

**INSTITUTIONAL MOTIVATIONAL PRACTICES INFLUENCING TEACHER
RETENTION IN PUBLIC SECONDARY SCHOOLS IN KAMUKUNJI SUB-
COUNTY, NAIROBI COUNTY, KENYA**

PETER KIIO MANUNDU

**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Award of Degree of Master of Education in Educational Administration of South
Eastern Kenya University**

2022

DECLARATION

I understand that plagiarism is an offense and I therefore declare that this project is my original work and has not been presented to any other institution for any other award.

Signature _____

Date: _____

Peter Kiiio Manundu

E412/KIT/20011/2017

This research project report has been submitted for examination with our approval as university supervisors.

Signature _____

Date: _____

Dr. Janet K. Mulwa

Senior Lecturer

Department of Educational Administration and Planning

School of Humanities and Social Sciences

South Eastern Kenya University

Signature _____

Date: _____

Dr. Rose Mwanza

Lecturer

Department of Educational Administration and planning

School of Humanities and Social Sciences

South Eastern Kenya University

ACKNOWLEDGEMENT

I thank God for His never ending grace and for the gift of life. My special and deepest appreciation also goes out to Dr. Janet K. Mulwa and Dr. Rose Mwanza my university supervisors, for their professional guidance, constructive comments, and observations throughout the writing of this project. To the South Eastern Kenya University, I would like to thank my professors, lecturers and fellow students who contributed to my learning throughout the years. Last but not least I acknowledge the tremendous support of my loving family and everyone else who has played a role in ensuring the successful completion of this project.

DEDICATION

This project is dedicated to my late father Kasyoki Manundu and late mother Beatrice Mumbi. My sons Edmond, Kennedy, Edwin and my daughters Mumbi, Mwende and Zena.

TABLE OF CONTENTS

Declarationii
Acknowledgement..... iii
Dedication.....iv
Table of Contents iv
List of Tables.....viii
List of Figuresix
List of Appendices..... x
Abbreviations/Acronyms..... xi
Abstract.....xii

CHAPTER ONE

1.0 Introduction..... 1
1.1 Background to the Study..... 1
1.2 Statement of the Problem..... 6
1.3 General Objective of the Study..... 7
1.3.1 Specific Objectives 7
1.4 Research Questions..... 8
1.5 Significance of the Study 8
1.6 Limitations of the Study 9
1.7 Delimitations of the Study 9
1.8 Assumptions of the Study 9
1.9 Definition of Significant Terms 10
1.10 Organization of the Study 10

CHAPTER TWO

2.0 Literature Review 12
2.1 Introduction..... 12
2.2 Teacher Retention..... 12
2.3 Reward System and Teacher Retention 14
2.4 Delegation of Duties and Teacher Retention 17
2.5 Teaching-learning Materials and Teacher Retention 21
2.6 On-job-training and Teacher Retention 23

2.7	Summary of Literature Review.....	26
2.8	Theoretical Framework.....	28
2.9	Conceptual Framework.....	30

CHAPTER THREE

3.0	Research Methodology	32
3.1	Introduction.....	32
3.2	Research Design	32
3.3	Target Population.....	32
3.4	Sampling Techniques and Sample Size	33
3.5	Research Instruments	34
3.5.1	Validity of Research Instruments	34
3.5.2	Reliability of Research Instruments.....	35
3.6	Data Collection Procedures	36
3.7	Data Analysis Techniques	37
3.8	Ethical Considerations	37

CHAPTER FOUR

4.0	Research Results	38
4.1	Introduction.....	38
4.2	Response Rate.....	38
4.3	Background Information of the Respondents	38
4.4	Respondents' Gender	38
4.5	Respondents' Age.....	39
4.6	Respondents' Level of Education	40
4.7	Number of Years Served in the Current Station	41
4.8	Influence of Reward System on Teacher Retention	41
4.9	Influence of Delegation of Duties on Teacher Retention	47
4.10	Influence of Provision of Teaching-Learning Materials on Teacher Retention ...	50
4.11	Influence of On-Job-Training on Teacher Retention.....	54
4.12	Teacher Retention	58

CHAPTER FIVE

5.0	Discussion and Interpretation of Research Findings	61
5.1	Introduction.....	61
5.2	Summary.....	61
5.3	Influence of Reward System on Teacher Retention	61
5.4	Influence of Delegation of Duties on Teacher Retention	64
5.5	Influence of Provision of Teaching-Learning Materials on Teacher Retention ...	67
5.6	Influence of On-Job-Training on Teacher Retention.....	70
5.7	Teacher Retention.....	73

CHAPTER SIX

6.0	Conclusions and Recommendations	75
6.1	Introduction.....	75
6.2	Conclusions.....	75
6.3	Recommendations.....	76
6.4	Suggestion for Further Studies	78
	References	79

LIST OF TABLES

Table 1.1:	Teacher Retention Rate in Kamukunji Sub-County	5
Table 3.1:	Distribution of the Target Population	33
Table 3.2:	Sample Size for the Study.....	34
Table 3.3:	Reliability Tests Results	34
Table 4.1:	Response Rate.....	38
Table 4.2:	Respondents Gender	39
Table 4.3:	Respondents' Age.....	39
Table 4.4:	Respondents' Level of Education	40
Table 4.5:	Respondents' Number of Years Served in the Current Position	41
Table 4.6:	Principal's Response on the Influence of Reward System on Teacher Retention	42
Table 4.7:	Teachers' Response on the Influence of Reward System on Teacher Retention	45
Table 4.8:	Principal's Response on the Influence of Delegation of Duties on Teacher Retention	47
Table 4.9:	Teachers' Response on the Influence of Delegation of Duties on Teacher Retention	49
Table 4.10:	Principal's Response on the Influence of Provision of Teaching- Learning Materials on Teacher Retention.....	51
Table 4.11:	Teacher's Response on the Influence of Provision of Teaching- Learning Materials on Teacher Retention.....	53
Table 4.12:	Principals' Response on the Influence of On-Job-Training on Teacher Retention	55
Table 4.13:	Teachers' Response on the Influence of On-Job-Training on Teacher Retention	57
Table 4.14:	Principals' Response on Teacher Retention	59
Table 4.15:	Teachers' Response on Teacher Retention.....	59

LIST OF FIGURES

Figure 2.1: Conceptual Framework	30
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LIST OF APPENDICES

Appendix i:	Introductory Letter	86
Appendix ii:	Questionnaire for the School Principal	87
Appendix iii:	Questionnaire for the Teachers	92
Appendix iv:	List of Public Secondary Schools in Kamukunji Sub-County	97
Appendix v:	Research Permit	98

ABBREVIATIONS/ACRONYMS

BOM	:	Board of Management
BPS	:	Post Graduate Studies
GoK	:	Government of Kenya
NACOSTI	:	National Commission for Science, Technology and Innovation
OJT	:	On the Job Training
POYA	:	Principal of the Year Award
PSS	:	Public Secondary Schools.
SEKU	:	South Eastern Kenya University
SPSS	:	Statistical Package for Social Sciences
TOYA	:	Teacher of the Year Award
TSC	:	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate the influence of institutional motivational practices on teacher retention in Public Secondary Schools in Kamukunji Sub-County, Nairobi County, Kenya. The study specific objectives were to establish the influence of reward system, delegation of duties, provision of teaching-learning materials and on-job-training on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. This study was guided by Frederick Herzberg's two-factor theory. This study used descriptive research design. The Target population for this research was 243 respondents consisting of all the 8 secondary school principals from the 8 secondary schools and all the 235 teachers from the Kamukunji sub county. Census sampling and proportionate stratified sampling technique was used to select the principals and teachers respectively. A sample of 7 principals and 67 teachers participated in the study. Data was collected using questionnaires. Validity of research instruments was done through piloting of the tools in a school that did not participate in the main study. Descriptive statistics was used to analyse data. Quantitative data was analyzed and presented in frequency distribution tables. Qualitative data was analysed qualitatively by organizing data into themes based on study objectives and presented in a narrative form. The study found that 71.5% of the school principals and 80.6% of the teachers agreed that reward systems promotes development and professional advancement by placing teachers in a place to accomplish better results and enhance their job performance. The study observed from 85.7% of the principals and 65.7% of the teachers who agreed that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress. The study observed that all the principals and 91.0% of the teachers agreed on the statement that provision of teaching-learning materials helps teachers in creating a conducive environment for learning. The study established that all the principals and 91.0% of the teachers agreed that teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school. The study concluded that teachers stayed in their profession because of the positive contributions reward systems made to their professional development. A good supply of instructional and study materials foster a positive work environment and the use of instructional materials does not increase the rate of teacher retention. When the teachers are exposed to on-the-job training, they enhance their teaching knowledge and skills. The study recommends that the school management ought to assess the reward practices existing and implement corrective and preventative measures aimed at minimizing the turnover of teachers. The administration of the school should make an attempt to allocate responsibility roles to teachers as early as possible and allow them to gain the requisite experience. The government together with the applicable line ministries and education development partners ought to ensure that there is adequate teaching and learning materials. The government should develop human resource development strategies that are both long-term and ongoing, depend heavily on school-based in-service programs, and link training and upgrading to a career-path structure.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Institutional motivation practices are guiding principles that enable employees to stay focused to succeed despite the challenges encountered within the organization. They guide the employees' actions and behaviors towards achievement of set goals (Baumeister & Voh, 2014). According to Fuhrmann (2016) institutional motivational practices provide positive attitudes about job which cause job satisfaction. These practices motivate individuals by changing the nature of work hence challenging them to improve on their skills and talent that lead to the realization of their potential. For example, increasing work responsibilities and the provision of learning opportunities to a person to work at a higher level can result in a favorable performance.

Teacher retention is the ability to reduce solicited teacher transfer from one school to the other or quitting the profession entirely and the provision of more stable learning conditions in schools. An improvement in teacher retention results in an overall improvement in the education system (Cobbold, 2017). However, failure to enhance teacher retention may lead to a high rate at which teachers are leaving and being replenished within schools which are costly, as new teachers are recruited and trained (Hughes, 2017). Elfers et al. (2016) observe that managing the rate at which teacher transfer from one school to the other or quitting the profession entirely occurs involves employment of strategies that effectively lead to togetherness, productivity and degree of staff dedication to duty. Teachers who are experienced and understands the needs of a schools as well as its students are well positioned in advising on how such needs can be met. Therefore, minimizing the teachers' turnovers and overreliance on temporary teachers is a great step towards scholastic policies. In the provision of education to the students, teachers play a very crucial role. Each school aims at having good and qualified teaching staff as part of the workforce which can offer students quality education (Boyd et al., 2011). Muralidharan and Sundararaman (2011) argue that only teachers and staff with high qualifications and the dedicated ones can deliver efficacious results by producing students, who are not only of good quality but also holistic and students that contribute positively to future of their country. Henceforth, it is

seen that the retention of talented or key teaching staff by schools is very important as only qualified teachers can educate the students in the best way possible.

Ingersoll, Merrill and May (2017) observe that critical concern directed toward high teacher attrition rates recognizes that successful retention is essential to the provision of quality instruction. Inadequacy in school performance has been highly attributed to the lack of capacity of schools to adequately staff classrooms with qualified teachers. According to Harris and Adams (2018), when the supply of qualified instructors is insufficient to meet local demands, the quality of educational services provided suffers. The number of available teachers influences practical administrative decisions, such as the number of students in the classroom and the scope of academic subjects offered within the curriculum (Borman & Dowling, 2018).

The rate at which schools in United States of America (USA) lose proficient and qualified teachers due to attrition, burnout, and turnover is a distressing issue that negatively impacts on education and the promotion of student achievement (Chandler, 2015). Teachers in United States and international schools are faced with stressors and challenges that range from financial factors to non-pecuniary aspects. Dworkin et al. (2017) points out that the cumulative impact that substantial loss of teachers has on schools is increasingly becoming debilitating as students, institutions, and the entire nation continue to count losses from teachers who leave their careers. Therefore, teacher shortages in both the United States and international schools have become a great concern which in turn has made teacher retention as one of the highest priorities for school administrators.

Madumere-Obike et al. (2018) studied the management of the retention rate of teachers for delivery of quality education in public senior secondary schools in Rivers State, Nigeria and observe that teacher attrition rate can be minimized by better services and good welfare packages. According to Borman and Dowling(2018) giving attention to teachers and treating them equally with other professions can boost retention rate of teachers. Therefore, successful management is essential as it will captivate new teachers into the educational

system and in addition improve rate of retention of teachers. Therefore, teachers' retention improves education quality.

Chitimwango (2016) indicated that reward system has a relationship with the performance of management and teachers in Secondary Schools in Kasama District, Zambia in areas like minimized absenteeism, reduced supervision by school managers and timely completion of syllabus. Other impacts comprise of compliance with the school's timetable, self-motivation, having remedial classes for slow learners and other common improvement in the way they works shown by the teacher passion in their work. However, the author notices inconsistencies in the application of incentive systems in some secondary schools, which has led to the failure to accomplish the expected impacts of reward systems on teacher retention.

Huma (2015) study examined the impact that teacher motivation strategies has on their retention rates in Schools in Lang'ata Division, Nairobi County ,Kenya on British Curriculum Secondary Schools in the area, and revealed that the most important training need for boosting retention and motivation among teachers comprises of sufficient training with regards to the subject matter and pedagogical preparation. Therefore, it is of great importance to have an improved and continuous teachers training. According to Owala et al. (2016) around half of new teachers quit the profession during the first five years of teaching. Furthermore, young people studying to be teachers seldom know if they will be successful instructors. Owala et al. (2016) suggests both the community and county governments ought to come up with means of giving motivation to teachers through betterment of their work terms and condition to ensure retention of teachers.

Okello (2017) observe that teacher recognition contributes much to teacher retention and advises that the government ought to give assurance to promotions of teachers in their work as this gives them more confidence working and will in turn increase retention. According to Huma (2015) the most important training need for boosting retention and motivation among teachers comprises of sufficient training with regards to the subject matter and pedagogical preparation. Smith (2018) observe that in secondary schools, ranking of

motivators has been done around the eight factors namely remuneration, the work itself, working conditions and environment, job security, school leadership and supervision, promotion, interpersonal relations and recognition.

The Government of Kenya (GoK) has embarked on offering reward systems to teachers through recognizing high performing teachers, offering incentives either using financial and through signing a collective bargaining agreement aimed at increasing teacher salary and allowance. In the year 2008, the government subsidized secondary education through provision of finances to cater for the purchase of educational resources. The government has also embarked on provision of funds meant for teachers to attend workshops, conferences and other training opportunities in their respective schools (GoK, 2008). In addition, Teachers Service Commission (TSC) has introduced annual awards whereby there will be rewards to principals and teachers with outstanding performance and this is aimed at among others things encouraging teacher retention.

The study findings revealed that teachers had the potential to perform but they need to be motivated for them to have increased output in public ECDE Centres. The study recommended that the county governments and the communities should design means of motivating their teachers by improving their terms and conditions of service to enhance their productivity.

