (County Director of Education, 2017).

(Kimutai, Kimutai and Chege 2016) studied the role of Non-Monetary Reward Management Practices on Teachers' Retention in Public Primary Schools in Turkana East Sub County, Kenya. (Mark and Kdulwa 2018) sought to determine the impact of career development programs non-teachers' satisfaction in Catholic Sponsored schools in Nakuru County, Kenya, but focused on private schools. (Kamwilu 2016) did an investigation of factors leading to high turnover of BOM graduate teachers in PSS in kikuyu district in Kenya. (Kasau, Kaloki, Kitoo, Mutinda and Kalai 2016) studied the factors Influencing Teacher Attrition in PSS in Mbooni-East Sub-County, Kenya. This indicates that studies on motivational factors influencing teachers' retention has remained scarce thus necessitating the current study. It was henceforth imperative for this study to be undertaken to examine motivational factors influencing teaches' retention in PSS in Kathonzwi Sub County in Makueni County.

1.3 General Objective of the Study

1.3.1 General Objective

The study general objective was investigating motivational factors influencing teachers' retention in public secondary schools in Kathonzweni Sub County in Makueni County, Kenya.

1.3.2 Specific Study Objectives

- i. To determine the influence of monetary incentives on teachers' retention in public secondary schools in Kathonzweni sub county in Makueni County.
- ii. To examine the influence of non-monetary incentives on teachers' retention in public secondary schools in Kathonzweni sub county in Makueni County.
- iii. To establish the influence work schedule flexibility on retention on teachers in public secondary schools in Kathonzweni sub county in Makueni County
- iv. To examine the influence of career developments prospects on retention of teachers in public secondary schools in Kathonzweni sub county in Makueni County.

1.4 Research Hypotheses

A Research hypothesis shows a prediction that will be tested by research. The research hypothesis in this study was measured at 0.05 (5%) significance level.

- i. There is no statistically significant influence of monetary incentives on retention of teachers in public secondary schools in Kathonzweni Sub County in Makueni County
- ii. There is no statistically significant influence of non-monetary incentives on retention of teachers in public secondary schools in Kathonzweni Sub County in Makueni County
- iii. There is no statistically influence of work schedule flexibility on retention of teachers in public secondary schools in Kathonzweni Sub County in Makueni County
- iv. There is no statistically significance influence of career development on teachers retention in public secondary schools in Kathonzweni Sub County, Makueni County, Kenya.

1.5 Significance of the Study

The results of this research could be useful to school principals and the MoE in determining the best motivational techniques to use in order to improve teacher performance and retention in their schools. Future researchers may find the data interesting because they add to the existing knowledge on the association between motivation techniques and teacher retention. For policy making, the Kenya Education Management Institute [KEMI] could use it as a source of information for reinforcing their managers training programs. The study could also be used by other counties to carry out other similar studies for comparison purposes. From the study findings and conclusion, the research will make suggestions for further study. The research findings will also be used to validate the Herzberg Motivation-Hygiene theory and see if it can be recommended for future researchers.

1.6 Limitation of the Study

The investigation involved a lot of time due to the bureaucracy required in obtaining permission to access information from school management. Obtaining introductory letter from the university alleviated the paperwork involved in school administration. This eased access to the PSS in Kathonzi Sub County. Another limitation was the times spent to visit different schools in different days among the researchers' tight schedule. Additionally teachers seemed very busy and they took time to converge for the meeting. Furthermore, due to their hectic teaching schedules, some teachers forgot to complete the questionnaires. The researcher retained a follow-up checklist in this scenario to make sure a high response rate was recorded.

1.7 Delimitations of the Study

The study solely looked at PSS in Kenya's Kathonzi Sub County, which was part of Makueni County. The respondents were the principals and members of the staff. More attention should have been paid to the elements that influence teacher retention in the study. However, due to the study's scope, it only looked at factors that may have an impact on teacher retention, as this is an area that hadn't received much attention. This research looked at monetary and non-financial incentives, work schedule flexibility, and career advancement opportunities, as well as their impact on teacher retention.

1.8 Assumptions of the Study

The research was carried out under the assumption that every PSS in Kathonzwani Sub County has established strategies to motivate their teachers to improve their teaching performance and retention, and that teachers were to provide precise feedback.

1.9 Organization of the Study

This study is categorized in six chapters. Chapter one looks into the study background, identifying the research problem, defining the objectives of the study both general and specific, the chapters also expound on its significance, assumptions, limitation and delimitations and winds up by defining the keys terms used and how the study is organized. The second chapter comprises of literature review based on subthemes drawn from the study objectives, it looks into the monetary and non-monetary incentives, career development approaches, work schedule flexibility, it further contains the theoretical and conceptual framework and finally the literature review summary. The third chapter entails the research design adopted, defines the targeted population and the sampling technique and sample size used, the instrument of research, validity of research instruments, reliability of research, data collection method, data analysis techniques and ethical considerations. Chapter four consists of data analysis and presentation of study findings. Chapter five was composed of discussion and interpretation of research results. Chapter six discussed on conclusions, given the recommendations and suggested on areas needing further study.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, literature review was discussed based on the concept of teacher retention. The variables reviewed include monetary incentives, non-monetary incentives, Career development prospects and work schedule flexibility and their influence on retention of teacher in PSS. A summary of the literature is also given in this chapter and winds up with the theoretical and finally the conceptual framework.

2.2 Monetary Incentives and Teacher Retention

(Bratton 2012) describes monetary incentives as forms of tangible services and financial returns received by employers as an employment relationship. These include payment for, bonuses, overtimes and expenses such as meal expenses. According to the (Bratton 2012) monetary incentives have a crucial role in motivating employees to be productive.

(Weem and Ajbar 2014) in United States did an investigation on the impact of financial rewards on teachers' satisfaction in Texan Catholic Schools. Cross sectional research design was applied in the research. Semi structured questionnaire were used for the collection of data. The study targeted 400 teachers and 20 principals. Stratified sampling was applied to select 110 study participants. The study findings showed that bonuses, overtime allowances and lunch cover positively influenced teachers' satisfaction. The study shows a conceptual gap as it concentrated on teacher satisfaction while the current study focuses on teacher retention.

(Mwenda and Mgomezulu 2018) studied the impact of Monetary Incentives on Teacher Retention in and Attraction to Rural Primary Schools in Salima District of Malawi. The study applied a descriptive research design. A Likert questionnaire was used in collecting data from 333 participants, made up of 250 teachers and 83 teachers from rural and urban schools respectively. Stratified random sampling was applied in selecting 220 study participants. Correlation analysis was applied determining the association amongst the study variables. The study found that the amount of hardship allowance, payment for

improved performance in final exams and overtime payments influenced teachers' attraction and retention. This study leaves a contextual gap as it concentrated on primary schools in Malawi; the current study focuses on secondary schools in Kenya.

(Tumwet et al. 2015) examined the impact of financial incentives on the performance of employees in Kabarak University. The study populace consisted of all Kabarak University personnel who were chosen as responders; thus, a census study was conducted. The collection of data was done using a standardized questionnaire. The department of Human Resources provided secondary data. The acquired data was analyzed using the Mann Whitney U test, factor analysis, and Chi-square, and descriptive statistics were used to create frequency Tables and charts. However, this research shows a scope gap as it centered on employees in a university setting. The current study and dealt with secondary school teachers.

(Nanjala 2018) study researched on impact of financial and non-financial incentives on secondary school teacher retention in Kiambu County of Kenya. To achieve the objective, the researcher employed descriptive research design. All of the county's PSS were included in the target population. To obtain a sample of 280 teachers, the study used stratified sampling. Regression analysis was applied in the analysis of data. Payment and other monetary benefits were proven to have a favorable impact on teacher retention over time. The study shows a scope gap as it concentrated on secondary schools in Kiambu County; the current study has focused on secondary schools in Kanthozweni. The target population and sample also differs from that of the current research.

2.3 Non-monetary Incentives and Teacher Retention

Non-monetary incentives are nonfinancial benefits which they include job security, status, praise, growth opportunity and societal recognition amongst others. (Ayiorwoth, (2014). In their study, Kraft and Papaya (2012) identified that Recognition, Promotion, Praises and appreciation uplifts teachers morale and enhances their retention. However, these have to be blended with monetary incentives.

Tumar (2015), investigated the functions of non-financial incentives on teacher retention in Dutch PSS. The study used mixed methodologies and involved four (4) PSS. A total of 65 people were chosen using stratified and purposeful selection approaches. One (1) District Secondary Education Officer, 60 secondary school teachers, and 4 heads of schools were involved. Data was gathered through observation, interviews, and questionnaires. The data revealed that teacher advancement remains a serious concern in PSS, with only a small percentage of teachers satisfied and the majority dissatisfied. A scope gap is presented in this study since it was undertaken in Netherlands and the current one will be conducted in Kenya.

