

**DETERMINANTS OF TEACHER RETENTION IN PUBLIC PRIMARY
SCHOOLS IN MACHAKOS COUNTY, KENYA.**

**PAUL MULINGE
E70/30048/2014**

**A Research Thesis Submitted in Fulfillment of the Requirements for the Degree of
Doctor of Philosophy in Educational Administration of South Eastern Kenya
University.**

2022

DECLARATION

This Thesis is my original work and has not been presented in any other institution for any award. I understand that plagiarism is an offence and I declare therefore that this proposal is my original work and has not been submitted for award in to any other institution.

Signature:.....

Date:.....

Paul Mulinge

Ref. No. E70/30048/2014

This Thesis has been submitted for examination with our approval as University Supervisors.

Signature:.....

Date:.....

Dr. Gideon M. Kasivu

Senior Lecturer

Department of Educational Administration and Planning,

South Eastern Kenya University

Signature:.....

Date:.....

Dr. Janet K. Mulwa

Senior Lecturer

Department of Educational Administration and planning,

South Eastern Kenya University

ACKNOWLEDGEMENT

I wish to thank the Almighty God for giving me the opportunity, ability, good health and peace of mind to pursue this course. Special thanks go to my supervisors Dr. Gideon M. Kasivu and Dr. Janet K. Mulwa for their tireless efforts offered to me in terms of guidance and mentorship in the journey of thesis writing. Their frequent prompting and timely evaluation assisted me to stay on course besides ensuring my completion of the thesis.

Many thanks also to Prof. David M. Mulwa ,Dr. John Mutua , Dr. Muusya Kyalo, and Dr. Jonathan K. Mwania who were of great support not only in academic writing but also in moral support. I also wish to acknowledge Mr.Joseph Katelo who helped in writing, editing and proof-reading this document; Mr Ndeti who helped during data collection; Mrs Muting'au,Reachel and Mrs Hellen M for the encouragent.

Special thanks are extended to the County Director of Education- Machakos, County Commissioner and The TSC Director Machakos County for co-operation during data collection and provision of the data itself. Many thanks go to the TSC Sub-county directors, Headteachers and teachers for the assistance they offered me in terms of willingly releasing very important data that made my work not only easy but also a success.

I wish also to acknowledge all lecturers at the Department of Educational Adminstration and Planning at the South Eastern Kenya University for taking their time to review and correct my thesis. The commitment you offered me led to my timely completion of this study.

Much love goes to my only brother Sammy M. for nurturing and supporting my education.

DEDICATION

I dedicate this thesis to my dear wife Pricellah Wavinya, children Aristacus Mumo, Judith Kanini, Derick Muema, Juliet Mwongeli and my mother Teresia Muthio.

TABLE OF CONTENTS

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

CHAPTER ONE

1.0 Introduction	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study.....	7
1.3.1 General Objective of the Study.....	7
1.3.2 Specific Objectives of the Study.....	7
1.4 Hypotheses of the Study	8
1.5 Significance of the Study	8
1.6 Limitations of the Study.....	9
1.7 Delimitation of the Study.....	9
1.8 Definition of Significant Terms.....	10
1.9 Organization of the Study	11

CHAPTER TWO

2.0 Literature Review	12
2.1 Introduction.....	12
2.2 Teachers‘ Job Security Practices and Teacher Retention	12
2.3 Motivational Practices and Teacher Retention	15
2.4 Organizational Support Practices and Teacher Retention	18
2.5 Teacher Workplace Condition Practices and Teacher Retention	21
2.6 Summary of the Reviewed Literature	23

2.7	Theoretical Frame work.....	24
2.8	Conceptual Framework.....	27

CHAPTER THREE

3.0	Methodology	30
3.1	Introduction.....	30
3.2	Research Design.....	30
3.3	Target Population.....	30
3.4	Sample Size and Sampling Procedure	30
3.5	Research Instruments	32
3.6	Validity of the Research Instruments.....	33
3.7	Reliability of the Research Instruments.....	33
3.8	Data Collection Procedures.....	34
3.9	Data Analysis Techniques.....	34
3.10	Ethical Considerations	35

CHAPTER FOUR

4.0	Research Results	36
4.1	Introduction.....	36
4.2	Instruments' Return Rate	36
4.3	Demographic Information of the Respondents	36
4.3.1	Gender of Headteachers and Teachers.....	37
4.3.2	Age of Headteachers and Teachers.....	38
4.3.3	Academic Qualification of Headteachers and Teachers	39
4.3.4	Teaching Experience of Headteachers and Teachers.....	40
4.3.5	Length of Stay in the School as the Headteacher	41
4.3.6	Teachers Transferred out of School in the Last 3 Years.....	41
4.4	Analysis of the Study Objectives	42
4.5	Influence of Teachers' Job Security Practices on their Retention	42
4.5.1	Teachers' Responses on Teachers' Job Security Practices on their Retention	42
4.6	Organizational Support Practices on Teacher Retention	52
4.7	Influence of Motivational Practices and Teacher Retention	61
4.8	Workplace Environmental Practices on Teacher Retention	70

4.9	Summary of Key Findings	77
4.9.1	Teachers' Job Security Practices and Teacher Retention	78
4.9.2	Organizational Support Practices and Teacher Retention	78
4.9.3	Motivational Practices on Teacher Retention	78
4.9.4	Workplace Environmental Conditions on Teacher Retention	78

CHAPTER FIVE

5.0	Discussion and Interpretation of Research Findings.....	80
5.1	Introduction.....	80
5.2	Influence of Teachers' Job Security Practices on their Retention	80
5.3	Influence of Motivational Practices on Teacher Retention.....	84
5.4	Influence of Organizational Support Practices on Teacher Retention.....	86
5.5	Influence of Workplace Environmental Conditions on Teacher Retention.....	88

CHAPTER SIX

6.0	Conclusions and Recommendations.....	92
6.1	Introduction.....	92
6.2	Conclusion	92
6.3	Recommendations.....	93
6.4	Suggestions for Further Research	93
	References.....	95

LIST OF TABLES

Table 1.1:	Sampled Teachers Per School per Sub-County.....	32
Table 4.1:	Questionnaire and Interview Return Guide return rates.....	36
Table 4.2:	Disribution of Headtecahers and Teachers by Gender.....	37
Table 4.3:	Distribution of Respondents by Age.....	38
Table 4.4:	Highest academic qualification for headteacher and teachers.....	39
Table 4.5:	Teaching experience as a Headteacher.....	40
Table 4.6:	Length of stay in this instituion as headteacher.....	41
Table 4.7:	Teachers reponses on influence on teacher job security practices.....	43
Table 4.8:	Headteacher responses on Teachers Job security on their retention.....	45
Table 4.9:	Directors' level of agreement on teachers job security practices	49
Table 4.10:	Regression Model for teachers job security and their retention.....	50
Table 4.11:	ANOVA Model for teachers job security and teacher retention.....	51
Table 4.12:	Coeficient for teacher Job security and teacher retention.....	51
Table 4.13:	Teachers' responses on organizational support practices.....	53
Table 4.14:	H/Ts' responses on level of agreement on organizational support.....	54
Table 4.15:	Directors' level of agreement on organizational support practices.....	57
Table 4.16:	Regression model for organizational support practices.....	59
Table 4.17:	ANOVA model for organizational support.....	59
Table 4.18:	Oranizational support and teacher rention	60
Table 4.19:	Teachers responses on influence of motivational practices on their retention.....	62
Table 4.20:	H/Ts responses on level of agreement on motivational practices.....	63
Table 4.21:	Directors responses on motivational practices to teachers and its influence.....	66
Table 4.22:	Regression model for teacher motivational practices and teachers retention.....	67
Table 4.23:	ANOVA model for teacher motivational practices and teacher retention.....	68
Table 4.24:	Teachers motivaitonal practices and teacher retention.....	69
Table 4.25:	Teachers responses on influence of workplace environ conditions.....	70

Table 4.26:	H/Ts' responses on level of agreement on influence on workplace	71
Table 4.27:	Directors responses on workplace environmental conditons practices and nfluence on teacher retention.....	74
Table 4.28:	Regressional model for teacher workplace and teacher retention.....	75
Table 4.29:	ANOVA model for workplace condition and teacher retention.....	76
Table 4.30:	Coefiencint for workplace condition and teacher retention.....	76

LIST OF FIGURES

Figure 1.1:	Determinants infleuncing Teacher Retention inPublic Primary schools in Machakos County	27
Figure 4.1:	YES/NO responses on teachers job security practices.....	47
Figure 4.2:	H/Ts responses on how influential job secuirty is to their retention.....	48
Figure 4.3:	Directors' responses on level on agreement to teacher job security.....	50
Figure 4.4:	H/Ts' YES/NO responses on how influential organizational practices are to teacher retention.....	56
Figure 4.5:	H/Ts/ responses on how influential organizational support practices are to teacher retention.....	57
Figure 4.6:	Director's level of agreement on organizational support.....	58
Figure 4.7:	Headteachers YES/NO responses on motivational practices and its influence to teacher retention.....	65
Figure 4.8:	H/Ts' responses on level of influence on motivational practice.....	66
Figure 4.9:	Director's responses on motivational practices to Teachers and their influence on their retention.....	67
Figure 4.10:	Headteachers YES/NO responses on work place environmental conditions and its influence on Teachers retention.....	72
Figure 4.11:	Headeachers responses on the level of influence on workplace environmental conditions.....	73
Figure 4.12:	Director's response on workplace environmental conditions practices and influence to their retention.....	74

LIST OF APPENDICES

Appendix i: Letter of Introduction.....	103
Appendix ii: Questionnaire for Headteachers.....	104
Appendix iii: Questionnaire for Teachers.....	108
Appendix iv: Interview guide for Director and Sub-County Directors.....	111
Appendix v: Board of Post Graduate Studies Permission for Data Collection.....	113
Appendix vi: NACOSTI Research License.....	114
Appendix vii: TSC Machakos County Director Permit to collect data.....	115
Appendix viii: Director of Education Machakos County Research Authorization.....	116
Appendix ix: County Commissioner Machakos County Research Authorization.....	117

LIST OF ABBREVIATIONS AND ACRONYMS

AITSL	:	Australian Institute for Professional Teaching and School leadership
CAT	:	Continuous Assessment Test
CDE	:	County Director of Education
CEO	:	Chief Executive Officer
EARCOS	:	East Asian Regional Council of Overseas Schools
HOD	:	Head of Department
H/T	:	Head Teacher
IOE	:	Institution of Education
KEMI	:	Kenya Education Management Institute
KESI	:	Kenya Education Staff Institute
KNEC	:	Kenya National Examinations Council
KICD	:	Kenya Institute of Curriculum Development
MOE	:	Ministry of Education
NACOSTI	:	National Council for Science, Technology and Innovation
NCTAF	:	National Commission on Teaching and American Future
PACT	:	Performance Assessment for Californian Teachers
PhD	:	Doctor of Philosophy
POS	:	Perceived Organizational Support
SACCO	:	Savings and Credit Co-operative Society
SBTS	:	School Based Teacher Support
SPSS	:	Statistical Package for the Social Sciences
TPD	:	Teacher Professional Development
TR	:	Teacher
TSCAR	:	TSC County Assessment Report
TSCDCD	:	TSC Deputy County Director
TSCCD	:	TSC County Director
TSC	:	Teachers Service Commission
UK	:	United Kingdom
USA	:	United States of America

ABSTRACT

Teacher retention in educational institutions is an area of great concern to stakeholders in the education sector. Staffing in public primary schools is an important practice that ensures provision of quality education. Retention of teachers has been a challenge in the management of public primary schools necessitating the need for an inquiry and thus the need for this study which aimed at investigating the determinants of teacher retention in Public Primary schools in Machakos County. The study was guided by four objectives; To determine the influence of teachers' job, teachers' motivational practices, organizational support and workplace conditions on their retention in public primary schools in Machakos County, Kenya. The study was based on the Fredrick Herzberg's' Two-factor theory and employed mixed method approach using sequential concurrent design. The target population comprised of 898 headteachers, 8768 teachers, 9 TSC Sub-County directors and one TSC County director in Machakos County. The study used census sampling to select the TSC directors, simple stratified proportionate sampling to select the 382 teachers, and random sampling to select the 90 headteachers to participate in the study. Data was collected using questionnaires for headteachers and teachers while interview schedules were used to collect data from the TSC Sub-County directors and the TSC County director. Content Validity of research instruments was ascertained using a pilot study and expert judgment by the supervisors and the defense panel while reliability of instruments was ascertained using Test-Retest technique. Qualitative data entry and organization; content analysis and interpretation were conducted based on themes drawn from the objectives of the research in relation to research goal, purpose and objectives. Quantitative data was analyzed using percentages and reported using graphs, charts and frequency distribution tables. Qualitative data drawn from interview was transcribed into themes and reported in narratives. Coefficient of Correlation was used on hypotheses to establish the influence of determinants of teacher retention based on the research objectives. Hypothesis was tested at 0.05 level of confidence. Quantitative data was analyzed quantitatively as well as use of inferential statistics and reported by use of frequency distribution tables. Qualitative data was analyzed by organizing data into themes based on the study objectives and reported in narrative form. The results indicated that there was a statistically strong significant relationship between job, teachers' motivational practices, organizational support and workplace conditions and their retention in public primary schools in Machakos County, Kenya. The results posted showed that teachers' job security, organizational teacher support, teacher motivational practices and workplace condition were significant at (p) levels of 0.025, 0.00783, 0.00724 and 0.024 respectively. The study concluded that job security practices, teachers' motivation, organizational support and workplace conditions influenced teacher retention. Based on the results the study recommended Ministry of Education, Teachers Service Commission, Boards of Management should support teachers by providing security, good workplace conditions and motivating them to attract and retain teachers.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Teachers are an important resource in institutions of learning for they contribute to the implementation of institutions' vision and mission. Retention of teachers in schools is significant for the accomplishment of the institutional goals. Teacher retention issues are emerging as an important aspect of workforce management challenge in institutions of learning in the modern education sector. Teacher retention is defined as the continuous and planned efforts that an institution takes to retain the knowledgeable, skilled and competent teachers (Seymour 2016). Teacher retention in schools is vital for the survival and success of the education sector of any country.

Teachers are school resources and need to be handled, supported and managed well. Retention of teachers is not only beneficial to them but also gives advantage to the school's reputation (Song 2015). Retaining teachers for longer period in the school not only increases the pupils' performance but also contributes largely in maintaining the stability of the school. This depends wholly on the institutional characteristics of putting in place all possible attractive determinants that influence teachers in workplace. Hanushek (2017) in US investigated the impact of teachers participating in decision making in public schools. The study sampled 6300 public schools using questionnaires in sourcing data and SPSS technique in statistical data analysis. The study described good institutional practices as the approach that can influence teachers' stay, produce good results and improve on operations of an institution. Teacher retention is affected by the kind and approach of its leadership in aspects of motivation and policy strategies. This study noted some major determinants that influence retention of teachers such as teachers' job security practices, organizational support, motivational practices and workplace environment put in place. Most of the learning institutions have lost some of their senior-most and experienced teachers due to insecurity challenges of fear to underperform.

Susskind (2000) investigated Employees' behavioral intentions and attitude in the United Kingdom (UK) taking a sample of 386 teachers using cross sectional design and

questionnaires to collect data. The study noted that the institutional leaderships' support involvement not only influences teacher retention but also their commitment in organizations. Teacher retention is a pronounced global challenge. For instance, Alliance for Excellence (2008) pointed out that in the US, about half a million teachers seek for transfers each year associating this to job insecurity and thus job dissatisfaction. Majority of the teachers only transfer to the neighbouring schools while others end up dropping career.

A study by Tailor (2016) in the US was conducted that targeted 44 states to find out causes of teacher transfers in public primary schools. The report revealed teacher mobility and attrition as the leading determinant behind the phenomena. To correct the anomaly, the study advised for leadership training programmes to sensitize institutional leadership on organizational teacher support practices. In Asia, Keeling, (2010) was reported as asserting that the best method for an organization would be to attract and retain teachers by extension of job security, support, recognition and awards. This survey was conducted in the East Asian Regional Council of Overseas Schools (EARCOS) on reasons for over staying or setting out for some new stations. The study investigated 32 schools in 9 countries and observed that influencing factors include: teachers' perception on organizational conditions including supportive leadership, school character and job security (Mancuso, 2010). The study recommended some strategies to check on this and despite the EARCOS' provision for salary and other benefits. The study singled out the most cost- effective lever for change as the provision of teacher job security and supportive leadership. The study recommended the improvement of leadership and especially programmes to develop more supportive leadership. This leadership character would embrace aspects of transformational leadership and self- sacrificial leadership in readiness for attracting and maintaining quality, experienced and more so the few talented minds (Halinger, 2003). The study at hand proposes a series of trainings for the whole leadership and the teaching staff on job security.

A study by McGuire (2008) in Pakistan on impact of physical environment on employee commitment in Call Centre revealed that teachers' environment affects their retention. The

study sampled 100 employees from a target of 1020 workers and applied a descriptive design method using questionnaires to source information. The research analyzed and reported the outcome as follows: modern physical environment characterized by technology forms the basis effect of teacher retention as opposed to inadequacy of facilities and adverse working facilities which fuels the intention to leave a station. A good conducive workplace condition promotes teacher retention and quality performance is realized.

Ashiedu (2012) took a survey in Chinato determine the relationship between public school teachers' view regarding organizational support and psychological contract violation. The study sampled 230 teachers employed between 2014-2015 and analyzed the data collected using standard deviation and Mann Whitney U test on hypothesis test. The study noted areas of great concern and recommended organizational support practice that was diminishing in the country's education sector resulting in teacher mobility. Reasons behind these transfers were reported to be failure to recognize importance of classroom support management and mentorship. The management failed to consent its significant role of institutional support to teachers. In the same country, an empirical study by Gan and Jin (2008) observed situations of stressed teachers from job dissatisfaction due to psychological challenges. This originated from leaders' failure to offer organizational support to beginning teachers causing series of conflicts between teachers. This study proposes a larger target of 8768, a sample size of 382 and extends the organizational support to even experienced teachers as opposed to this survey.

In England, Perryman (2019) in a study in what motivates people to teach and why they leave workforce revealed the importance and reasons why schools should make teachers motivated. It sampled 5-year teacher education graduates of UCL Institute of Education (IOE) London, used questionnaires as tools to collect data and descriptive design approach. It was reported that good and quality performance is realized from motivated teachers while demotivated teachers look for ways and means of walking out of stations (Han & Yin, 2016). Creation of good, conducive workplace, organizational teacher support and

mobilization of institutional stakeholders to motivate tutors added to reasons for teacher's stay in not only schools but in the profession.

According to a study by Starcher (2006) in France on relationship between organizational support, organizational commitment and retention, beginning and experienced teachers are affected by poor organizational support. The study sampled 221 teachers-both beginners and long experienced ones. The study applied statistical analysis using Macro Mediate development from Hayes and Preacher (2013). This is because every worker does experience either emotional or financial challenges which require support from the institution. When this practice is not observed, teachers' morale goes down. This triggers their intention to plan to transfer to places with better environmental support (Moslow, 1859). Manson (2015) in Australia cited incidences where the education sector experienced understaffing after a good number of teachers sought for change to those institutions with pronounced motivation and teacher support policies. The study noted that at some point, teachers were reported to have extensively suffered psychologically after failing to access some financial assistance or social recognition from their leaders at the time they needed it the most.

An empirical study by Perrachione (2008) in Namibia on why teachers stay, elementary teachers' perception of job satisfaction and retention, affirms that organizational support is a leading determinant to teacher retention. The study sampled 300 randomly selected school teachers and analyzed data using multiple linear regression and qualitative design. Some respondents reported that they had worked in one station for over 30 years and are not even willing to change. The reason given was that their headteacher was so understanding, supportive and one who would occasionally go out of his way even to an extent of risking his/her job to offer his juniors a motherly support. This was defined as self-sacrificial leadership (Clement,2016). This provided extra job security according to them. The interviewed teachers revealed how they were being recognized whole-heartedly as members of the organization and supported during happy and sad moments. Teachers workplace environment, the organizational realization, motivation and a warm staff relationship is crucial to teachers' job satisfaction and enhances their stay.