The TSC in its Strategic Plan (2015 - 2019) has established teacher competence, conduct and performance management pillar which aims at ensuring teacher quality at the entry, effective welcoming of newly recruited teaching staff and support in adjustment, in-service programmes, oversight and reliable appraisal systems at all levels. The intention of the pillar is coming up with a system to steer the entry and performance standard required in the teaching profession and professional development regulation and teachers ethical conduct in both public and private learning institutions and the focus is also meant to strengthen quality assurance and standards of the teaching services at the county and sub-county levels (TSC Strategic Plan, 2015-2019). Support from the school managers is noted to be one of the important factors that can make teachers to decide to continue being in the

profession or quitting. Through ensuring that teacher have a sense of belonging and feels cared for and supported, schools managers may protect the teachers contented with their current position hence high retention rate.

The teachers' retention rate manifests in different forms such as retirement, resignation, transfer, acquisition of higher certificate, dismissal and death. From year to year, teachers have retired without replacement. Some leave the profession entirely as they acquire higher certificate, while some of them resign for reason best known to them (Madumere-Obike et al., 2018). In Kamukunji Sub-County, Nairobi County, Kenya, teacher retention rate has been poor for the last five years according to Sub-County TSC Office report of 2020 in Kamukunji Sub-County leading to high rate of teacher turnover. This is shown in Table 1.1.

Table 1.1: Teacher Retention Rate in Kamukunji Sub-County

Year	Total number of Teachers	Total number of teacher leaving teaching profession	Percentage
2015	231	3	1.29%
2016	227	6	2.6%
2017	220	2	0.9%
2018	217	3	1.38%
2019	215	4	1.86%

Source: Kamukunji Sub-County TSC Office report of 2020

The TSC in its Strategic Plan (2015 - 2019) has established teacher competence, conduct and performance management pillar which aims at ensuring teacher quality at the entry, effective welcoming of newly recruited teaching staff and support in adjusting to the roles, in-service programmes, supervision and reliable appraisal systems at all levels. The pillar is also meant to strengthen quality assurance and standards of the teaching services at the county and sub-county levels (TSC Strategic Plan, 2015-2019). However, in Kamukunji Sub-County, Nairobi County, Kenya, teacher retention rate has been poor for the last five

years according to Sub-County TSC Office report of 2020 in Kamukunji Sub-County which leads to low retention rate leading to high rate of teacher turnover. For example, the number of teachers in Kamukunji Sub-county who have been leaving teaching profession is increasing year after year since year 2015. In the year 2015, out of 221 teachers, 3 left their teaching profession. The number of teachers who left their profession increased in the following year (2016) to 6. The years 2017 to 2019 the number of teachers of who left their profession ranged from 2 to 4. This showed evidence that teacher retention rate in the sub county is poor.

1.2 Statement of the Problem

Teacher retention is a global phenomenon that requires critical attention from all stakeholders of education. Henke et al. (2019) found that the high turnover rate of teachers in the United States of America (USA) costs the education system about \$7billion annually. However, the situation is not so different in Nigeria, as observed by Henke et al. (2019) where the turnover rate is suggested to be above 10% and a report of a survey on teacher retention in 2019 commissioned by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) revealed that about 10,000 teachers leave the classroom every year for other professions. The high rate of teacher attrition impacts negatively on schools improvement efforts as it disrupts the stability and continuity of teaching. Therefore, successful management of teacher retention is therefore, necessary and essential because it would attract new teachers into the educational system as well as increase the retention rate of teachers. Thus, teachers' retention enhances quality education.

Teachers are the primary input in the process of educational production. To improve the learning outcomes, it is important to be focused on their source and stability. Unfortunately, as per the Ministry of education report of 2019, teachers' retention rate in Kamukunji Sub County keeps on increasing every year. Many of teachers exit the teaching profession in pursuit of white-collar jobs outside the secondary education sub-sector, due to unfavorable working conditions and lack of improvements in pay. This is attributed by some stakeholders to inefficient personnel management practices. In spite of the effort made by

the GoK in implementing teacher motivational practices, teacher retention in PSS in Kamukunji Sub-county is still low (Ohba, 2011). Ohba (2011) further show that this is evident in out of control absenteeism, late coming, failure to evaluate students' work in time, limited time and attention in attending student individual needs and increasing number of teachers advancing their education level to seek other job opportunities apart from teaching.

The TSC policy on teacher retention comprises of appropriate measures to mitigate staff shortages which include; regular skills audit to determine long term human resource needs; recognition and rewarding officers for exemplary performance; job enrichment and enlargement; continuous talent identification and development; continuous training and capacity building for staff; coaching and mentorship programmes for new employees and other staff retention incentives. However, despite several interventions to achieve teacher balance and rationalization, there are still disparities in the distribution and utilization of teachers across the country. The imbalance is as a result of a combination of factors that include; insecurity in certain regions; preferences by teachers for urban and high potential areas; unwillingness of teachers to be separated from their families; medical issues; and in a few instances, establishment of unviable schools. In addition, the Commission has experienced a high turnover of teachers and the imbalance in teacher distribution has not only undermined the principle of equity but also the delivery of education curricula. Therefore, there was need to research on the influence of institutional motivational practices on teacher retention in PSS in Kamukunji Sub-County, Kenya.

1.3 General Objective of the Study

The general objective of this study was to investigate the influence of institutional motivational practices on teacher retention in Public Secondary Schools in Kamukunji Sub-County, Kenya.

1.3.1 Specific Objectives

This study was based on the following specific objectives:

- i. To establish the influence of reward system on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.
- ii. To determine the influence of delegation of duties on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.
- iii. To examine the influence of provision of teaching-learning materials on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.
- iv. To determine the influence of on-job-training on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.

1.4 Research Questions

This study sought answers to the following research questions:

- i. What is the influence of reward system on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?
- ii. What is the influence of delegation of duties on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?
- iii. What influence of provision of teaching-learning materials on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?
- iv. What is the influence of on-job-training on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?

1.5 Significance of the Study

The results of this study could be important to the Board of Management (BOM) and teaching staff in PSS in Kamukunji Sub-County as they could get to know institutional motivational factors that might influence the retention of teachers in the Sub County and how to counter the setbacks encountered. The study might help the national government, policymakers, and other countries gain information in effective ways of managing teacher retention and, as a consequence, acquire direction from the study's findings in establishing suitable policies that may result in better teacher retention in the country. The study may also contribute to the corpus of information on institutional motivating approaches on

teacher retention for other academics, as well as stimulate research in this field by filling a gap.

1.6 Limitations of the Study

Respondents were hesitant to reveal sensitive information. To overcome this barrier, the researcher explained to the respondents that the information submitted would be treated confidentially and it was purely for academic purpose. The data gathering method was hampered by the school principals' hectic schedules. To guarantee the availability of school heads, an advance notification was issued to organize open discussion and giving out of questionnaires. Although questionnaires were distributed by the researcher through the head of department there were chances of not receiving response owing to the nature of school operations. Therefore, the researcher used the method of dropping questionnaires and picking them after two weeks. Since the respondents perceived there are possibilities of victimization upon responding to the questionnaires, there were clear instructions that none of the respondents should disclose his or her identity and in all situations they ought to remain anonymous.

1.7 Delimitations of the Study

This study was carried out in PSS in Nairobi County specifically in Kamukunji Sub-County. The study focused on how reward system, delegation of duties, teaching-learning materials and OJT (on-job training) influences teacher retention. The study targeted school principals and teaching staff from the PSS in the Sub-county. The study did not focus on private secondary schools in Kamukunji Sub-county since the management of the both categories of schools is different.

1.8 Assumptions of the Study

This study was founded on the assumptions that the PSS in Kamukunji Sub-county uses reward system, delegation of duties, teaching and learning materials and on-job-training as institutional motivational practices and that PSS in Kamukunji Sub-county teacher retention rate is very low.

1.9 Definition of Significant Terms

Delegation:

Entails to assigning responsibility and authority to teacher in order to complete a clearly defined and agreed upon task while the school managers retains the ultimate responsibility for its success.

Institutional Motivational Practice:

Refers to forces devised by the management of public secondary schools to drive, direct and sustain teachers' effort towards achievement of their teaching goals.

On-job-training:

Refers to training that is delivered by experienced teacher to the newly employed teacher while they are performing tasks or processes related to their particular occupation.

Reward System:

Refers to programs set up by a school to motivate teachers towards better performance and on individual and/or group levels.

Teacher Retention:

Refers to the percentage of teachers in a school in one year who in the following year still teach in the same school.

Teaching and Learning Materials:

This denotes the wide range of educational materials that are used by teachers in classroom to help the students meet the leaning objectives as expected by their syllabus.

1.10 Organization of the Study

This study was organized into six chapters. Chapter one comprises background to the study, statement of the problem, general objectives of the study, specific objectives of the study,

research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two present literature review based on study sub themes, summary of literature review, theoretical framework and conceptual framework. Chapter three constitute the research methodology to be used in the study which includes the research design, target population, sampling techniques and sample size, research instruments, validity of research instrument, reliability of research instrument, data collection procedures, data analysis techniques and ethical considerations. Chapter four comprises of presentation of research results. Chapter five includes the discussion and interpretation of research findings based on the study objectives. Chapter six consists of conclusion, recommendations and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

In this chapter, literature review is done based on research sub themes which encompass; teacher retention, reward system, delegation of duties, teaching-learning materials, OJT, Literature review summary and finally the theoretical and conceptual framework.

2.2 Teacher Retention

Developing human resources for teachers' retention take a more important place in the education process. Qualified teachers are very important. Retention is an ability to establish a good and positive learning environment in schools. Teachers' turnover intention has a good impact on students' satisfaction and on their learning. Teachers are less likely to be retained in school with poor working conditions (Ettore, 2017). Carver-Thomas and Darling-Hammond (2019) observe that during the teaching-learning process, appropriate solutions to the problems are helpful for schools to retain qualified and talented teachers. The teacher is the creator of future leader, so for this reason it is very important to retain teachers in schools and become satisfied with their profession. They will deliver quality education and use different skills in the progress of the country. Teachers retain and stay in school when they are valued, motivated and satisfied with their jobs and their professional status.

Khan and Aziz (2017) study investigated the teachers' turnover in private secondary schools of Karachi (Pakistan). The population of the study was large and diverse, hence stratified random sampling design was used to select the respondents who were the teachers and principals. The sample size was 160 teachers and 10 principals from 40 private secondary schools of Karachi. Questionnaire and interview were the research instruments. The collected data was analyzed through percentage and t-test. Job insecurity and low salary were found the major factors influencing on the turnover of teachers in private secondary schools of Karachi.

Munawar et al. (2019) did an investigation of factors affecting retention of teachers in Primary Schools at Kasur District. This survey method was chosen to provide a more holistic examination of the primary school teachers' retention problem. A total of 300 surveys were analyzed from both male and female teachers of the district Kasur. The implication of this study was to serve as guidance for future improvements of teacher retention rates throughout the country. The majority of teachers feel that the role of an educator has changed over the years, and most have considered leaving their chosen careers due to low morale, low pay, lack of support, students aggressive behaviour , stress, workload, and lack of job satisfaction. Teachers stated that the reason they have chosen to remain in education is due to the intrinsic motivation such as making a difference in the life of a young generation and the love or enjoyment that education provides.

Effah and Osei-Owusu (2018) study focused on the issues of teacher retention and attrition in Ghana: A case study of Public Senior High Schools in Kwabre East district of Ashanti region-Ghana. The study was descriptive survey in nature, and sought to establish factors that militate against the retention of teachers, as well as their satisfaction of the conditions of service in public senior high schools. The study was conducted in four Senior High Schools and a sample of 116 teachers was randomly selected for the study. A questionnaire was used to collect qualitative data. Findings revealed that most of the senior high school teachers may leave the teaching profession in the nearest future if their conditions of service and salaries, as well as school and classroom environment are not improved. Also the problem of teacher attrition in Senior High Schools in the district is partly attributable to non-compliance of the conditions of service for teachers by Ghana Education Service.

A study by Kariuki (2020) examined the motivation and retention of teachers in private secondary schools in Kenya. A mixed methodology approach was adopted and data was collected using a structured questionnaire and a structured interview guide. Descriptive statistics including frequencies, correlation analysis, and linear regression were applied to test the research hypotheses. The regression results indicate that motivation is causing a 7.0 percent variation in retention, implying a weak relationship. The weak relationship can

be explained by poor salaries, authoritarian supervision, and breach of the psychological contract.

Mbiu (2019) study examined factors influencing teacher retention in private primary schools in Kiambaa constituency, Kenya. Cross sectional research design was employed where all the teachers in the 46 private primary schools in the constituency were targeted. A sample size of 14 (30%) of the schools was adopted. Questionnaire tools were used to collect the data. The study established that work experience, marital status, and age were positively correlated to retention, parental responsibility was negatively correlated.

2.3 Reward System and Teacher Retention

Zingheim and Schuster (2015) opine that a reward system is one that enhances the recurrence of an employee activity and, as a consequence, maintains employees inside the firm. Similarly, Armstrong and Murlis (2017) opine that a reward system might either be financial that entails motivating teachers through finances or non-financial that is geared towards assisting teachers have confidence and satisfaction and finally improve the retention rate. Consequently, to ensure that teachers do not leave their PSS, it is very essential to execute a reward system.

A reward system is important for teacher retention to be achieved. Institutions tend to dwell on monetary rewards, and non-monetary rewards have highly been ignored (Chiang & Birtch, 2013). In London, Dewhurst et al. (2010) observe that teachers expects to get both types of rewards in terms monetary and nonmonetary rewards. The authors further observe that some employees of schools in London prefer both monetary and non-monetary rewards and this motivates them to carry out tasks effectively and accepting leadership roles.

A study done by Mishra and Dixit (2013) observe that financial and non-financial rewards are significantly interrelated with teachers' retention in schools in India. In Pakistan, Shakir and Zamir (2013) study observe that teachers of higher secondary schools of Islamabad are content with the external rewards given by their schools for instance; bonuses, allowances

and pay, but most of the time, they do not get intrinsic reward from the school and advise that the head of these institutions should take into consideration the new ideas of the teachers and they should enquire from the teachers their preferable reward for their motivation. Henceforth a conclusion was arrived at that non-financial rewards are important when it comes to retaining teachers and schools ought to develop a well-structured non-financial reward policy accepting the total reward philosophy, creation of a good working environment and job security.

Naveda (2016) study assessed the effect of reward on teachers' retention at secondary level in Malaysia. This study population was the higher secondary schools of Malaysia. The study applied exploratory research design. A census of all the teachers who were teaching higher secondary schools was done. On the choice of respondents, simple random sampling method was applied. Questionnaires were the data collection instrument used. Data analysis applied descriptive analysis that included frequencies, percentage, mean. In addition, inferential statistics was carried out in data analysis. The findings were that there was a correlation between extrinsic reward and intrinsic rewards towards teacher retention. Though, the study applied exploratory research design which disallows making inference. The current research applied descriptive research design in order to address the gap.

A study by Makhuzeni and Barkhuizen (2015) examined the effect of a total rewards strategy on school teachers' retention in North-West province in South Africa. The researcher applied a qualitative research approach where they applied used a semi-structured interview guide for gathering data from teachers in the North-west province. The study population comprised of secondary teaching staff. The data was gathered via a questionnaire and survey from a sample size of 115 respondents. Descriptive statistics and inferential statistics were applied for the analysis of the data. As indicated by the findings, there was poor application of rewards systems in the schools such as teacher's compensations, career development and management performance. Owing to this poor reward systems, most of the teachers were contemplating of exiting the profession. The study data was gathered using interviews. Teachers were seriously considering abandoning the teaching profession due to low pay. The study applied interviews to collect data. The

proposed study used questionnaire which enabled collection of reliable and accurate data in order to address the left out gap.