Ayiorwoth (2014) evaluated the effectiveness of non-financial incentives on teacher retention at private secondary schools in Uganda's Wakiso District. The researcher employed an exploratory research design in this study. The collection of data used a standardized questionnaire. The connection between the study variables was determined through use of the Chi square test. According to the findings proper and regular acknowledgement of teachers' accomplishments, promotion, subjecting them to training, development opportunities and adequate supply of some fringe benefits all help to increase retention rates in private secondary schools. This study was undertaken in Uganda and the present study was undertaken in Kenya. A meth lab is also depicted in the research.

Kimutai, and Chege (2016), study examined the association between non-monetary reward management practices and PSS in Turkana County, Kenya. To collect the data, the researcher utilized interview guides and questionnaires. Descriptive statistics was applied in analyzing data whereas chi-squares were put into use so as to study the association of the independent and dependent variables. The study focused on teachers in thirteen schools in the sub-county that were purposefully chosen. According to the findings, there is a critical need for teacher retention in public primary schools. They need to be recognized and promoted. This study presents a methodological gap since chi square was used as the analytical tool; the current study has used correlation analysis.

2.4 Work Schedule Flexibility and Teacher Retention

Work schedule flexibility refers to working patterns that enable teachers to have a balance in relation to their personal and professional obligations (Kim, 2014). Work schedule flexibility is important on a person's mental, social, economic, and psychological well-being, according to (Kim 2014). All of these concerns, according to Lazar et al. (2015), are manifested in an individual's output and willingness to continue working in an organization.

Speal (2013) investigated the elements that influence teacher retention in Japan's schools. Measures of central tendency were incorporated in descriptive statistics, and chi-square was employed. The study focused on teachers within 440 public primary schools, with 44 schools being purposefully chosen. The job contributor to high levels of teacher job satisfaction was identified to be the intellectual challenge of teaching, working with children and employee autonomy and independence. Teaching dissatisfaction was frequently linked to a lack of work-life balance heavy workload, little salary, and unsatisfactory employment status. The study provides a conceptual gap as it only focused on school factors as the only determinant of teacher retention. The current study considered other factors such as monetary and non-monetary rewards availed to teachers.

Nassin and Ahmed (2014) studied the role of work schedule flexibility among college tutors in Ashanti Region in Ghana. A sample of 13 colleges was purposively selected and 39 tutors participated in the study. Data collection involved used of semi structured questionnaires and interview schedules. The results showed that work schedule flexibility resulted to laxity among the tutors. It was found that work schedule flexibility correlated negatively with tutor performance. It was noted that those tutors who have occasional leave requests and lesser workload did not meet their deadlines in assigned tasks. The study shows a research gap as it sought to establish how tutor performance responds to work schedule flexibility and did not focus on retention.

Wambasi (2015) investigated the impact of motivational tactics on teacher job satisfaction in public elementary schools in Kenya's Bungoma East sub-county. In Bungoma East Sub

County, a descriptive survey approach was applied for the study which targeted 24 Heads and 278 teachers. 24 head teachers were chosen using purposeful sampling, whereas 278 teachers were chosen through use of simple random sampling. A total of 302 people were surveyed as a result of this. Data was collected using questionnaires. Teachers' job satisfaction was shown to be influenced by their work environment, fringe benefits, and workload, according to the study. Any increase in workload make it harder for teachers to cope, this increases their desire to search for better paying jobs, or join the private sector, or change careers in order to find better paying positions that are less taxing and have higher rates of return than teaching. Because the previous study focused on teacher satisfaction, the current study addressed teacher retention.

2.5 Career Development Practices and Teacher Retention

Career development involves programs that enable employees to realize achievement of new skills. According to a study by (Nyambura and Kamara 2017), if an organization has an efficient career development program that meets individual expectations of its employees, those people will automatically want to stay. Such constancy is evident in the performance of the staff. Career management better recognizes the company's future human resource requirements and forecasts better progression phases for various disciplines and professions. Staff retention was influenced by in-service training, seminars and workshops, and sponsorships, according to (Nyambura et al, 2017).

(Bicajand Treska 2014) undertook a research to study the influence of teacher professional development on improving the quality of elementary teaching in Poland. An exploratory research design was employed in this study. A total of 3800 teachers were contacted, with 380 being chosen as a sample. Structured questions were utilized in collecting data, and the chi square test was employed to give data analysis. The research found that in-service teacher qualification programs and career development seminars had a beneficial impact on teachers' teaching quality. The majority of teachers become more motivated and eager to work longer hours. However, the previous study focused on teaching quality, whereas the present study endeavored to examine the impact of Career Development Practices on teacher retention. The study also shows a methodological gap since whereas Chi squarer

was put into use in determining the association amongst study variables, correlation analysis was employed in the current investigation. Furthermore data was solely obtained through interview guides. The current study used questionnaires in the research. The study was also undertaken in a diverse setting from that of current study.

(George and Liumandi 2017) investigated the impact of career development strategies on teacher retention among primary school teachers in Ghana. The study focused on 3000 teachers in the Asutifi district and was descriptive in nature. Focus group discussion and interviews were applied to obtain only qualitative data. The study employed a sample of 300 teachers and 15 principals. The findings revealed that school administration's career development policies have a beneficial impact on teacher productivity. However, an interview with the principals revealed that as they progressed in their studies, they became more confident. However, this study shows a methodological gap since it only collected qualitative data. The current study collected both qualitative data and quantitative data.

(Mark and Kdulwa 2018), sought to determine the impact of career development programs on teachers' satisfaction in Catholic Sponsored schools in Nakuru County, Kenya. The study employed a descriptive research design targeting 810 secondary school teachers. A sample of 210 teachers and 18 principals was used in the study. Regression results showed that career counseling and career advancement workshops had a positive and insignificant association with teachers' satisfaction. However, the study investigated on teachers' satisfaction while the present study dealt with teacher retention. The study also shows a methodological gap since a questionnaire and interview guide was used in collecting data while the current study used a questionnaire. Therefore there is a scope gap identified since the study was done in another location and not Kanthonzweni sub county.

2.6 Summary of Literature Review

The literature reviewed, that several researches have been undertaken in establishing the affiliation between motivational factors and teacher retention. Studies by (Weem and Amber 2014); (Mwenda and Mgonezulu 2018) and Nanjala 2018) agree that monetary incentives have a positive influence on teacher's satisfaction and retention. Similarly,

studies by (Tumar 2015); (Ayiorwoth 2014) and Kimutai, Kimutai and (Chege 2016) showed that non-monetary incentives such as fringe benefits and promotions influences teacher satisfaction. The review also shows contradicting results. For instance, (Speal 2013) and Wambasi (2015) found that work schedule flexibility had a positive influence on teacher retention while (Nassin and Ahmed 2014) found a negative relationship. Moreover, (Bicaj and Treska 2014) and (Mark and Kdulwa 2018) found out that career development strategies positively influences teacher satisfaction and retention while (George and Liumandi 2017) established a negative relationship between the variables. However, the studies exhibit contextual gap since their locations differs from that of the current study. A research on motivational strategies influencing teachers' retention in PSS in Kathonzwani Sub County in Makueni County, Kenya had not been conducted hence the need for the current study.

2.7 Theoretical Framework

Herzberg's theory of Motivation provides the foundation for this research. (Herzberg's 1959) Motivation-Hygiene theory is a theory in action, with the central idea being how to motivate personnel. It's insightful in determining what motivates and demotivates employees. The hypothesis shows, there are two distinct sets of elements that cause job satisfaction and job discontent. Hygiene factors are context-related and extrinsic elements that induce job discontent if they are not maintained at a suitable level. The elements that cause motivation and job satisfaction are referred to as "motivation factors," and they are intrinsic to the job content. Responsibility, performance, job itself, advancement, and development are some of them. In the long run, hygienic variables are unable to satisfy intrinsic motivation needs. Increased pay (extrinsic factor), for example, does not lead to long-term job satisfaction but does avoid job unhappiness. The theory's strength is that it aids in identifying the variables that inspire employees. It can also be used to identify a wide range of concerns that may be changed to improve teacher retention. In this theory, it has another advantage where money is perceived as a secondary motivator where other factors for instance, recognition, promotion, work schedule flexibility are considered to have higher motivation in comparison to money. However, the theory has a flaw in that different people have different meanings when it comes to motivation, so some teachers

may desire flexible working schedules whereas other might consider that as inconveniencing; likewise there are individuals that would desire for monetary benefits in comparison to power and promotions, others prefer monetary gain to power and promotions. One of the benefits of using Herzberg's hygiene theory is it gives employees more autonomy which acts as a strong motivator to them. The theory is a rational approach to motivation in that it clearly distinguishes between the factors that motivate or maintain employees in work. One of the theories' weakness is that it assumes that job satisfaction equals productivity. This theory is related to this study in that it discusses factors of motivation such as recognition in work place, opportunities for growth, and general working conditions salaries among others. These were key variables in the study.

2.8 Conceptual Framework

A concept is a general idea or abstract formed from particular instances (Kombo & Tromp 2009). A collection of general ideas and principals emanating from variety of fields of study and can be used in the organization of a future presentation is defined as a conceptual framework. The variables that were investigated in this study are depicted in the Diagram 2.1 below.