An Empirical study done by Nyanjom (2013) in Uganda on importance of motivation in retaining the best teachers in schools noted that retention challenge affected the education sector. The study applied descriptive survey design, qualitative and quantitative approach. From a target of 2599 headteachers and teachers, a sample of 520 were subjected to questionnaires and an analysis was done. The survey recommended the importance of retaining the best teachers in schools for the development and posterity of the schools. It was noted that when some rare promotional opportunities open up like that of becoming a Deputy Head Teacher (DHT), a Departmental Head (HOD), the office does it secretly to the chosen few. This results to teacher conflict as he/she tries to fill this gap. The study noted that leadership has a major duty to support teachers' programs including managing learners' discipline in the school. Indiscipline of pupils make teachers' work difficult and disturbing, an act likely to influence or attract teachers' intention to leave (Perrachione, 2008).

Kisau (2016), in Kenya reported some workplace diversity management where teachers fell victims to demographic diversity, social, cultural and management diversity. He warned of the negative results likely to cause high teacher mobility rate (Bagshaw, 2004). Lagat (2015) in Mbita Sub-County investigated on conflict management methods used by headteachers. The study employed descriptive survey design targeting 36 public schools with 456 teachers. The study used stratified design to sample 14 schools and 90 teachers. The instruments of study were piloted, Pearson's product formula was used to analyze data and the report was presented using frequency tables, bar graphs, pie charts and percentages. This study investigated conflict resolution methods that if practiced, would make teachers unhappy and not motivated. According to the study, some administrators' practices demotivated teachers; a move that resulted to conflicts due to favoritism in the place of work. The study also observed areas of great concern that were not motivating such as use of old pit latrines, small sized dark classrooms with poor lighting systems, inadequate and squeezed staffroom, poor leadership and promotions that are not evenly distributed. These determinants prompted 1986 out of 8768 teachers in Machakos County to seek for transfers as per TSC Director's report (2022).

Teacher retention is key in the curbing learner's indiscipline and character formation. The schools' leadership therefore have the major role of making sure that teacher' job security, teacher' motivation, organizational teacher support and school environmental conditions are well managed. The schools that observe these determinants of teacher retention have minimal teacher intentions to transfer and have good performance.

1.2 Statement of the Problem

Teacher retention in schools is becoming a real challenge in today's school environment. Education managers have begun to realize the value of teachers in schools. Teacher retention dynamics and institutional relationship is undergoing fundamental challenges that have the implication on the attraction, motivation and retention of talented teachers in schools. The long-term success of schools depends largely on its ability to effectively manage and utilize its teachers who are considered as the most crucial human resource in learning institutions. Ineffective management of teachers lead to a high rate of staff turnover which has a significant impact in schools especially because of the knowledge that is lost with teachers' exit from schools by either transfers, natural attrition, discipline or retirement.

Teacher turnover has been increasing in Kenya which has undermined effective and efficient service delivery in institutions of learning. In Machakos County in particular the rate at which teachers have transferred and have also requested to move out of their current stations has caused a serious challenge in schools (TSC director's report 2022). The outcome has been that the few teachers left behind before replacement experience serious work overload upsurge. Unplanned transfers and teacher turnover attract a lot of negative impact on the quality of education delivered, learning process and stability of the schools. High teacher mobility translates to poor implementation of the curriculum in schools and other government policies like the new Competency Based Education.

Teachers' employer in Kenya, the Teachers Service Commission (TSC) has often reviewed teachers' salaries upwards, streamlined teacher's promotions, leaves and Teacher Professional Development Programmes (TPD) in bid to attract and retain teachers in one

school for long. It has also enacted the policy of delocalization of teachers, balancing and the 5-year service retainacy policy all aimed at streamlining teacher balancing and mobility. Despite all these strategies and guidelines to motivate, attract and retain the teachers in their current work stations, the index rate of teacher request for transfers has continued to rise. For instance, in Machakos County (TSC report 2022) reported that 1986 teachers transferred between 2018 and 2020. From this report it is clear that the burden of the workload was left to the few teachers left behind. This is an indication of unsolved problem which probably could be revolving within the schools' internal administration failure to meet the required possible determinants of teacher retention. From the foregoing report, more research was found necessary to provide the knowledge gap on this emerging staff turnover dynamics in effort to bring forth a lasting solution that could motivate teachers and retain them in current schools. By implication, there is a discrepancy between the determinants of teacher retention and their stay in schools. It therefore necessitated the need for a research to investigate the major possible determinants that could be influencing the retention of teachers in public primary schools in Machakos County.

1.3 Objectives of the study

1.3.1 General objective of the study

The general objective of the study was to investigate determinants of teacher retention in public primary schools in Machakos County, Kenya.

1.3.2 Specific objectives of the Study

The study was guided by the following specific objectives:

- i. To determine the influence of teachers' job security practices on their retention in public primary schools in Machakos County.
- ii. To determine the influence of teachers' motivation on their retention in public primary schools in Machakos County.
- iii. To establish the influence of organizational support practices on teacher retention in public primary schools in Machakos County.
- iv. To establish the influence of teachers' workplace conditions on their retention in public primary schools in Machakos County.

1.4 Hypotheses of the study

- H₀₁: There is no statistically significant relationship between teachers' job security and their retention in public primary schools in Machakos County.
- H₀₂: There is no statistically significant relationship between teachers' motivational Practices and their retention in public primary schools in Machakos County.
- H₀₃: There is no statistically significant relationship between organizational support practices and teacher retention in public primary schools in Machakos County.
- H₀₄: There is no statistically significant relationship between teachers' workplace conditions and their retention in public primary schools in Machakos County.

1.5. Significance of the Study

The findings of this research would assist Ministry of Education on timely disbursement of capitation and the allocating of finance to priority areas. It would help the TSC in evaluation and improvement on the current PC tool to align it to Kenya's development agenda and vision 2030. The study will benefit learners by contributing towards improved quality Education due to proper allocation of resources, staff training and curriculum supervision. The study could be used by Principals and BOMs in identifying their weaknesses and strengths in financing PC, allocating duties to right personnel, planning for staff training, and curriculum supervision in PC implementation. Information obtained from the study can be used as base for further research in PC. The study will help teachers to improve on the use of TPAD2 documents to enhance curriculum implementation. Study findings will add knowledge in the area of educational administration and provide empirical evidence to other researchers.

The findings of this study will inform policy on teacher retention of policy formulators like Ministry of Education (MOE) and the TSC. This study will form an important management guide on teacher turnover and retention. It will inform school BOM on knowledge, skills that enhance teacher retention in schools. School administrators will also acquire skills on determinants of teacher retention in institutions of learning. The findings of the study can be great importance in the training Institutions such as Kenya Institute of Management

(KEMI), Teachers Training Colleges (TTC) in training induction programmes on teacher retention.

1.6 Limitations of the study

Limitation is an aspect in research that may affect the expected outcome of the study negatively and which the researcher has no control over (Orotho, 2005). During data collection, a few of the teachers were reluctant to give back their filled questionnaires in time after realizing there was no monetary gains attached in the exercise. The researcher therefore had to use persuasive language which affected the time he had allocated for each school. In a similar way, the newly posted teachers were not willing to release school's information in fear of being victimized. The researcher had to assure them utmost privacy and confidentiality of any information released. To avoid loses of the questionnaires, the researcher collected them in person. Due to CBC assessments and TPAD appraisals, teachers complained of not getting time to answer the questionnaires in most of the schools visited. To achieve the objectives of the study, the researcher had to repeatedly visit the schools until all teachers had responded.

There was a challenge too in reaching some of the headteachers and the TSC Directors as per the scheduled time. This made the researcher to reschedule the meetings and also extend the planned research period. To make the exercise a success, the researcher used telephone calls to remind the headteachers and the directors to fill the questionnaires and the study interview guide.

1.7 Delimitation of the study

Delimitations of this research are the boundaries or the extent of the coverage of the study. It is the scope of the study or the spread the study covered and for this reason, it concentrated on the study topic: determinants of teacher retention in public primary schools in Machakos County. It was delimited to the teachers, headteachers, the 9 TSC Sub-County Directors and the TSC County Director, as the target population. The study was delimited to the study objectives which include influence of teachers' job security practices, influence

of organizational support, motivational practices and influence of teachers' workplace environment on teacher retention. It was also delimited to the hypotheses of the study.

1.8 Definition of significant terms

Headteacher: refers to the TSC appointed teacher to lead others; the Centre Manager, CEO or the TSC agent or administrator of a primary school in Machakos County.

Teachers' job security practices: refers to all that what the administrators do to secure their teachers which would include; induction, mentorship, passing and receiving information on time, initiating motivation, maintaining pupils' and parents' discipline, organizational support and making sure work environment conditions of teachers are safe and conducive.

Headteachers' motivational practices: refers to the act of mobilizing the stakeholders to initiate strategies of appreciating and awarding teachers after any slight positive achievement noted in public primary schools in Machakos County.

Organizational support practices; refers to any significant institutional assistance accorded to teachers during times of need which can either be psychological or material support.

Workplace environment: refers to the conditions surrounding the teachers' areas of operation. It can also be extended to the relationship of the teachers themselves and the leadership.

Teacher retention: refers to the period at which teachers stay or transfer from the current public primary schools in Machakos County.

1.9 Organization of the study

This study is organized into six chapters. Chapter one covers background to the study, purpose of the study, statement of the problem, general objective of the study, specific objectives, the hypothesis, the significance, limitations and delimitations of the study; the assumptions, definition of significant terms and the organization of the study. Chapter two deals with the reviewed related literature arranged as per study objectives. Also covered in this chapter is the summary of the literature review, theoretical frame work and conceptual frame work. Chapter three covers the research methodology; research design, target population, the sample size and the sampling procedures, research instruments, validity and reliability of the study instruments, data collection procedures, data analysis techniques and the ethical considerations. Chapter four deals with the research results based on the study objectives. Chapter five covers the discussions and interpretations of research data. Chapter six presents the conclusion of the study based on the research findings, recommendations and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature on determinants that influence teacher retention in public primary schools. It comprises of teachers' job security practices, motivational practices, organizational practices and teacher workplace condition practices on their retention. The summary of the review of related literature, theoretical and conceptual framework are also presented in this chapter.

2.2 Teachers 'job security practices and teacher retention

The performance character of every learning institution entirely depends on the intensity of job security of the teacher. This forms the leading motivational determinant to teacher intention to serve and positively perform willingly (Martindale, 2011). Some schools do not offer job security to their teachers. Ushioda (2011) in his study on Impact of job security on the Organization Performance in Multiethnic Environment defines job security as that assurance in an employees' job continuity protection due to general economic conditions in the country. In the same context, Adebayo and Lucy (2012) define job insecurity as that possibility or probability of an individual not keeping his job due to feelings of uncertainty, lack of confidence or that anxiety about oneself. In most of workplaces, teachers do experience some professional fears which the leadership can professionally manage with ease. According to an empirical study by Scott Steinberg (2015) in the US on: make change work for you, it was revealed that fears or lack of security in schools come as a result of failure by the leadership to value their teachers and passionately stand firm to secure their jobs.

When leadership fails in the provision of the required teacher job security, their profession is negatively affected which in turn affects their creativity, innovation, intention to stay and even growth of the institutions' performance. No teacher will withstand or be courageous enough to face failure, embarrassment, rejection or underperformance. Teachers like any other worker fears change, uncertainty, isolation and not confrontation in their workplaces (Menne, 2007). Threats are weighty to teachers and therefore attract their intention to seek

for alternative conducive and comfortable work zones. Fear in a workplace ends up affecting teachers socially, physically, professionally and emotionally. It also affects them financially and this deeply reduces their morale and ego below expectations. (Ushioda, 2011). Fear of failure, though not easy to cope with, at some point may have some positive educative lessons as posited by Manne, (2008) in the study on impact of stress and support on Direct Care Workers' job satisfaction in the US. The study noted that the impact leaves an individual developed professionally thus success is achieved in that school. It is from this fear that one ends up looking for ways and means to develop either through team work and even further education to match the competition. The study emphasizes the importance of headteachers to ensure that at the beginning, teachers are inducted and modelled through professional communication and trainings to cope with the new profession and environment.

Studies by Daniel et.al (2007) in Europe on the impact of school violence on school personnel revealed serious and negative impact on teachers' ego and self-esteem. The embarrassment affects their job security and is not easily recovered from one's conscience. It also affects teachers' intention to work and perform as expected. This results in an individual isolation and as such, it affects the expected social capital seriously. The study noted that the heads of institutions could easily solve this smoothly and effectively through supportive induction. This works well in a continuous guidance and counseling or induction sessions. Headteacher's persistent forums on induction to the newly employed teachers and experienced will gradually curb their intentions to transfer from schools (Front, 2008). Underperformance in a professional teacher deprives intrinsic motivation and creates fear thus affecting that confidence amongst the teaching staff, pupils, and parents.

Underperformance in teachers can bring about job insecurity in the society. This is because beginning teachers gauge their performance with those experienced teachers. When this happens, its effects are psychological as well as being a health hazard. Headteachers in such circumstances are encouraged to solve such challenges positively by encouraging peer teaching, subject feedback and result analysis. A station living in an atmosphere of

disharmony is likely to face job security challenges and always post poor performance (Bell, 2003). Arrogant, abusive, mocking and unprofessional language from leaders adds up to the factors that could lead to job insecurity. Allens' et.al (2004) in the US noted that most of the conflicts between teachers and administration arise from the unfair appointments by the headteacher whenever some opportunities come up. When such rare promotional chances become available, the leadership needs to act wisely by giving equal chances and equity in allocation. Beginning teachers revealed the fear and job insecurity challenges they do face from the imposed work load and pupils' indiscipline; an issue not well handled by the leadership (Martindale, 2011).

Mc Guire (2008) in Pakistan advised heads of institutions to make sure that there is maximum teacher job security from their instructional roles and supportive supervisory roles. This would also include mentorship and evaluation of curriculum implementation, which are key in headship. Brown and Wynn (2007) investigated the impact of intrinsic and extrinsic motivation on teacher self-efficacy purposing to investigate on their job security, the relationship between teacher motivation and the adaptive factor of self-efficacy. The study applied Bandura's Social learning theory, Deci and Ryan's self-determination theory and Rotter's Locus of control theory. A sample size of 130 elementary school teachers from two Districts from southern state was taken using quantitative correlation study and analysis was done by use of Pearson Product-moment correlation. The survey revealed that institutional leaderships' good mentorship and supervisory practices are strong and influencing determinants that could see teacher retention improve positively. In India, a study done by Bannel (2003) on leadership supportive supervision practices noted some weak supervision practices that lacked formal management and control over the teachers. These influence their job security and stay very much. The study recommended for the leadership's training on the same aiming at improving job security and reducing major causes of teacher retention. The study revealed that good relationship between supervisors and teachers play a key role in curbing teacher mobility intentions, forming a very strong motivational determinant to retention in schools (Brwon & Wynn, 2009).

An education report in Nyamira County Kenya (2012) on influence of teacher transfers and student academic performance revealed that teachers' transfers and deployment are controlled by the TSC (Nyamira County Report, 2012). For instance, in December 2006, there were 1183 teacher transfer requests and of these 363 transfers were granted. The report noted that these teachers only moved from the current institutions to the neighboring schools. Much of the report cited the reasons for their transfers as due to fleet of conflicts between teachers and the school leadership posing job insecurity to them. This act led to overloading of those few teachers left in the affected school. The study therefore recommended that the school management needs some training to improve on leadership approaches like communication to teachers, supportive supervision and induction as key areas to promote job security. The induction was to be spread to not only the beginning teachers but also to the experienced ones so as to eliminate fear of failure, underperformance, financial and even emotional loss that results from conflicts at the workplace. This would check on the growing teacher stress, frustrations and intentions to leave the profession which originates from institutional job insecurity.

The empirical studies revealed so far on teachers' job security practices have very little on rural public primary teachers and emphasizes on the beginning teachers' induction only. The methods mostly used are descriptive which is different from the one the current study is using. The target populations are so small and so is the sample size. Much of the data is oriented on secondary school, urban schools. Thus, the study concentrated on the public primary schools' teachers' job security practices using a large target population, mixed method design, sequential design type, questionnaires on headteachers and teachers and interview guide on nine directors as opposed to investigated researches already done.

2.3 Motivational practices and teacher retention

According to Dornyei (2006), motivation is that force that pushes people to decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue that activity. Sinclair (2008) defines motivation in terms of attraction, recitation and concentration; that is what attracts teachers to teaching, how long they remain in their initial teacher education courses and subsequently the extent they engage in the profession.

There was research which was done by Dornyei (2006) and Ushioda (2011) in England on motivation, language attitudes and globalization that targeted 13,000 Hungarian teachers between 1993, 1999 and 2004. The study employed descriptive design, analyzed data and presented it using tables, bar charts, pie charts and standard deviation. The survey revealed that motivation has two dimensions of definition: the direction and magnitude of human behavior. Ushioda (2011) identified two documents of teacher motivation: Motivation to teach and the motivation to remain in the profession. Teacher retention in basic education and especially in public primary school is of great importance for this is where basics of concepts are expected to be initiated. An empirical study by Gary (2017) in New York on Leadership's role in employee retention revealed the great pain experienced by an institution losing experienced workers due to demotivation as a result of job dissatisfaction. The study used social exchange theory, targeted 402 employees and used measurement tools of person-job-fit. The study noted that the unexpected loss of employees is a global issue which greatly affects the organizational policies and workers' retention.

A descriptive survey by Gomba (2015) in Zimbabwe, Africa on factors influencing teacher retention in rural public schools outlined some key reasons that make teachers intent to seek for transfers to others schools. This empirical study targeted the ongoing students within various areas randomly. The study used a ten- item survey instrument designed for data collection from 21 characteristics related to teacher career stability. The questionnaires had to do with; demographics, teacher background, reasons for remaining in the profession and job satisfaction. Work load, lack of administrative support, uninvolved learners, long hours of working, frustrations associated with apathetic pupils, job satisfaction and invasive bureaucracy were among top listed determinants. Also noted was family and personal circumstances and lack of respect from parents and pupils. Motivation, as noted from previous surveys, harbor a lot of peace in an organization that forms the underlying determinant to stay or transfer of teachers.

The government of Kenya conducted a study in Mbita Suba sub-county in Homabay County, which was led by Lagati (2015) on conflict management methods used by headteachers in public schools. It aimed at training the headteachers on school management

practices (KESI, 2011). The study targeted a population of 36 public schools and 456 teachers, sampled 14 schools and 90 teachers, used questionnaires to collect data and analyzed data using Pearson's product moment formula presenting information by tables, bar graphs, pie charts and standard deviation. The investigation revealed that there are mass teacher transfer intentions despite TSC policy guidelines on recruitment and transfers of at least five years of stay before requesting for a change of station. According to the study, most teachers are not happy in their current stations due to work load, schools' conditions like use of pit latrines, old and inadequate staffrooms, poor institutions' leadership, taking too long to be promoted, poor staff relationship, discrimination in appointment and favoritism. They pointed out some cases where when posts for senior teacher and other responsibilities open up, the office of the headteacher manipulates them thus demoralizing the rest of the teachers. Besides, the issue of the pupils' indiscipline and lack of proper housing, insecurity surrounding the school and even thuggery add up to the challenges on this list (Lagat, 2015).

The reviewed literature concludes the term teacher motivation into four components of teaching: social contextual influences that relate to external impacts, conditions and constraints; temporal dimension associated with lifelong commitment, demotivating factors which emanate from negative influences and lastly the prominent intrinsic motivation related to inherent interest of teaching. Samuel and Chipunza (2009) defined motivational practices as that act or drive that leads workers towards positive psychological value in an organization. This drive helps to develop certain positive characters towards an activity; a force that makes teachers develop positive attitude to work and which leads towards attainment of institutional set targets. It is characterized by professional advancement, recognition, awards and commendations like award of the best in a team, best in a term, in academic year or sports (Republic of Kenya, 2008).

According to the reviewed studies so far, much of it concentrated on teacher motivation, salaries and learner performance. Though very touching factors to teachers' attraction, much of the research is based on secondary schools. The current study has concentrated

purely on determinants of teacher retention in public primary schools and narrowing to Machakos County.