Tumaini (2015) study examined how non-monetary activities contributed in the retention of teachers in PSS in Korogwe Urban in Tanzania. In the study, four PSS in Korogwe District were covered and applied different methods. To derive the sample the researcher applied purposive and stratified sampling technique and arrived at a sample size of 65 respondents. The respondents were categorized into 60 teachers from secondary schools, 4 heads of schools and one district officer. To collect the data the researcher applied used of various instruments such as questionnaires, interviews and observation. From the analysis of the data, it was found out the teachers promotion continues to be a main challenge in PSS, as it was revealed that only a few teacher were satisfied while the highest numbers of teachers were dissatisfied with the promotion management. One of the key limitation of the study was that it was qualitative in nature and largely relied on the individual's skills of the researcher and highly affected by the researcher individual prejudice. The current study used quantitative data that was obtained from a larger sample of schools in order to address that gap left out.

Sichari et al. (2017) researched on the impact that reward systems posed to the secondary schools teachers retention in Homa Bay County of Kenya. To achieve the objective, the researcher applied an ex-post facto research design. The study population encompassed of a total number of 1801 teachers. Purposive sampling was used to pick 18 principals from six sub counties in HomaBay County who were interviewed. To collect data, the interview applied use of both interview guide and questionnaires. Data was analyzed for inferential and descriptive statistics. From the analysis of the findings, it was found that a notable positive association existed between teacher's rewards system and the retention rate of teachers. Ex-facto research design that was used provides results that are time bound. Descriptive research design was applied in the current study that allows collection of current data via application of questionnaires to address the gap left out.

Kituyi, et al. (2014) study evaluated the effectiveness of school based reward systems in improving teacher retention in secondary schools in Kenya. The researcher applied survey research design and simple random sampling method was applied to derive sample of 10 schools in Kitale County. Descriptive statistics were run on the data collected. The study revealed that there were numerous school based rewards systems that was applied in various schools, however, most of the teachers had a higher preference of financial rewards as opposed to other reward systems whereby the perceived principals as the strongest hindrance of enjoyment of the school, based system of reward. Though this study was undertaken in Kwale County, the study findings might not be applied in Kamukunji Sub County. Therefore, the study context was public secondary Kamukunji Su-county to assess how institutional motivational practices influences teacher retention.

Iddah, et al. (2014) observe that most teachers in secondary schools in Kenya preferred to be rewarded financially as opposed to others ways of rewarding and the schools' principals was said to be the main hindrance to effective enjoyment of the reward systems of the schools. Gatere (2015) also found out that teachers in Public Secondary Schools(PSS) in Kikuyu Sub-County perceive that performance based financial reward would increase teacher motivation, work harder, encourage teachers to be involved in staff development, skill enhancement and change of methods of assessment. Teachers considers non-financial rewards for example holidays and working hours as some of the key factors which will attracts and help their retention in the profession. Therefore, rewards play a big role in retaining teachers to their profession.

2.4 Delegation of Duties and Teacher Retention

Delegation of duties denotes the act of giving another person or person's responsibility and authority. Eddie (2012) notes that when delegation is used effectively, it can be a key motivating factor. As a result, delegation boosts subordinates' feeling of accomplishment and self-esteem because it is far more satisfying to be allowed to applaud themselves for a task which is well planned and executed as opposed to another person's plan that is simply performed. Jha (2014) argues that where there is delegation of tasks in accordance to the abilities and skills of subordinates, there is a high likelihood on an institution will give

higher output that it would have been able to do. Therefore, it can be argued that delegation is likely to contribute to a certain level degree of teacher motivation which can either lead to achievement of positive or negative teacher performance to a certain extent.

Teachers with delegated authority have fairly broad powers to act as they see fit. Farrant (2010) observe that the main motivation for delegation in schools arises from the belief that the task of running a school is far too large for one person to handle alone. Irrespective of how many hours one puts into one's work, one cannot complete it on one's own. Westhuizen (2014) is of the opinion that delegation is so paramount in school management that it forms a solid foundation of the school as it helps in minimizing management workload and there is need for school management to transfer or delegate some of their responsibilities and duties to their juniors as this ensured they have adequate time of concentrating on more pressing and important issues.

A comparative study carried out by Weshah (2012) explored the perception of empowerment and delegation of authority on teacher retention in Australian and Jordanian schools. Questionnaires were used to collect data from 188 teachers of public schools in Jordan and Australia. The significance of the differences were determined by descriptive statistics. The findings indicated that teachers in both Jordanian and Australian schools viewed empowerment and authority delegation as moderate, Australian teachers' ranked empowerment and delegation greater than Jordanian teachers. The study also indicated that teachers felt trusted and try their hardest, that they feel accountable for the tasks given to them, and that they feel obligated to perform in order to generate results that demonstrate their merit, which increases their retention rate in their field. Nevertheless, the study applied convenience sampling method which is a non-probabilistic sampling method in order to address the gap left out.

A study done by Al-Jammal et al. (2015) focused on the effect of authority delegation on teacher retention at great Irbid municipality in Japan and found that there is a substantial association amongst delegation of authority on efficacy, effectiveness and empowerment of teacher's retention. It was further revealed that incentives, attitudes and workload impact

handing over responsibilities and duties in the schools' management. Therefore, it can be argued that delegation of tasks to the teachers is an important activity in the administration of schools and helps the school principals in running the institution effectively though it may affect the teachers negatively depending on how the process is done.

Ibrahim (2015) study explored the assessment of practices of delegation of duties by principals of secondary schools on teacher retention in Funtua Local Government Area, Katsina State, Nigeria. A correlational design was adopted for the study. The population consisted of 188 secondary school teachers in Funtua Local Government Area out of which 71 secondary school teachers were drawn from the main population of the study using stratified random sampling technique. Self-developed questionnaire was duly validated by experts in the area of educational administration and planning. The study found that there is no significant relationship between the delegation of co-curricular activities by the principals and the retention of teachers in Funtua Secondary Schools. Correlational design which does not reveal which variable influences the other. Descriptive design was used in the current study that effectively shows how variables influence each other.

Morake et al. (2012) observes primary schools' managers in South Central region of Botswana see delegation as a way of increasing teacher retention as they gain a sense of ownership in their work and suggest that increasing teacher retention rates should consider assigning teachers a role responsibility. In Ethiopia, Jay (2014) observes that school principals' appropriate apportionment of responsibilities makes teachers have habits of a sense of responsibility, hard work and dedication amongst each other that consequently improves the retention of teachers. This is to say that if teachers are directed well in regards to performance of the apportioned duties, there is efficacy in performance.

Matovu and Ssegawa (2020) study examined the association amongst the head teacher's practices of delegation and the psychological job commitment of teachers in secondary schools in Kira Municipality Wakiso District, Uganda. A cross sectional research design was applied. The population of study was composed of 113 respondents. Interview guide was the data collection tool that was applied to collect qualitative data. The results of the

Pearson's Product Moment correlation coefficient which was applied in measuring the statistical relationship indicated that through delegation, teachers were motivated to be more efficient and be creative by getting more involved in the administration of their schools and work toward perfection which increased teacher retention rate. However, the study setting was in Kira Municipality Wakiso District, Uganda. The current study was undertaken in PSS in Kamukunji Sub-County.

Irungu (2012) carried out a study on teachers' perception of the delegation process in secondary schools in Mathioya District Murang'a County, Kenya. Descriptive research design was applied to determine how the extent to which teachers perceived delegation of duties. The target population was the 28 PSS in the district with a population of 283 teachers from which a sample of 10 head teachers and 50 teachers were chosen through purposive sampling and stratified sampling technique respectively. Questionnaire which was both closed and open-ended questions were used to collect data. This study established that there are certain duties that are not delegated by head teachers to any of their educators, including finance management and activities concerning implementation of BOM policies. While the head teachers quoted accountability improvement, the teachers' overall impression is that there are some advantages connected with those duties. Nonetheless, the study applied qualitative data in which the findings may not be sufficient for generalization to the whole population. The current study used quantitative data which was collected from a large sample size in order to address the gap left out.

Okello (2017) conducted a study to determine the motivational rewards used by principals to retain teach in respect to secondary schools in Homa Bay County, Kenya. He found out that that empowerment of teachers involved issues such as delegating authority and power and responsibilities with staff who were at lower level. To a great extent this has helped in control of transfer of teachers from one school to the other. According to Wanyonyi (2016) although delegation involves the empowerment of teachers, some variables also including identifying the assigned work, competence, and interest of the person to be given the duty must be considered. Considering the significance of delegation of duty in schools, there were still impediments that hampered delegation's efficacy.

2.5 Teaching-learning Materials and Teacher Retention

Teaching and learning materials are one of the components of educational technology and can be defined as the didactically adapted materials that the teacher can use during the teaching process to help the student in the understanding of the content (Mishra & Koehler, 2016). Shulman (2016) observe that a good classroom teacher needs to help the students to develop the spirit of enquiry through various simulative teaching and learning materials. Given that teachers are the instructional drivers in the classroom, it is important to provide teachers with adequate teaching and learning materials to better facilitate the learning of the diverse students in the classroom.

Teaching and learning materials are used by teacher in teaching and learning situations to help achieve desired learning objectives (Ellington & Race, 2013). Forsyth (2014) observe that the Materials to be selected should support, enrich and extend the school's curriculum and to encourage informational, educational and recreational reading, viewing and/or listening. Forsyth (2014) further show that the quality of those materials directly impacts the quality of teaching. Knowing how to find the best instructional materials is a valuable skill for a teacher to have. Clarifies important concepts to arouse and sustain student's interests, give all students in a class the opportunity to share experiences necessary for new learning, help make learning more permanent.

Brown and Wynn (2017) conducted a study on the effect of teaching and learning materials on teacher retention in Pakistan. The study used ex-post facto research design. Semi-structured interviews with 12 principals were conducted, and also focus group interviews with 4 to 6 new teachers. The qualitative data was analysed using content analysis as per to the study themes. The study indicated that educators conducting self-development with interactive learning materials were extremely driven to obtain better evaluation of students, while teachers with interactive learning equipment were more satisfied with learning. The study found that school managers were retaining teachers at a rate higher than that of their peers. Nevertheless, since the study was qualitative in nature, the findings may not be indicative of the whole population. In the current study the quantitative data was collected from a larger population using questionnaires.

In Australia, Mupa and Chinooneka (2015) found out that the purpose of utilizing teaching and learning resources in class is to assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values. This motivates teachers which enhances teacher retention. Mupa and Chinooneka (2015): further note that teaching materials for teachers are only limited to syllabuses and textbooks and do not extend further than that. The support by parents with regards to extra materials for example revision books and textbooks is quite minimal. In fact, most schools have shortage of revision books, textbooks and resources to advance knowledge to children.

Bizimana and Orodho (2014) undertook a research to examine the impact that availability of learning and teaching resources has on the effective classroom management by teachers and content delivery in secondary schools in Huye District, Rwanda. A descriptive survey design was applied while the targeted population comprised of the teaching staff. In choosing the sample size of 102 respondents, stratified sampling technique was applied. The main data collection instrument used was a questionnaire and correlation analysis was done. The major finding was that while the amount of teaching and learning resources in the location of the research was inadequate, the efficacy of classroom management and content delivery was therefore compromised. It is important therefore for the current study to find the degree that the teaching and learning resources in Kamukunji Sub County have been made available in order to address the gap left out.

According to Akinleye (2010) successful teaching and learning involves a teacher providing instructional materials to students as well as using practical activities to make learning more remembered, rational, and pragmatic, which may impact the overall motivation and retention of instructors. Olayinka (2016) affirmed that in most of the Nigerian secondary schools, learning and teaching is done in non-conducive environments that lack the needed materials. Therefore, there is need for education stakeholders to participate in the betterment of teaching materials for uses in in schools which is seen to have a substantial association with the retention of teachers.

Ochieng' (2014) study examined the strategies applied by head teachers in increasing the retention levels of teacher in primary schools in Lake Victoria Islands of Suba District, Kenya. An ex-post facto method was applied where descriptive survey research design was applied. Purposive sampling was applied where two primary schools were selected Kibuogi and Kiwa as the only schools located in the district. Both questionnaires and interview guides were the tools used in gathering the data where they were administered to 2 head teachers, 6 teachers, 86 pupils and 16 primary school dropouts. Snowball sampling technique was applied to reach to the sixteen school dropouts, Data was analyzed for both inferential and descriptive statistics. The study revealed that inadequate teaching and learning resources negatively influenced the retention rate of teachers. There was a need to conduct a study focusing on a different context. Therefore, the current study was carried out in Kamukunji Sub-county.

Atieno (2014) focused on the influence of teaching and learning resources on teacher retention in day secondary school education in Embakasi Constituency, Kenya established that teaching and learning materials were available and are utilized in schools, especially those used in classroom instruction, like chalks, dusters and charts except physical facilities are not adequate and there is also gross inadequacy of human resources. This resulted to overstretched resources with annual increase in enrolment rates thus compromising the quality of education. This study will focus on institutional motivational practices influencing teacher retention which have been conceptualised as reward system, delegation of duties, teaching and learning materials and on-job-training on teacher retention.

2.6 On-job-training and Teacher Retention

OJT purpose is structured to equip staff with task-specific knowledge and skills in work area. The knowledge and skills presented have a direct relationship with the job requirements. Workshops, seminars, conferences and mentoring comprise the prevalent forms of OJT (Nassazi, 2013). Heinrich and Lynn (2016) observe that OJT is a form of bringing up to date teachers' skills and knowledge for improving teaching and learning that will translate to better job performance as teachers are able to acquire knowledge in a

setting where they will be under an obligation to implement the knowledge and skills obtained during training.

OJT means making teachers aware about the key factors that are needed in a job after they have been placed in the school and that too within the school premises itself (Mincer, 2012). OJT is advantageous as it makes it possible for teachers to acquire a new skill or qualification within their field of work on time. Amin et al. (2013) show that during OJT teachers can be engaged in the real production process instead of the learning that mirrors real life work scenarios also known as simulation learning. OJT impacts positively on teacher's performance by resulting in benefits to both the teaching staff and the school management they work for through the skills advancement, knowledge, abilities, competencies and behavior.

Anwar and Anisulhaque (2020) undertook a research on the effect of OJT on teacher retention in rural PSS in Islamabad, Pakistan. Descriptive research design was applied. The study population was comprised of 280 teachers of rural PSS. For sample selection purposive and random sampling techniques were used in selecting teachers from the listed PSS. The research instruments used included; structured questionnaire and review of relevant reports and journals. Inferential statistics was applied to in data analysis. The study findings showed that OJT had a positive notable influence on teacher retention. The current study used a census and stratified sampling techniques which ensures equal representation of the respondents in order to address the gap left out by the application of purposive and random sampling in the aforementioned research.

Amin, et al. (2013) observe that so as to address the continually growing needs in Pakistan education sector, there is an urge for the sector to be more dynamic and aware of modern developments. Therefore, teachers' training is critical in their motivation because this encourages the teachers to work harder and in addition give teachers more reason for extending their services hence promoting retention. To reach the pinnacles of worldwide excellence, the ideal mix of innovative technology and skilled and talented labor is required. Therefore, OJT helps teachers to cope with the current school activities ensuring

that they are able to carry out new school activities effectively thus enhance teacher retention. These teachers are also able understand more about their job roles and responsibilities within the school under the guidance of their senior teachers.