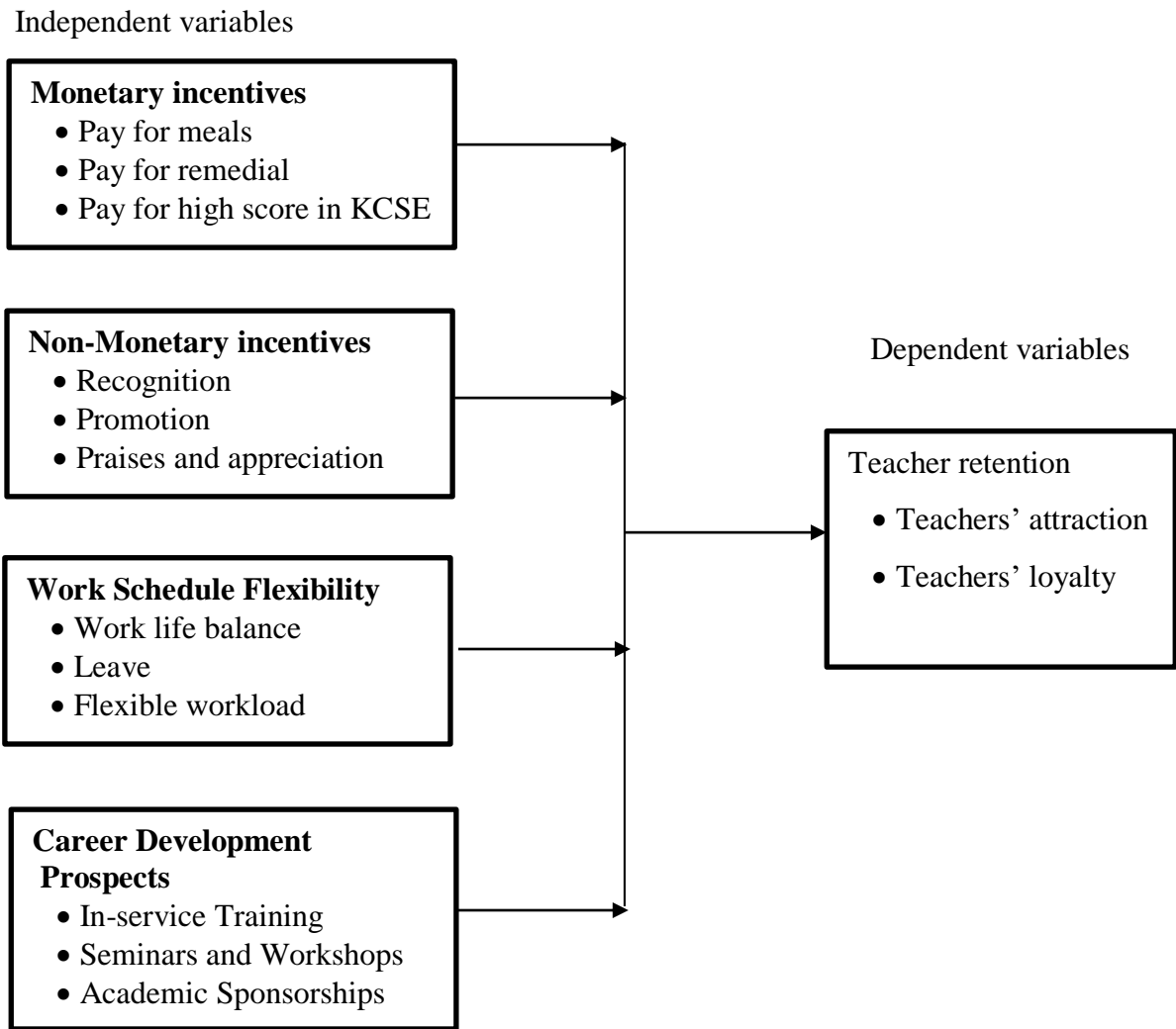


Figure 2.1 Conceptual Frame work

The dependent variable of this study was teachers' retention. Monetary incentives, non-monetary incentives, career development and work schedule flexibility were the

predetermined predictor's variables. It was hypothesized that the independent variables had a positive and notable impact on the dependent variable. It was hypothesized that career development prospects, work schedule flexibility, monetary and non-monetary incentives lead to improved teacher retention. Variables that were investigated in this study are depicted in the diagram Figure 2.1 above.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the research methodology is enlisted which begins with defining the research design, the targeted population, sample size as well as the sampling method applied, the research instrument to be applied and how to validate the instrument and ensure its reliability. Data collection method and analysis mechanism are also included and finally the ethical considerations are indicated.

3.2 Research Design

A research design is a method, framework, or procedure for generating responses to research questions (Orodho, 2008). A correlation research design was used in this investigation. A correlation research analyzes if two variables are related or have an impact on one another (Asuero, Sayago & Gonzalez, 2006). This study benefited from a correlation design because it allowed the researcher to study the effect of motivational factors on teacher retention in PSS.

3.3 Target Population

The term "target population" is applied to mean the complete number of people or items that a researcher applies his or her findings (Lavrakas, 2008). A total of 791 teachers in 38 public secondary schools were used as the target group. The target population was broken down into extra county schools, county schools, and sub county schools in Table 3.1.

Table 3.1 Target population

School category	Number of schools	Number of teachers
Extra county	1	25
County	5	73
Sub county	32	693
Total	38	791

Source: Sub-county Education Office (2020)

3.4 Sampling Size and Sampling Techniques

The selected subset of the populace that is used to act as a representation of the complete populace is defined as a sample. This is according to (Kendra 2018), consequently, the selection of units from a population is known as sampling Trochim, (2014; Mwaro, 2015). Frame was all the 38 public secondary schools in Kathonzi sub-county, Makueni County, Kenya. The study through stratified sampling categorized the teachers into 3 strata which were a representation of every school category. Additionally, simple random samplings were employed to select the teachers from every school.

Table 3.2 Sample Size

School category	Number of schools	Number of teachers	Sample size
Extra county	1	25	3(10%)
County	5	73	7(10%)
Sub county	32	693	69(10%)
Total	38	791	79(10%)

A sample size of 10% of the target population is adequate for a study, according to Mugenda & Mugenda (2013). As a result, samples of 10% of the teachers, or 79, were used in this study. To choose the teachers who were to be participant in the study, the researcher utilized stratified random sampling. The amount of teachers in each school determined how this was done. Table 3.2 above exhibit the sample size used.

3.5 Research Instruments

Research Instruments are devices that are used in data collection (Birmingham & Wilkinson, 2013). The study used a questionnaire for collecting data from the teachers and interview schedule for collecting data from principals. The questionnaires which were semi-structured had both open-ended and closed-ended questions. It was divided into six portions (A-F).

Section A included questions about demographic information of the respondents whereas section B included remarks about the impact of monetary incentives on teacher retention. Statements on the influence of non-monetary incentives on teacher retention were found in Section C. Statements on the consequences of work schedule flexibility on teachers were found in Section D. Statements on the effects of career planning prospects on teacher retention were found in section E, while statements on teacher retention were found in section F. The interview guide provided discussion questions for principals.

3.6 Validity of Research Instruments

The degree to that the data measures correctly what it is required to measure is defined as content validity (Zohabi 2013). In this study, the instruments used were questionnaires for teachers and interview guide for principals the researcher relied on the professional judgment of supervisors to determine the instruments' content validity. The instruments were evaluated by the supervisor, who provided recommendations for increasing its validity. These suggestions were integrated into a second draft of the instrument, which then was provided to a small group of 8 (ten percent of 79) teachers in four schools who in the main study did not take part. Comments gathered throughout the piloting research were used to make adjustments in making the final product.

3.7 Reliability of Research Instruments

Reliability is the stability, repeatability or internal consistency of research instruments (Mohajan 2017). The split-half reliability technique was used in the study. In this technique, the researcher split the questionnaire into two sets. One set was testing on 4 respondents while the other was tested on 4 respondents. After testing the questionnaire on the 2 sets of the respondents, the correlation between the two sets of responses was calculated.

The questionnaire's measures were tested for reliability using Cronbach's alpha. The data collection tools, a questionnaire, were evaluated on 10% of the teachers in this project to make sure they were both relevant and effective. The questionnaires were completed by eight (8) randomly selected teachers from PSS in Kanthozweni Sub County, and its

reliability was checked. In order to compensate for response bias, the selected eight (8) teachers were not included in the main study sample. The following are some general guidelines proposed by (Bonett and Wright 2015): >0.9 – Excellent, >0.8 – Good, >0.7 – Acceptable, >0.6 – Questionable, >0.5 – Poor and <0.5 – Unacceptable. A value of 0.7 was used as an acceptable cut-off of measuring reliability for the study,

The formula Cronbach’s alpha is:

Where:

N= number of items

C bar = average inter items covariance among the items

V bar = average variance

Source: Cronbach (1951)

3.7.1 Reliability Results

Reliability analysis was done to evaluate survey constructs. Reliability analysis was evaluated using Cronbach’s alpha. (Sekaran and Bougie 2013) argued that coefficient greater than or equal to 0.7 is acceptable for basic research. (Bagozzi 1994) explains that reliability can be seen from two sides: reliability (the extent of accuracy) and unreliability (the extent of inaccuracy). The most common reliability coefficient is Cronbach’s alpha which estimates internal consistency by determining how all items on a test relate to all other items and to the total test- internal coherence of data. The reliability is expressed as a coefficient between 0 and 1.00. The higher the coefficient, the more reliable is the variable under consideration.