2.4 Organizational support practices and teacher retention

Organizational support practices entirely concern teachers' interrelationship and other social movements working towards support to employees (Silbert, 2005). People working in an organization do interact and holistically depend on each other in a wider scope for a common organizational goal and individual compensation. In a school set up, the key coordinator of the employees, the surrounding community and the entire school remains to be the headteacher. According to Silbert (2005) in a study on the effects of Tangible Rewards on Perceived Organizational Support in the US, it was not only the beginning teachers who perceived the headteacher as an instructional master but also the experienced mentor and the nearest professional supporter besides being the most able financier. This study involved a sample size of 61 employees and performed regression analysis to measure effects of tangible rewards using descriptive study design. The head of the institution by virtue of his status is perceived to possess a wealth of knowledge and skills to manage different categories of teachers' challenges. Such support is expected to foster quality leadership yielding to a healthy relationship between the staff and the supervisor. This alone is a characteristic opening to job satisfaction of teachers making them passionate about their profession and it increases their intention to stay in their current stations.

In the US, teacher shortage caused by teacher mobility and attrition has posed a challenge to the state. A national report published by the US department of education 2017 (American Academy of Arts and Sciences) revealed a serious teacher shortage in 44 states. The survey reports the difficulties, costs and challenges faced in training and retaining teachers in rural areas. The survey cited reasons of teachers opting to leave the schools as due to low salaries and social isolation. A majority of respondents quoted work conditions which included class sizes, teaching load, poor administrative organization, teacher support and lack of collegial support as reasons for opting to leave. The study recommended instructional support and initiation of opportunities for teacher development. A different opinion was obtained from Acheson, (2018) on a study of factors affecting teacher retention. The study

used qualitative approach using telephone and face to face interview technique. A sample of 3500 teachers was used and the data was interpreted using thematic approach reporting the outcome in tables, charts and averages. The study revealed that teachers were affected by workload, stress and ill health, school leadership characterized by ineffective leadership, pupil's behaviour and bullying. Other factors include government policies, professional development and pay. Education in the Chinese community has a lot of impact for it plays increasingly economic roles in its development (Monk, 2007: Tianjia 2005). Here education secures first priority as an effective tool widely considered in eliminating poverty. It is for this reason that a lot of emphasis and resources are directed towards the education sector. The country therefore sets several education surveys in place to investigate what makes teachers enjoy and have job satisfaction aiming at reducing the uncalled-for teacher attrition and retention.

On teachers' job satisfaction, Gan and Jin (2008) revealed several factors that lead to job satisfaction and categorized them into: those including demographic variables and work-related variables. Demographic variables touch on age, gender, educational background, income and occupation while work related situational variables included work, room for professional developments, benefits, leadership, co-workers, work stress and psychological factors. On leadership support or support supervision, the study clearly guides the process on how to assess and appraise teachers so as to avoid incidences of teacher conflicts. The survey too noted that leaders' behavior and attitude greatly motivate and influences teachers leading to job satisfaction and the expected retention (Gomba, 2017). Income was another factor affecting retention because the higher the level of payments, the higher the job satisfaction. This called for the government to increase teachers' salaries and curb teachers' turn over (Gan & Jin, 2008).

In Africa, Zimbabwe's Ministry of Education report 2007, the problem of teacher retention in public primary schools was at a higher level. Both academic performance and student conduct was negatively affected. Zimbabwe, being a nation that heavily treasures its education, investigated the causes making teachers not to stay in public schools they are deployed for like five years. Perrachione et.al (2008) investigated what caused this

phenomenon. This was because there were some teachers who could stay in the same school for over even ten years. This survey revealed social amenities and professional supportive leadership as some of the major factors that seemed to influence their retention in rural public schools.

An empirical study by Gomba (2017) on the factors influencing teachers' retention in Zimbabwe observed that teachers' best reasons for stay where to: provide care and support to their families, job security, being unmarketable and warm support from colleagues and the administration. The study targeted all teachers who had taught in one school for over 10 years. It used audio taped and transcribed interviews to collect data and presented the findings in tables, charts and means. Majority of the respondents pointed out that the most affecting factors as the self-sacrificial leadership from their headteachers (Ruggieri & Abbete (2013). Reasons given in these schools where the intention rate of stay was high was that the colleagues and the leadership offered their teachers not only psychological support but also financial assistance at times of need. It was noted that some good headteachers would even go out of their way and offer their precious resources to not only teachers but also to pupils. This motivated the teachers; a factor that reduces chances of intention to seek for a change (Perrachioneet al.2008). The study focused on organizational support leadership and recommended the strategies that would see recruitment, training and retaining of the best quality of the gifted teachers.

In Kenya, a report by Ministry of education (MOE, 2020; KESI, 2010) on enhancing quality education through Effective Teacher Support on a programme dubbed School Based Teacher Support (SBTS) reveals how the Kenyan Government is highly committed in education to the extent of initiating a survey to investigate teacher support strategies. The survey aimed at providing among other determinants, technical assistance that focuses on improving and minimizing challenges in content mastery and pedagogical skills. The training leads to acquisition of quality contemporary digital education to all in-service teachers which forms an intrinsic motivation leading to teacher job satisfaction which is a key determinant in teacher retention (MOE 2020; Kimeu, 2010). In an organization, employee support is key.

The revealed empirical studies so far indicate that most of the institutions assume teachers' support as the role of the employer. This study highlighted the roles of schools in supporting their teachers in different areas. Teachers need support in managing learners' discipline, professional development, and also during times of need like in social practices. This study will help the leadership to understand the importance of smooth teacher-leadership relationship that brings about smooth stay of teachers.

2.5 Teacher workplace condition practices and teacher retention

Different literatures have revealed different perceptions of defining the term workplace conditions. According to Mc Guire (2008) in Pakistan in a study on impact of physical environment of employee commitment in Call Centre conducive working condition keeps human capital in a station longer than it would have been expected while in a contrary environment. The study sampled 100 employees from a target of 1020 workers. A school that does not possess these qualities finds maintenance of the teachers a challenge. Infrastructural components would include entire organizational infrastructure: the learning rooms, offices, staffroom, washrooms and even the kitchen. Small sized and cracked classrooms with poor lighting systems are not conducive for learning. Demographic characteristics including gender issues, age and economical values in an organization are at times compromised directly or indirectly by the leadership and eventually affect teacher retention (Edvardson, 2003). An organization that strives and thrives in creating an attractive workplace environment prepares its workers for positive job retention. Falling-like building walls and cracked, sinking floors reflect an organization of doomed future.

In his findings, Ladd (2011), in the US argues that although there could be many determinants behind teachers' mobility, a well-organized working environment which is kept clean, with well-maintained facilities, will remain a strong factor to attract and retain not only teachers, but also the learners. Good, favorable workplace conditions make teaching and learning enjoyable and makes the performance admirable. This is a strong factor that makes the tutors' morale rise. This translates to minimal or no intention to transfer. According to Buckley (2004) in his study on evaluation of employees' job satisfaction with training programs, teachers' workplace conditions involve different

elements that greatly affect teachers' job satisfaction either making some to leave or decide to stay. A sample size of 570 employees was subjected to questionnaires and intensive literature review was used as the design method. Physical teaching environment assures teachers safety and comfort which is portrayed by the conditions of all school structures. These elements greatly affect the teachers' will to stay, the ability to offer quality services and their sense of self efficacy. Eventually, the mentioned determinants affect their job satisfaction.

A lot of empathy from the leadership should be accorded to those affected; otherwise, the working environment may turn hostile. Tiny, poorly ventilated and unfurnished staffrooms could pose a challenge in a station. For instance, in Spain and Portugal, a survey was conducted on job satisfaction majoring in workplace environment conditions that affect workers' performance. It revealed that poorly- lit classrooms, small ventilated staffrooms, stores and dining halls, kitchens and other common areas of concern like the toilets were in pathetic situation and unsafe for human use (Allens, 2004). Respondents ranked these conditions as causing discomfort to the teachers in those institutions. In the US, Allens et al (2004) observed some significant negative effects on teachers' demographic differences linked to gender, age, level of education and income. These differences easily affected teachers' moods thus arousing their intentions to seek transfer. For instance, when few promotional slots open up in their school, competition at workplace arises and due to limitation and competition, some weak headteachers take the advantage making him/her to act unprofessionally in appointing a teacher to these positions. It is in such situations where a leader is expected to display sense of honesty, maturity and some unique servant leadership skills.

A survey conducted in South African Nations on Educational sector by Namies (2011) on the Nature of workplace bullying experienced by teachers and the biopsychosocial health effects revealed how some headteachers who used their colleagues as accomplices to victimize others and which eventually resulted in psychological torture for the victims. Respondents reported various Physical, Psychological and social health problems resulting from being victimized in the workplace. The survey recommended the headteachers'

mentorship sessions in the workplace to manage these challenges and eventually some conducive teacher relationships. In an environment where division of worker exists, teaching and learning becomes a challenge and, in such circumstances, the teachers are left with very little option but to seek for transfer to other stations.

In Kenya, an investigation carried out by Njue (2014) noted that there are factors at workplace that are universal to all sectors. The study discovered that like other employees, teachers are also victims of demographic diversity, social-cultural diversity and management of diversity. In whichever dimension, management diversity affects teachers' performance negatively in workplace if not well managed. Workforce diversity boosts teachers' morale and increases performance thus reducing intentions to leave stations (Kisau, 2010). This study defines workplace diversity as a systematic and planned commitment by the organization to reward and promote a heterogeneous mix of employees where teachers are not left out (Bagshaw, 2004).

According to a study by Buckley (2004), teachers like other employees need attractive social amenities which are worth mentioning. The studies evaluated have indicated that much of the work was based on secondary schools and concentrated on the learners' performance. For teachers to enjoy and be passionate to stay in a school, areas like washrooms both for learners and teachers' common rooms have to be enough, well ventilated, fitted and decent. Students study rooms, staffrooms, learners' resting structures and even play grounds have to be smart. All these seem to be of less importance in the reviewed research but the current study found it necessary for it matters in terms of teachers' job satisfaction. This improves their intention to stay in the same school for longer.

2.6 Summary of the reviewed literature

The studies emerging from the reviewed literature indicate that teacher retention in public primary schools was very much influenced by a variety of determinants. The evaluation was guided by teachers' job security practices, motivational practices, organizational support and teacher workplace conditions. Studies done by Pitsoe and Machaison (2013)

revealed that teacher retention is influenced by either seen or even unseen determinants. The insecurity in a work place results to fear of underperformance, financial insecurity, emotional and even social insecurity. Some of the institutions' leadership create some fear and embarrassment to teachers, Front (2008). Ouya (2015) noted that leaderships' style of securing teachers through induction, mentorship practices and supportive supervision rates high in determining the teacher intention to stay in a school. Ingersoll (2011) disagrees with the scholars putting too much emphasis on the beginning teachers only and labelling them as the most affected by lack of induction. He argues that even the experienced and aging teachers equally require induction and mentorship as a strong retention determinant. Empirical studies done by Dornyei (2006), Ushioda (2011) and Gari (2017) revealed that institution's motivational practice are very critical retention factors to teachers.

The literature revealed clearly showed that determinants of teacher retention strongly affect teachers in public primary schools Seymour (2016). It was also noted that most of the empirical studies done are secondary school-oriented with small target population and employed descriptive design. The empirical studies reviewed revealed that teacher induction and mentorship emphasized much on the beginning teachers only. Teachers were not wholly supported psychologically and learner indiscipline was not well captured as part of institutional support practice, Ingersoll (2014). Social amenities in public primary schools attract teachers and thus form a very strong determinant to teacher retention. This was not given the weight it deserves in the preceding studies. Due to the cited reasons, this study investigated in detail the determinants of teacher retention in public primary schools in Machakos County to fill this professional knowledge gap left by previous studies.

2.7 Theoretical Frame work

This study was based on the Herzberg (1859) theory also known as the two-factor theory or duo factor theory. Fredrick Herzberg developed a two-factor theory in the perception that there are two sets of factors which either lead to job satisfaction or dissatisfaction. He called one set motivating factors and the other hygiene factors. According to Herzberg motivating factors attract workers to the work while hygiene factors may lead to job dissatisfaction making workers avoid work. Herzberg pointed out that the presence of

motivating factors leads to motivation and good job performance hence job satisfaction. According to Herzberg, these factors would include: achievements, recognition, work itself, increased responsibility and advancement in one's profession, challenging job and personal growth. On the other hand, Herzberg argues that hygiene factors make people avoid work and that their absence results to job dissatisfaction resulting to employees' poor job performance. He says that these relate to context of the job, working conditions, status, organizational leadership and supervisory relationship challenges

This theory refers to the hygiene factors as maintenance factors; those conditions surrounding workplace that comprises of physiological, safety and love needs. Absence of these could cause job dissatisfaction to employees and in this context turn out to poor teacher retention (Robyn, 2003). When working environment is hostile, teachers' morale drops and they express desire to change location. Herzberg theory emphasized on job-satisfaction factors for they fulfill individuals' needs for psychological growth hence promoting motivation. Institutional leadership is obliged to discover and apply all possible determinants that make teachers enjoy working in their schools. Teachers' efforts need appreciation, protection, safety and any necessary support. This act bonds teachers and promotes motivation leading to teacher attraction and retention. Teachers fit in this category of workers for they do experience similar challenges making the theory apt for this study. To achieve this, leadership should embrace restructuring of those poor and obstructive institutional policies, provide effective, supportive and non-intrusive supervision; develop and support teachers. It is from this theory that the study investigated the relationship between determinants of teacher retention and their influence in public primary schools.

Basing the study on this theory, hygiene factors may make teachers transfer while job-satisfaction factors may lead to their retention in learning institutions. This study is concerned with factors that make teachers dislike or like staying in their work station for long duration of time. When teachers' job security practice is encouraging, motivational practices are observed, organizational support practices are accorded to the them, workplace environmental issues put in place, then teachers will be attracted to their work

stations. This will minimize their indented mobility. When working environment is hostile, teachers' morale drops and they express their desire to transfer from their stations. Herzberg theory emphasized on job-satisfaction factors for they fulfill individuals' needs for psychological growth hence promoting motivation. Institutional leadership needs to discover and initiate the determinants that make teachers enjoy working in their schools. Teachers' efforts need appreciation, protection and any necessary support. This act bonds teachers and promotes motivation leading to teacher attraction and retention. Teachers fit in this category of workers for they do experience similar challenges making the theory apt for this study. It is from this theory that the study investigated on the relationship between the determinants of teacher retention and their influence on their retention.

2.8 Conceptual Framework

Determinants of teacher retention

Independent Variables

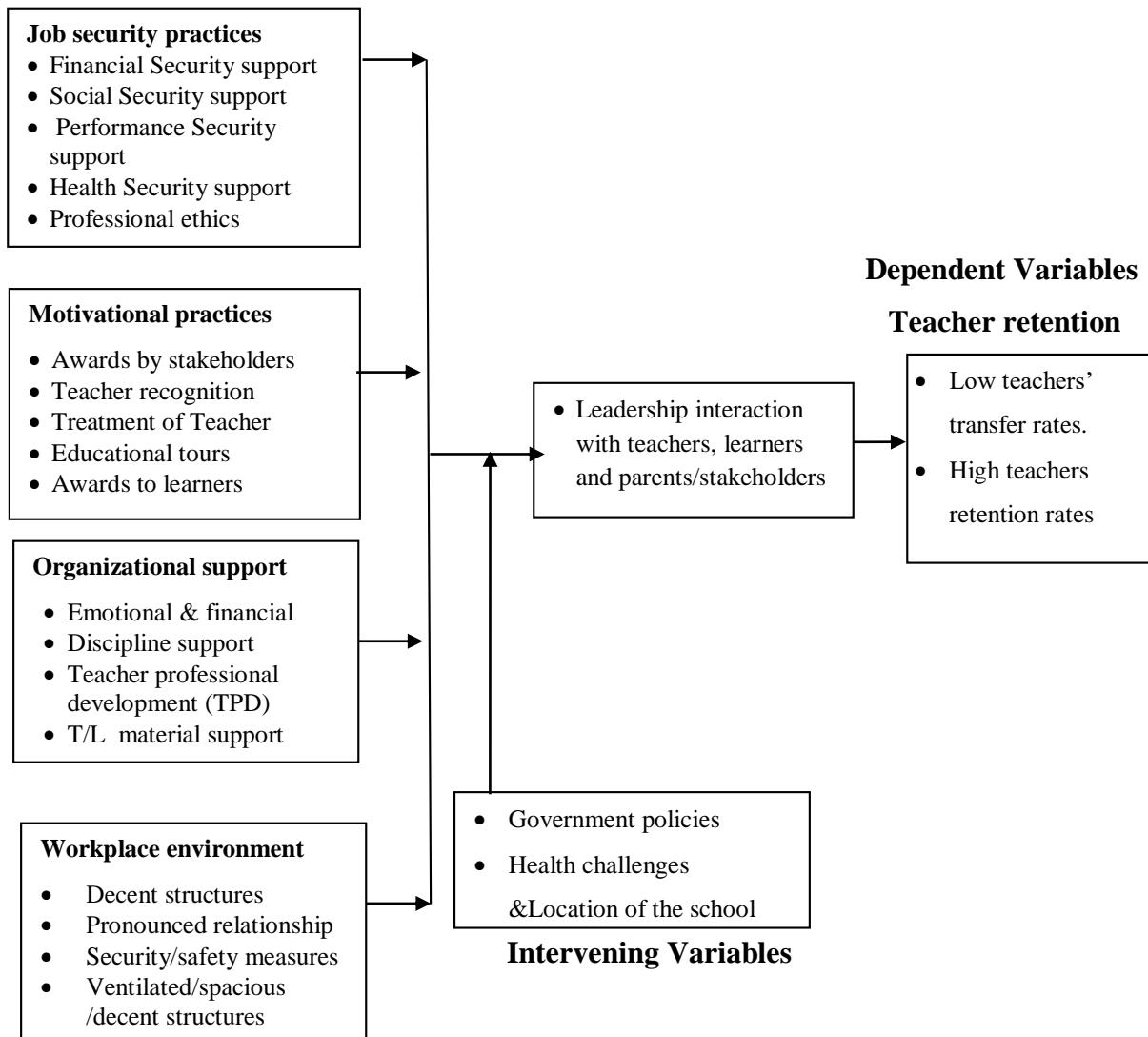


Figure 1.1: Determinants of teacher retention in public primary schools in Machakos County.

A conceptual framework is a working tool that brings about the understanding of the relationships among the variables (Kombo& Tromp, 2006). The conceptual framework figure 1:1 shows the influence of the independent variables and leadership interaction or practical determinants expected on teacher retention. The variables in the conceptual

framework interact with each other systematically in three significant phases: the inputs, the leaderships' interaction with the teachers, parents and other stakeholders and then the outcome or output. The independent variables (inputs) or the teachers' job security practices include financial fears, emotional, performance, morals and teacher embarrassment. H/T supervises curriculum implementation and does enforce of government policies. It is during these practices that at times tension and fear to beginning teachers is created. Motivational and induction practices entail mobilizing and initiating fruitful strategies aiming at improving teacher morale. This enhances job security giving out that good teacher relationship is important for job satisfaction and good teacher retention. Headteachers' induction management practice reduces teachers' indiscipline, desertion, transfers and improves self-esteem.

A very important role of the leadership is the application of good managerial skills that guarantee teacher retention in schools. An organization should offer good teacher support to its teaching members. Teachers also do experience financial and emotional difficulties which can comfortably be solved by the school leadership. The school leadership has a core duty to play in assisting and supporting teacher development and ensuring teacher safety while at work. Teachers like other government officers would enjoy working in protected and conducive workplace conditions. Clean, decent, well-structured buildings and attractive places of work do attract teachers making them have passion for their job. In a situation where team working is rare, teachers' stay becomes a major challenge and the leadership would be assumed to bear the whole responsibility of the failure to initiate cordial relationship among teachers.