Dardar, et al. (2016) studied job training effect on teacher turnover in Libyan public schools. Questionnaire was applied in collecting primary data. Pearson's correlation analysis was applied in examining the relationships among the variables. The findings indicated that training has insignificant affiliation with job turnover, while conversely, job satisfaction and alternative job are positively related to teacher job turnover. The assumption of Pearson's correlation analysis is that there is always a linear association amongst the variables which might not be the case at all times. The current study used descriptive analysis to establish the variation between the variables.

Cobbold (2017) posits that in Ghana, the policy makers and school's managers are faced with the challenge of retaining qualified teachers in school to guarantee quality education for the students. Getting an opportunity to train and recruit teachers has proved to be a long, expensive and uncertain process and as a result of this, it has been very important to protect some few existing teachers from quitting by the management of schools. Bame (2017): argue that the training has a notable influence on the career progress of the teachers. Sufficient training on the subject matter and pedagogical preparation are the fundamental training needs towards improving teacher motivation.

Ndunguru (2015) study studied the effect of OJT on teacher's retention. The study focus was the secondary school teachers in a Municipality known as Songea. This research was a mixed methods analytical case study. The sample for the training effect study comprised sixty-four instructors, thirty-three of whom were male teachers and thirty-one of whom were female teachers. Probability or representative sampling techniques were adopted in the study. Structured interviews were used to collect data from respondents. SPSS version 20 was applied for data analysis where they were both quantitative and qualitative. According to the study findings, trained personnel are more likely to stay with the same firm after being trained than those who have not yet been trained. The study looked at only

the OJT only. The current study further looked at additional variables that influence teacher retention that include; reward system, delegation of duties and teaching-learning materials. A study by Huma (2015) examined the effect of teacher OJT on teacher retention in British curriculum secondary schools in Lang'ata Division, Nairobi County, Kenya. A mixture of research methods was applied. The sample was composed of 120 teachers, 8 principals and 8 British curriculum secondary schools in Langata. Interview guide were applied in collecting data from principals while questionnaire collected data from teachers. SPSS aided the data analysis. Data analysis was conducted by use of both descriptive and inferential statistics. The study found that the main training requirements towards improving teacher motivation and retention encompass proper training on the area of expertise and academic preparation. The respondents were purposively selected and therefore the proposed study used stratified method of sampling to provide equal chances of participation to all in order to address the gap left out.

A study carried out in Bungoma by Simatwa (2016) sought to identify the influence of on-job-training on teacher retention in public secondary schools. The findings revealed that the on-ob-training that was done included seminars and trainings that were organized by the schools. However, these seminars are not organized properly because the schools do not have enough funds to organize them. In addition, Simatwa (2016) observe that on the job training methods helps teachers adopt to the latest trends in the school system ensuring that they are able to perform their assigned tasks effectively hence enhances retention of teachers.

2.7 Summary of Literature Review

The reviewed literature illustrates that reward system, delegation of duties, provision of teaching-learning materials and on-job-training influences greatly teacher turnover. Various studies have been done on the influence of institutional motivational practices on teacher retention. For instance, a study by Makhuzeni and Barkhuizen (2015) found that teachers strongly considered leaving the teaching profession as a result of poor rewards. Matovu and Ssegawa (2020) revealed that through delegation, teachers were encouraged to do their work well and be creative by getting more involved in running the affair of their

schools and work toward perfection which increased teacher retention rate. Bizimana and Orodho (2014) finding was that while the amount of teaching and learning resources in the location of the research was inadequate, the efficacy of classroom management and content delivery was therefore compromised.

Despite the fact that analogous research have been conducted elsewhere, elements such as reward System Reviewed literature has established that reward system is important for teacher retention to be achieved. Organizations give more attention to financial rewards, and non-monetary rewards have increasingly been overlooked (Chiang & Birtch, 2013). This is consistent with Dewhurst, Guthridge and Mohr (2010) who noted that teachers want to get a mix of financial and non-financial rewards. This is also consistent with Musau and Thinguri (2014) who found that a majority of the teachers' preferred monetary tokens as opposed to other rewards and that the school principals were regarded as the main hurdle to effective enjoyment of the school based reward system. On the other hand, effective passing on of duties can be a powerful encouraging factor (Eddie, 2012). This is consistent with Weshah (2012) who revealed that teachers feel tasked and work towards giving the best output. They have a sense of responsibility for the activities entrusted to them and they also feel obliged to perform to produce result to prove their worthiness which enhances their retention rate in their profession. According to Matovu and Ssegawa (2020) through delegation, teachers were motivated to do their work well and be creative by getting more involved in running the affair of their schools and work toward perfection which increased teacher retention rate. However, Forsyth (2014) avers that the standards of teaching learning materials have a direct impact on the quality of teaching. Additionally, Anwar and Anis-ul-Haque (2020) revealed that OJT had a positive notable effect on teacher retention. This is consistent with Ndunguru (2015) who found that employees who have undergone training, have more willingness to continue working in the same institution after being trained than those who have not yet undergone training.

Therefore, since none of the reviewed literature had focused on the influence of institutional motivational practices on teacher retention in PSS in Kamukunji Sub-County, Kenya, this research was conducted in order to fill the gap.

2.8 Theoretical Framework

This study was guided by Frederick Herzberg's two-factor theory of 1964 which is alternatively referred to as the theory of motivation-hygiene or intrinsic / extrinsic motivation. The theory claims despite there being certain variables that trigger job satisfaction in the workplace, a distinct set of variables may cause discontent. The variables that motivate individuals throughout their lives can change, but respect of an individual is among the highest motivating variables at any point of life. As indicated by Herzberg (1964) inherent motivators for example work challenge, recognition and accountability improves employee work satisfaction, whereas lack of extrinsic hygiene factors such as job status, job security, wages demotivates employees leading to poor retention.

Engle and Kane (2004) observe that individuals will try to meet psychological higher-level needs linked to accomplishment, advancement, responsibility, recognition and the nature of the work itself. Though, Herzberg (1964) included a new element on this theory comprising of factors that lead to cause dissatisfaction, such as organizational policies, supervision, salaries, interpersonal working relationships and working conditions. The assumption of the Frederick Herzberg's two-factor theory is that there is one group of motivating factors that are accountable for high levels of job motivation and satisfaction. While hygiene factors might lead to lack of satisfaction with work. The theory appears to be bound to the critical incident method, the theory confuses events causing feelings of satisfaction and dissatisfaction with the agent that caused the event to happen. The theory ignores the part played by individual differences among employees. According to this idea, in order to enhance job attitudes and productivity, managers must recognize and address both sets of traits, rather than assuming that a rise in contentment leads to a decrease in discontent.

Despite the weaknesses, this theory is suitable for this study as it demonstrates the significance of employee performance based on intrinsic and extrinsic variables, by which both intrinsic and extrinsic factors are believed to improve the performance of teachers. The two-factor motivation theory describes the factors that the teaching staff finds their job either satisfactory or dissatisfying thus leaving their teaching profession. This theory is

particularly applicable to the study since it maintains that employee motivation may be achieved when employees are given demanding but pleasurable work that allows them to succeed, grow, display responsibility, and progress in the business. Which implies, recognition of employees' efforts results in job satisfaction and motivation. Therefore, effective implementation of teacher motivational practices can motivate teachers to stay in their profession hence increasing teacher retention rate public secondary schools in Kenya.

2.9 Conceptual Framework

Conceptual framework gives description of the manner in which independent variables and dependent variable relates to one another which is shown in Figure 2.1.

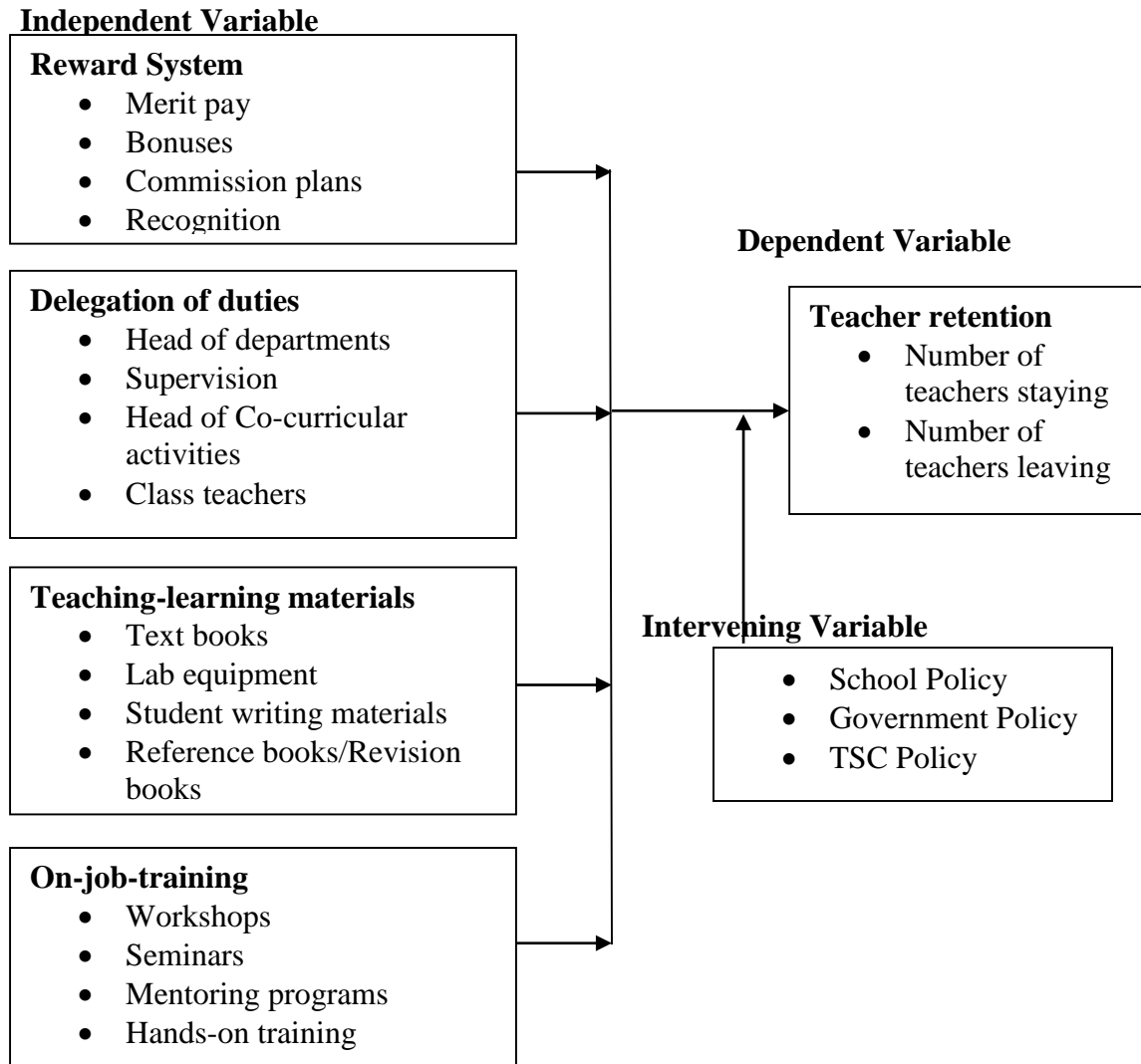


Figure 2.1: Conceptual Framework showing the relationship between variables

The association amongst the dependent and independent variable is shown in Figure 2.1. The independent variables are reward system, delegation of duties, teaching-learning materials and on-job-training and the dependent variable is the teacher retention. Reward systems leads to increased teacher engagement and are very successful in motivating employees and in turn increase the retention rate of employees of the organization as a whole. Delegation of duties enables teachers to focus more on fundamental tasks or tasks

for which one is better suited and the increase in time results in a decline in pressure and stress. Teaching and learning materials helps in serving as present and future reference materials, allows for visuals to be added and provides step-by-step instruction. OJT helps in improving the rate of teacher retention and hence results in higher productivity and boosts the morale of teachers to perform the task/job efficiently.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains information on the research approach that was employed in the study. It includes the research design, target population, sampling methodologies and sample size, research instruments, research instrument validity, research instrument reliability, data collecting processes, data processing techniques, and ethical issues.

3.2 Research Design

The study applied a descriptive research design to measure the influence of institutional motivational practices on teacher retention in Public Secondary Schools in Kamukunji Sub-County, Kenya. According to Kothari (2004) a research design smoothens the undertaking of a research hence forth making it as efficient as possible giving best result with maximum information using as little expenditure in terms of money time and effort. Guest (2013) opines that descriptive research entails surveys and fact findings queries of various kind. The researcher chose purpose descriptive research as it is able to give the state of affairs as they are. Henceforth, the researcher utilized the design in collecting and displaying the data from the respondents' point of view, without changing any of the responses.

3.3 Target Population

Mugenda and Mugenda (2003) termed a population as the full class of individuals or items being considered in any area of research and have similar characteristics. As of the year 2020, Kamukunji Sub-county consisted of 8 secondary schools, 8 principals and 235 teachers (Kamukunji sub county education office, 2020). Therefore, the population for this research was 243 respondents consisting of all the 8 secondary school principals from the 8 secondary schools and all the 235 teachers from the Kamukunji Sub County. Table 2.1 gives the target population distribution.

Table 3.1: Distribution of the Target Population

School	Total Number of Teachers	Principals
Kamukunji Secondary School	19	1
Our Lady of Mercy SM Secondary School	22	1
Uhuru Secondary School	29	1
Zawadi Secondary School	8	1
Maina Wanjigi Secondary School	26	1
St. Teresa Boys Secondary School	26	1
Eastleigh High School	44	1
Moi Forces Academy	61	1
Total	235	8

3.4 Sampling Techniques and Sample Size

Sampling technique is the method of acquiring information about a whole population through looking into only a section of it (Onwuegbuzie & Leech, 2017). In a descriptive research, Mugenda and Mugenda (2003) indicate that a sample size of 10-50% is accepted. Therefore, this study used 30% sample size to get a sample size of 71 teachers. However, 67 teachers participated in the study. Mugenda and Mugenda (2003) observe that if the population is not more than 100 participants then there is no need for sampling. In line with this, a census of 7 school principals was done. This is because out of the 8 public secondary schools, 1 of them was used in the pilot study leaving a total of 7 public secondary schools to be studied in the final study. However, 7 school principal participated in the study and the technique of proportionate stratified sampling was applied to group respondents into their respective schools. The teachers were divided according to their gender then selected proportionally using simple random sampling method.

Table 3.2: Sample Size for the Study

School	Total Number of Teachers	Sample Size (30%)
Kamukunji Secondary School	19	6
Our Lady of Mercy SM Secondary School	22	7
Uhuru Secondary School	29	9
Zawadi Secondary School	8	2
Maina Wanjigi Secondary School	26	8
St. Teresa Boys Secondary School	26	8
Eastleigh High School	44	13
Moi Forces Academy	61	18
Total	235	71

3.5 Research Instruments

Data collection was done using questionnaires. Because the sampled respondents are assumed to grasp the study questions, questionnaires were used. This reduces the number of questions that need to be interpreted, which makes data collection cheaper and faster. The questionnaire was divided into sections. Section A consisted of the respondents' background information, Section B consisted of reward system variable, Section C consisted of delegation of duties variable, Section D consisted of provision of teaching and learning materials, Section E consisted of on-job training and Section F consisted of teacher retention variable. Respondents were asked to rate their level of agreement with a list of questions related to each study aim using a Likert scale. All respondents were given questionnaires to fill out.