Table 3.3: Reliability Results

Variables	Cronbach’s Alpha	Conclusion
Monetary incentives	0.977	Reliable
Non-monetary incentives	0.882	Reliable
Work schedule flexibility	0.841	Reliable
Career development	0.888	Reliable
Teacher retention	0.820	Reliable

The pilot results proved that the variable statements were highly reliable with a representative Cronbach's Alpha of 0.977, 0.882, 0.841, 0.888 and 0.820 for financial risk management, governance risk management, regulatory risk management, operational risk management, and financial Performance respectively.

3.8 Data Collecting Procedures

The researcher before proceeding to collect the data from the field had to obtain an introductory letter from the South Eastern Kenya University graduate school and upon receiving it and Before going to the field, the researcher obtained a permit from the National Commission on Science, Technology, and Innovation (NACOSTI) . The sub county director and deputy commissioner were asked for permission to gather data in Kathonzi Sub County. The researcher utilized the introduction letter to contact the respondents and request permission to gather data from their schools from the principals. To give teachers adequate time to complete the questionnaires, they were distributed and collected a week later. The questionnaires were distributed to teachers using a drop-and-pick procedure.

3.9 Data Analysis Techniques

The process of making inferences from data is referred to as data analysis (Munch, 2017). For the purpose of analysis, the researcher upon data collection had to code and input into the SPSS software. By using descriptive statistics, data was examined qualitatively and quantitatively. Descriptive and inferential statistics were used while analyzing the quantitative data. Percentages, means, and standard deviation were included in the descriptive statistics, whereas correlation was included in the inferential statistics. Pie charts and Tables were used in presenting the quantitative data. Correlation analysis was used in analyzing the association amongst the dependent and independent variables whereby a weak association is recorded if the correlation coefficient is below 0.3, a moderate association where the correlation is between 0.4 and 0.6 and a strong correlation is recorded when it's above 0.7 . (Ronald Fisher 1925)

3.10 Ethical Considerations

The researcher safeguarded the research's quality and integrity by ensuring that the study's sampled participants are treated with dignity and respect, and that their privacy was maintained. During the research procedure, participants in this study were asked to keep their identities hidden. This protected their privacy even more and ensured the respondents' secrecy. Furthermore, by replacing names with codes, the researcher verified that no data was linked to specific individuals. The subjects' anonymity protected them from abuse and embarrassment, strengthening the participants' privacy. While conducting the research, the researcher adhered to Mien and Decorum while maintaining excellent manners. All the teachers were also assured by the researcher of confidentiality of the information they gave and that their identities were kept anonymous. Furthermore, teachers were notified ahead of time about the purpose of the information that, it would solely be used for academic purposes.

CHAPTER FOUR

4.0 RESEARCH FINDINGS

4.1 Introduction

This chapter entails the findings of the research. All the 38 principals gave answers to their interview guides. Tables and pie charts were used in presenting the findings. The Table below represents the response rate for teachers' questionnaires and principles' interviews.

4.2 Response Rate

Table 4.1: Response Rate

Participants	Frequency	Percent
Teachers who filled questionnaires and returned	72	61.5
Teachers who did not return	7	6.0
Principals who were interviewed	38	32.5
Total	117	100.0%

Seventy-nine questionnaires were administered to the sampled teachers. Seventy-two well filled questionnaires were returned, giving a response rate of 90%. If the response rate is above 50%, it's termed to be adequate for descriptive study (Sanchez 2016). Any response rate of above 50% is sufficient to analyze and publish. A good is given for 60%, while 70% is great and excellent is above 80%. The current response rate was ninety percent which was excellent.

4.3 Demographic Information

Demographic information constituted the description of the attributes of the study population which included year and period.

4.3.1 Length of Stay in Teaching Profession

The teachers were to state the period they had stayed in teaching profession. Findings were shown in the figure 4.1 below. The findings of the study revealed that many of them 30%

had worked for 20 years and above. Furthermore, the study findings showed most of them 27% had worked between 16 -20 years. The research findings unveiled that 17% of the teachers had a working experience of less than five years. The results of this study also showed that 15% of the teachers had worked for 5-10 years. While the remaining (11%) of the teachers had worked for 11-15 years. This implies that most of the teachers who participated in the study had worked for an adequate period of time to give valid responses regarding the subject under study.

The Table 4.1 below shows the percentages of length of stay for teachers who have worked for below 5 years, between 5-10 years, between 11-15 years, between 16-20 years and those who had worked for over 20 years.

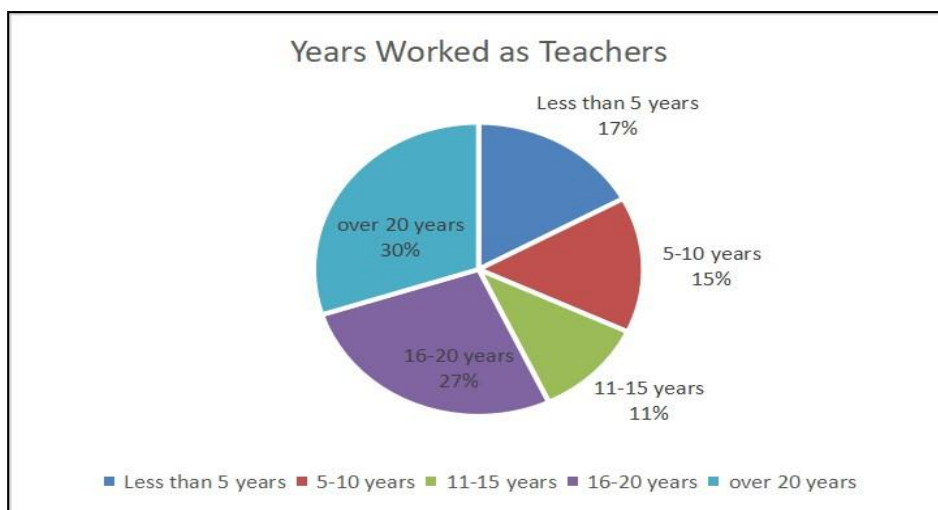


Figure 4.1 Years worked as a teacher

4.3.2 Teacher’s Period of Work in the Current School

The teachers were implored to indicate the number of years they had been working in their current station. Figure 4.2 below shows the findings. According to the findings most of the teachers 28% agreed to have worked in that same station for over 20 years. The study findings showed most of the teachers 26% pointed out that they had worked for 16-20 years in that same station. Most of the teachers 25% pointed out that they had worked for not more than 5 years. Those teachers who had worked for 5-10 years were 12% as shown by

study findings. Moreover, the findings of the study indicated that most of the teachers 9% had worked for 11-15 years. This implies that most of the teachers who participated in the study had worked in their current schools for an adequate period of time to give valid feedback regarding BOM motivation strategies and teacher retention.

The figure below shows the percentages of years teachers had worked in the current station. Percentages represented teachers with less than 5 years, between 5-10 years, between 11-15 years, between 16-20 years and those with over 20 years in their current station.