Despite all the positive measures put in place, teacher retention can also be affected by factors beyond institutional control like government policies, health background challenges of the teachers and school geographical factors. These can rob a school of its good talented and willing- to- serve teachers. Besides, it is the core duty of the head of the institution to mediate all the parties in a school environment: the BOM, PTA, teachers, learners and the surrounding community. He/she should motivate and support the teachers besides beautifying and face lifting of the school as a whole. The output of this process would be

to reduce teacher transfer rates and to increase teacher retention rates in their schools aiming at improving school performance.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter presents the research methodology to be applied in this study. It consists of the research design, the target population, the sample size and sampling procedure, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

This is a framework leading to answers on questions in the study. This study employed a mixed method research approach called the sequential concurrent design. This design was preferred for it provided application of concurrently collecting data by use of mixed method: quantitative and qualitative approach where either can precede (Creswell, 2014). Further rationale for the use of this mixed method approach is because large target population and samples can easily be studied using single approach and statistically significant variables be realized to generalize the findings of the whole study (Kothari, 2004). This method design assisted in exploring and unearthing all possible determinants of teacher retention in public primary schools in Machakos County.

3.3 Target Population

According to Mugenda and Mugenda (2003), target population is the set of events or individuals sharing common characteristics or interests. This research drew study target population from the headteachers and teachers in the nine Sub-Counties of Machakos County which has 898 public primary schools with 898 headteachers and 8768 teachers. The study also targeted the 9 Sub-County Directors and a Director forming a universal target population of 8778 respondents.

3.4 Sample Size and Sampling Procedure

This is the technique the researcher applies to arrive at a group of people, places or items of the study from the target population (Kombo & Tromp, 2006; Cohen & Morrison, 2000). A sample should be a true representative of the whole population to enable generalization.

The study stratified Machakos County into nine sub-counties each with its corresponding schools, headteachers and teachers. To obtain the sample size of schools and headteachers, 10% of the schools and headteachers was sampled as suggested by Gray and Arasian(2002). This gave a total of 89.8, equivalent to 90 schools. The 9 TSC sub-county directors and the director purposely were sampled for they have the required information about teachers by virtue of them being the employer's agent at the Sub-County level. To calculate the sample size for teachers, Slovin's (2007) formula was used to determine the number of teachers to participate in the study. This formula is preferred because it gives a fair representation of a large number of respondents as follows:

$$n = \frac{N}{1 + N(e)^2} \quad \text{Where}$$

n = sample size

N= Population size

e = the level of precision (sample error) where confidence level is 95% and

p= 5%.

$$n = \frac{8768}{1 + 8768 (0.05^2)}, \quad n = \frac{8768}{1 + 21.92}, \quad n = 382$$

The sample size for the teachers was 382.

Proportionate sampling technique was used to get the sample per sub-county to obtain the correct representation. The sample size for the teachers was calculated using a proportion of the target population of the teachers (N=8768) against (\times) the sample size of the number of sampled teachers (n=382) as derived from Slovin's formula, table 1.2. Proportional sampling allocation method was applied to select teachers in each school. This made it possible that the total number of teachers in a Sub County was proportionally allocated to the schools in that sub county. Each sub-county presented different number of schools and teachers depending on the number of schools and teachers. A random sampling technique was used to sample out the schools and teachers to participate taking care of gender as indicated in table 1.2. For the nine sub-county Directors, the study applied purposeful sampling, Walker (2012). This design made sure that it sourced adequate and quality data

to support the study. The study sampled 382 teachers, 90 head teachers, 9 TSC Sub-County directors and one Director; a total of 482 respondents.

Table 1.1 Teachers sampled for study in Machakos County

Sub- County	No.of Schs	Targeted Teachers	schools sampled	Teachers Sampled size	Teachers per school (N/8768)×382= n
Machakos	131	1408	13	61	5
Athi –River	35	514	4	22	5
Mwala	186	1385	19	60	3
Yatta	132	1263	13	55	4
Masinga	134	1129	13	49	4
Kangundo	67	933	7	41	6
Matungulu	81	891	8	39	5
Kathiani	70	699	7	31	4
Kalama	62	546	6	24	4
Total	898	8768	90	382	40

3.5 Research instruments

Questionnaires were used to source descriptive data from the headteachers and the teachers while an interview guide helped in collecting supportive data from the nine sub-county directors and the county director Machakos County. This research instrument for the headteachers, teachers and County directors was based on the study objectives and contains six sections, A to F. Section A sought to source the general demographic information from headteachers and teachers. Section B sought school's information on transfers of teachers, section C is on teachers' job security practices, section D sought information on organizational practices; section E sought information on motivational practices while section F sought information on work place conditions and before work plan is statistical data in the last three years. The interview guide was subjected to the nine TSC Sub-County Directors which was in oral interview. This contains some brief questions on headteacher's

teachers' job security practices, motivational practices, organizational support practices and workplace environmental conditions on teacher retention.

3.6. Validity of the research instruments

According to Best and Kahn (2000), validity is the quality of the data gathering instruments or the procedure undertaken to measure or arrive at what is supposed to be measured. This was achieved through piloting of 7 schools, each from different sub county as proposed by Thabane (2010) who proposes that 5-10 respondents make an adequate pilot sample. This affected the sample size in table 1.2 for after piloting, number of schools in each sub county reduced by one school who participated in the final data collection. For instance, the pilot interviewed 40 teachers and the final research had 382 less 40 respondents (382-40). This helped to detect any ambiguous information in the questionnaires, test the questionnaires' clarity, proper wordings and if it sources the intended data. Content validity was done with the assistance from the assigned university supervisors to ensure the instruments collected the required data. The contents of the pilot were used to modify the instruments. Interview guide was piloted on the two TSC directors. The responses made from the pilot testing were integrated in the final interview questions.

3.7 Reliability of the research instruments

Best and Kahn (2000) define reliability as a measure of the degree to which the research instruments administered produce consistent results after a number of trials. To arrive at a reliable data, the researcher constructed uniform questionnaires with the same sentence structures, familiar words and simple language to the respondents. The researcher conducted test-retest in 7 schools each from a different sub-county as proposed by Thabane, (2010). The nine schools were not in the list of sampled schools for research. The test-retest procedure was re-administered to same schools after an interval of two weeks and after this the areas of concern were revisited. This was to determine the clarity and the effectiveness of the instruments. The researcher used Pearson's Product Moment Coefficient (r) to compute the coefficient of linear correlation to measure the degree of strength of relationship. The formula was as follows;

$$r = \sqrt{\frac{N \sum xy - (\sum x)(\sum y)}{N \sum x^2 - (\sum x)^2} \cdot [N \sum y^2 - (\sum y)^2]}$$

Where; N=Total number of scores, x=Scores in even numbered items, Y=Scores in odd numbered items. From the above formulae, r determined the strength and position of linear variables between the two sets. The values of r lie, between -1 and 1. Here -1 indicates a strong perfect negative linear relationship and +1 indicates a strong perfect positive relationship of both variables. A coefficient of 0.7 was considered adequate. Interview guides were tested on two TSC Directors and re-tested through member check analysis.

3.8 Data collection procedures

The researcher sought introductory letter from the Board of Post Graduate Studies (BPS) in South Eastern Kenya University. Research permit for the research was sought from National Council for Science and Technology and Innovation (NACOSTI) in order to carry out the study. A permission to carry out research was sought from the County Director of Education in Machakos County in time. The researcher booked appointments with the H/Ts of the selected schools from where data was sourced from and on arrival, the researcher created rapport with respondents by assuring them total confidentiality of identities and that all sourced data was to be used for research purposes only.

3.9. Data analysis techniques

This is the act of summarizing the collected data. The data collected was organized, edited for accuracy, uniformity, consistency and then coded and analyzed using a Statistical Package for Social Sciences version (SPSS). Parameters like graphs, charts, standard deviation which are types of statistical versions were also used. Quantitative method design allows use of inferential statistics. This allows use of large numbers. Inferential technique uses estimated parameters and statistical hypothesis to summarize and make interpretations by use of table, frequency tables, graphs and charts. Pearson's Correlation Coefficient of correlation was used here to test the hypothesis to determine the statistically significant relationship between determinants of teacher retention based on the study objectives. In

this computation, value of r near -1 or +1 would indicate a strong correlation between either side of the influence of retention determinants and teacher retention. If r tends to move near zero it will indicate a weak or no relationship between the two variables (Ding, 2006).

For qualitative data, themes based on objectives of the study were applied and reported through narrative forms. The levels of significant for decision to either reject or uphold the null hypothesis is at alpha P value of 0.05. When P =value is less than 0.05 ($p<0.05$), the null hypothesis is rejected while P =value is greater than 0.05 ($p>0.05$), the hypothesis is retained. In this, case the values indicated a strong statistical relationship of determinants of teacher retention to their retention. $r<0.001$ for job security table 4.12, $r<0.000$ for organizational support table 4.18, for motivation to teachers $r<0.000$ table 4.24 and for workplace conditions table 4.30 $r<0.000$.

3.10 Ethical considerations

In the process of conducting an investigation, a research guideline (Bryman& Bell, 2007) to maintain an ethical standard was important to control the relationship between the researcher and the respondents. In this regards the researcher first sought consent of the respondents and made it known to them that filling or answering any of the questions or being interviewed was voluntary. The researcher ensured they were comfortable while listening and being attended to by him (Kombo & Tromp, 2006). The researcher gave an assurance to keep privacy and confidentiality of the respondents. Neither their names, nor the name of the school were to be known. The County Director of Education, County government and the County Commissioner Machakos County granted the researcher permission to carry out the investigation in the public primary schools in Machakos County. The researcher then wrote official letters to the headteachers requesting entry to their stations to conduct the investigations.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter deals with data analysis and presentation of the results. The chapter contains data return rate questionnaire, respondents' background data, professional academic performance, descriptive and inferential information analysis. The data was analyzed according to the study objectives and hypothesis.

4.2 Instruments' Return Rate

This is the rate at which the research instruments have been returned from the respondents to the researcher for onward analysis. Table 4.1 represents the rate of questionnaires administered and the return rate.

Table 4.1 Questionnaire and interview guide Return rates

Respondent	No. of questionnaire administered	No. of questionnaire Returned	Returning Rate
Headteachers	90	80	88.9%
Teachers	382	320	82.8%
Directors	10	8	80.0%
Total	482	408	84.6%

Table 4.1. represents the number of questionnaires administered to teachers, headteachers and directors and the return rate. The study targeted 382 teachers, 90 headteachers and 10 Directors. The questionnaires administered to teachers were returned at the rate of 82.8%, headteachers at 88.9% while the Directors were rated 80.0%. The study targeted a total of 482 respondents but of this, 408 successfully answered and returned the questionnaires which rated 84.6%. According to Gay and Airasian (2009), a response above 70% is considered adequate and therefore this research obtained response marks above 70%.

4.3 Demographic information of the respondents

The information on gender, age and professional academic was captured from teachers and headteachers. This data is important especially to the head teachers who possess professional powers and the capacity to influence determinants that could affect teacher retention in public primary schools in Machakos County. Table 4.2 up to Table 4.6 represents this information.

4.3.1 Gender of head teachers and teachers

The researcher found it necessary to have this data because headteachers and teachers are the most targeted group forming the sample size to the study. The information is summarized in Table 4.2

Table 4.2. Distribution of Headteachers and teachers by Gender

	Headteachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	61	76.3	108	33.75
Female	19	23.7	212	66.25
Total	80	100	320	100

The results in Table 4.2 indicate that majority of the headteachers 76.3% in public primary schools in Machakos County are males while only 23.7% of the headteachers are females. On the other hand, female teachers are the majority 66.25% with the male teachers rating only 33.75%. These study findings agree with a study by Gobena (2014) in which he investigated on what affects female teachers' participation in leadership. The study noted that higher officials are so bias when selecting leaders; both the headteachers and the deputy heads. In agreement, Kimathi (2016) in his study revealed that 80% of leaders are males leaving a minority of 20% to female teachers.

However, from the current study findings, female teachers are the majority 66.25% of the teachers in public primary schools with only 33.75% of slots occupied by male teachers. This observation is highly supported by a study by Kimathi (2016) on a study on the

Factors influencing gender parity in Governance of Public primary schools in Tharaka North Sub-County. The study revealed that majority of the teachers 62% were females while 38% were male teachers. This clearly displays gender disparity in leadership not just in public primary schools in Machakos County but also in the entire nation; an indication that this may heavily influence teacher retention globally in the future.

4.3.2 Age of headteachers and teachers

The study went ahead to establish age distribution of headteachers and teachers as analyzed in table 4.3.

Table 4.3 Distribution of headteachers and teachers by age

	Headteacher		Teachers	
	Frequency	Percentage	Frequency	Percentage
21-30 years	9	11.3	39	12.2
31-40years	15	18.7	130	40.6
41-50 years	20	25	50	15.6
Over 50 years	36	45	101	31.6
Total	80	100	320	100

The results show that majority of the headteachers manning public primary schools in Machakos County are advanced in age with those over 50 years taking 45% and minority 11.3%. This data is important for power and maturity influences teacher retention through induction and mentorship. Kimathi (2016) on gender parity and leadership participation supported current study that quality leadership has much to do with experience, which is also associated with age advancement. The research which was conducted in Tharaka North Sub-County revealed that majority 52.3% of the headteachers aged over 50years and the minority 6.7% of the headteachers aged 30 years and below. The study too indicated that majority 40% of the teachers are those aged 30 years and below with only 10% rating 50 years and above. This data is a key determinant to note when manning the beginning teachers who seem to range 31-40 years and the majority with another group of young teachers 12.2%aging below 30years. This is holistically a vibrant group. According to Ng,

and Feldman (2010) on their study on relationship of age with job attitude; leadership and age have a very strong relationship that influence teacher retention and quality performance. Good Performance comes from teachers being retained in a school for quite some time to practice and realize quality results.

4.3.3 Academic qualification of headteachers and teachers.

The study sought to investigate the highest educational level attained by both the teachers and headteachers. The study results are presented in table 4.4.

Table 4.4 Highest academic qualification for headteachers and teachers

	Headteacher		Teacher	
	Frequency	Percentage	Frequency	Percentage
Diploma in Education	50	62.5	260	81.2
Bachelor of Education	26	32.5	56	17.5
Masters'	4	5	4	1.3
PhD	0	0	0	0
Total	80	100	320	100

The findings in Table 4.4 indicate that none of the headteachers had a PhD certificate, 5% of the headteachers were holders of masters' degree, 32.5% of the headteachers were holders a bachelor in education degree and majority of the headteachers 62.5% were holders of a diploma in education certificate.

On the other hand, 0% of the teachers had a PhD certificate, 1.3% of the teachers were holders of masters' degree, 17.5% of the teachers had attained bachelors of education degree and majority 81.2% of the teachers were holders of diploma in education certificates. Thus, these findings on academic qualifications of the teachers concur with those of the headteachers because majority were both holders of diploma qualifications. This shows that both the headteachers and the teachers are not so highly academically developed.

According to study by Butter (2011) in European Nations that investigated the impact of experienced professionalism on professionals, a lot of value is attached to their workers' education and as such, it gives education the first priority. The study revealed that professionalism is a credited culture in their learning institutions. Therefore, to achieve quality results, Kenya Teacher Professional Development (TPD) should not be left behind and for such need to be addressed to meet the international standards.

4.3.4 Teaching Experience of headteachers and teachers

The study further sought to establish teaching experience of headteachers and teachers as presented in Table 4.5.

Table 4.5 Teaching experience for headteachers and teachers

	Headteachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
0-5 years	0	0	53	16.6
6-10 years	9	11.2	102	31.9
11-15 years	11	13.7	49	15.3
16-20 years	23	28.8	38	8.8
Over 20 years	37	46.3	88	27.5
Total	80	100	320	100

The results in Table 4.5 indicate that the majority of the headteachers 46.3% had worked as headteachers for a period of over 20 years, 28.8% of the headteachers had an experience of between 16-20 years, 13.7% of the headteachers have a teaching experience for a period ranging 11-15 years, 11.2% of the headteachers had an experience of between 6-10 years and none of them had an experience below 5 years. This is an indication that all the headteachers had taught for over 5 years before they were appointed to headship. On the other hand, only 27.5% of the teachers had an experience of a period of over 20 years, 8.8 % of the teachers had an experience ranging 16-20 years, 15.3 % of the teachers had an experience of a period of between 11-15 years, another group 31.9% of the teachers had worked for a period of between 6-10 years and 16.6% of the teachers having an experience

of 5 years and below. Long teaching service exposes teachers in gaining experience on how to solve professional and social challenges (Perrachione, et al, (2008)). It is the role of the headteachers to thoroughly induct and model young group of beginning teachers for headteachers have a lot of professional maturity, a factor that would influence the required teacher retention.

4.3.5 Length of stay in the school as the headteacher

In Table 4.6, the findings show the length of stay of the headteachers in the current school.

Table 4.6: Length of stay in this school as a Head teacher

	Frequency	Percentage
1 years	9	11.2
2 years	8	10.0
Over 3 years	63	78.8
Total	80	100

In Table 4.6 the findings showed that the majority of the headteachers (63) 78.8% have worked in the current school for over 3 years, (8) 10% of the headteachers have stayed in that school for 2 years and only a small number of the headteachers (9) 11.2% who have stayed in that school for one year. From these results it is clear that the TSC has a strong policy of making sure that the headteachers remain in one school for quite some length of time before transferring them to another school. This is important in terms of teacher retention where assistant teachers emulate their seniors.

4.3.6 Teachers transferred out of school in the last 3 years

The study sought to investigate of teachers' transfer rate out of the school in the last three years. The results from the headteachers and teachers indicated that teacher transfer is taking place in public primary schools and at a high rate. The data collected show majority 70% of the headteachers, and 63.1% teachers reported that more than two teachers have transferred from their school to another school.

4.4 Analysis of the study objectives

The study purposes to achieve the four study objectives namely: to determine the influence of teachers' job security practices on their retention, influence of teachers' motivational practices, to establish influence of organizational support practices and the influence of teachers' work place environmental conditions on their retention in public primary schools in Machakos County.

4.5 Influence of teachers' job security practices on their retention

In the first study objective, the researcher investigated financial security issues that newly employed teachers do encounter. It also went on to investigate the effect of induction to the newly employed teachers when it is done in time. This section concerns the negative effects of monetary factor. It also includes the effects that lead to under performance in schools and even influence teacher retention. This study too investigated on teachers' health induction and professional ethics conducted in the right time to newly employed and experienced teachers.

4.5.1 Teachers' responses on teachers' job security practices on their retention

The study sought to investigate teachers' views on teachers' job security practices. The information was presented in five statements using linker scale to rate the level of influence. The responses are analyzed and presented in table 4.7.

Key: VI=Very Influential, I=Influential, LI=Less Influential, NI=Not Influential, NVI= Not Very Influential

Table 4.7 Teachers' responses on influence of teacher Job security practices on teacher retention

Statement	VI	I	LI	NI	NVI	%	Means	Std Dev
Financial security matters inducted to new teachers in time	43.1%	43.4%	5.6%	3.8%	4.1%	100%	1.82	.987
Social security induction to beginning teachers done in time	48.8%	40.9%	5.3%	1.9%	3.1%	100%	1.70	.899
Performance mentorship practices done to teachers in time	31.6%	54.1%	4.4%	7.5%	2.5%	100%	1.95	.971
Healthy support induction practices to teachers done in time	41.9%	49.4%	2.8%	1.6%	4.4%	100%	1.77	.924
Professional ethics induction to teachers done in time	49.4	48.4	0.3%	1.6%	0.3%	100%	1.55	.621

From Table 4.7, on financial security matters induction to new teachers in time and its influence to teacher retention, the study findings indicated that majority of the teachers 43.4% agreed that it is influential, 43.1% of the teachers stated that it is very influential, 5.6% of the teachers agreed with the statement that it was less influential while 4.1% of the teachers said it was not very influential. On social security induction to beginning teachers in time majority 48.8% of the teachers agreed it was very influential, 40.9% agreed that it was influential, 5.3% said that it was less influential, 1.9% of the teachers disagreed with the statement that it was not influential but 3.1% of the teachers said it was not very

influential. On performance security mentorship practices 31.6% of the teachers reported that it was very influential, 54.1% of the teachers replied that it was influential, 4.4% of the teachers stated that it was less influential, 7.5% of the teachers reported that it was not influential and a small number of teachers stating that it was not very influential. On healthy support induction practices, majority 41.9% of the teachers reported that it was very influential, 49.4% of the teachers said it was influential, 2.8% of the teachers reported that it was less influential, 1.6 % of the teachers said it was not influential and 4.4% of the teachers disagreed with the statement by stating it was not very influential. Lastly on professional ethics induction majority 49.4% of the teachers reported that it was very influential, 48.4% of the teachers said it was influential, 0.3% of the teachers reported that it was less influential, 1.6% of the teachers reported that it was not very influential while the minority 0.3% of the teachers disagreed with the statement by saying it was not very influential.