3.5.1 Validity of Research Instruments

Cooper and Schindler (2011) states that validity denotes the extent that instrument is able to measure the constructs under investigation. Content validity was applied in this study as it is able to measure the extent that a sample of items represents the content that the test aimed to measure. As indicated by Mugenda and Mugenda (2003) content validity is the extent that an item on a test reasonably represents the entire sphere the test seeks to

measure. As a result, the researcher did a content validity test to make sure that the questionnaires were written in simple English that the respondents could readily comprehend and that the questions were clear. According to Gall, Borg and Gall (2012) content validity of an instrument is improved through expert judgment and as such the researcher sought assistance of the supervisors to find out whether the instruments measured what it intended to measure.

According to Mugenda and Mugenda (2003) a pilot study with a sample of a tenth of the total sample with homogenous characteristics is appropriate for the pilot study. A pilot study was carried out in 1 public secondary school within Kamukunji Sub-County schools. The participants for the pilot study were 8 respondents comprising of 1 school principal and 7 teachers who were purposively selected. The findings of the pilot study helped the researcher to remove ambiguity or errors in the instruments. The questions which were not valid were modified or discarded.

3.5.2 Reliability of Research Instruments

Morse et al. (2012) define reliability of an instrument as the instrument ability to measure and give consistent outcomes. It is the extent to that dependability as a research instrument delivers same outcome after repeated tests. The study used test-retest technique to determine the instrument reliability which assessed the degree to which test scores were consistent. The first test was carried out to 8 respondents involving 1 school principals and 7 teachers in the pilot study. The second test was carried out after two weeks to the same respondents and scores of the first and the second test was done separately and found out a correlation coefficient between the two scores. The Pearson moment correlation formula was utilized in the study to determine the internal consistency of the research instrument, which was described by the following equation;

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where r = Pearson moment correlation

\sum = Summation

x = Value of 1st test

X = Total number of 1st test

y = Value of 2nd test

Y = Total number of 2nd test

According to Mugenda and Mugenda (2003) when the correlation amongst two different administrations is 0.7 or above, it is assumed to have good test-retest reliability. The current study obtained a 0.795 correlation coefficient as shown in Table 3.1.

Table 3.3: Reliability Tests Results

Variable	α-Value	Remarks
Reward system	0.852	Reliable
Delegation of duties	0.726	Reliable
Teaching and learning materials	0.799	Reliable
On-job training	0.802	Reliable
Aggregate Score	0.795	Reliable

Source: Pilot Study (2022)

The results as presented in Table 3.3 indicates that all the Chronbach's alpha values were way above the expected 0.7 as recommended by Mugenda and Mugenda (2003) which shows a higher reliability. Therefore, it can be concluded that the study instrument was highly reliable.

3.6 Data Collection Procedures

The researcher before undertaking the research obtained an introductory letter from the SEKU board of post graduate studies and went further to get a permit from the NACOSTI. Upon getting the permit, the researcher sought authority for data collection in Kamukunji Sub county from the Deputy County Commissioner and Sub County Director of Education in Kamukunji Sub County respectively. The researcher then visited the schools through booking appointments with the school principals to request for permission to collect data. Once allowed, presented the introductory letter to the respondents together with the questionnaires. A period of 2 weeks was given to the respondents to fill the questionnaire

after which they were picked, this provided them with enough time to fill the information needed. This helped create an environment for a better response rate and helped to ensure the data provided was accurate and reliable.

3.7 Data Analysis Techniques

Data analysis entails the procedure carried out to examine the data collected through use of logical and analytical reasoning (Tharenou, et al., 2017). Upon the collection of the data, the researcher formatted and cleaned the data and the coded them and analyzed them using SPSS version 21. The quantitative data was analyzed and presented in frequency distribution tables. Qualitative data was analysed qualitatively by organizing data into themes as per the objectives of the study.

3.8 Ethical Considerations

Ethical procedures are principles which the researcher should bind himself/herself with in conducting his/her research (Rani & Sharma, 2012). The researcher assured the respondents that no private information would be divulged to a third party and assured the respondent that his or her individual identity would not be revealed whatsoever. Besides, no identifying information about the individual or the institution was revealed in written or other communication. The respondents requested to participate in the study by first explaining to them the intended purpose of the study and assuring them that none of the third party would access the information they disclose to the study. The respondents were neither allowed to write their names nor the subjects they taught.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

In this chapter, the researcher details the findings from the study where he has organized them in sub categories to address the study objectives. The study investigated the influence of institutional motivational practices on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya.

4.2 Response Rate

The total questionnaire administered were 79 where they were issued to 8 school principals and 71 issued to teachers. The response rate was 93.7% as shown below in Table 4.1.

Table 4.1: Response Rate

Respondents	Administered	Responded	Percentage
Principals	8	7	87.5
Teachers	71	67	94.4
Total	79	74	93.7

The results as presented in Table 4.1 shows that the school principals had a response rate of 87.5% and 94.4% represented the response rate of teachers. The overall response rate was at 93.7%. Mugenda and Mugenda (2003) contend that a response rate of 50% and above is sufficient to conduct analysis. Hence, the overall response rate at 93.7% was good enough for deriving conclusion and generalizing the findings to the sample measures.

4.3 Background Information of the Respondents

4.4 Respondents' Gender

The gender of the school principals and the teachers was analyzed together and the results are presented as in Table 4.2.

Table 4.2: Respondents Gender

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Male	5	71.4	29	43.3
Female	2	28.6	38	56.7
Total	7	100	67	100

As indicated by Table 4.2 above, majority of the principals were males represented by 71.4% while the female were the minority represented by 28.6%. Conversely in the case of teachers' majority were female 56.7% while males were the minority 43.3%. It was important to show the respondents' gender as this was a true indication of the women and men in the study which suggest that both women and men should be given equal opportunity in their place of work on school management. Chaudhry and Sharma (2016) indicate that gender diversity had the greatest influence on the performance of employees in the organization.

4.5 Respondents' Age

The ages of the school principals and the teachers were analyzed together and the outcomes are presented as in Table 4.3.

Table 4.3: Respondents' Age

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
35 to 39 years	0	0.0	19	28.4
40 to 44 years	2	28.6	26	38.8
45 to 49 years	4	57.1	13	19.4
50 and above	1	14.1	9	13.4
Total	7	100	67	100

Table 4.3 indicate most of the principals were aged between 45 to 49 years as indicated by 4(57.1%), 2(28.6%) of the principals were aged between 40 to 44 years, 1(14.1%) were

aged 50 years and above. On the contrary, majority 26(38.8%) of the teachers were aged between 40 and 44 years, 19(28.4%) aged between 35 to 39 years, 13(19.4%) aged between 45 and 49 years and 9(13.4%) aged 50 years and above. This is an indicator the study involved the respondents from different age groups. This was important to the study because the growing age diversity in the workforce can have motivational benefits for both younger and older employees because it enables them to meet their professional goals through the transfer of knowledge. According to Kunze et al. (2011) age diversity of the workforce has a significant contribution to predict the employees' performance and the organization as a whole.

4.6 Respondents' Level of Education

The level of education of school principals and the teachers were analyzed together and the outcomes are presented as in Table 4.4.

Table 4.4: Respondents' Level of Education

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
BED	2	28.6	35	52.2
Diploma	0	0.0	16	23.9
Master's Degree	4	57.1	11	16.4
BA/BSC PGDE	1	14.3	5	7.5
Total	7	100	67	100

Table 4.4 indicate most of the principals had attained Master's degree level of education as indicated by 57.1%, 28.6% of the principals had a BED and 14.3% had a BA/BSC PGDE. On the contrary, majority 52.2% of the teachers had attained BED level of education, 23.9% Diploma, 16.4% Master's Degree and 7.5% had BA/BSC PGDE. The respondents from this study were found to possess the needed education level to be part of this study and give information that the researcher was interested in. It was necessary to establish the education level of the respondents because when employees have adequate training they become more motivated and are more satisfied with their jobs which increases

retention rate. Kasika (2015) opined that the higher the level of education the more the impact on the management of organizations. The TSC minimum requirement to qualify to teach in secondary schools is a Diploma certificate.

4.7 Number of Years Served in the Current Station

The number of years served by both school principals and the teachers in their current Station were analyzed together and the results are presented as in Table 4.5.

Table 4.5: Respondents' Number of Years Served in the Current Station

	Principal		Teachers	
	Frequency	Percent	Frequency	Percent
1 to 4 years	1	14.3	7	10.4
5 to 9 years	2	28.6	13	19.4
10 to 14 years	2	28.6	17	25.4
15 and above years	2	28.6	30	44.8
Total	7	100	67	100

Table 4.5 indicate that most of the principals had over 5 years of stay in the current in the current station as indicated by 28.6% and 14.3% of the principal had had a work experience of between 1 to 4 years. On the contrary, majority 44.8% of the teachers had worked for 15 years and above, 25.4% between 10 to 14 years, 19.4% between 5 to 9 years and 10.4% between 1 to 4 years. This means that the respondents who had been involved in the study had the required teaching experience to give adequate information concerning the institutional motivational practices on teacher retention in public secondary schools.

4.8 Influence of Reward System on Teacher Retention

The study aimed to establish the influence of reward system on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. In regard to this, school principals were given a list of statements to rate their level of agreement. Table 4.6 below presents the findings

Table 4.6: Principal’s Response on the Influence of Reward System on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance	3	42.9	2	28.6	0	0.0	2	28.6	7	100
Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work	4	57.1	2	28.6	1	14.3	0	0.0	7	100
Reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance	3	42.9	4	57.1	0	0.0	0	0.0	7	100
Reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks	5	71.4	2	28.6	0	0.0	0	0.0	7	100
Reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues	2	28.6	4	57.1	1	14.3	0	0.0	7	100

Table 4.6 indicates that 42.9% of the school principals were in strong agreement with the statement that reward systems boosts development and career growth as it places the teachers in the position to do more and elevate their work performance with 28.6% agreeing with the same statement. However, 28.6% of the school principals strongly disagreed on the statement that reward systems boost development and career growth because it places the teachers in the position to do more and elevate their work performance. The findings shows that a larger percentage 57.1% of the school principals strongly agreed on the statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work, 28.6% of the school principals agreed on the same statement. However, 14.3% of the school principals disagreed on the same statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work. Table 4.6 also shows that a larger percentage 42.9% of the school principals strongly agreed that reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance while 57.1% of the school principals agreed on the same that reward system enhances team spirit as teachers are offered the opportunity to recognize and appreciate their colleagues for better performance.

It was observed that 71.4% of the principals strongly agreed on the statement that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks, 28.6% of the school principals agreed with the same statement. Also, 28.6% of the school principals strongly agreed that reward system creates a collaborative work environment as teachers feel valued, appreciate and value their colleagues and 57.1% of the school principals agreed with the same statement that reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues. However, 14.3% of the school principals disagreed that reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues.

Further, teachers were issued with a list of statements concerning the influence of reward system on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. Table 4.7 presents the findings:

Table 4.7: Teachers' Response on the Influence of Reward System on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance	44	65.7	10	14.9	6	8.9	7	10.4	67	100
Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work	40	59.7	23	34.3	3	4.5	1	1.5	67	100
Reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance	20	29.9	45	67.2	2	2.9	0	0.0	67	100
Reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks	19	28.4	49	70.1	1	1.5	0	0.0	67	100
Reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues	32	47.8	26	38.8	3	4.5	0	0.0	67	100

Table 4.7 indicates that 65.7% of teachers strongly agreed with the statement that reward systems boosts development and career growth as it places the teachers in the position to do more and improve their work performance, 14.9% of the teachers agreed with the statement that reward systems boosts development and career growth as it places the teachers in the position to perform better and improve their work performance. However, 8.9% of the teachers disagreed with the statement that reward systems boost development and career growth as it places the teachers in the position to perform more and increase their work performance and 10.4% of the teachers strongly disagreeing with the same statement. It was observed that 59.7% of the teachers strongly agrees with the statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work and 34.3% of the teachers agreed with the same statement. However, it was also observed that 4.5% of the teachers disagreed with the statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work and 1.5% of the teacher strongly disagreeing with the same statement.

From the findings, 29.9% of the teachers strongly agreed that reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance, with 67.2% of the teachers agreeing with the same statement. However, it was observed that 2.9% of the teachers disagreed with the statement that reward system enhances team spirit as teachers are given the opportunity to appreciate their colleagues for their outstanding performance. It was observed that 28.4% of the teachers strongly agreed that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks and 70.1% of the teachers agreed with the same statement. However, it was observed that 1.5% of the teachers disagreed with the statement that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks. The findings also show that 47.8% of the teachers strongly agreed that reward system creates a collaborative work environment as teacher feels valued, appreciate and value their colleagues, 38.8% agreed of the teachers strongly agreed that reward system creates a collaborative work environment as teacher feels valued, appreciate and value their colleagues and 4.5% of the teachers strongly

disagreed that reward system creates a collaborative work environment as teacher feels valued, appreciate and value their colleagues.

4.9 Influence of Delegation of Duties on Teacher Retention

The study sought to determine the influence of delegation of duties on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. In regard to this, school principals were given a list of statements to rate their level of agreement. Table 4.8 presents the study findings.

Table 4.8: Principal’s Response on the Influence of Delegation of Duties on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress	5	71.4	1	14.3	1	14.3	0	0.0	7	100
Delegation of duties provides teachers the ability to learn and develop new skills	3	42.9	4	57.1	0	0.0	0	0.0	7	100
Delegation of duties develops trust between the teachers and improves communication	3	42.9	3	42.9	1	14.3	0	0.0	7	100
Delegation of duties improves efficiency, productivity, and time management	3	42.9	3	42.9	1	14.3	0	0.0	7	100
Delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors	3	42.9	3	42.9	1	14.3	0	0.0	7	100

Table 4.8 shows that 71.4% of the principals agreed strongly that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress and 14.3% of the principals agreed. However, the study observed that 14.3% of the school principals disagreed that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress. The study observed that 85.7% of the principals agreed strongly that delegation of duties provides teachers the ability to learn and develop new skills and 14.3% of the school principals agreed that delegation of duties provides teachers the ability to learn and develop new skills.

Delegation of duties develops trust between the teachers and improves communication was strongly agreed by 42.9% of the principals and 57.1% of the principals agreed with the statement that delegation of duties develops trust between the teachers and improves communication. Delegation of duties improves efficiency, productivity, and time management was strongly agreed and agreed by 42.9% of the principals respectively. However, 14.3% of the principals disagreed that delegation of duties improves efficiency, productivity, and time management and that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors respectively. The findings show that 42.9% of the principals strongly agreed and agreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors. However, 14.3% of the principal disagreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors.

Further, teachers were given a list of statements concerning the impact of delegation of duties on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The findings are presented in Table 4.9.