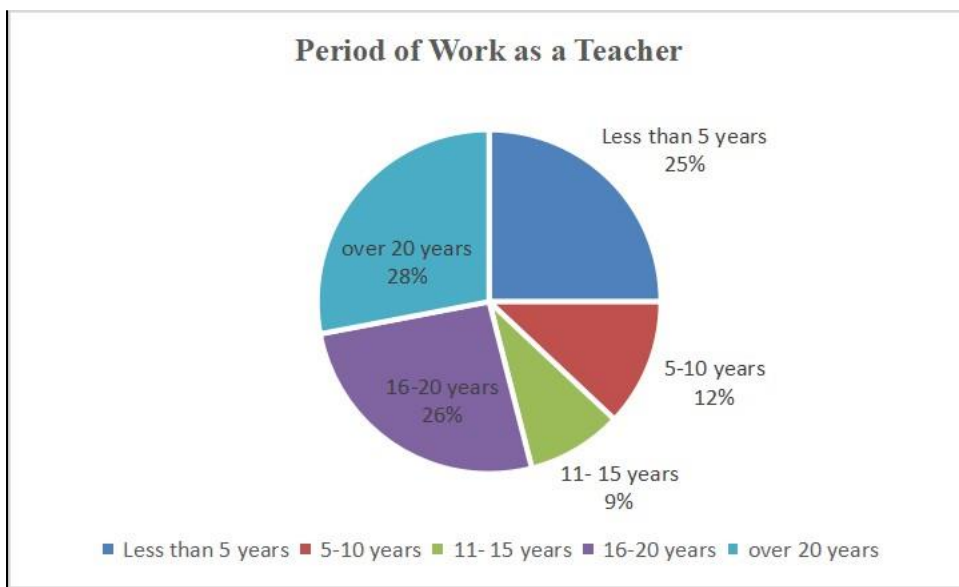


Figure 4.2 Teacher’s Period of Work in the Current School

4.4 Monetary Incentives influencing Teacher's Retention

The first study objective was to determine the influence of monetary - incentives on retention of teachers in PSS in Kathonzweni sub county in Makueni County. The results were rated on a five point Likert scale below:

Table 4.2 Response of Teachers on Monetary Incentives and Teachers Retention

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
Teachers lunch meal expenses are catered for	12.40%	11.20%	11.80%	48.90%	15.70%	3.44	1.24
Teachers are paid for overtime	7.30%	9.60%	14.60%	52.80%	15.70%	3.6	1.09
Teachers are compensated for high score in KCSE in their respective subjects	11.20%	7.90%	11.20%	49.40%	20.20%	3.6	1.
Transport costs are offset for teachers	7.30%	10.10%	11.20%	52.20%	19.10%	3.66	1.12
Teachers are occasionally provided with shopping vouchers	8.40%	6.20%	11.20%	52.20%	21.90%	3.73	1.13
Total						3.61	1.16

According to the findings 64.6 % agreed with the statement that teacher’s lunch meal expenses were catered for while 33.6% of them were opposed to the statement. Further findings of the study indicated that 68.50 % of the teachers agreed that teachers are paid for overtime while 16.9% did not agree with the same statement. This is in line with the findings from the interviews where most of the principals indicated that teachers who work overtime are usually given a token for appreciation. Other findings also indicated that 69.60% agreed with the statement that, Teachers are compensated for high score in KCSE in their respective subjects while 19.1% of the teachers did not support the statement. Additionally, 71.30% agreed to the statement that transport costs are offset for teachers while 17.4% of them did not agree with the same statement. Moreover, the study revealed

that 74.10% among the teachers supported that teachers are occasionally provided with shopping vouchers while 14.6% of them did not support the statement. The above findings agree with the outcomes of the interviews with the principals. Table 4.3 shows the findings:

Table 4.3 Principals’ Responses on BOM Monetary Incentives to Teachers

Theme	Frequency	Percentage
The teachers who work overtime are usually given a token for appreciation	33	86.8
School BOM occasionally provides for transport facilities for the teachers	24	63.2
BOM gives some shopping vultures to well performing teachers	21	55.3
BOM offers Luncheons for well performing teachers.	23	60.0

From the findings, 86.8 percent of the principals interviewed responded that the teachers who work overtime are usually given a token for appreciation. Additionally, 63.2% indicated that the School BOM occasionally provides for transport facilities for the teachers. Moreover, 55.3% of the principals indicated that the BOM gives some shopping vultures to well performing teachers. Sixty percent of the interviewed principals indicated that the BOM offers Luncheons for well performing teachers. This shows that in most of the studied schools, there are monetary incentives accorded to the teachers.

4.5 Response of Teachers on Non-Monetary Incentives and Teachers Retention

The responses for non-monetary incentives rated on a five point likert scale were tabulated as shown in the Table 4.4 below.

Table 4.4: Response of teachers on non-monetary Incentive and Teachers Retention

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	STD
In our school, teachers are issued with recognition certificates when they perform well in their teaching subjects	10.00%	8.00%	13.00%	36.00%	33.00%	3.74	1.28
In our school, teachers are taken for educational trips when they perform well in their teaching subjects	13.00%	10.00%	14.00%	35.00%	28.00%	3.55	1.34
In our school, teachers are praised during parents day when they perform well in their teaching subjects	14.00%	11.00%	15.00%	31.00%	29.00%	3.50	1.38
In our school, teachers are promoted due to exemplary performance	10.00%	10.00%	16.00%	33.00%	31.00%	3.65	1.29
In our school, teachers are given a package of gifts when they perform well in their teaching subjects	8.00%	10.00%	13.00%	38.00%	31.00%	3.74	1.23
Total						3.64	1.30

The findings confirmed that, 69.0% teachers were in support that in their school, they were recognized through certification after performing well in their teaching subjects while 18.0% disagreed with this statement. The findings also revealed, 63.0% among the teachers supported the statement that their school pays for teachers' educational trips when they do

well in national exams while 23.00% of the teachers did not agree with the same statement. It was additionally revealed that 60.0% among the teachers consented with the statement that, during parents' day individual teachers were praised due to good performance in their subjects while 25.1% of them did not agree with this statement. Furthermore, 64.0% agreed to the statement that their school, promotes teachers due to exemplary performance while 20.0% of them were not in agreement with this statement. Consequently, findings showed that 69.0% among the teachers agreed that in their school a package of gifts is given to teachers with exemplary performance in their teaching subjects, while 18.0% of them were not in acceptance with this statement. The resulting mean of the responses on a five point scale had an average of 3.64. In this case the implication was that most of the teachers supported most of the statements. The standard deviation of 1.30 shows how the answers varied.

The above findings agree with the outcomes of the interviews with the principals. Table 4.5 shows the responses to the principals.

Table 4.5 Principals' Responses on BOM Non-Monetary Incentives to Teachers

Theme	Frequency	Percentage
The teachers who perform well in their teaching subjects are given certificates of recognition	36	94.7
Gifts are given to well performing teachers.	30	78.9
Praise during parents days	36	94.7
Trips are paid for well performing teachers	19	50.0
Addition of duties	27	71.1

The results showed that 94.7% of the principals indicated that the teachers who perform well in their teaching subjects are given certificates of recognition. It was also found that 78.9% indicated that gift hampers are given to well performing teachers. Moreover, 94.7% of the principals indicated that well performing teachers are praised during the parent days.

From the results, 50% of the principals indicated that in their schools BOM pays trips for teacher who perform well.

4.6 Correlation Analysis for Monetary Incentives and Teacher Retention

Correlation analysis was undertaken for the purpose of establishing the relationship between monetary incentives and teachers' retention. Below were the findings as presented in Table 4.6.

Table 4.6 Correlation Analysis for Monetary Incentive and Teacher Retention

Variable		Monetary Incentive	Teacher Retention
Monetary Incentive	Pearson Correlation	1	
	Sig.(2-tailed)		
Teacher Retention	Pearson Correlation	.422**	1
	Sig.(2-tailed)	0.000	

Findings indicated that monetary incentives and teachers' retention are positively related ($r=0.442$, $p=0.000$). This finding agrees with the findings from the principal interviews where majority of them responded that monetary incentives have a positive effect on teacher retention. Table 4.7 shows the responses from the principals.

Table 4.7 Principals' Responses on Effect of Monetary Incentives and Teacher Retention

Theme	Frequency	Percentage
Monetary incentives given to our teachers gives them the morale to work for extra hours	37	97.4
The monetary incentives encourages the teachers to assist the students even in extracurricular activities	35	92.1
The monetary incentives helps in retaining the teachers in the school, since it raises their job satisfaction	35	92.1

From the study findings, 97.4% of the principals indicated that monetary incentives given to teachers gives them the morale to work for extra hours. Additionally, 92.1% of the principals indicated that the monetary incentives encourages the teachers to assist the students even in extracurricular activities. It was also found that 92.1% of the principals indicated that the monetary incentives helps in retaining the teachers in the school, since it raises their job satisfaction.

4.7 Correlation Analysis for Non-Monetary Incentives and Teacher Retention

Correlation analysis was undertaken for the purpose of establishing the relationship between non-monetary incentives and teachers' retention. Below were the findings as presented in Table 4.8.

Table 4.8: Correlation Analysis for Non-Monetary Incentive and Teacher Retention

Variable		Non-Monetary Incentive	Teacher retention
Non-Monetary Incentive	Pearson Correlation	1	
	Sig. (2-tailed)		
Teacher Retention	Pearson Correlation	.370**	1
	Sig. (2-tailed)	0.000	

The study revealed that non-monetary incentives and teachers' retention are positively related ($r=0.370$, $p=0.000$). This finding agrees with the findings from the principal who were asked to indicate how non-monetary incentives affects the retention of teachers in their schools. Table 4.9 shows the responses:

Table 4.9 Principals' Responses on Effect of Non-Monetary Incentives on Teacher Retention

Theme	Frequency	Percentage
Non-monetary incentives such as praise and recognition positively influences the desire of the teachers to remain in the school	28	75.7
Non-monetary incentives make them feel appreciated and hence they remain committed in their teaching subjects	31	83.7

The results showed that 75.7% of the principals indicated that non-monetary incentives such as praise and recognition positively influences the desire of the teachers to remain in the school. In addition, 83.7% of the principals indicated that Non-monetary incentives make them feel appreciated and hence they remain committed in their teaching subjects

4.8 Work Schedule Flexibility and Teacher Retention

The second objective of the study was to determine the influence of work schedule flexibility on teachers' retention in PSS in Kathonzweni Sub County in Makueni County. Below are the responses presented in Table 4.10 as rated in a five point likert scale.