From the results, the mean (1.82) indicates that majority of the teachers agreed that financial security induction influences teachers' stay. From the table 4.7 the standard deviation was 0.99 implying that teachers were converging in their opinion. On whether social security induction to beginning teachers done in time has some influence on teacher retention, majority of the teachers, 48.8% and 40.9% respectively agreed that it is so influential. On the same, 1.9% of the teachers disagreed while 3.1% was not fully decided if this practice could influence their retention. A mean= 1.70 indicates that majority of the teachers did agree that social security induction done to them and in time influences their retention. A standard deviation of 0.899 indicated convergence of their views. From these results it can be concluded that majority of teachers agree that this practice influences teacher retention. The results displayed on table 4.7 shows that performance security mentorship practices done in the right time to teachers has a lot of influence to teacher retention. This is because the respondents have posted 54.1% and 31.6% to concur with the statement that it is very influential to teacher retention but when done in the right time. A mean=1.95 and a deviation of 0.971 was recorded implying that this statement is a very influential determinant to teacher retention but when applied in time.

On healthy support induction practices to teachers done in the right time, majority of the teachers interviewed agreed with the statement. The study posted a mean of 1.77 and a deviation of 0.924 indicating teachers' convergence that teachers concurred that teachers' job security practices influence their retention.

Table 4.8: Headteachers' responses on teachers' job security on their retention

Key: VI=Very Influential, I=Influential, LI=Less Influential, NI=Not Influential, NVI=Not Very Influential

Statement	VI	I	LI	NI	NVI	%	Means	Std Dev
Financial security matters indication to new teachers in time	41.3%	41.3%	10.0%	5.0%	2.5%	100%	1.86	.964
Social security induction to beginning teachers done in time	28.8%	56.3%	7.5%	5.0%	2.5%	100%	1.96	.892
Performance security mentorship practices done in time	41.3%	33.8%	16.3%	5.0%	3.8%	100%	1.86	1.06
Health support and induction practices to teachers done in time	46.3%	31.3%	16.3%	2.5%	3.8%	100%	1.86	1.028
Professional ethics induction to teachers done in time	41.3%	33.8%	16.3%	5.0%	3.8%	100%	1.96	1.061
Professional ethics induction to teachers done in time	41.3%	33.8%	16.3%	5.0%	3.8%	100%	1.96	1.061

Table 4.8 shows headteachers responses on level of influence on financial security matters inducted to new teachers in time. Majority 41.3% of the headteachers said teachers' job

security was very influential, 41.3% of the head-teachers agreed that it was influential, 10% of the head teachers agreed it was less influential, 5% of the headteachers disagreed with the statement and said that it was not influential with 2.5% of the head- teachers replying that it was not very influential. On social security induction to beginning teachers done in time, 28.8% of the headteachers agreed that it was very influential, majority of the headteachers 56.3% of the headteachers said it was influential, 7.5% of the headteachers replied that it was less influential, 5% of the headteachers replied that it was not influential and only 2.5% denying that financial security induction was not very influential.

On performance security mentorship practices, majority of the headteachers 41.3% agreed that it was very influential, 33.8% of the headteachers agreed that it was influential, 16.3% of the headteachers said that it was less influential, 5% of the headteachers replied that it was not influential and a small number 3.8% of the headteachers said that it was not very influential. To health support and induction practices on teachers, majority 46.3% of the headteachers said that it was very influential, 31.3% of the headteachers said it was influential, 16.3% of the headteachers said that it was less influential, 2.5% of the headteachers agreed that it was not influential leaving a very small number 3.8% stating that it was not very influential. On professional ethics induction majority of the headteachers 41.3% agreed that it was very influential, 33.8% of the headteachers said that it was influential, 16.3% of the headteachers said it was less influential, 5% of the headteachers agreed that it was not influential with only 3.8% of the headteachers disagreeing that professional ethics practices were not very influential.

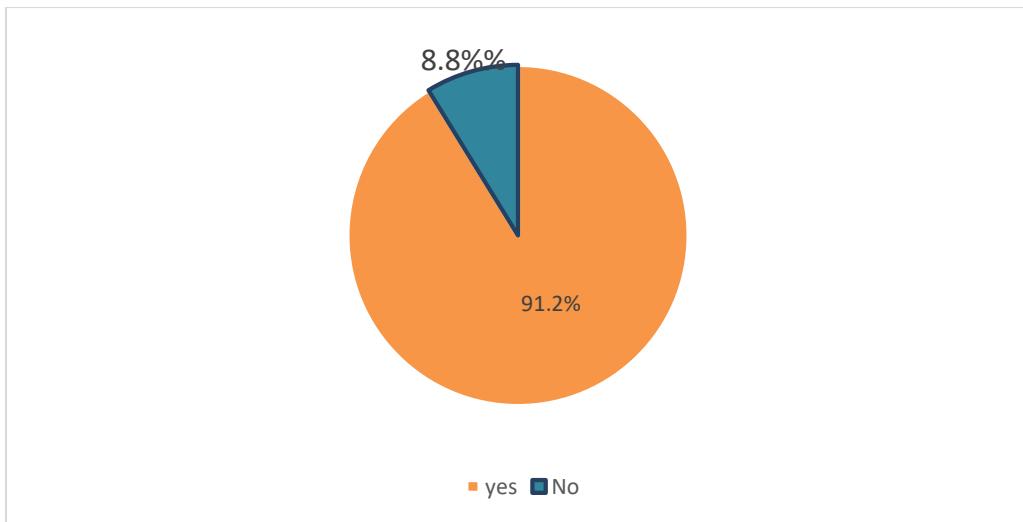


Fig.4.1 Headteachers' YES/NO response on teachers' Job security practices

From fig. 4.1, the study results show that majority 91.2% of the headteachers gave a YES response with only 8.8% going against the statement by giving a NO response to the statement that teachers' job security practices was influential to teacher retention. From these responses it can be reported that teachers' job security practices greatly influence teacher retention in public primary schools.

Head teachers further were required to rate their level of agreement on how influential they thought teachers' job security was on teacher retention. This is due to the length of their teaching and leadership experience. Their level of agreement is shown in Figure 4.2.

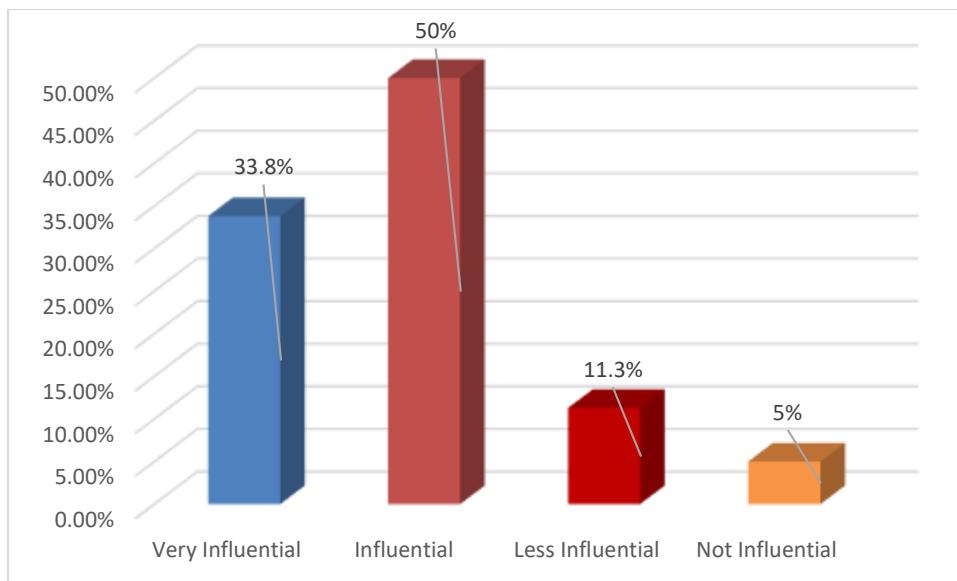


Fig. 4.2 Headteachers' response on how Influential teachers' Job security is to their retention

Fig. 4.2 shows that 33.8% of the headteachers agreed that job security practices to teachers is very influential, 50% of the headteachers said it was influential, 11.3% of the headteachers replied that it was less influential and minority 5% of the headteachers disagreed with the statement by stating that it was not influential. This shows how teachers' job security practices heavily influences teacher retention in public primary schools.

Moreover, for triangulation purpose the researcher sought to interview the TSC directors to gauge their level of agreement on the teachers' job security practices and its influence on teachers' retention. The results as reflected in table 4.9 and fig. 4.3 shows that 50% of the directors strongly agreed with the statement, 37.5% of the directors agreed while a small remaining group 12.5% of the directors disagreed with this statement that job security practices influence teacher retention. This is an indication that teachers' job security practices highly influence teacher retention.

Table 4.9: Directors' level of agreement on Teachers' Job security practices & its influence to teacher's retention

	Frequency	Percentage
Strongly Agree	4	50.0
Agree	3	37.5
Disagree	1	12.5
Strongly Disagree	0	0.00
Very Strongly Disagree	0	0.00
Total	8	100

Table 4.9 shows TSC Directors' responses where majority of the directors (4)50% strongly agreed that teachers' job security influences teacher retention, (3) 37.5% of the directors agreed that teachers' job security influence teacher retention however (1) 12.5% of the directors disagreed with the statement that teachers' job security influences teacher retention. None of the directors either strongly or very strongly disagreed with the statement.

Hypotheses

The researcher in the first objective of the study sought to establish the influence of teachers' job security on their retention in public primary schools in Machakos County, Kenya. To confirm the statement, null and alternative hypotheses were formulated as follows:

H_01 : There is no statistically significant relationship between teachers' job security and their retention in public primary schools in Machakos County Kenya.

H_1 : There is statistically significant relationship between teachers' job security and their retention in public primary schools in Machakos County, Kenya. To establish the relationship between teachers' job security practices and their retention in public primary schools, a regression analysis was conducted at 0.05 level of significance and the outcome reflected as in table 4.10, 4.11and 4.12.

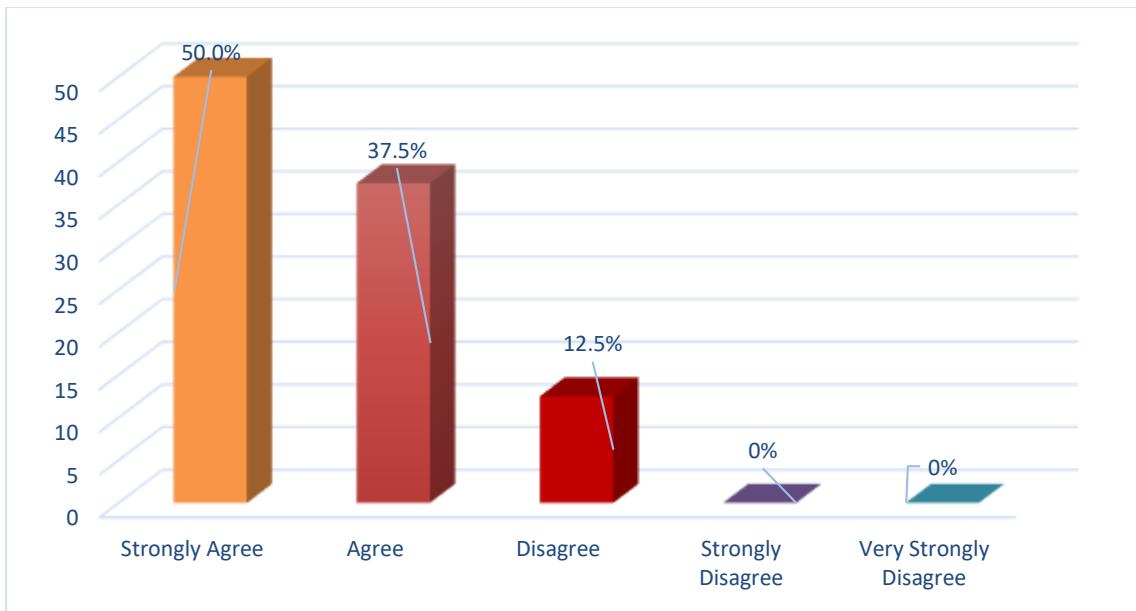


Figure: 4.3 Directors' response on level of agreement on the influence to teachers' Job security to their retention

Table 4.10. Regression Model for teachers' job security and their retention.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.126 ^a	.016	.013	.284

a. Predictor :(Constant), Practice Teachers' job security

From the Regression results, Table 4.10 indicates that the relationship between determinants that influence teachers' job security and their retention was positive but moderate ($R=0.016$) because R^2 was not equal to 0 ($R^2 \neq 0$) but within 0 and 1. From the analysis, an adjusted R^2 gives more accurate prediction and therefore, an adjusted $R^2 = 0.013$ indicating 1.3% of the variation in teacher retention in public primary schools in Machakos County. This could be explained by the institution establishing and practicing determinants of teachers' job security in the linear model.

In order to test whether this model was significant in the establishing predictions, that is between establishing determinants to teachers' job security and their retention, a model

significance was established and analyzed in the Analysis of Variance (ANOVA) as in Table 4.11.

Table 4.11: ANOVA Model for teachers' job security and teacher retention

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	.412	1	.412	5.097	.025 ^b
1	Residual	25.698	318	.081		
	Total	26.110	319			

a Dependent Variable: Teacher retention

b Predictor: Practice Teachers' job security

The relationship was significant when “F column” value yielded to a beta which was equal to zero ($\beta=0$) and not significant when the “F column” value yielded to a beta whose significant value was not equal to zero ($\beta\neq 0$). The model identified in Table 4.11 was indeed significant in making prediction that providing teachers' job security could predict teacher retention, at alpha level of 0.05, $F=5.097: p \leq 0.05$). This is because beta was equal to zero ($\beta=0$). This is an implication that practicing determinants that influence teachers' job security could significantly predict teacher retention in public primary schools in Machakos County. Besides, the analysis of regression coefficients shown in Table 4.12 was done in order to establish the relative strength of prediction of the study of independent variables upon the dependent variables.

Table 4.12: Coefficients for teachers' job security and teacher retention

Model	Unstandardized Coefficients		Standardized Coefficients		Hypothesis testing	
	B	Std. Error	Beta	T		
	.634	.186		3.402	.001	
1	Trs' job security	.243	.108	.910	2.258 .025	

a Dependent Variable: Teacher retention

Table 4.12 shows the regression coefficients of the independent variables (teachers' job security) based on standardized and unstandardized coefficients (β). From the analysis its observed that teachers' job security had a significant prediction strength on teacher retention $t(320)= 2.56$; $p<0.05$; $\beta= 0.243$. This an implication of teacher retention increment of 0.243 per every increased unit of teacher job security. This therefore indicates that teacher retention greatly depends on practices on determinants that influence their job security.

To accept or uphold the hypothesis, the acceptance level of significance was 0.05. The levels of significance of the coefficient model found to be greater than 0.05 would imply that the independent variable (main determinants of teacher retention) did not influence the dependent variable (teacher retention). Contrary to this, if the level of significance rated less than 0.05, then practice of main determinants of teacher retention was found to influence teacher retention.

From table 4.12 it is noted that there was statistical relationship ($0.001<0.05$) between teachers' job security and teacher retention. Therefore, the null hypothesis which stated that "*there is no statistically significant relationship between teachers' job security and their retention in public primary schools in Machakos County*" was rejected at 0.05 level of significance and the alternative hypothesis which stated that "*there is statistically significant relationship between teachers' job security and their retention in public primary schools in Machakos County*" was upheld. A conclusion was drawn based on the findings that; practice of main determinants of teacher retention on their' job security and teacher retention are statistically dependent.

4.6 Organizational support practices on teacher retention

The study sought to research on organizational support practices and their influence on teacher retention and the outcome presented the respondents' report on Table 4.13. Using a Likert scale.

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Table 4.13. Teachers' responses on organizational support practices

Statement	SA	A	D	SD	100%	Means	Std
							Dev
Provision of instructional material support to teachers	43.4%	43.8%	6.6%	6.3%	100%	1.76	.832
Provision of teacher professional development support	35.3%	48.1%	9.4%	7.2%	100%	1.88	.850
Provision of financial and emotional support to teachers	47.8%	36.9%	10.3%	5.0%	100%	1.73	.841
Provisional of support in management of learners' indiscipline	45.3%	41.9%	7.5%	5.3%	100%	1.73	.818
Social and moral support while enforcing government policies	53.8%	36.6%	8.1%	1.6%	100%	1.58	.709

From Table 4.13 findings indicate that 43.4% of the teachers strongly agreed that provision of instructional materials to teachers influence teacher retention, majority 43.8% of the teachers agreed that provision of instructional material influence teacher retention, 6.6% of the teachers disagreed while 6.3% of the interviewed teachers strongly disagreed. On provision of teacher professional development support to teachers, 35.3% of the teachers strongly agreed with the statement, majority 48.1% of the teachers agreed, 9.4% of the teachers disagreed with the statement while a very small fraction 7.2% of the teachers strongly disagreed. On provision of financial and emotional support to teachers majority 47.8% of the teachers strongly agreed with the statement, 36.9% of the teachers agreed with the statement, 10.3% of the teachers disagreed but a small number of 5% of the teachers strongly disagreed. On provisional support to management of pupils' discipline, majority 45.3% of the teachers strongly agreed with the statement, 41.9% of the teachers

agreed, 7.5% of the teachers disagreed while a very small group 5.3% of the teachers strongly disagreed with the statement. On the social and moral support to teachers while enforcing government policies, majority 53.8% of the teachers strongly agreed, 36.6% of the teachers agreed, 8.1% of the teachers disagreed with a very small number 1.6% of the teachers strongly disagreeing with the statement.

On the other hand, Table 4.14 the headteachers' were requested to state their level of agreement on organizational support practices on teacher retention.

Table 4.14 Headteachers' responses on level of agreement on organizational support practices on their retention

Statement	SA	A	D	SD	%	Means	Std Dev
Provision of instructional material support to teachers	42.5%	35.8%	16.3%	5.0%	100%	1.84	.878
Provision of teacher professional development support	18.8%	57.5%	13.8%	10.0%	100%	2.15	.843
Provision of financial and emotional support to teachers	41.3%	33.8%	16.3%	5.0%	100%	1.91	.640
Provisional of support in management of learner's indiscipline	32.5%	53.8%	7.5%	6.3%	100%	1.88	.802
Social and moral support while enforcing government policies	46.3%	50.0%	1.3%	2.5%	100%	1.60	.648

In Table 4.14 results indicate that majority 42.5% of the headteachers strongly agreed that provision of instructional materials to teachers influence teacher retention, 35.8% of the headteachers agreed that provision of instructional material influence teacher retention

while 16.3% of the headteachers disagreed and 5.0% of the headteachers strongly disagreed with the statement. On provision of teacher professional development support to teachers, 18.8% of the headteachers strongly agreed with the statement, majority 57.5% of the headteachers agreed, 13.8% of the headteachers disagreed with the statement while a very small fraction 10% of the headteachers strongly disagreed. On provision of financial and emotional support to teachers, majority 41.3% of the teachers strongly agreed with the statement, 33.8% of the headteachers agreed with the statement, 16.3% of the headteachers disagreed with a small number of 5.0% of the headteachers strongly disagreed.

On provisional support to management of pupils' discipline, 32.5% of the headteachers strongly agreed with the statement, majority 53.8% of the headteachers agreed, 7.5% of the headteachers disagreed while a very small group 6.3% of the headteachers strongly disagreed with the statement. On the social and moral support to teachers while enforcing government policies, 46.3% of the headteachers strongly agreed, majority 50% of the teachers agreed, 1.3% of the teachers disagreed with a very small number 2.5% of the teachers strongly disagreeing with the statement. A mean of 1.88 and deviation of 0.850 indicate a point of convergence between teachers and the headteachers that organizational teacher support practices to teachers is important to teacher retention.