Table 4.9: Teachers' Response on the Influence of Delegation of Duties on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress	30	44.8	14	20.9	10	14.9	13	19.4	67	100
Delegation of duties provides teachers the ability to learn and develop new skills	37	55.2	24	35.8	6	8.9	0	0.0	67	100
Delegation of duties develops trust between the teachers and improves communication	41	61.2	17	25.4	2	2.9	7	10.4	67	100
Delegation of duties improves efficiency, productivity, and time management	21	31.3	44	68.7	0	0.0	0	0.0	67	100
Delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors	22	32.8	34	50.7	11	16.4	0	0.0	67	100

Table 4.9 shows that 44.8% of the teachers strongly agreed with the statement that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress and 20.9% of the teachers agreed. Though, the study

found that that 14.9% of the teachers disagreed that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress and 19.4% of the teachers strongly disagreed. The study observed that 55.2% of the teachers strongly agreed that delegation of duties provides teachers the ability to learn and develop new skills and 35.8% of the teachers agreed that delegation of duties provides teachers the ability to learn and develop new skills. However, 8.9% of the teachers disagreed that delegation of duties provides teachers the ability to learn and develop new skills.

Delegation of duties develops trust between the teachers and improves communication was agreed strongly by 61.2% of the teachers and 25.4% of the teachers agreed with the statement that delegation of duties develops trust between the teachers and improves communication. However, 2.9% of the teachers disagreed with the statement that delegation of duties develops trust between the teachers and improves communication with 10.4% of the teachers strongly disagreeing with the same statement. Delegation of duties improves efficiency, productivity, and time management was agreed strongly by 31.3% of the teachers and 68.7% of the teachers agreed. The findings show that 32.8% of the teachers strongly agreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors and 50.7% of the teachers agreed with the same statement. Though, 16.4% of the teachers disagreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors.

4.10 Influence of Provision of Teaching-Learning Materials on Teacher Retention

The study aimed to examine the influence of provision of teaching-learning materials on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. In regard to this, school principals were provided with a number of statements to indicate their level of agreement with them. Table 4.10 presents the findings:

Table 4.10: Principal’s Response on the Influence of Provision of Teaching-Learning Materials on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Provision of teaching-learning materials help teachers in making the learning environments more engaging and interesting	2	28.6	5	71.4	0	0.0	0	0.0	7	100
The availability of teaching-learning materials enables teachers to reach all pupils in a classroom by providing visual stimulation and the possibility to approach the topic from a different perspective	3	42.9	4	57.1	0	0.0	0	0.0	7	100
Provision of teaching-learning materials helps teachers to explain complex tasks easily	4	57.1	2	28.6	1	14.3	0	0.0	7	100
Provision of teaching-learning materials helps teachers increase students’ interest and motivation	2	28.6	4	57.1	1	14.3	0	0.0	7	100
Provision of teaching-learning materials helps to simplify the subject content	2	28.6	4	57.1	1	14.3	0	0.0	7	100

The results in Table 4.10 show that provision of teaching-learning materials help teachers in ensuring that there is an engaging and interesting learning environment was strongly agreed by 28.6% of the principals and 71.4% of the principals agreed on the same statement. It was observed that, 42.9% of the principals strongly agreed that provision of

teaching-learning materials aids teachers in reaching out to all students in a classroom as the students get visual stimulation and the opportunity to view the content from various vantage points with 57.1% of the principals agreeing on the same statement. Most of the principals 57.1% of the principals strongly agreed on the statement that provision of teaching-learning materials helps teachers to explain complex tasks easily, 28.6% of the principals agreed and 14.3% of the principals disagreed on the same statement that statement that provision of teaching-learning materials helps teachers to explain complex tasks easily. The study found that provision of teaching-learning materials helps teachers increase students' interest and motivation was strongly agreed by 28.6% of the principals, with majority 57.1% of the principals agreeing on the same statement and 14.3% of the principals disagreed that provision of teaching-learning materials helps teachers increase students' interest and motivation. In addition, 28.6% of the principals strongly agreed that provision of teaching-learning materials helps to simplify the subject contents, with majority 57.1% of the principals agreeing on the same statement. However, 14.3% of the principals disagreed that provision of teaching-learning materials helps to simplify the subject contents, with majority, 28.6% and 57.1% strongly agreeing and agreeing respectively.

Further, teachers were given a list of statements regarding the influence of provision of teaching-learning materials on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. Table 4.11 presents the findings.

Table 4.11: Teacher’s Response on the Influence of Provision of Teaching-Learning Materials on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Provision of teaching-learning materials help teachers in making the learning environments more engaging and interesting	36	53.7	25	37.3	6	8.9	0	0.0	67	100
The availability of teaching-learning materials enables teachers to reach all pupils in a classroom by providing visual stimulation and the possibility to approach the topic from a different perspective	57	42.9	8	11.9	2	2.9	0	0.0	67	100
Provision of teaching-learning materials helps teachers to explain complex tasks easily	19	28.4	36	53.7	12	17.9	0	0.0	67	100
Provision of teaching-learning materials helps teachers increase students’ interest and motivation	30	44.8	22	32.8	10	14.9	5	7.5	67	100
Provision of teaching-learning materials helps to simplify the subject content	49	73.1	13	19.4	4	5.9	1	1.5	67	100

The findings in Table 11 show that 53.7% of the teachers strongly agreed with the statement that provision of teaching-learning materials help teachers to make the learning environment interesting and engaging, 37.3% of the teachers agreed. However, 8.9% of the teachers disagreed with the statement that provision of teaching-learning materials help

teachers in making the environment for learning conducive and engaging. Provision of teaching-learning materials helps teachers to reach all learners in a classroom as the students get visual stimulation and the chance to view the content from various vantage points was strongly agreed by 42.9% of the teachers, 11.9% of the teachers agreed on the same statement. Though, 2.9% of the teachers were in disagreement with the same statement. It was observed that 28.4% of teachers strongly agreed with the statement that providing teaching-learning materials teachers to explain complex tasks easily, 53.7% of teachers agreed with the statement that provision of teaching-learning materials helps teachers to explain complex tasks easily. However, 17.9% of teachers disagreed with the statement that provision of teaching-learning materials helps teachers to explain complex tasks easily. The study observed that 44.8% of teachers strongly agreed that provision of teaching-learning materials helps teachers increase students' interest and motivation, 32.8% of teacher agreed with the statement that provision of teaching-learning materials helps teachers increase students' interest and motivation. However 14.9% of the teachers disagreed with the statement that provision of teaching-learning materials helps teachers increase students' interest and motivation whereas 7.5% of the teachers strongly disagreed with the same statement. Further, the study observed that provision of teaching-learning materials helps to simplify the subject contents with 73.1% of the teachers strongly agreeing and 19.4 of the teachers agreeing with the same statement. However, 5.9% of the teachers disagreed that providing teaching-learning materials aids to simplify the subject contents and 1.5 % of the teachers strongly disagreed.

4.11 Influence of On-Job-Training on Teacher Retention

The study aimed to determine the influence of OJT on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. In regard to this, school principals were given a list of statements to rate their level of agreement. Table 4.12 exhibits the findings:

Table 4.12: Principals’ Response on the Influence of On-Job-Training on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school	3	42.9	4	57.1	0	0.0	0	0.0	7	100
Teachers are able to formulate a training program using the real school situation	5	71.4	1	14.3	1	14.3	0	0.0	7	100
On-the-job training make the systematic approach in the school because that time they know the right approach of the school	3	42.9	3	42.9	1	14.3	0	0.0	7	100
On-job-training provides the learning environment to the teachers which equips the teachers with new skills	2	28.6	5	71.4	0	0.0	0	0.0	7	100
On-job-training is tailored to the needs of the school which makes teachers understand fully their Teaching responsibilities and become motivated to remain in their teaching profession	37	55.2	24	35.8	6	8.9	0	0.0	7	100

The findings as presented in Table 4.12 show that the statement that teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school was strongly agreed by 42.9% of the principals with 57.1% agreeing. Data revealed that, 71.4% of the principals strongly agreed that teachers are able to formulate a training program using the real school situation, with 14.3% of the principals agreeing with the statement that teachers are able to formulate a training program using the real school situation and 14.3% of the principals disagreeing with the statement that teachers are able to formulate a training program using the real school situation. It was observed that majority 42.9% of the principals strongly agreed and agreed that OJT make the systematic approach in the school because that time they know the right approach of the school respectively with 14.3% of the principals disagreeing with the same statement. The study additionally revealed that, 28.6% of the principals strongly agreed that OJT provides the learning environment to the teachers which equip them with new skills and 71.4% of the principals agreeing with the statement that OJT provides the learning environment to the teachers which equips them with new skills. Further, the study observed that OJT is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession. This was strongly agreed by majority 55.2% of the principals and 35.8% of the principals who agreed on the same statement. However, 8.9% of the principals disagreed that OJT is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession.

Further, teachers were given a list of statements about the influence of OJT on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The findings are presented in Table 4.13.

Table 4.13: Teachers’ Response on the Influence of On-Job-Training on Teacher Retention

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
Teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school	37	55.2	24	35.8	6	8.9	0	0.0	67	100
Teachers are able to formulate a training program using the real school situation	40	59.7	23	34.3	3	4.5	1	1.5	67	100
On-the-job training make the systematic approach in the school because that time they know the right approach of the school	19	28.4	36	53.7	12	17.9	0	0.0	67	100
On-job-training provides the learning environment to the teachers which equips the teachers with new skills	21	31.3	44	65.7	0	0.0	0	0.0	67	100
On-job-training is tailored to the needs of the school which makes teachers understand fully their Teaching responsibilities and become motivated to remain in their teaching profession	32	47.8	26	38.8	3	4.5	0	0.0	67	100

According to the results as presented in Table 4.13, it was found that most 55.2% of the teachers strongly agreed that teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school with 35.8% agreeing and 8.9% of the teachers disagreeing with the same statement that teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school. According to Table 4.13, 59.7% of teachers strongly agreed that teachers are able to formulate a training program using the real school situation and 34.3% of the teachers agreed with the same statement. Though, 4.5% of the teachers disagreed and 1.5% of the teachers strongly disagreed with the statement that teachers are able to formulate a training program using the real school situation. The study also observed that 28.4% of the teachers strongly agreed that OJT make the systematic approach in the school because that time they know the right approach of the school with 53.7% of the teachers agreeing and 17.9% disagreeing on the same statement. The study observed that 31.3% of the teachers strongly agreed on the statement that OJT provides the learning environment to the teachers which equips the teachers with new skills and 65.7% of the teachers agreed on the statement that OJT provides the learning environment to the teachers which equips the with new skills. It was further observed that OJT is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession as strongly agreed by majority 47.8% of the teachers and 38.8% of the teachers agreeing with the same statement. However, 4.5% of the teacher disagreed with the statement that on-job-training is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession.

4.12 Teacher Retention

The study sought to determine the teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. In regard to this, school principals were given a list of statements to rate their level of agreement. Table 4.14 presents the study findings.

Table 4.14: Principals’ Response on Teacher Retention against Institutional Motivational Practices

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
The Number of teachers staying has reduced	6	85.7	1	14.3	0	0.0	0	0.0	7	100
Number of teachers leaving had increased	0	0.0	0	0.0	5	71.4	2	28.6	7	100

According to Table 4.14, 85.7% of principals strongly agreed that the number of teachers staying has reduced and it was also observed that 14.3% agreed that the number of teachers staying at PSS in Kamukunji Sub-County, Nairobi County, Kenya has reduced. On the other hand, majority 71.4% of the principals disagreed with the statement that the number of teachers leaving PSS in Kamukunji Sub-County, Nairobi County, Kenya had increased with 28.6% strongly disagreeing with the statement.

Further, teachers were given a list of statements about the influence of OJT on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The findings are presented in Table 4.15.

Table 4.15: Teachers’ Response on Teacher Retention against Institutional Motivational Practices

Statement	SA		A		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%
The Number of teachers staying has reduced	55	82.1	10	14.9	2	2.9	0	0.0	67	100
Number of teachers leaving had increased	0	0.0	1	1.5	46	68.7	20	28.6	67	100

According to Table 4.15, 82.1% of teachers strongly agreed that the number of teachers staying at PSS in Kamukunji Sub-County, Nairobi County, Kenya has reduced and majority 68.7% of teachers disagreed that the number of teachers leaving PSS in

Kamukunji Sub-County, Nairobi County, Kenya had increased with 28.6% strongly disagreeing with the statement.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

In this chapter the researcher presents the summary of the findings and discusses the findings and gives the interpretation of the same.

5.2 Summary

The study general objective was investigating the influence of institutional motivational practices on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The specific study objectives were to establishing the influence of reward system, delegation of duties, provision of teaching-learning materials and on-job-training on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The summary of findings is presented as follows along with the discussion on related literature review.

5.3 Influence of Reward System on Teacher Retention

The study aimed to establish the influence of reward system on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. It was observed that 71.5% of the school principal agreed on the assertion that reward systems promote development and professional advancement by placing instructors in a place to accomplish better and enhance their job performance. On the other hand, the study found that 80.6% of teachers agreed with the statement that reward systems promote development and professional advancement by placing instructors in a place to accomplish better and enhance their job performance. This implies that the reward systems teachers received had positively contributed much to their professional growth thus making them stay in their professions. This finding concur with Naveda (2016) study that assessed the impact of reward on teachers' retention at secondary level in Malaysia and the study revealed existence of correlation amongst extrinsic reward and intrinsic rewards towards teacher retention. However, 28.6% of the school principals and 19.3% of the teachers disagreed that reward systems encourages development and career growth as it encourages teachers to do more and improve their work performance. This contradicts with Kituyi et al. (2014) observation that most teachers in secondary schools in Kenya preferred to be rewarded financially as

opposed to others ways of rewarding and the schools' principals was said to be the main hindrance to effective enjoyment of the reward systems in schools. Therefore, the school principals should be encouraged to provide more rewards systems to their teaching staff. The findings indicates that a larger percentage 85.7% of the school principals and 94.0% of the teachers agreed on the statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work respectively. This is an indication that by rewarding teachers results to a positive relationship within the workplace increasing teacher retention rate. The findings concur with Sichari et al. (2017) study that examined the impact of reward system on the rate of retaining teachers in secondary schools in Homa Bay County of Kenya and the study indicated that a notable and commendable positive association existed amongst the two variables that the reward systems by the principal being related with high rate of retention of teachers. However, 14.3% of the school principals and 6.0% of the teachers disagreed on the same statement that reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work. This means that in as much as the teachers have been receiving the rewards this has not fully motivated teachers in staying in their job profession. This finding disagrees with Zingheim and Schuster (2015) study that a reward system is anything that enhances the occurrence of an employee activity and, as a consequence, maintains people inside the firm. The study observed that all of the school principals and quite a large percentage 97.1% of the teachers agreed on the statements that reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance and firmly believe that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks. This concurs with Dewhurst et al. (2010) findings that observe that teachers in London want to get both types of rewards in terms of financial and nonfinancial rewards. The authors further observe that some employees of schools in London prefer both financial and non-financial rewards and this encourages them to carry out tasks effectively and accept leadership roles. However, 2.9% of the teachers disagreed with the statement that reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance. This finding disagrees with those of Chiang and Birtch (2013) that established that a reward system is

important for teacher retention to be achieved. Organizations have a tendency of concentrating on the financial rewards and thereby ignoring the non-financial rewards.