Table 4.10 Response of Teachers on Work Schedule Flexibility and Teachers Retention

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
There exist a flexible work schedule in our school	14.00%	11.00%	10.00%	35.00%	30.00%	3.56	1.39
Teachers have flexible teaching workload	10.00%	13.00%	18.00%	32.00%	27.00%	3.53	1.29
here is work life balance for all teachers	15.00%	10.00%	7.00%	37.00%	31.00%	3.59	1.41
There exist a conducive sick bay for teachers who fall sick during working hours	17.00%	13.00%	8.00%	32.00%	30.00%	3.45	1.47
The school allows teachers for leave	13.00%	11.00%	12.00%	35.00%	29.00%	3.56	1.36
Total						3.54	1.38

The findings showed that, 65% were among the teachers who agreed with the statement that there existed a flexible work schedule in their school while 25.0% of them were in disagreement with the statement. Other findings also revealed that 59% were among the teachers who agreed with the statement that teachers had flexible teaching workload while 23.0% did not agree with the statement. It was also noted that 68% teachers agreed with the statement that there existed work life balance for all teachers while 25.0% of them registered disagreement with the statement. It was also noted that 62% teachers concurred with the statement that in their school there was a favorable sick bay for teachers in case of sickness while at work. 30.0% of the teachers did not concur with the statement. Moreover, it was noted that 65% among them supported the statement that the school allows teachers for leave while 23.0% of them were opposed to the statement. The responses registered an average mean of 3.54 on a five point scale. This implied that a good number of teachers concurred with most of the statements. The standard deviation of 1.38 showed the variation of the answers provided.

The above findings agree with the outcomes of the interviews with the principals where majority of the principals rated a high work schedule flexibility in their schools. Table 4.11 shows the findings.

Table 4.11 Principals’ Responses on Work Schedule Flexibility and Teacher Retention

Theme	Frequency	Percentage
Teachers have the ability to maintain a work-life balance	22	57.9
There is even a room where teachers who fall sick during school hours can rest	30	78.9
Lessons are equally distributed	34	89.5

From the results, 57.9% of the teachers indicated that teachers in their schools have work life balance. Moreover, 78.9% of the teachers indicated that there is a room where teachers

who fall sick during school hours can rest. It was also found that 89.5% of the principals indicated that in their schools, lessons are equally distributed.

4.9 Correlation Analysis for Work Schedule Flexibility and Teachers Retention

Correlation analysis was done in order to determine the relationship between the work schedule flexibility and teacher's retention. Below are the results exhibited in Table 4.12 below.

Table 4.12: Correlation for Work Schedule Flexibility and Teachers Retention

Variable		Teacher retention	Work schedule Flexibility
Teacher retention	Pearson	1	
	Correlation		
	Sig. (2-tailed)		1
Work schedule Flexibility	Pearson	.470**	
	Correlation		
	Sig. (2-tailed)	0.000	

** Correlation is significant at the 0.01 level (2-tailed).

The results also revealed that work schedule flexibility and teacher retention are positively and related ($r=0.470$, $p=0.000$). This finding agrees with the findings from the principal interviews where majority of them responded that work schedule flexibility has a positive effect on teacher retention. Table 4.13 shows the results.

Table 4.13 Principals' Response on the Effect of Work Schedule Flexibility on Teachers Retention

Theme	Frequency	Percentage
With a flexible work schedule, teachers are motivated to professionally undertake their activities	29	76.3
The flexible work schedule improves the teachers satisfaction and hence retention in the school	36	94.7
The work schedule flexibility positively affects the teacher's commitment to remain in their current school	20	52.6

From the findings, 76.3 % of the principals indicated that with a flexible work schedule, teachers are motivated to professionally undertake their activities. 94.7% of the teachers indicated that the flexible work schedule improves the teachers satisfaction and hence retention in the school. In addition, 52.6% of the principals indicated that the work schedule flexibility positively affects the teacher's commitment to remain in their current school.

4.10 Career Development Practices and Teachers Retention

The third objective of the study was to establish the influence of career development practices on teachers' retention in PSS in Kathonzwani Sub County in Makueni County. The responses were rated on a five point likert scale as exhibited in the Table 4.14 below.

Table 4.14 Response of Teachers on Career Development Factors and Teachers Retention

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
There exists an in-service teacher training policy in our school	8.00%	11.00%	16.00%	34.00%	31.00%	3.69	1.24
Academic sponsorships are given to teachers willing to advance their studies.	9.00%	11.00%	18.00%	32.00%	30.00%	3.63	1.27
There exist a short term seminar support services	14.00%	12.00%	16.00%	32.00%	26.00%	3.44	1.37
Teachers career aspirations within the institution are supported	12.00%	20.00%	13.00%	31.00%	24.00%	3.35	1.36
Frequent seminars and workshops are organized to keep teachers abreast with new developments in the education sector	20.00%	10.00%	16.00%	26.00%	28.00%	3.32	1.48
Total						3.49	1.34

According to the results, 65% of the teachers responded by agreeing with the statement that, in servicing of teachers is a policy that existed in their school while 19.0% of the them answered no to the statement. It was also noted that 62.0% responses agreed to the

statement that academic sponsorships are given to teachers willing to advance their studies while 20% did not concur with the statement. Consequently, other findings indicated that 58% among the teachers dictated that there existed a short term seminar support services while 26.0% of the teachers were in disagreement. In addition, the results indicated that 55% agreed to the statement that teachers career aspirations within the institution are supported while 32.0% of them disagreed with such statement. Furthermore, 54% among the teachers agreed that frequent seminars and workshops are organized to keep teachers abreast with new developments in the education sector while 30.0% did not concur to that statement. An average mean of 3.4 for the responses was recorded on a five point scale. This implied that most of the teachers were in agreement with majority of the statements. A standard deviation of 1.0 showed how the answers varied. The resulting average mean of the responses on a five-point scale was 3.606. This implied that majority teachers were in support of most statements; A standard deviation of 1.16 showed how the answers varied.

The above findings agree with the outcomes of the interviews with the principals where majority of the principals indicated that the BOM occasionally provides for the teachers' career development. Table 4.15 shows the results.

Table 4.15 Principals' Responses on Career Development Practices on Retention of Teachers

Theme	Frequency	Percentage
The teachers are allowed to participate in seminars and workshops aimed at improving their pedagogical skills.	25	65.8
Our school BOM pays some amount of money for in service training of the teachers	33	94.7
Sometimes, the BOM gives academic sponsorships to well performing teachers	29	52.6

It was found that 65.8% of the principals indicated that teachers are allowed to participate in seminars and workshops aimed at improving their pedagogical skills. It was also found that 94.7% of the principals indicated that their school BOM pays some amount of money for in service training of the teachers. 52.6% of the principals indicated that the BOM gives academic sponsorships to well performing teachers.

4.11 Correlation Analysis for Career Development and Teachers Retention

Correlation analysis was undertaken for the purpose of determining the relationship between the career development and teachers retention. Below are the results as tabulated in Table 4.16 below.

Table 4.16: Correlation Analysis for Career Development Factors and Teachers Retention

Variable		Teacher retention	Career Development Factors
Teacher retention	Pearson Correlation Sig. (2-tailed)	1	
Career Development Practices	Pearson Correlation Sig. (2-tailed)	.605** 0.000	1

** Correlation is significant at the 0.01 level (2-tailed).

In conclusion, analysis outcomes found that career development practices and teachers' retention are positively related ($r=0.605$, $p=0.000$). This finding agrees with the findings from the principal interviews where majority of them responded that career development practices have a positive effect on teacher retention.

4.12 Teachers Retention in Kathonzweni Sub County in Makueni County

The teachers were required to state their opinion regarding teachers retention in PSS in Kathonzweni Sub County in Makueni County. Their responses were tabulated on a five point likert scale as shown in the Table 4.17 below.