The study further requested the headteachers, being in the front line in leadership and a team with a lot of professional wealth, to rate their opinion on how influential the organizational support practices to teachers was to teacher retention in Figure 4.4.

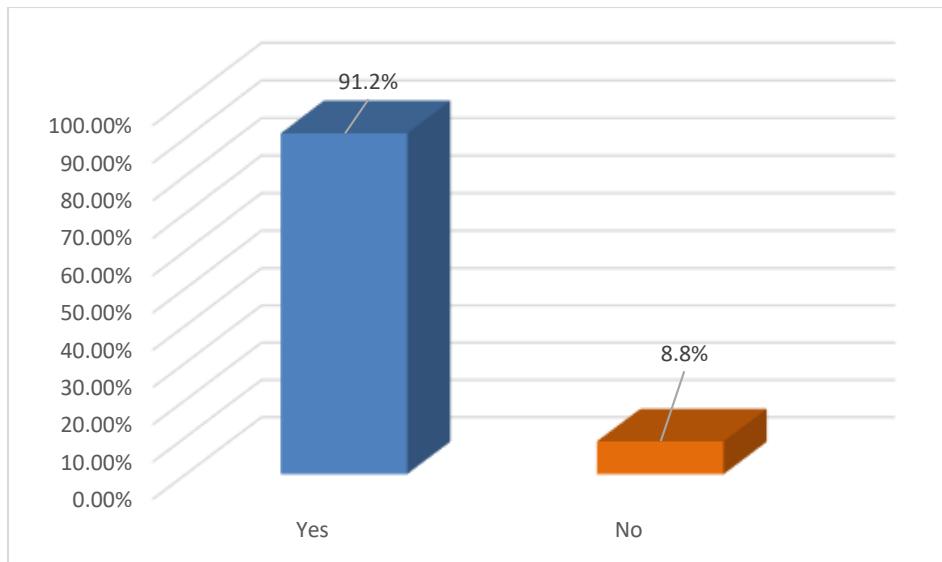


Fig. 4.4. HTs' YES / NO; responses on how influential is Organizational support practices to teacher retention.

In Figure 4.4 it is reported that majority 91.2% of the headteachers responded YES with only 8.8% of the headteachers responding NO to the statement. From these results it can be revealed that organizational support practices to teachers greatly influences their retention in public primary schools.

Headteachers too were required to rate their level of agreement on how influential organizational support practices are to teacher retention. This information was presented as in Figure 4.5.

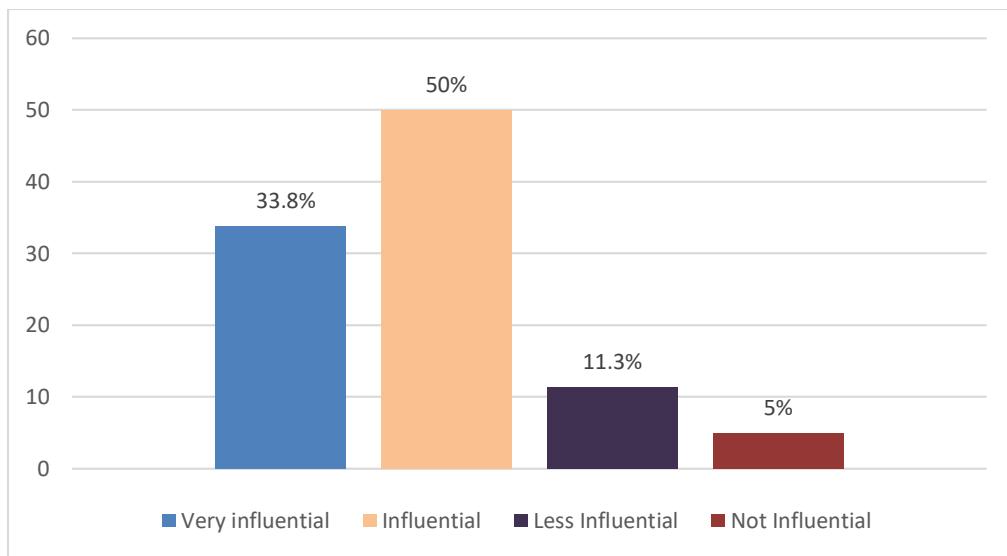


Fig.4.5. HTs' responses on how influential is Organizational support practices to teacher

Figure 4.5 shows the headteachers' level of acceptance on organizational support practices to teacher retention. The study findings reflect a large number 33.8% of the headteachers indicating very influential, majority 50% of the headteachers accepted that it is influential to teacher retention, 11.3% of the headteachers said it is less influential and only 5% of the headteachers denied that organizational support practices are not influential to teacher retention.

Table: 4.15: Directors' level of agreement on Organizational Support Practices and its influence to teacher retention

	Frequency	Percentage
Strongly Agree	3	37.5
Agree	4	50.0
Disagree	1	12.5
Strongly Disagree	0	0.0
Very Strongly Disagree	0	0.0
Total	8	100

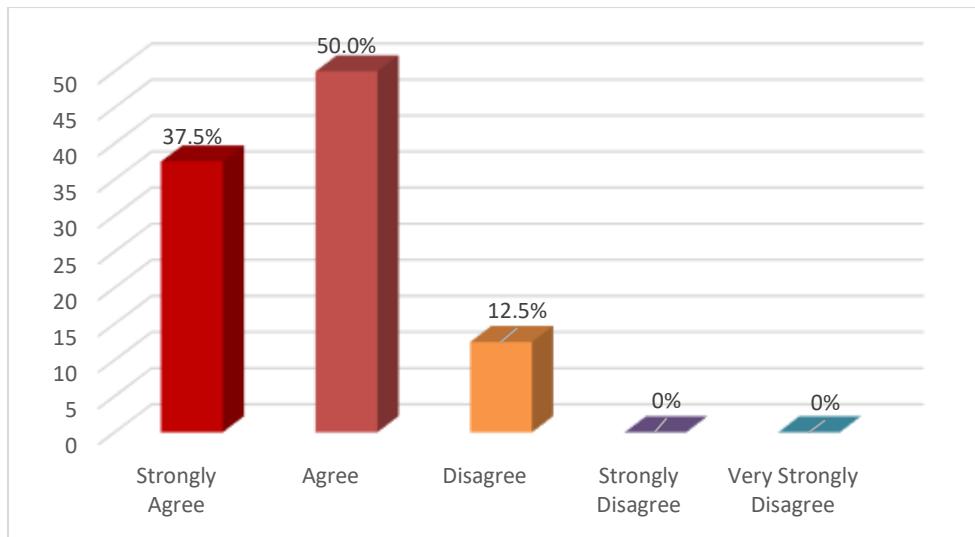


Figure: 4.6: Directors' level of agreement on Organizational Support Practices and its influence to teacher retention

The study further interviewed TSC Directors to find out their level of acceptance to the statement that organizational support practices to teachers influence teacher retention. From the study findings, 37.5% of the directors strongly agreed with the statement that organizational support practices influence teacher retention, majority 50% of the directors agreed, while the last group 12.5% of the Directors Disagreed with the statement that organizational support practices influence teacher retention. This is shown in Table 4.15 and in Figure 4.6 which strongly shows that organizational support practices in schools influence teacher retention.

Hypotheses

In the second study objective the researcher sought to establish the influence of organizational support practices on teacher retention in public primary schools in Machakos County. To ascertain this statement, null and alternative hypotheses were formulated as follows:

H_0 : There is no statistically significant relationship between organizational teacher support practices and their retention in public primary schools in Machakos County.

In order to establish the relationship between teachers' organizational practice and teacher retention, a regression analysis was carried out and outcome presented in Tables 4.16, 4.17 and 4.18.

H_02 : There is statistically significant relationship between organizational support practices and teacher retention in public primary schools in Machakos County. In order to establish the relationship between teachers' organizational support practices and teacher retention, a regression analysis was carried out and the outcome presented in Tables 4.16.

Table: 4.16 Regression Model for Organizational support practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.885 ^a	.783	.782	.571

a. Predictors :(constant), organizational support practices

Regression outcome in Table 4.16 shows that the relationship between organizational teacher support practices and teacher retention was positive but moderate($R=.783$) because R^2 was not equal to zero ($R^2 \neq 0$), but within 0 and 1. Also, an adjusted R^2 gives more prediction and so adjusted R^2 implies .782 interpreted as 78% of the variation in teacher retention in public primary schools in Machakos County. This could be as a result of the organizational teacher support practices to influence teachers' retention in the linear model. In testing whether this model was significant in enabling prediction, the overall model significance was established and analyzed in the ANOVA table shown in Table 4.17.

Table 4.17: ANOVA Model for Organizational support

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	374.571	1	374.671	1147.980	.000 ^b
Residual	104.086	319	.326		
Total	478.657	320			

a. Dependent Variable: Teacher retention

b. Predictors:(Constant), Organizational Support practices

The relationship was significant when “F column” value gave out to a beta which was equal to zero ($\beta=0$) and not significant when the “F column” value yielded to a beta whose significant value was not equal to zero ($\beta \neq 0$). The model identified in Table 4.17 was indeed significant in making prediction that organizational teacher support practices could predict their retention, at alpha level of 0.05, $F=1147.980$; $p<0.05$) this is because beta was equal to zero ($\beta=0$). This is an implication that organizational teacher support practices could significantly predict teacher retention in public primary schools in Machakos County.

Moreover, the analysis of the regression coefficients shown in Table 4.18 was done in order to establish the relative strength of prediction of the study of independent variables upon the dependent variable.

Table 4.18: Organizational support and teacher retention

Model	Unstandardized Coefficients Standardized Hypothesis Testing				
	Coefficients				
	B	Std. Error	Beta	T	Sig.
	(Constant) 2.257	.603		3.750	.000
1	Organizational support .613	.347	1.260	1.765	.078

a. Dependent Variable: Teacher retention

Table 4.18. shows the regression coefficients of the independent variables (Organizational support practices) based on standardized and unstandardized coefficients (beta). From the analysis, it is observed that organizational support practices had a significant prediction strength on teacher retention $t(320) = 1.76$; $p<0.05$ $\beta=.613$ This is an implication of teacher retention increment of 0.613 teacher retention rate per every increased unit of Organizational teacher support practices. Therefore, this indicates that, teacher retention greatly depends on organizational teacher support practices.

To accept or uphold the hypothesis, the acceptance level of significance was 0.05. The levels of significance of the coefficient model rating greater than 0.05 is an indication that the independent variable (organizational support practices) did not influence the dependent variable (teacher retention). Contrary to this, if the level of significance rated less than 0.05, then organizational teacher support practices on teachers' retention was found to influence their retention.

From Table 4.18. It is noted that there was statistical relationship ($0.000 < 0.05$) between Organizational support practices and teacher retention. Therefore, the null hypothesis which stated that "*there is no statistically significant relationship between organizational practices and their retention in public primary schools in Machakos County*" was rejected at 0.05 level of significance and so alternative hypothesis which stated that "*there is statistically significant relationship between organizational support practices and their retention in public primary schools in Machakos County*" was upheld.

Based on the findings, it was concluded that institutional organizational support practices and teacher retention are statistically dependent.

4.7 Influence of motivational practices and teacher retention

The study presented to the teachers five similar statements of those given to the headteachers and required them to give their views. The study used questionnaires to collect data from teachers and headteachers whereas interview guides were used to collect data from the directors. Their outcome is presented in the table 4.19.

Table 4.19: Teachers' responses on influence of motivational practices on their retention

Statement	SA	A	D	SD	%	Mean	Std
Awards to teachers improves teachers' morale	66.6%	26.3%	5.9%	1.3%	100%	1.42	.662
Recognition to teachers improved teachers' morale	64.4%	33.1%	1.3%	1.3%	100%	1.39	.583
Awards to learners improves teachers' morale	55.6%	38.8%	4.4%	1.3%	100%	1.51	.643
Stakeholders' educational tour participation result to teacher job retention	47.8%	38.8%	10.9%	2.8%	100%	1.69	.777
Retreat to teachers create positive leadership/teacher relationship in the school	64.7%	26.6%	5.6%	3.1%	100%	1.47	.742

The results in table 4.19 indicated that majority 66.6% of the teachers strongly agreed with the statement that awards to teachers improves their morale thus influencing their retention. From the results 26.3% of the teachers agreed, 5.9% disagreed with the statement and only 1.3% of the teachers strongly disagreed that awards to teachers improves their morale. On recognition to teachers that improves their morale, majority 64.4% of the teachers strongly agreed with the statement, 33.1% of the teachers agreed, 1.3% disagreed leaving only 1.3% of the teachers strongly disagreeing with the statement. On awards to learners improves teachers' morale, majority 55.6% of teachers strongly agreed, 38.8% of the teachers agreed, 4.4% of the teachers disagreed with only 1.3% of the teachers strongly disagreeing with the statement. On the stakeholders' educational tours, majority 47.8% of the teachers

strongly agreed, 38.8% of the teachers agreed, 10.9% of the teachers disagreed and the remaining 2.8% of the teachers strongly disagreed with the statement. Retreat to teachers creates positive leadership-teacher relationship, majority 64.7% of the teachers strongly agreed with the statement, 26.6% of the teachers agreed, 5.6% of the teachers disagreed but 1.47% of the teachers strongly disagreed with the statement.

A mean=1.47 and a deviation of 0.742 is an indication of teachers and headteachers' convergence to the statement.

Further, the headteachers were also asked to state the level of agreement on motivational practices on teacher retention. Their responses are recorded in table 4.20 by use of Likert scale.

Table 4.20: Headteachers' responses on level of agreement on motivational practices on their retention

Statement	SA	A	D	SD	%	Means	Std Dev
Award to teachers improves teachers' morale	70.0%	12.5%	7.5 %	10.0%	100%	1.58	1.003
Recognition to teacher improves teachers' morale	67.5%	23.6%	5.0%	3.8%	100%	1.45	.761
Award to learners improves teachers' morale	41.3%	33.8%	16.3%	5.0%	100%	1.91	.640
Stakeholders' educational tour participation practices results to teachers' job retention	60.0%	36.3%	2.5%	1.3%	100%	1.45	.614
Retreat to teachers create positive leadership/teachers relationship in school	60.0%	17.5%	11.3%	11.3%	100%	1.74	1.052

The study findings in table 4.20 indicated that majority 70% of the headteachers strongly agreed with the statement that awards to teachers improves their morale thus influencing teacher retention. From the results 12.5% of the headteachers agreed, 7.5% disagreed with the statement and only 10% of the headteachers strongly disagreed that awards to teachers improves their morale and so greatly influences their intention to stay in a station. On recognition to teachers that improves their morale, majority 67.5% of the headteachers strongly agree with the statement, 23.6% of the headteachers agreed, 5% disagreed leaving another 3.8% of the headteachers strongly disagreeing with the statement. On awards to learners improving teachers' morale, majority 41.3% of headteachers strongly agreed, 33.8% of the head-teachers agreed, 16.3% of the teachers disagreed and only 5% of the headteachers strongly disagreed with the statement. On the stakeholders' educational tours, majority 60% of the headteachers strongly agreed, 36.3% of the headteachers agreed, 2.5% of the headteachers disagreed and the remaining small number 1.3% of the headteachers strongly disagreed with the statement. Retreat to teachers creates positive leadership-teacher relationship, majority 60% of the headteachers strongly agreed with the statement, 17.5% of the teachers agreed, 11.3% of the headteachers disagreed and only 11.3% of the headteachers strongly disagreeing with the statement. A mean=1.47 and a deviation of 0.742 is an indication that teachers and headteachers' convergence to the statement.

Further the headteachers in fig. 4.7 were required to indicate YES or NO on the level of agreement/disagreement to the statement that motivation practices influence teacher retention.

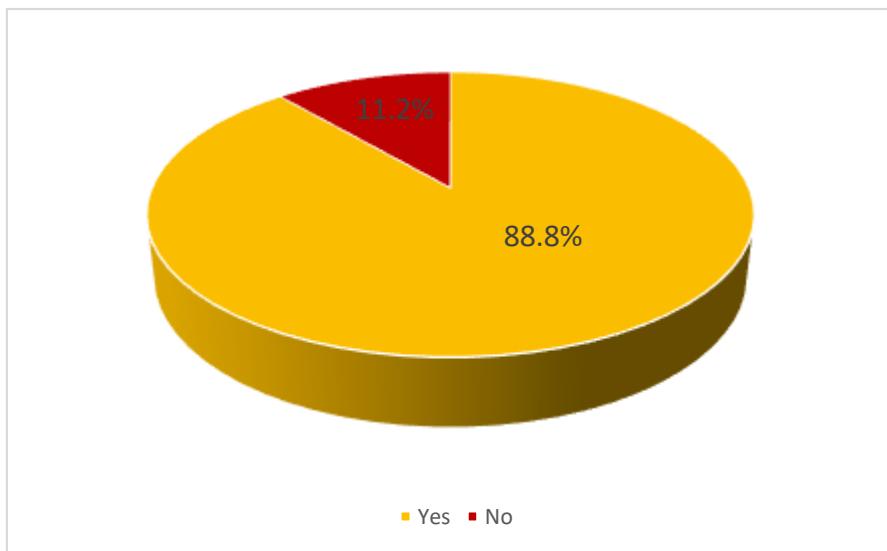


Fig.4.7: HTs' YES/NO responses on if motivational practices influence teacher retention

From the results in Fig.4.7 majority, of the headteachers 88.8% gave a YES response in support to the statement while only 11.2% of the headteachers gave a NO response to the statement.

This is a clear indication that headteachers heavily agree that motivation practices influence teacher retention in public primary schools.

From the study, the headteachers, being the senior most experienced professional team with lots of wits, were again required to rate their degree of acceptance on how influential they think motivational practices were to teacher retention. Their views are reflected in Fig.4.8.

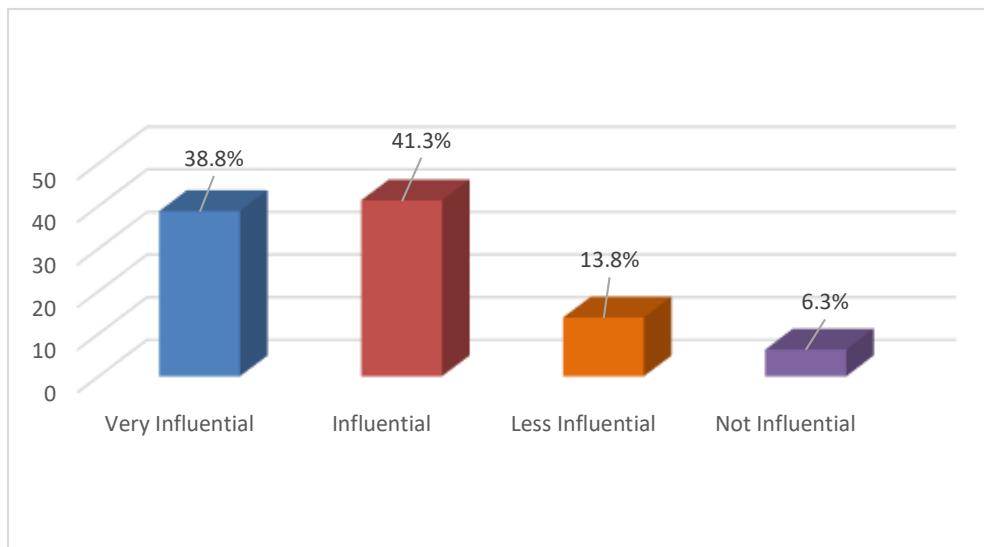


Figure 4.8: HTs' responses on level of influence on motivation practices to teacher retention

In Fig.4.8 the study findings indicate 38.8% of the headteachers indicating that it was very influential, 41.3% of the headteachers indicated that it was influential, 13.8% of the headteachers said it was less influential leaving a very small group of headteachers 6.3% who recorded that it was not influential. From these responses it is clearly implied that motivational practices influence teacher retention in public primary schools.

The study also in table 4.21 and in fig. 4.9 requested the TSC directors to state their level of agreement that motivational practices to teachers influence teacher retention.