It was observed that all the principals agreed and 98.5% of the teachers agreed on the statement that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks. This is an indicator that teachers have been receiving rewards which have encouraged them to improve on their performance thus making them stay in their profession. The findings are supported by Sichari et al. (2017) study that examined the impact of reward system on retaining teachers in secondary schools in Homa Bay County of Kenya and the study indicated that a notable and commendable positive association existed amongst the two variables that the teachers reward systems by the principal being related with high rate of retention of teachers. However, 1.5% of the teachers disagreed on the same statement that reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks. This finding disagree with Naveda (2016) study that assessed the effect of reward on teachers' retention at secondary level in Malaysia and the study found existence of correlation amongst extrinsic reward and intrinsic rewards towards teacher retention.

The results also show that 85.7% of the school principals and 86.6% of the teachers agreed that reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues respectively. This shows that through rewards teachers have been enjoying working with the school which has enabled them to stay in their profession. This finding concur with a study by Makhuzeni and Barkhuizen (2015) that examined the impact that reward strategy had on the retention of teacher in schools located in North-West province in South Africa and the as indicated by the findings, there was poor application of rewards systems in the schools such as teacher's compensations, career development and management performance. Owing to this poor reward systems, most of the teachers were contemplating exiting the profession. However, 14.3% of the school principals and 4.5% of the teachers disagreed that reward system creates a collaborative work environment as teacher feel valued, appreciate and value their

colleagues respectively. This shows that the reward system has not effectively been implemented to create a good working environment. This finding concurs with the findings of Tumaini (2015) study examined how non-monetary activities contributed in the retention of teachers in PSS in Korogwe Urban in Tanzania whose finding from the analysis of the data, it was found out the teacher's promotion continues to be a main challenge in PSS, as it was revealed that only a few teachers were satisfied while the highest numbers of teachers were dissatisfied with the promotion management.

The results of qualitative data also indicated that it is crucial to have reward systems because they help to increase teacher retention rates and act as a powerful motivator for educators. It has been observed that reward systems encourage a new, positive culture in schools by placing teachers in positions where they can work harder and perform their jobs more effectively. Additionally, incentive programs encourage teachers to advance in their careers, which improves the quality of their work. The importance of the reward system is viewed as paramount because it increases the likelihood that teachers will continue working as teachers.

5.4 Influence of Delegation of Duties on Teacher Retention

The study aimed at determining the impact of delegation of duties on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The study observed that 85.7% of the principals and 65.7% of the teachers agreed that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress. This shows that there is efficiency and effectiveness within the workplace since everyone is focus on his or her goals. This finding is in line with Irungu (2012) where he studied how teachers perceived the process of delegation in secondary schools in Mathiyoa District in Kenya that established that there are certain duties that are not delegated by head teachers to any of their teachers, including finance management and activities concerning implementation of BOM policies. However, the study observed that 14.3% of the school principals and 34.3% of the teachers disagreed with the statement that delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress. This means that delegation is not fully implemented which

could have led to some teachers leaving their job. This finding disagrees with the findings of a study by Matovu and Ssegawa (2020) investigated the link between the approaches of delegation applied by head of schools and the teacher perception on commitment to work in secondary schools in Kira Municipality, Wakiso District, Uganda and the finding indicated that through delegation, teachers were encouraged to do their work well and be creative by getting more involved in running the affairs of their schools and work toward perfection which increased teacher retention rate.

The study observed that all the school principals and 91.0% of the teachers agreed that delegation of duties provides teachers the ability to learn and develop new skills. This means that when teachers are delegated duties they acquire new skills in relation to that particular role increasing their motivation. The findings also collaborates with the findings of a comparative study carried out by Weshah (2012) that explored the perception of empowerment and delegation of authority on teacher retention in Australian and Jordanian schools and the findings indicated that teachers in both Jordanian and Australian schools viewed empowerment and authority delegation as moderate, Australian teachers' ranked empowerment and delegation greater than Jordanian teachers. However, 8.9% of the teachers disagreed that delegation of duties provides teachers the ability to learn and develop new skills. This means that there is still need to have a proper delegation of duties within the school management system. These findings contradict with Ibrahim (2015) study that explored the evaluation of delegation of duties and responsibilities practices by principals in secondary schools on teacher retention in Funtua Local Government Area, Katsina State, Nigeria and found that that there is no significant association amongst the delegation of co-curricular activities by the principals and the retention of teachers in Funtua Secondary Schools.

It was observed that all the principals and 86.6% of the teachers agreed that delegation of duties develops trust between the teachers and improves communication. This means that the school principals had developed trust with their members of teaching staff. The findings agree with the Irungu (2012) study on how teachers perceive the process of delegation in secondary schools in Mathioya District Murang'a County, Kenya that

established that there are certain duties that are not delegated by head teachers to any of their educators, including finance management and activities concerning implementation of BOM policies. However, 13.3% of the teachers disagreed that delegation of duties develops trust between the teachers and improves communication. Although delegation of duties was practiced by the school principals, it was not done effectively which could have caused teachers leaving their jobs. This contradicts the observation by Westhuizen (2014) who is of the contention that delegation is of great importance in school management and that it forms a solid foundation of the school as it helps in minimizing management workload and the school managers ought to transfer or delegated specific responsibilities and duties to their juniors and this shall guarantee that they have adequate time to concentrate on more pressing matters.

Delegation of duties improves efficiency, productivity, and time management was strongly agreed and agreed by 85.8% of the principals and all the teachers agreed that with the same statement that delegation of duties improves efficiency, productivity, and time management. This means that delegation of duties done by the school principals had increased the efficiency within the school operations. This agrees with Eddie (2012) notes that when delegation is used effectively, it can be a very key motivating factor. As a result, delegation boosts subordinates' feeling of accomplishment and self-esteem because it is far more satisfying to be allowed to applaud themselves for a task which is well planned and executed as opposed to another person's plan that is simply performed. However, 14.3% of the principals disagreed that, delegation of duties improves efficiency, productivity, and time management and that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors respectively. This is in disagreement with Jha (2014) argument that where there is delegation of tasks in accordance to the abilities and skills of subordinates, there is a high likelihood that an institution will give higher output than it would have been able to do. Therefore, it can be argued that delegation is likely to contribute to a certain level of degree of teacher motivation which can either lead to achievement of positive or negative teacher performance to a certain extent.

Further, it was observed that 85.8% of the principals and 83.5% of the teachers agreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors. This means that through delegation of duties teachers have been able to stay within their profession for long since they have been able to exercise their skills. This concurs with a study done by Al-Jammal et al. (2015) focused on the effect of delegation of authority on teacher retention at Great Irbid municipality in Jordan and found that there is a substantial association amongst delegation of authority on efficacy, effectiveness and empowerment of teacher's retention. However, 14.3% of the principal and 16.4% of the teachers disagreed that delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors. This contradicts with Morake et al. (2012) study that observed that primary schools' managers in South Central region of Botswana see delegation as a way of increasing teacher retention as they gain a sense of ownership in their work and suggest that in order to increase teacher retention rates principals should consider assigning teachers responsibility roles.

These findings were enhanced by the results of qualitative data which indicated that delegation of tasks enables teachers to learn new skills, establish trust with one another, and improve communication. Delegation of responsibilities also fosters improved communication, efficiency, productivity, and time management while enabling school administration to concentrate on higher-level tasks and enabling teachers to learn new skills.

5.5 Influence of Provision of Teaching-Learning Materials on Teacher Retention

The study aimed to examine the influence of provision of teaching-learning materials on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The study observed that all the principals and 91.0% of the teachers agreed on the statement that provision of teaching-learning materials help teachers in creating a conducive environment for learning. This means that a positive work environment is created through adequate provision of teaching and learning materials. This finding is consistent with Ochieng' (2014) study that examined the strategies applied by head teachers in increasing the retention levels of teacher in primary schools and established that inadequate teaching and learning

resources negatively influenced the retention rate of teachers. However, 8.9% of the teachers disagreed with the statement that provision of teaching-learning materials help teachers in creating an environment which is both engaging and interesting. This finding is contrary to the finding of Bizimana and Orodho (2014) study that examined the impact that availability of learning and teaching materials have on the content delivery and effective classroom management of teachers in secondary schools in Huye District, Rwanda and found that while the amount of teaching and learning resources in the location of the research was inadequate, the efficacy of classroom management and content delivery was therefore compromised.

All of the Principals and 54.8% of the teachers agreed with the statement that providing teaching-learning materials helps instructors reach all learners in a classroom because students gain visual stimulation and the ability to acquire the topic from a changed vantage point. However, 2.9% of the teachers disagreed with the same statement that provision of teaching-learning materials helps teachers to reach all learners in a classroom as the students get visual stimulation and the opportunity to access the content from various vantage points. This shows that there the use of teaching and learning materials does not contribute positively to teacher retention rate. The findings are inconsistent with the findings of Brown and Wynn (2017) study that examined the effects of teaching and learning materials on teacher retention in Pakistan and the study indicated that educators conducting self-development with interactive learning materials were extremely driven to obtain better evaluation of students, while teachers with interactive learning equipment were more satisfied with learning. The study also found that school managers were able to retain teachers more than their counterparts.

Most of the principals 85.7% of the principals and 82.1% of the teachers agreed on the statement that provision of teaching-learning materials helps teachers to explain complex tasks easily. This is an indicator that teaching and learning materials simplifies teaching process thus making the teachers enjoy their jobs. This finding agrees with Forsyth (2014) who further show that the materials quality has a direct effect on the teaching quality. It is a great skill for teacher to have the ability to know how to get best instructional materials.

Clarifies essential ideas in order to generate and keep student attention, provides all students in a class with the chance to share experiences required for new learning, and aids in making learning more permanent. However, 14.3% of the principals and 17.9% of the teachers disagreed on the same statement that provision of teaching-learning materials helps teachers to explain complex tasks easily. This finding does not concur with Shulman (2016) that a successful classroom instructor must assist students in developing a spirit of inquiry using diverse simulative teaching and learning methods.

The study found that provision of teaching-learning materials helps teachers increase students' interest and motivation and was agreed by 85.7% of the principals and 77.6% of the teachers respectively. This means that the use of teaching and learning materials in class motivates the students in learning which on the other hand motivated teachers. This finding agrees with Mishra and Koehler (2016) who observe that teaching and learning materials are a component of instructional innovation and may be defined as pedantically adjusted items that the instructor can employ throughout the encouraging procedure to assist the understudy in comprehending the content. However, 14.3% of the principals and 22.4% of the teachers disagreed with statement that provision of teaching-learning materials helps teachers increase students' interest and motivation. This finding does not concur with Mupa and Chinooneka (2015) who observe that it is also worth noting that instructors' teaching resources are confined to textbooks and syllabi and thus do not extend further than that. The support by parents with regards to extra materials for example revision books and textbooks is quite minimal. In fact, most schools have shortage of revision books, textbooks and resources to advance knowledge to children.

In addition, 85.7% of the principals and 92.5% of the teachers agreed that provision of teaching-learning materials helps to simplify the subject contents. Therefore, it can be argued that teaching and learning materials helps teachers when teaching a certain complex subject to be better understood by the students thus motivating them in teaching. According to Akinleye (2010) successful teaching and learning involves a teacher providing the students with instructional materials and using practical activities to make learning more enjoyable, rational and pragmatic, which may impact the overall motivation and retention

of instructors. However, 14.3% of the principals and 7.4% of the teachers disagreed that provision of teaching-learning materials helps to simplify the subject contents. This contradicts with Atieno (2014) study that focused on how teaching and learning resources affect teacher retention in day secondary school education in Embakasi Constituency, Kenya established that there was not only availability of teaching and learning equipment in schools but also the utilization of the materials that are mostly those applied in classroom instruction for instance charts, dusters, chalk excluding physical facilities are not adequate and there is also gross insufficiency of human resources.

These findings were supported by the results of qualitative data which indicated that having access to teaching-learning resources helps teachers simplify difficult concepts, explain complex activities clearly, and create engaging and appealing learning environments. Learning resources can aid students in their academic success by encouraging them. An educational video, for instance, might give a student new insights, but an engaging worksheet might offer some fresh chances to put a newly acquired skill to use. Lesson planning and delivery can benefit from the inclusion of teaching and learning resources. Both the teacher and the student can use the learning materials as a guide. Materials for teaching and learning can help teachers differentiate lessons while also assisting students generally.

5.6 Influence of On-Job-Training on Teacher Retention

The study sought to determine the influence of OJT on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya. The study established all the principals and 91.0% of the teachers agreed that teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school. This means that the teachers acquire appropriate knowledge when introduced to on-job-training. This finding is supported by a study by Huma (2015) that examined the effect of teacher OJT on teacher retention in British curriculum secondary schools in Lang'ata Division, Nairobi County, Kenya. According to the study, the major training needs for enhancing teacher motivation and retention are proper subject matter training and pedagogical preparation. However, 8.9% of the teachers disagreed with the

statement that teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school. The finding does not concur with Anwar and Anis-ul-Haque (2020) study that examined the influence of OJT on teacher retention in rural PSS in Islamabad, Pakistan and the study findings revealed that OJT had a positive significant influence on teacher retention.

Data revealed that, 85.7% of the principals and 94.0% of the teachers agreed that teachers are able to formulate a training program using the real school situation. This is an indicator that on-job-training enables the teachers to understand well the schools mission and vision. The findings agree with Ndunguru (2015) study that examined the impact of OJT on teacher's retention: The case of Secondary School Teachers in Songea Municipality revealed that trained personnel are more likely to stay with the same firm after being trained than those who have not yet been trained. However, 14.3% of the principals and 6.0% of the teachers disagreed with the statement that teachers are able to formulate a training program using the real school situation. This finding contradict with the finding of Dardar et al. (2016) study that examined the impact of job training on teacher job turnover in Libyan public schools which demonstrated that training had no link with job turnover, however job satisfaction and alternative jobs have a favorable relationship with teacher job turnover.

It was observed that majority 85.8% of the principals and 82.1% of the teachers agreed with the statement that OJT make the systematic approach in the school because at that time they know the right approach of the school respectively. Therefore, it is observed that the through on-job training teachers understands better the school operations and are able to work effectively. The findings agrees with Simatwa (2016) who sought to identify the influence of on-job-training on teacher retention in PSS and revealed that the OJT that was done included seminars and trainings that were organized by the schools. However, 14.3% of the principals and 17.9% of the teachers disagreed with the statement that OJT makes the systematic approach in the school because that time they know the right approaches of the school. This findings disagrees with Simatwa (2016) who observe that OJT methods

helps teachers adopt to the latest trends in the school system ensuring that they are able to perform their assigned tasks effectively hence enhances retention of teachers.

The study also found that, all of the principals and teachers agreed on the statement that OJT provides the learning environment to the teachers which equip them with new skills. Therefore, it can be argued that on-job training provides teachers with the required skills that enables them to cope with the current needs of the school. This finding agree with Heinrich and Lynn (2016) which observe that OJT is a form of bringing up to date teachers' skills and knowledge for improving teaching and learning that will translate to better job performance as teachers are able to acquire knowledge in a setting where they will be under an obligation to implement the knowledge and skills obtained. In addition, the finding concur with Amin et al. (2013) who show that during OJT teachers can be engaged in the real production process instead of the simulated learning process.