Table 4.17 Teachers Retention in Kathonzweni Sub County in Makueni County

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
I am extremely glad that I chose this school to work for	13.00%	14.00%	9.00%	34.00%	30.00%	3.54	1.39
I can recommend other teachers to join this school	13.00%	11.00%	15.00%	35.00%	26.00%	3.5	1.34
I can recommend parents to bring their children in this school	16.00%	14.00%	14.00%	30.00%	26.00%	3.36	1.42
I am willing to remain in this school till my retirement	9.00%	13.00%	16.00%	33.00%	29.00%	3.6	1.28
I am very satisfied with the working environment in this school	18.20%	12.10%	16.20%	21.20%	32.30%	3.37	1.5
I am ready to serve this school in any capacity	9.00%	12.00%	17.00%	30.00%	32.00%	3.64	1.29
Total						3.5	1.37

According to the results 64% among the teachers concurred with the statement that, they were happy to have chosen to work in their current school while 27% of the teachers did not support this statement. Other results again revealed that 61% among the teachers consented with the statement that they can recommend other teachers to join the school while 23.0% of them did not comply with the statement. Moreover, it was found that, 56% teachers among them indicated that they could recommend parents to bring their children in the school while 30.0% of them did not support the statement. Other findings further reported that 62% of them agreed that they were willing to remain in the school till their retirement while 22.0% of the teachers were not willing to conform. Other findings reported that 53.5% of the responses from teachers were satisfied with the working environment in their school while 30.3% of the responses registered dissatisfaction. A number of teachers 62.0% agreed with the statement that they were ready to serve the school in any capacity while 21% were among those who disagreed with the statement The resulting average mean of the responses on a five point scale was 3.50. This implicated that a good number of teachers were in support of most of the statements. A standard deviation of 1.37 showed how the answers varied.

CHAPTER FIVE

5.0 DISCUSSION

5.1 Introduction

This chapter includes discussions and interpretation of research results on motivational factors influencing teachers' retention in PSS in Kathonzwi Sub County in Makueni County, Kenya. With particular attention to public universities in South Eastern Kenya Region (SEKR).

5.2 Summary

The main study objective was investigating the motivational factors influencing teachers' retention in PSS in Kathonzwi Sub County in Makueni County, Kenya. The specific objectives included; to determine the influence of monetary incentives on retention of teachers in PSS in Kathonzwi sub-county in Makueni County. To establish the influence of non-monetary incentives on retention of teachers in PSS in Kathonzwi sub county in Makueni County. To establish the influence of work schedule flexibility on retention of teachers in PSS in Kathonzwi sub county in Makueni County. To determine the influence of career development practices on retention of teachers in PSS in Kathonzwi sub county in Makueni County. Herzberg's Motivation- Theory provided the foundation for this research with the central idea being how to motivate personnel. This serves as a vital tool for determining what motivates and demotivates employees. The study adopted a correlation research design. The 791 teachers from all school categories in Kathonzwi Sub County were used as the study's target group. The study's sample size consisted of 79 teachers according to Table 3.2 who were the respondents. A total of 38 principals from 38 schools were interviewed. Data from principals was collected using interview guide Data was collected from the teachers through use of questionnaires. The researcher coded and inputted the data collected into the SPSS so as to analyze it for descriptive and correlation so as to establish the association amongst the variables.

5.2.1 Influence of Monetary Incentives on Retention of Teachers

The findings showed that teachers lunch meal expenses were catered for by the mean of 3.4. The study also found that teachers are paid for overtime shown by a mean of 3.60. This

is in line with the findings from the interviews where most of the principals indicated that teachers who work overtime are usually given a token for appreciation. The findings also revealed that teachers are compensated for high score in KCSE in their respective subjects shown by a mean of 3.60. In addition, the result showed that transport costs are offset for teachers which were indicated by a mean 3.66. This finding agrees with the outcomes of the interviews with the principals where majority of the principals indicated that the BOM occasionally provides for transport facilities for the teachers. The study further revealed that teachers are occasionally provided with shopping vouchers, the mean being 3.73 (Table 4.2). The findings indicated that monetary incentives and teachers' retention are positively and significantly related ($r=0.4425$, $p=0.000$) (Table 4.4). This is in line with the findings from the interviews where the principals were asked to indicate how the monetary objectives affect teacher retention. Majority of the principals indicated that the monetary incentives give motivation to teachers hence improving their motivation. Findings concurred those of Bratton (2012) who asserted that monetary incentives play a vital role in improving employee productivity. The findings also agreed with Weem and Ajbar (2014) whose findings showed that bonuses, overtime allowances and lunch cover positively influenced teachers' satisfaction. The above findings agreed with the outcomes of the interviews with the principals showed the principals indicated that the BOM occasionally provides monetary rewards for the teachers. 86.8 percent of the principals interviewed responded that the teachers who work overtime are usually given a token for appreciation. Additionally, 63.2% indicated that the School BOM occasionally provides for transport facilities for the teachers. Moreover, 55.3% of the principals indicated that the BOM gives some shopping vouchers to well performing teachers. Sixty percent of the interviewed principals indicated that the BOM offers Luncheons for well performing teachers Table 4.3. This shows that in most of the studied schools, there are monetary incentives accorded to the teachers.

5.2.2 Influence of Non- Monetary Incentives on Retention of Teachers

The findings showed that recognition certificates are issued to teachers with good performance in their individual subjects this showed a mean of 3.74. The study also found that, if teachers do well in their teaching subjects, they are taken for educational trips this

was shown by a mean of 3.55. The findings also revealed that teachers are praised during parents' day on good performance in individual subjects this was shown by the mean of 3.50. In addition, the results showed that teachers are promoted due to exemplary performance which was shown by the mean of 3.65. This is in line with findings from the interviews where respondents were asked to indicate the non-monetary incentives provided to the teachers in their schools. Majority of the principals indicated that teachers are recognized for exemplary performance and that they are praised during parent's meetings. Furthermore, a package of gifts was given to teachers who registered good performance on the subjects they taught which was shown by the mean 3.74. Additionally, it was unveiled that non-monetary incentives and teachers' retention are positively and significantly related ($r=0.370$, $p=0.000$) (Table 4.5). This agrees with the interview findings where most of the principals indicated that non-monetary incentives do positively impact teacher retention.

The above findings agree with the outcomes of the interviews with the where 94.7% of them indicated that the teachers who perform well in their teaching subjects are given certificates of recognition. It was also found that 78.9% indicated that gift hampers are given to well performing teachers. Moreover, 94.7% of the principals indicated that well performing teachers are praised during the parent days. From the results, 50% of the principals indicated that in their schools BOM pays trips for teachers who perform well Table 4.9 shows the details. The findings agreed with that of Tumar (2015) who investigated the role of non-monetary incentives on teacher retention in Dutch public secondary schools and revealed that teacher advancement remains a serious concern in PSS with only a small percentage of teachers satisfied and the majority dissatisfied with the method of promotions. The findings further agreed with Ayiorwoth (2014) who established that proper and regular acknowledgement of teachers' accomplishments, promotion, subjecting them to training, development opportunities and adequate supply of some fringe benefits all help to increase retention rates in private secondary schools in Uganda.

5.2.3 Influence of Work Schedule Flexibility on Retention of Teachers

The findings showed that a flexible work schedule in the school was in existence this had a mean 3.56. The study also found that, teachers had flexible teaching workload and this

had a mean of 3.53. The findings also revealed that teachers are praised during parents' day when they post good results in their individual subjects this had a mean of 3.59. In addition, the results showed that there is work life balance for all teachers which had 3.4 mean. Further in the study it was noted that a mean of 3.56 confirmed there exist a comfortable sick bay to be used by teachers when they fall sick while at work. Finally, the study brought to light that the school allows teachers for leave which had a mean of 3.54 (Table 4.6). The above findings are in line with those of the interview schedule where the principals were asked to rate the work schedule flexibility in their schools. Majority of the principals indicated that the work schedule is highly flexible to ensure that teachers have a work life balance.

The results also revealed that work schedule flexibility and teachers' retention are significant ($r=0.470$, $p=0.000$) (Table 4.7). This finding supports (Kim 2014) who argues that work schedule flexibility has influence on a person's mental, social, economic, and psychological well-being. The above findings agree with the outcomes of the interviews with the principals. Where majority of the principals rated a high work schedule flexibility in their schools. From the results, 57.9% of the teachers indicated that teachers in their schools have work life balance. Moreover, 78.9% of the teachers indicated that there is a room where teachers who fall sick during school hours can rest. It was also found that 89.5% of the principals indicated that in their schools, lessons are equally distributed.

However, the findings disagreed with that of (Nassin and Ahmed 2014) who found that work schedule flexibility resulted to laxity among the tutors. It was found that work schedule flexibility correlated negatively with teacher's performance.

5.2.4 Influence of Career Development Factors on Retention of Teachers

The findings showed that in servicing of teachers as a training policy is available in PSS in Kathonzi Sub County in Makueni County, Kenya. This was shown by the mean of 3.6. The study also found that, academic sponsorships given to teachers willing to advance their studies was 3.63 mean. The findings also revealed that there was availability of a short term seminar support services for teachers shown by the mean of 3.44. In addition, the

results showed that teacher's career aspirations within the institution are supported effectively shown by the mean of 3.35. The study additionally uncovered that frequent seminars and workshops are organized to keep teachers abreast with new developments in the education sector which was shown by a mean of 3.32 (Table 4.8). More so, the study found that career development practices and teachers' retention are significantly related ($r=0.605$, $p=0.000$) (Table 4.9).

The findings agree with the outcomes of the interviews with the principals where majority of the principals indicated that the BOM occasionally provides for the teachers' career development. It was found that 65.8% of the principals indicated that teachers are allowed to participate in seminars and workshops aimed at improving their pedagogical skills. It was also found that 94.7% of the principals indicated that their school BOM pays some amount of money for in service training of the teachers. 52.6% of the principals indicated that the BOM gives academic sponsorships to well performing teachers.