Table:4.21: Directors' response on Motivational practices to teachers and their influence to their retention

	Frequency	Percentage
Strongly Agree	2	25.0
Agree	3	37.5
Disagree	2	25.0
Strongly Disagree	1	12.5
Very Strongly Disagree	0	0.0
Total	8	100

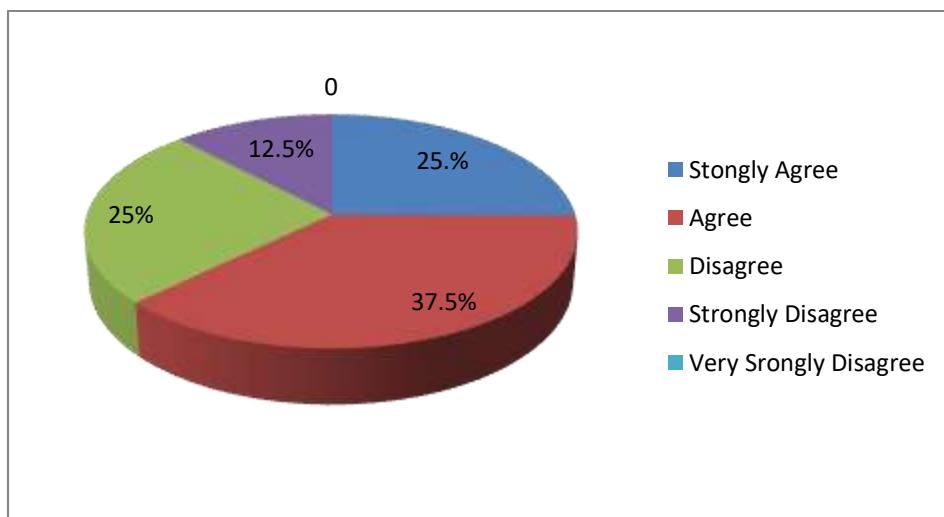


Figure:4.9. Directors' response on Motivational practices to teachers and its influence to their retention

For triangulation purpose the TSC Directors were too requested to state their level of agreement that motivational practices to teachers influence their retention. The results are presented on Table 4.21 and in Fig. 4.9. The study results indicated 25% of the TSC directors strongly agreed with the statement that motivational practices influence teacher retention, 37.5% of the directors agreed, 25% of the directors disagreed and only 12.5% of the directors very strongly disagreed with the statement. This shows how influential motivational practices are to teachers' retention.

Hypotheses

In Table 4.20, the study too sought the teachers' views on parameters of the influence of motivational practices on their retention.

Table 4.22. Regression Model for teacher Motivational practices and teacher retention

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.851 ^a	.724	.723	.664	

a. Predictor: (Constant), teacher motivational practices

Regression outcome in Table 4.20 shows that the relationship between teachers ‘motivational practices and teacher retention was positive but moderate ($R^2=0.724$) because R squared was not equal to zero ($R^2 \neq 0$), but within 0 and 1. Also, an adjusted R of 0.723 indicates that 72 % of the variation in teacher retention in public primary schools in Machakos County could be explained by the teachers’ motivational practices to influence teachers’ retention in the linear model.

In testing whether this model was significant in enabling prediction, the overall model significance was established and analyzed in the ANOVA, Table 4.21

Table: 4.23: ANOVA Model for teacher motivational practices and teacher retention

Model		Sum Squares	ofDf	Mean Square	F	Sig.
1	Regression	367.818	1	367.181	835.343	.000 ^b
	Residual	140.462	319	.440		
	Total	508.279	320			

- a. Dependent Variable: Teacher retention
- b. Predictors: (Constant), teacher motivational practices

The relationship was significant when “F column” value yielded to a beta which was equal to zero ($\beta=0$) and not significant when the “F column” value yielded to a beta whose significant value was not equal to zero ($\beta \neq 0$). The model identified in Table 4. 23 was indeed significant in making prediction that teachers’ motivational practices could predict teacher retention, at alpha level of 0.05, $F=0.835.343; p<0.05$) this is because beta was equal to zero ($\beta=0$). This is an implication that teachers’ motivational practices could significantly predict teacher retention in public primary schools in Machakos County. Besides, the analysis of the regression coefficients shown in Table 4.22 was done in order to establish the relative strength of prediction of the study of independent variables upon the dependent variable.

Table 4.24: Teacher motivational practices and teacher retention

Model	Unstandardized		Standardized Hypothesis Testing		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
	(Constant)	1.024	.181	5.669	.000
1	Teachers' motivation	.088	.106	.180	.824

a. Dependent Variable: Teachers retention

Table 4.23. Shows the regression coefficients of the independent variables (Teachers' motivational practices) based on standardized and unstandardized coefficients (β). From the analysis it is observed that teachers' motivational practices had a significant prediction strength on teacher retention $t(320)= 5.66$; $p < 0.05 = 0.088$. This an implication of teacher retention increment of .088 teachers' retention rate per every increased unit of teachers' motivational practice. This therefore indicates that, teacher retention greatly depends on or is influenced by teacher motivational practices.

To accept or uphold the hypothesis, the acceptance level of significance was 0.05. The levels of significance of the coefficient model rating greater than 0.05 is an indication that the independent variable (teacher motivational practices) did not influence the dependent variable (teacher retention). Contrary to this, if the level of significance rated less than 0.05, then teacher motivational practices of teacher retention was found to influence their retention.

From Table 4.23, it is noted that there was statistical relationship ($0.000 < 0.05$) between teachers' motivational practices and teacher retention. Therefore, the null hypothesis which stated that "*there is no statistically significant relationship between teachers' motivational practices and their retention in public primary schools in Machakos County*" was rejected at 0.05 level of significance and so the alternative hypothesis which stated that "*there is statistically significant relationship between teachers' motivational practices and teacher retention in public primary schools in Machakos County*" was upheld. Therefore, a

conclusion was drawn based on the findings that: teachers' motivational practices and teacher retention are statistically dependent.

4.8 Workplace environmental practices on teacher retention

The fourth objective of the study sought to establish the influence of workplace environmental practices on teacher retention in public primary schools in Machakos County. The research employed questionnaires to headteachers and teachers while to the directors, an interview guide was used. The results are presented in the table 4.25 and in fig. 4.10 and fig. 4.11.

Table 4.25: Teachers' responses on influence of workplace environmental conditions on their retention

Statement	SA	A	D	SD	%	Means	Std
							Dev
Availability of attractive, good and decent looking school infrastructures	59.4%	29.4%	8.4%	2.8%	100%	1.55	.766
Clean, well ventilated and spacious learning structures	60.9%	34.1%	4.1%	0.9%	100%	1.45	.621
Good and healthy teachers' leadership relationship	68.1%	27.8%	3.1%	0.9%	100%	1.37	.594
Creation of strong safety measures to the teachers	60.9%	31.9%	4.7%	2.5%	100%	1.49	.704
Availability of good, clean learners'/teachers' utility	68.1%	27.2%	4.1%	0.6%	100%	1.37	.595

The results in table 4.25 indicated that majority 59.4% of the teachers strongly agreed 29.4% agreed that availability of attractive, good and decent looking school infrastructure greatly influence their retention. Only 8.4% of the teachers disagreed and 2.8% of the teachers strongly disagreed. A mean of 1.55 and deviation of 0.766 was achieved which implied a strong agreement between teachers and headteachers on the statement. On clean,

well ventilated and spacious learning structures, majority 60.9% of the teachers strongly agreed, 34.1% agreed, 4.1% disagreed and 0.9% of the teachers strongly disagreed.

On the good and healthy teachers' leadership relationship and their retention Majority 68.1% of teachers strongly agreed, 27.8 % of the teachers agreed with the statement, 3.1% of the teachers disagreed but a small number 0.9 % of the teachers strongly disagreed. On the creation of strong safety measures to the teachers, majority 60.9% of the teachers strongly agreed with the statement, 31.9% of the teachers agreed, 4.7% of the teachers disagreed with 2.5% strongly disagreeing with the statement. On availability of good, clean learners'/teachers' utility, majority 68.1% of the teachers strongly agreed 48.8% with the statement, 27.2% agreed, 4.1% disagreed and 13.8% of the teachers strongly disagreed with the statement.

Table 4.26: Headteachers' responses on level of agreement on influence on workplace environmental conditions on teacher retention

Statement	1	2	3	4	%	Means	Std Dev
Availability of attractive, good and decent looking school infrastructure	62.5%	15.0%	13.8%	8.8%	10.0%	1.69	1.014
Clean, well ventilated and spacious learning structures	52.5%	22.5%	15.0%	10.0%	100%	1.83	1.028
Good and healthy teachers' leadership relationship	40.0%	31.3%	15.0%	13.8%	100%	2.03	1.055
Creation of strong safety measures to the teachers	52.5%	22.5%	16.3%	8.8%	100%	1.81	1.007
Availability of good and clean learners/teachers utility	48.8%	20.0%	17.5%	13.8%	100%	1.96	1.107

In addition, the headteachers were required to state their level of agreement/disagreement by indicating YES or NO option on the statement: workplace environmental condition and its influence on teacher retention. Their results are displayed in figure 4.10.

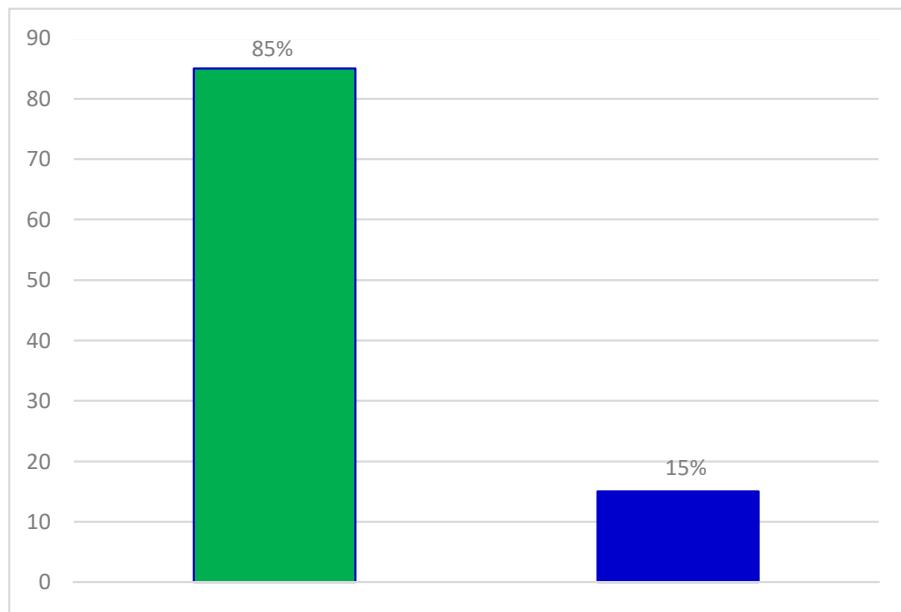


Fig. 4.10: H/Ts' YES/NO responses on if Work place environmental condition influence teacher retention

The results in Figure 4.10 show majority 85 % of the headteachers positively responding YES with a minority 15% of the headteachers replying NO to the statement. From these results, it can strongly be reported that teachers' workplace environmental conditions heavily influence their retention in public primary schools. The study too sought to investigate the headteachers' level of agreement on how influential workplace environmental conditions are to teacher retention. This is reflected in Fig.4.11.

On the same statement: workplace environmental condition to teacher retention, the headteachers were too required to give their level of acceptance on how influential it is to teacher retention. In Fig.4.11. 33.8% of the headteachers indicated it was very influential, majority 43.7 % of the headteachers revealed that it was influential, 12.5% said it was less

influential and only 10 % of the headteachers disagreed with the statement by saying it was not influential to teacher retention in public primary schools.

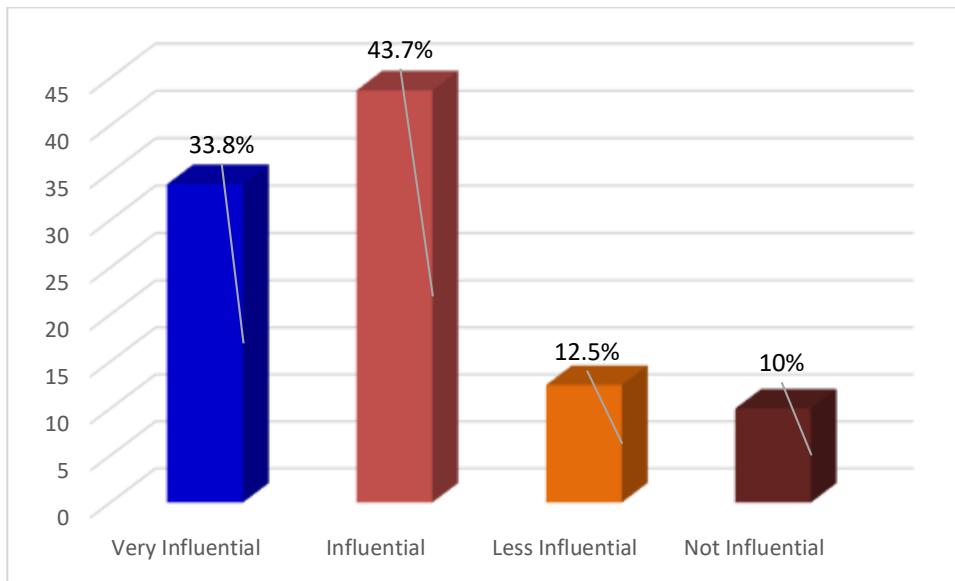


Fig.4.11: HTs' responses on level of influence on work place environmental condition to teacher retention

For triangulation purpose, the study sought too to interview the TSC directors table 4.27 to gauge their level of agreement/disagreement on the influence of the teachers' workplace environmental conditions on teacher retention. The results indicated majority 37.5% of the directors strongly agreed, 37.5% of the directors agreed, 12.5% of the directors disagreed and another 12.5% of the directors very strongly disagreed. This strongly shows that teachers' retention could heavily be influenced by workplace environmental conditions in public primary schools.

Table 4.27. Directors' responses on workplace environmental condition practices and influence on teacher retention

	Frequency	Percentage
Strongly Agree	3	37.5
Agree	3	37.5
Disagree	1	12.5
Strongly Disagree	1	12.5
Very Strongly Disagree	0	0.0
Total	8	100

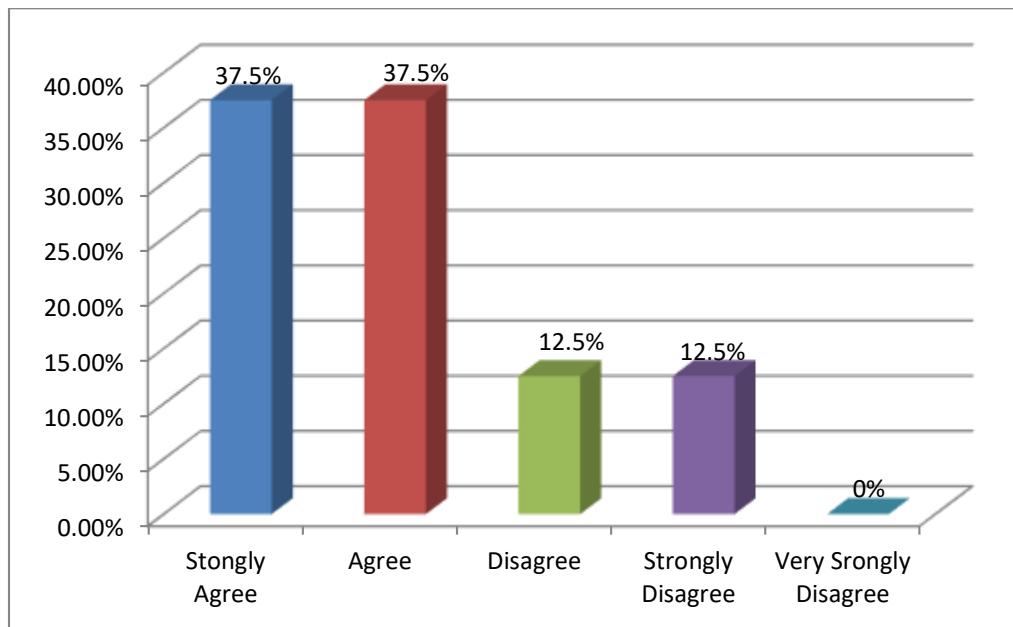


Fig.4.12. Directors' responses on Workplace environmental condition practices and influence to their retention

On workplace environmental condition practices and its influence to teachers' retention, Directors have in large numbers (3)37.5% Strongly Agreed, (3)37.5% Agreed and only minority of them (1)12.5% Strongly disagreeing and (1)12.5% Very strongly Disagreeing with the statement: workplace environmental condition practices influence teacher retention.

Hypotheses

The researcher in the fourth objective of the study sought to establish the influence of teachers' work place conditions on their retention in public primary schools in Machakos County, Kenya. To confirm the accuracy to this statement, null and alternative hypotheses were formulated as follows:

H04: There is no statistically significant relationship between teachers' workplace conditions and their retention in public primary schools in Machakos County Kenya.

Ha4: There is a statistically significant relationship between teachers' workplace conditions and their retention in public primary schools in Machakos County, Kenya. To establish the relationship between teachers' work place conditions and their retention in public primary schools, a regression analysis was conducted and the outcome reflected as in table 4.28, 4.29 and 4.30.

Table 4.28: Regression Model for teachers' work place and teacher retention

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
	.126 ^a	.016	.013	.591	

a. Predictors: (Constant), teachers' workplace conditions

Regression outcome in Table 4.28 shows that the relationship between workplace environmental practices and teacher retention was positive but moderate ($R=0.016$) because R squared was not equal to zero ($R^2 \neq 0$), but within 0 and 1. Also, an adjusted R of 0.013 indicates that 13% of the variation in teacher retention in public primary schools in Machakos County could be explained by the teachers' workplace environmental condition practices to influence their retention in the linear model.

In testing whether this model was significant in enabling prediction, the overall model significance was established and analyzed in the ANOVA table shown in Table 4.29.

Table 4.29: ANOVA Model for workplace condition and teacher retention

Model	Sum Squares	ofDf	Mean Square	F	Sig.
Regression	1.783	1	1.783	5.109	.024 ^b
Residual	110.964	318	.349		
Total	112.747	319			

a. Dependent Variable: Teacher retention

b. Predictors: (Constant), Teachers' workplace conditions

The relationship was significant when “F column” value yielded to a beta which was equal to zero ($\beta=0$) and not significant when the “F column” value yielded to a beta whose significant value was not equal to zero ($\beta\neq 0$). The model identified in Table 4. 29 was indeed significant in making prediction that teachers' workplace environmental condition practices could predict teacher retention, at alpha level of 0.05, $F=5.109$; $p\leq 0.05$). This is because beta was equal to zero ($\beta=0$). This is an implication that workplace environmental condition practices could significantly predict teacher retention in public primary schools in Machakos County.

In addition, the analysis of the regression coefficients shown in Table 4.30 was done in order to establish the relative strength of prediction of the study of independent variables upon the dependent variable.

Table 4.30: Coefficients for workplace conditions and teacher retention

	Unstandardized Coefficients		Standardized Hypothesis Testing Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	.964	.183		5.260	.000
Equation 1 Work place conditions	.393	.174	1.26	2.260	.024

a. Dependent Variable: Teacher retention

Table 4.30. Shows the regression coefficients of the independent variables (Teachers' workplace environmental condition practices) based on standardized and unstandardized coefficients (β). From the analysis, it is observed that teachers' workplace environmental condition practices had a significant prediction strength on teacher retention $t(320) = 2.26$; $p < 0.05, \beta = 0.393$. This is an implication of teacher retention increment of .393 teachers' retention rate per every increased unit of teachers' workplace environmental condition practice. This therefore indicates that teacher retention greatly depends on workplace environmental condition practices.

To accept or uphold the hypothesis, the acceptance level of significance was 0.05. The levels of significance of the coefficient model rating greater than 0.05 is an indication that the independent variable (workplace environmental condition practices) did not influence the dependent variable (teacher retention). Contrary to this, if the level of significance rated less than 0.05, then workplace environmental condition practice was found to influence teacher retention.