Further, the study observed that 91.0% of the principals and 86.6% of the teachers agreed with the statement that OJT is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession. Therefore, it can be argued that on-job training enables teachers to understand their roles and thus became more motivated. This agrees with Huma (2015) who indicates the primary training needs for improving teacher motivation and retention are proper content knowledge training and practical preparation. However, 8.9% of the principals and 4.5% of the teachers disagreed with the statement that OJT is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession. This finding disagrees with Bame (2017) contends that teacher training has a substantial impact on teachers' career advancement. The most important training requirements for improving teacher recruitment and commitment are proper specific topic training and pedagogical preparation.

The results from the qualitative data also support these findings as they indicated that teachers can develop training curricula based on real-world situations and use them in the classroom by participating in OJT. Despite having the best skills and abilities, schools'

training programs help teachers hone those skills and abilities for productive work performance. Teachers receive training on the duties and tasks associated with their jobs, and they not only study but also carry out tasks under the guidance of experts and professionals.

5.7 Teacher Retention

The study aimed on investigating the impact of institutional motivational practices on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The study found that, all of the principals and 97.0% of the teachers agreed with the statement that the number of teachers staying has reduced. This is an indicator that the school principal had a proper application and management of institutional motivational practices towards teacher retention. This finding agree with Dworkin, Saha and Hill (2017) study that points out the cumulative impact that substantial loss of teachers has on schools is increasingly becoming debilitating as students, institutions, and the entire nation continue to count losses from teachers who leave their careers. However, 2.9% of the teachers disagreed with the statement that the number of teachers staying has reduced. This finding disagrees with Madumere-Obike et al. (2018) Studying teacher retention rate management for excellent education delivery in public senior secondary schools in Rivers State, Nigeria, and discovered that enhanced services and welfare packages for teachers might minimize teacher turnover rate.

The study also observed that 98.5% of the teachers agreed with the statement that the number of teachers leaving PSS in Kamukunji Sub-County, Nairobi County, Kenya had increased. This shows that there is lack of proper implementation of institutional motivational practices on teacher retention. This finding concur with Borman and Dowiing (2018) that giving attention to teachers and treating them equally with other professions can boost retention rate of teachers. Therefore, successful management is essential as it will captivate new teachers into the educational system and in addition increase the retention rate of teachers. Therefore, teachers' retention improves the education quality. However, all of the principals and 1.5% of the teachers disagreed with the statement that the number of teachers leaving PSS in Kamukunji Sub-County, Nairobi County, Kenya.

This finding agrees with the finding of Owala et al. (2016) study that indicated that around half of new teachers quit the profession during the first five years of teaching.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, the researchers derive conclusion founded on the findings as presented in chapter four and give study recommendation.

6.2 Conclusions

The study concluded that there is an influence of reward system on teacher retention in Kamukunji Sub-County, Nairobi County, Kenya. The study concluded that teachers stayed in their professions because of the positive contributions reward systems made to their professional development. Although it hasn't fully motivated teachers to stay in their job profession, rewarding teachers results in a positive relationship within the workplace increasing teacher retention rate. Teachers have been receiving incentives that have motivated them to increase their performance and keep up with their profession. These incentives have also helped teachers enjoy working with the school, which has allowed them to continue in their line of work. Additionally, incentive programs encourage teachers to advance in their career, which improves the quality of their work. The importance of the reward system is viewed as paramount because it increases the likelihood that teachers will continue working as teachers.

The study concluded that there is an influence of delegation of duties on teacher retention in Kamukunji Sub-County, Nairobi County, Kenya. In relation to the findings, the study concluded that since everyone is focused on their own goals and delegation is not fully implemented, which could have resulted in some teachers leaving their jobs, the workplace is efficient and effective. When teachers are given tasks, they learn new skills related to that specific role, which increases their motivation. Within the school management system, proper task delegation is still required. The school's leaders had earned the respect of the teaching staff. The efficiency of school operations had increased as a result of the principals' delegation of tasks. Teachers have been able to remain in their profession for a long time through delegation of duties because they have been able to use their skills.

The study concluded that there is an influence of teaching and learning materials on teacher retention in in Kamukunji Sub-County, Nairobi County, Kenya. In relation to the findings, the study concluded that a good supply of instructional and study materials fosters a positive work environment. The use of instructional materials does not increase the rate of teacher retention there. Materials for teaching and learning make the teaching process simpler, which helps teachers enjoy their work. The use of instructional materials in the classroom inspires students to learn, inspiring teachers in turn. Teaching and learning resources assist instructors in making a complex subject easier to understand for students, which encourages teachers to teach.

The study concluded that there is an influence of OJT on teacher retention in Kamukunji Sub-County, Nairobi County, Kenya. With regards to the findings, the study conclusion was that when the teachers are exposed to on-the-job training, they acquire the necessary knowledge. The teachers can fully comprehend the mission and vision of the school with the help of on-the-job training. Teachers can work more productively and have a better understanding of how schools operate thanks to on-the-job training. Teachers receive the necessary training while they are on the job so they can meet the demands of the school. Teachers who receive on-the-job training can better understand their roles and become more motivated.

6.3 Recommendations

The study recommends that the school management ought to assess the reward practices existing and implement corrective and preventative measures aimed on minimizing the turnover of teachers. To recruit and retain teachers, the school administration may explore offering more creative financial and non-financial incentives. Additionally, teacher compensation must be market-related in order to keep teachers from pursuing other professional paths. The government must identify the areas that need to be prioritized in order to strengthen incentive management systems and increase teacher retention. More specifically, they must reform regulations controlling teacher remuneration and benefits by incorporating more than one form of rewarding teachers.

The study recommends that the administration of the school should make an attempt to allocate responsibility roles to teachers as early as possible and allow them to gain the requisite experience. Assess the teaching staff's skills and talents, and give the assignment to the best qualified person. Determine the purpose of the assignment and how it will contribute to the school's or department's goals. Also, state clearly how the teacher will profit from the given assignment. Ascertain that the teacher has the necessary authority and responsibility to execute the work. Allow the teacher to accomplish the work in any way they want as long as the results are as expected. Accept suggestions for task completion from teachers.

The study recommends that the government together with the applicable line ministries and education development partners ought to ensure that there is adequate teaching and learning materials. Precisely, the government ought to provide enough classroom resources, libraries, audio visual aids and computers as this will improve teaching and learning experience hence leading to better quality education across the country. Secondary schools ought to be given significant financial support to enable them to acquire suitable and acceptable teaching/learning facilities. Furthermore, teachers must be pushed to be more creative and invent some of the teaching learning resources using locally accessible materials rather than depending solely on purchased facilities.

The study recommended that the government should develop human resource development strategies that are long-term and ongoing, depend heavily on school-based in-service programs, and link training and upgrading to a career-path structure. Provide a range of incentives for different stages of teachers' careers to attract suitable candidates to teaching, establish job satisfaction, and improve instructional practice. Broaden the concept of in-service programs and support to mean a growth continuum of ongoing, participatory learning that is closely tied to the realities of classroom needs. Extend the evaluation of teacher education programs beyond informing facilitators and administrators of the modes of presentation, relevance, adequacy of facilities and instructors etc. The evaluation must also investigate whether attitudes and practices of participants have actually changed for the better and whether these changes are manifest in classroom and school practices.

6.4 Suggestion for Further Studies

The current study examined the influence of institutional motivational practices on teacher retention in PSS in Kamukunji Sub-County, Nairobi County, Kenya. The institutional motivational practices adopted by the study included reward system, delegation of duties, provision of teaching-learning materials and OJT. Henceforth, further studies ought to be undertaken and focus on other motivational practices. In addition, the study was undertaken in PSS in Kamukunji Sub-County, Nairobi County, Kenya. Henceforth, other studies can be undertaken that focus on other Sub-Counties in Nairobi County, Kenya.

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APPENDICES

Appendix I: Introductory Letter

The School Principal

Dear Sir/Madam

RE: REQUEST FOR YOUR PARTICIPATION IN MY ACADEMIC RESEARCH

I am a student at South Eastern Kenya University pursuing a degree of Master of Education in Educational Administration. As part of the pre-requisite of my course work, I am required to submit a research . In this regard I am undertaking research on “Institutional motivational practices influencing teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya”

Therefore, I kindly ask you to assist me by responding to the attached questionnaire. The information provided will be used exclusively for academic purpose. I assure you that the information you will provide will be treated in strict confidence. A copy of the final paper will be availed to you upon request. Your assistance will be highly appreciated.

Yours Faithfully,

Peter Kiio Manundu

Appendix II: Questionnaire for the School Principal

Section A: Background Information

1. Your gender: Male Female
2. Your age (in years)

<input type="checkbox"/> 35 - 39	<input type="checkbox"/> 40 - 44
<input type="checkbox"/> 45 - 49	<input type="checkbox"/> 50 and above
3. Level of education

<input type="checkbox"/> BED	<input type="checkbox"/> Diploma
<input type="checkbox"/> Masters Degree	<input type="checkbox"/> BA/BSC PGDE
4. How many years have you served as a teacher?

<input type="checkbox"/> 1 – 4	<input type="checkbox"/> 5 – 9	<input type="checkbox"/> 10 – 14	<input type="checkbox"/> 15 and above
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5. How many years have you served in the current school? Years

Section B: Influence of Reward System on Teacher Retention

Indicate your level of agreement on the influence of reward system as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	1	2	3	4	5
Reward systems encourages development and career grow since it puts the teachers in the position to do more and eleva their work performance					
Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work					
Reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance					
Reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks					
Reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues					

1. Based on your own opinion, how does reward system as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?

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Section C: Influence of delegation of duties on Teacher Retention

Indicate your level of agreement on the influence of delegation of duties as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
Delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress					
Delegation of duties provides teachers the ability to learn and develop new skills					
Delegation of duties develops trust between the teaches and improves communication					
Delegation of duties improves efficiency, productivity, and time management					
Delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors					

2. Based on your own opinion, how does delegation of duties as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?

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Section D: Influence of provision of teaching-learning materials on Teacher Retention

Indicate your level of agreement on the influence of provision of teaching-learning materials as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
Provision of teaching-learning materials help teachers to make the learning environment interesting and engaging					
Provision of teaching-learning materials helps teachers to reach all learners in a classroom as the students get visual stimulation and the opportunity to access the content from a different vantage point					
Provision of teaching-learning materials helps teachers to explain complex tasks easily					
Provision of teaching-learning materials helps teachers increase students' interest and motivation					
Provision of teaching-learning materials helps to simply the subject contents					

3. Based on your own opinion, how does delegation of duties as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?

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Section E: Influence of on-job-training on Teacher Retention

Indicate your level of agreement on the influence of provision of on-job-training as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
Teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school					
Teachers are able to formulate a training program using the real school situation					
On the job training make the systematic approach in the school because that time they know the right approach of the school					
On the job training provides the learning environment to the teachers which equips the with new skills.					
On-job- training is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession.					

4. Based on your own opinion, how does on-job-training as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?

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Section F: Teacher Retention

Indicate your level of agreement on the influence of institutional motivational practices on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
The Number of teachers staying has reduced					
Number of teachers leaving had increased					

Appendix III: Questionnaire for the Teachers

Section A: Background Information

1. Your gender: Male Female
2. Your age (in years)

<input type="checkbox"/> 35 - 39	<input type="checkbox"/> 40 - 44
<input type="checkbox"/> 45 - 49	<input type="checkbox"/> 50 and above
3. Level of education

<input type="checkbox"/> BED	<input type="checkbox"/> Diploma
<input type="checkbox"/> Masters Degree	<input type="checkbox"/> BA/BSC PGDE
4. How many years have you served as a teacher?

<input type="checkbox"/> 1 – 4	<input type="checkbox"/> 5 – 9	<input type="checkbox"/> 10 – 14	<input type="checkbox"/> 15 and above
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5. How many years have you served in the current school? Years

Section B: Influence of Reward System on Teacher Retention

Indicate your level of agreement on the influence of reward system as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	1	2	3	4	5
Reward systems encourages development and career growth since it puts the teachers in the position to do more and elevate their work performance					
Reward system cultivates a positive relationship between the school principals and the teachers since they become confident and satisfied with their work					
Reward system enhances team spirit as teachers are given the chance to recognize their colleagues for good performance					
Reward system builds a positive school culture which makes teachers to be more willing to put forth extra effort on important tasks					
Reward system creates a collaborative work environment as teacher feel valued, appreciate and value their colleagues					

1. Based on your own opinion, how does reward system as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?
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Section C: Influence of delegation of duties on Teacher Retention

Indicate your level of agreement on the influence of delegation of duties as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
Delegation of duties gives the school principals the time and ability to focus on higher-level tasks thus reducing pressure and stress					
Delegation of duties provides teachers the ability to learn and develop new skills					
Delegation of duties develops trust between the teaches and improves communication					
Delegation of duties improves efficiency, productivity, and time management					
Delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors					

2. Based on your own opinion, how does delegation of duties as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?
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Section D: Influence of provision of teaching-learning materials on Teacher Retention

Indicate your level of agreement on the influence of provision of teaching-learning materials as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
Provision of teaching-learning materials help teachers to make the learning environment interesting and engaging					
Provision of teaching-learning materials helps teachers to reach all learners in a classroom as the students get visual stimulation and the opportunity to access the content from a different vantage point					
Provision of teaching-learning materials helps teachers to explain complex tasks easily					
Provision of teaching-learning materials helps teachers increase students' interest and motivation					
Provision of teaching-learning materials helps to simplify the subject contents					

3. Based on your own opinion, how does delegation of duties as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?

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Section E: Influence of on-job-training on Teacher Retention

Indicate your level of agreement on the influence of provision of on-job-training as an institutional motivational practice on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.

Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
Teachers learn the various skills that they require in their teaching field as they interact with other experienced teachers in the school					
Teachers are able to formulate a training program using the real school situation					
On the job training make the systematic approach in the school because that time they know the right approach of the school					
On the job training provides the learning environment to the teachers which equips the with new skills.					
On-job- training is tailored to the needs of the school which makes teachers understand fully their teaching responsibilities and become motivated to remain in their teaching profession.					

4. Based on your own opinion, how does on-job-training as an institutional motivational practice influence teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya?

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Section F: Teacher Retention

Indicate your level of agreement on the influence of institutional motivational practices on teacher retention in public secondary schools in Kamukunji Sub-County, Nairobi County, Kenya.




Key: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

Statement	1	2	3	4	5
The Number of teachers staying has reduced					
Number of teachers leaving had increased					

Appendix IV: List of Public Secondary Schools in Kamukunji Sub-County

1. Kamukunji Secondary School
2. Our Lady of Mercy SM Secondary School
3. Uhuru Secondary School
4. Zawadi Secondary School
5. Maina Wanjingi Secondary School
6. St. Teresa Boys Secondary School
7. Eastleigh High School
8. Moi Forces Academy Secondary School

Appendix V: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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RESEARCH LICENSE	
	
<p>This is to Certify that Mr., PETER KIIO MANUNDU of South Eastern Kenya University, has been licensed to conduct research in Nairobi on the topic: Institutional Motivational Practices Influencing Teacher Retention in Public Secondary Schools in Kamukunji Sub-County, Nairobi County, Kenya for the period ending : 08/September/2022.</p>	
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