This finding is in agreement with that of (Nyambura and Kamara 2017), who asserted that if an organization has an efficient career development program that meets the personal expectations of its employees, those people will eventually want to stay. The finding also agrees with (Bicaj and Treska 2014) who found that in-service teacher qualification programs and career development seminars had a beneficial impact on teachers' teaching quality and retention in the school.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This is the final chapter encompasses the derivation of conclusion in accordance to the findings of the research and it also gives recommendations and make suggestion of areas for carrying further research.

6.2 Conclusions

The study endeavored to examine the influence of monetary and non-monetary incentives on retention of teachers in PSS in Kathonzweni Sub County in Makueni County. The study found out that monetary incentives play a vital role in improving employee productivity. The study findings also showed that bonuses, overtime allowances and lunch meals positively influenced teachers' satisfaction. The results also exhibited a positive and significant relation between monetary incentives and teachers' retention. It was concluded that paying for teachers' lunch meal expenses leads to improved teacher retention. It was also concluded that paying teachers for overtime and compensating them for high scores in KCSE in their respective subjects leads to improved teacher retention. It was also concluded that offsetting transport for teachers and occasionally providing them with shopping vouchers has a positive impact on teacher retention.

The study also concluded that non-monetary incentives such as recognition, promotion, praises and appreciation uplifts teachers' morale and enhances their retention. However, these have to be blended with monetary incentives. It was concluded that recognizing teachers who perform well in their subjects leads to improved teacher retention. It was also concluded that praising teachers who perform well during parents' day, helps in improving teacher retention. It was also concluded that giving presents to teachers who perform well improves teacher retention.

The study sought to determine the influence of work schedule flexibility on retention of teachers in PSS in Kathonzweni Sub County in Makueni County. The study concluded that work schedule flexibility positively influences teacher retention. It was also concluded

that fostering a work life balance for all teachers enhances teacher retention. Moreover, it was concluded that establishing a sick bay for teachers who fall sick during working hours in order to enhance teacher retention.

The study sought to determine the influence of career development practices on retention of teachers in PSS in Kathonzi Sub County in Makueni County the study concluded that career development and teacher retention are positively and significantly correlated. The study concluded that providing in service training for teachers helps in improving teacher retention. It was also concluded that providing Academic sponsorships to teachers willing to advance their studies enhances their retention. Furthermore, it was concluded that organizing frequent seminars and workshops to keep teachers abreast with new developments in the education sector also leads to teacher retention.

6.3 Recommendations

It was found that a positive and significant relationship exists between monetary incentives and teacher retention based on the study findings; it was recommended that school BOMs should consider providing monetary incentives to the teachers to enhance their retention. It was recommended that school BOMs should pay for lunch for teachers, pay for their transport, pay for their overtime work and compensate them for high scores in KCSE in their respective subjects. This will lead to improved teacher retention.

Secondly, it was found that non-monetary incentives have a positive and significant relationship with teacher retention. It was therefore recommended that school BOMs should give recognition certificates to those teachers who perform well in their teaching subjects. It was also recommended that teachers who perform well should be taken for educational tours. It was further recommended that when teachers do well in their teaching subjects, they are praised on Parents Day. The study as well recommended that when teachers perform well in their teaching topics, they should be awarded a bundle of presents by the school BOM. This will enhance teacher retention in the schools.

It was also found that work schedule flexibility has a positive and significant relationship with teacher retention. It was therefore recommended that the school BOMs should ensure that there exists a flexible work schedule in schools and that teachers have flexible teaching workload. It was also recommended that the BOM should foster a work life balance for all teachers to enhance teacher retention. It was also recommended that school BOM should establish a sick bay for teachers who fall sick during working hours in order to enhance teacher retention.

Furthermore, it was found that career development prospects have a positive and significant relationship with teacher retention. It was therefore recommended that BOMs ensure that there is in-service teacher training policy in schools. It was also recommended that school BOMs should provide Academic sponsorships to teachers willing to advance their studies in order to enhance their retention. It was also recommended that BOMs should organize frequent seminars and workshops to keep teachers abreast with new developments in the education sector, which will lead to teacher retention.

6.4 Suggestions for Further Research

The study used monetary incentives, non-monetary incentives, work schedule flexibility and career development practices to establish their influence on retention of teachers in PSS in Kathonzwani Sub County in Makueni County. Other factors could be used to gauge whether they will have the same impact on retention of teachers in PSS in Kathonzwani Sub County in Makueni County.

The study focused on PSS in Kathonzwani Sub County in Makueni County. Other studies could focus on private secondary school in Kathonzwani Sub County in Makueni County to see if there will be contrast in results. Moreover, the study was based in Kenya other studies could be done in different countries to assess if the results will be affected by different environments.

The study used correlational research design, another research design could be used to repeat the study so as to compare and contrast the findings.

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APPENDICES

Appendix 1: Research Questionnaire for Teachers

This questionnaire is meant to gather information regarding motivational strategies influencing teachers' retention in public secondary schools in Kathonzweni Sub County in Makueni County, Kenya.

Confidentiality Clause:

The responses you will provide are strictly **confidential** and shall be solely used for academic reason. Kindly tick (✓) the answer that reflects your opinion.

Section A

General/Demographic Data

1. The years I have worked as a teacher
 - a) Less than 5 years ()
 - b) 5 to 10 years ()
 - c) 11-15 years ()
 - d) 16-20 years ()
 - e) Over 20 years ()

2. The years I have worked in the current school?
 - a) Less than 5 years ()
 - b) 5 to 10 years ()
 - c) 1-15 years ()
 - d) 16-20 years ()
 - e) Over 20 years ()

Section B: Monetary Incentives and Teacher Retention

This section aims at determining the influence Monetary Incentives on teacher retention. Kindly indicate your agreement with the following statements using the following Likert scale.

Key: 1= Strongly disagree, 2= Disagree; 3=Neutral; 4=Agree;5=Strongly Agree

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers lunch meal expenses are catered for					
Teachers are paid for overtime					
Teachers are compensated for high score in KCSE in their respective subjects					
Transport costs are offset for teachers					
Teachers are occasionally provided with shopping vouchers					

Section C: Non-Monetary Incentives and Teacher Retention

This section aims at determining the influence Non-Monetary Incentives on teacher retention. Please show your level of agreement with the statement by ticking where appropriate using Likert Scale.

Key: 1= Strongly disagree, 2= Disagree; 3=Neutral; 4=Agree;5=Strongly Agree

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When teachers perform well in their teaching subjects, they are given recognition certificates at our school.					
When teachers perform well in their teaching topics, they are taken on educational tours at our school.					
When teachers do well in their teaching subjects, they are praised at our school on Parents Day.					
Teachers at our school are promoted based on their exceptional performance.					
When teachers perform well in their teaching topics, they are awarded a bundle of presents at our school.					

Section D: Work Schedule Flexibility and Teacher Retention

This section endeavors to establish the influence of work schedule flexibility on teacher retention.

Please indicate your agreement with the following statements using the following Likert scale.

Key: 1= Strongly disagree, 2= Disagree; 3=Neutral; 4=Agree;5=Strongly Agree

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There exist a flexible work schedule in our school					
Teachers have flexible teaching workload					
There is work life balance for all teachers					
There exist a conducive sick bay for teachers who fall sick during working hours					
The school allows teachers for leave					

Section E: Career Development Practices and Teacher Retention

This section endeavors to establish the influence of Career Development Practices on teacher retention.

Kindly indicate your agreement with the following statements using the following Likert scale.

Key: 1= Strongly disagree, 2= Disagree; 3=Neutral;4=Agree;5=Strongly Agree

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our school has an in-service teacher training policy.					
Academic sponsorships are given to teachers willing to advance their studies.					
Our school provides short-term seminar support services.					
Teachers career aspirations within the institution are supported					
Frequent seminars and workshops are organized to keep teachers abreast with new developments in the education sector					

Section F: Teacher Retention in Secondary Schools

Kindly your agreement with the following statements using the following Likert scale. Key: 1=strongly disagree, 2= disagree; 3=neutral; 4=agree; 5=strongly agree

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am extremely glad that I chose this school to work for					
I can recommend other teachers to join this school					
I can recommend parents to bring their children in this school					
I am willing to remain in this school till my retirement					
I am very satisfied with the working environment in this school					
I am ready to serve this school in any capacity					

Appendix II: Interview Schedule for Principals

1. What are the monetary incentives provided by the BOM to your teachers?
2. In your opinion, how does monetary incentives influence teacher retention in your school?
3. What are the non-monetary incentives provided to your teachers?
4. In your opinion, how does non-monetary incentives influence teacher retention in your school?
5. How would you rate the work schedule flexibility for teachers in your school?
6. In your opinion, how does work schedule flexibility influence teacher retention in your school?
7. In your opinion, how does career development prospects influence teacher retention in your school?