Table 4.30, shows that there was statistical relationship ($0.000 < 0.05$) between teachers' workplace environmental condition practices and teacher retention. Therefore, the null hypothesis which stated that "*there is no statistically significant relationship between teachers' workplace environmental condition practices and their retention in public primary schools in Machakos County*" was rejected at 0.05 level of significance and so alternative hypothesis which states "*there is statistical significant relationship between teachers' workplace environmental condition practices and their retention in public primary schools in Machakos County*" was upheld. Based on the findings, the study concludes that teachers' workplace environmental condition practices and teacher retention are statistically dependent.

4.9 Summary of key findings

From the four study objectives, the researcher came up with the following key findings:

4.9.1 Teachers' job security practices and teacher retention

The study findings revealed that there was statistical relationship between teachers' job security practices and teacher retention. This was indicated by a positive and moderate ($R=.016$) reported in Table 4.10 and 4.11 which is highly supported by evidence analyzed and confirmed by a majority of teachers, headteachers and directors. It is therefore true that practice of teachers' job security strongly influences teacher retention. They included financial security induction matters, social security induction, institutional performance security mentorship, healthy support and professional ethics induction. The means and percentages reported were high, an indication of high levels of statement agreement. This therefore shows that teacher retention can highly be influenced by the practice of determinants of teacher retention.

4.9.2 Organizational support practices and teacher retention

The results established from the study indicated a positive but moderate ($R=.783$) relationship between teacher organizational support and teacher retention. Organizational support practice variable reflected good predictor $t (320) =1.765$; $p<.05\beta=.613$. This is an implication that for every .613 units from organizational support practice there is a positive rate realization of .613 teacher retention. The means and percentages were quite high, a convergence that teacher retention is highly influenced by organizational support practices to teachers at work.

4.9.3 Motivational practices on teacher retention

The study results show that the relationship between teacher motivational practices and teacher retention was positive and significant ($R=0.724$). Teacher motivational practices variable was found to be a good predictor of teacher retention $t (320) =0.824$; $p<0.05\beta=0.088$. From table 4.22 and table 4.24, it can be strongly confirmed that majority of the teachers agreed that teacher retention is heavily influenced by teacher motivational practices which are; awards to teachers, recognition to teachers, awards to learners; stakeholders' educational tour practices and also retreat to teachers. From the results, there is strong convergence between the mean and the percentages to the statement, an indication that teacher motivational practice influences their retention.

4.9.4 Workplace environmental conditions on teacher retention

From the results in table 4.28, there is a strong relationship between workplace environmental conditions and teacher retention significant ($R=0.016$). It was also observed that workplace condition practices was a good predictor $t(320) =2.260$; $p\leq 0.05$ $\beta=.393$ of teacher retention. The results in table 4.28 and 4.30 have strongly shown analytical evidence that majority of teachers confirmed that workplace environmental conditions heavily influence teacher retention.

These are: availability of attractive, good and decent looking infrastructure; clean, well ventilated and spacious structures; healthy teachers- leadership relationship; creation of strong safety measures and availability of good clean learners' and teachers' utility. The mean and percentages are so high, an indication that workplace environmental condition practice heavily influences teacher retention.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses and gives study findings interpretation. The study aimed at achieving four study objectives namely: to determine the influence of teachers' job security practices on teacher retention, to determine the influence of teachers' motivation on their retention in public primary schools in Machakos County; to establish the influence of organizational support practices on teacher retention in public primary schools in Machakos County and to establish the influence of teachers' workplace conditions on their retention in Machakos County. In this chapter the researcher aims at bringing together the key findings in the whole revealed literature.

5.2 Influence of teachers' job security practices on their retention

The first objective of the study investigated the influence of teachers' job security practices and teacher retention in public primary schools in Machakos County, Kenya. The study findings revealed that the main determinants of teacher retention are good predictor of teacher retention. The study is supported by the findings that established that there was statistical relationship between the practice of teacher job security and teacher retention in public primary schools. Institutions should engage and initiate the practices of induction in financial security matters to their teachers, social security induction to beginning teachers, performance security mentorship practices and professional ethics induction to teachers.

The study established that teachers' requests for transfers out of the current schools was moderate. Majority 70% of the headteachers and 63% of the teachers reported that on average only two teachers within a scope of three years had transferred from their stations. This is an indication that majority of the schools in public primary schools in Machakos County do practice determinants of teacher retention. The researcher concluded that it is the high time that the schools which are strictly and hardly hit by poor teacher retention start practicing main determinants of teacher retention for improvement. This is to prepare teachers for their firm socio-economic foundation. This would assist teachers to plan and wisely manage their small incomes. This leads to their acquisition of social fitness, social

security, social status and the personality expected by the community. A teacher whose economic status is wanting is likely to underperform and to avoid shame, he/she would opt for a transfer out of that station. Teachers' job security includes performance security mentorship. This is to equip the newly employed and posted teachers with school's performance culture/tradition, healthy support and professional ethics to develop teachers' awareness on their health and professional matters. The ailing of a teacher or one of his/her family members can lead him/her to a stressed state resulting in depression due to the fear of losing his job or family member. The results from the study strongly indicate job security as a main determinant of teacher retention in a station.

On induction in financial security matters done to newly employed teachers on time, it is clear from the study findings that it influences teacher retention. This is where majority 43.4% of the teachers and 43.1% of the headteachers concur that it was very influential. Only a small number 4.1% of the teachers declined saying it was not very influential. Newly employed teachers like other workers are mostly faced with financial indiscipline after receiving their initial payments. The study noted that if not well inducted, teachers may risk falling in the wrong hands. For instance, the thirsty bank-loaners, micro-finances, wrong Savings and Credit Cooperatives (SACCO), finance insurance companies and even wrong peers. All these drain ones pay slip and by the time the teacher realizes, it is too late and now the teacher finds it difficult to attend to work. Poor financial management leads to poor performance of duty. Due to mismanagement of funds, some teachers have resulted to job desertion leading to loss of jobs, family conflicts and even life loss. Firmly inducted teachers on financial matters would make teachers plan wisely, work comfortably and perform. From the study results, it shows a mean (1.82) and a standard deviation of 0.99 indicating majority of the teachers and headteachers were converging in their opinion that financial security induction influences teachers' stay.

From the findings on social security induction to beginning teachers on time, majority 48.8% of the teachers agreed that it was very influential, 40.9% agreed that it was influential, 5.3% agreed that it was less influential and only 1.9% of the teachers disagreed with the statement that it was not influential. On the same statement 56.3% of the

headteachers concurred with the teachers' views that it is very influential. The study findings revealed that when teachers are well grounded in social matters, they become holistically and socially fit. In agreement, Gomba (2015) on a study on why teachers stay: the study concurs with the statement that this helps a teacher to fit and interact with other teachers, learners, parents and the outside school community. Different societies have different cultures meaning that when a teacher is newly employed and posted to a new community with different norms, one can easily become a misfit in that society. This is because one may try to practice his culture without knowing this may affect other members of the society. This may in turn cost his being there. It is therefore important that for the newly employed teachers be introduced to the new employment environment in good time. Many incidents of social misconduct have seen many teachers seek for premature transfers, exit from profession and others committing suicide.

Performance security mentorship is an important aspect to schools that value quality results. From the study findings, it was noted that 31.6% of the teachers reported that it was very influential, majority 54.1% of the teachers replied that it was influential, a small fraction 4.4% of the teachers stated that it was less influential, 7.5% of the teachers reported that it was not influential and a small number of teachers stated that it was not very influential. Every institution has its culture. Some schools are well known for continued excellency in either sports, academics, drama or music. Therefore, it is very important that when a beginning teacher or a newly- posted teacher reports to a new school, they should get inducted on schools' expectations or culture. This is to prepare and to secure the new teacher as he starts working in the new environment. This helps one to gauge his abilities and competencies in order to avoid psychological torture which may arise and result to job dissatisfaction incase of not meeting the school's set goals or expectations.

On healthy support induction practices, majority 41.9% of the teachers reported that it was very influential, 49.4% of the teachers said it was influential, 2.8% of the teachers reported that it was less influential, 1.6 % of the teachers said it was not influential and 4.4% of the teachers disagreed with the statement by stating it was not very influential.

On the same statement majority 46.3% of the headteachers strongly agreed with teachers' opinion that it is very influential to teacher retention. This is an area of concern that should not be assumed because majority of the newly employed teachers suffer in silence if not well versed with what one should do when sick due to new adventure and new environment. It's the duty of the leadership to assist and mentor these beginning teachers who will later mentor others and thus make them passionate to stay in such institutions and deliver quality results.

From the current study, it was revealed that a good number teachers lost jobs and others terminated their lives due to failure to adhere to professional code of conduct. Professional ethics induction is very important as indicated by the study findings where majority 49.4% of the teachers reported that it was very influential with the minority 0.3% of the teachers disagreeing with the statement by saying it was not very influential. On the side of the headteachers, majority 41.3% of them concurred with the teachers' opinion by stating that it is so influential to teacher retention. Most of the school leaders tend to assume that every teacher is aware of the professional code of conduct. This induction is not only important to the beginning teachers but also to the experienced ones to be reminded of the employer's requirements. For instance, the dressing code, student-teacher relationships, desertion of duty, types of leaves and even the general work conduct which has seen many teachers face interdiction or even exit the profession. It is the role of headteachers to tirelessly induct teachers which is a way of safeguarding their staff. Security of the teacher and also learner is very key as revealed by Finster (2013) on a study: teachers' job satisfaction and organizational commitment on teacher turnover. A good and caring leadership always keeps guard of their teachers from the preying poachers. The study found out that there was a positive and moderate correlation between teachers' job security and teacher retention, Scott (2019). The study posted a mean 1.77 and a deviation of 0.924 indicating teachers' and headteachers' convergence that teachers' job security practices influence teacher retention.

5.3 Influence of motivational practices on teacher retention

The second objective of the study sought to investigate the influence of teachers' motivation on their retention in public primary schools in Machakos County. The study findings revealed that there was statistical relationship between teachers' motivation practices and their retention which was positive and moderate. The researcher noted that some public primary schools were practicing main determinants of teacher retention which resulted in majority of the teachers comfortably remain working hard and not opting to seek for transfers. This was made possible through awards to teachers, teacher recognition after any good work attempt, awards to learners, stakeholders' educational tour practices and retreat to teachers. The study findings revealed that majority of institutions under leadership initiative practiced the main determinants of teacher retention through: awards to teachers, awards to learners, stakeholders' educational tours and retreat to teachers. This seemed to be the reason behind some of the teachers overstaying in one station for even over ten years.

From the results, majority 66.6% of the teachers strongly agreed with the statement that awards to teachers improves their morale thus influencing their retention. On agreement, 70% of the headteachers concurred with the teachers' opinion. The study findings indicated a statistical relationship between teachers' motivational practices and teacher retention which was positive and moderate. Extrinsic motivation, which is the awards to teachers whenever achievement is realized creates competition amongst themselves thus making them to long for the next event.

On recognition to teachers that improves their morale, majority 64.4% of the teachers and 67.5% of the headteachers strongly agreed with the statement that there is need to appreciate teachers' efforts whenever they excel. A mean=1.47 and a deviation of 0.742 an indication of teachers and headteachers' convergence to the statement was indicated. Certificates, promotions whenever they arise improves teachers' job satisfaction. On a study carried out by Huma (2015) on the influence of teacher motivation strategies on teacher retention; the study strongly concurs with the current study that when teachers are appreciated or recognized in whichever small positive attempt, their morale is positively

impacted. On awards to learners that improves teachers' morale, majority 55.6% of the teachers and majority 41.3% of the headteachers concurred with the statement that when learners are awarded when they excel, the practice alone affects teachers positively. No teacher would ever like being associated with poor performance. On contrary opinion, Hanusheck and Ravkin (2017) in their study stated that teachers' morale can only be motivated by good pay and work conditions. To his view provision of rewards to learners is not key to influence teacher retention. However, when learners are motivated, their performance and conduct improves a factor which makes teachers' work easier thus improving their stay.

On the stakeholders' educational tour participation, the statement was fully supported by the majority 47.8% of teachers and 60% of the headteachers. The observation was that this practice is a good predictor of teacher retention. When stakeholders' educational tour practices is provided to teachers and learners, harmony and peace is realized in the school. This leads to teacher retention. This is also supported by Naomi, Ronald, Isaac and Ranjith (2012) in their study on analysis of factors that affect teachers' motivation in schools. The study revealed that when learners are exposed to outside learning environments, for instance the International or National Agricultural shows, historical sites, their minds open up and become more creative and innovative. In such environment the study reveals that the work of the teacher becomes very simple and interesting thus creating a good and enjoyable workplace.

When the teachers and the headteachers were asked their view on impact of retreat that creates positive teacher-leadership relationship if accorded to the teachers, their response portrayed a positive indication. Majority 64.7% of the teachers and 60% of the headteachers concurred with the statement. The study findings revealed that majority of schools which offer retreat to their teachers, an excursion to have a change environment and share views, has a lot of positive impact to their stay. The study findings revealed that offering a retreat to teachers, positively improves their retention and quality performance in schools. This is also supported by Ekabu (2013) in a study on motivational factors and turnover intention of teachers in public schools in Meru County. According to the

researcher it is in such outside forums where some hidden differences are aired out and a new beginning realized.

5.4 Influence of organizational support practices on teacher retention

The third objective of the study sought to investigate the organizational support practices and its influence on teacher retention in public primary schools in Machakos County. The outcome of the study indicated that there is a positive significant relationship between organizational support practices and teacher retention. A good number of the schools were found to be practicing the main determinant of teacher retention as in the: provision of instructional support materials, provision of teacher professional development, provision of financial and emotional support, provision of support management to learners' indiscipline; social and moral support to teachers as leadership reinforces implementation of government policies.

On the provision of instructional material support 43.8% of the teachers and 42.5% of the headteachers jointly agreed that this statement greatly has some significant impact on teacher retention. The result findings show that not all schools practice organizational teacher support. Finster,(2013) on a study on Teachers' job satisfaction, organizational Commitment turnover intention and actual turnover, revealed that some institutions fail to provide instructional materials support to their teachers. This statement has greatly been supported by the two parties, the teachers and headteachers which concurred that; a school that values quality results will always provide suitable, available and current teaching and learning resources. Some institutions have neglected and let to waste their learning chalkboards, teaching or learning aids a factor that demoralizes both the teacher and the learner. This is strongly supported by a study by Moore, (2016) that investigated on stepping up support for new teachers' educational leadership.

The study also investigated on the relationship between teacher professional development support and their retention. The impact of teacher professional development being supported by an institution is not only a great gift to teachers but a golden achievement to

that school. This practice is enough factor to attract teachers and make them feel motivated and proudly be associated with an institution.

From the study findings the statement was jointly supported by majority 48.1% of the teachers and 57.5% of the headteachers. Teacher professional development is too supported by KESI (2011) where the TSC offers induction programmes to education administrators. In support the TSC in conjunction with the MOE offers scholarships to school-heads advance their administrative skills.

On financial and emotional support the researcher noted that not all schools extend the practice to their teachers. Teachers who got some support reported on financial support during times of difficulties like illness; do influence them emotionally. During the investigations, some teachers could be heard saying that; a friend in need is a friend indeed. Again the same teachers revealed that, in such a supportive leadership, no one could think of changing to another school. To show their positive support to the statement, majority 45.3% of the teachers and 41.3% of the headteachers strongly agreed with the statement. Although this factor heavily influences teacher retention in public primary schools, it may not be commonly available as according to the interviewed teachers. The few institutions that practice this support end up attracting teachers to their schools. This is strongly supported by Hee and Ann (2019) in a study on the factors influencing Employees Turnover in the children motivation.

The study too investigated on the impact of learners' indiscipline in relation to teacher retention. The study findings indicated that schools with high indiscipline cases make work difficulty for the teachers. According to a study by Silbert (2005) on the effectiveness of tangible reward on perceived Organizational Support Management, the statement is true that schools with indisciplined pupils scare away performing teachers. The study further reveals that as a result of such a school performance and teacher retention is disrupted. The current study findings confirm the statement where majority 45.3% of teachers and 53.8% of the headteachers strongly agreed that when stakeholders join hands with the teachers in

curbing learners' discipline, this pleases teachers as part of the stakeholders with the role and mandate to support the teachers.

Practice of social and moral support to teachers as the leadership reinforces government policies is crucial. The practice creates good learning environment which will minimize chances of learner-teacher conflicts that may cause unpredicted and unwanted teacher retention. The study findings revealed that government has some policies that need to be implemented and if not properly infused may cause some serious conflict with the teachers. For instance, the new CBC programme, in most cases, time and some other resources require some extra sacrifice from the teachers. When this challenge is lightly viewed, it may bring some conflict between the teachers and the leadership. It is during such circumstances that Institutional leadership should step in to offer some support to teachers. To provide to the teachers the requirements and in good time. This statement is highly confirmed and supported by majority 53.8% of teachers and 50% headteachers. For instance, teachers interviewed reported of much involvement in the new Competency Based Curriculum (CBC). The program has a lot of stakeholders' involvement. This therefore means the leadership has a duty to step in and support to the teachers financially, socially not leaving out moral support. Hoisch (2001) has strongly supported the opinion in his study on; organizational factors influencing congruity in professional, managerial and administrative employee retention. Different communities practice differently in their cultures which call for prior induction to beginning and even experienced teachers.

5.5 Influence of workplace environmental conditions on teacher retention

The forth objective of the study sought to establish the influence of teachers' workplace environmental conditions on teacher retention in public primary schools in Machakos County. The result findings indicated a positive and significant relationship between workplace environmental conditions on teacher retention. Majority of the institutions were reported as practicing main determinants of teacher retention which has greatly improved teacher retention in their schools. This success was made possible through availability of attractive, good and decent looking school infrastructure; clean, well ventilated and spacious learning structures; good and healthy teachers-leadership relationship, creation of

strong safety measures to teachers and availability of good and clean learners'/teachers' utility.

The results from the study shows that majority of public primary schools were very committed to maintaining attractive, good and decent looking schools infrastructure. Teachers like other government officers need working environment which is decent. This statement was strongly agreed upon by majority 59.4% of the teachers and 62.5% of the headteachers who supported the statement. The findings indicated a positive and moderate statistical relationship between workplace environmental conditions and teacher retention. According to Hanuscheck and Rivkin in their study on Pay and Work Conditions, teachers are professionals, role models and as such, learners need to emulate teachers' good living styles and also their clean teaching and learning environments. Some classrooms look deserted due to cracked walls and hanging windows. Others have cracked or earthen floors making working environment not attractive. To show how influential this statement is to teacher retention, only 2.8% of the teachers and 10% of the headteachers went against this statement.

On the second statement, the study findings revealed that majority of public primary schools was providing clean, well ventilated and spacious learning structures which in different ways attracted teachers. When learning takes place in conducive environment the learners stay alert and ready to learn. This makes the teachers work easy and so comfortable to handle. This statement was strongly supported by the majority 60.9% of the teachers and 52.5% of the headteachers who strongly agreed that it influences teacher retention. Only a small number 0.9% of the teachers and 10% of the headteachers who said it was strongly not influential to teacher retention. This study is strongly supported by Adede and Olaniyan (2011), in a study on improving the Conditions of teacher and teaching in rural schools across African Countries. The study supported the observation that teaching in unattractive environment can result to stressful state to not only the learners but also to the teachers. The study goes further to reveal that some schools have constructed small and well ventilated, very congested rooms and in which during hot seasons teaching and learning

becomes uncomfortable. Teacher retention can never be positive and moderate in relation to such working environments.

The current study observed that most of public primary schools try practicing workplace environmental conditions which has resulted to some positivity in teacher retention in the past. Good and healthy teachers' leadership relationship in schools creates teaching atmosphere and social relationship expected. A study by Tianjia and Emily (2005) on keeping teachers happy however concurs with the statement that good and healthy teachers' leadership relationship make teachers to passion their work. This statement gets a strong support from majority 68.1% of the teachers and 40% of the headteachers who strongly agreed with the statement. The study noted that in some schools hardly do the heads of institutions relate or interact freely with their juniors. When this trend happen the expected good and healthy teacher-leadership relations worsens.

The study noted that majority of schools are out to improve students' and teachers' workplace environmental conditions to be free from accidents. Setting of schools' compound is as crucial as maintaining order in classrooms and areas of convenience. In learning environment, firm safety measures for the learners, teachers and non-teaching staff is a crucial factor. These measures check off accidents in the school compound. This was revealed by Kimtai, Kiptum and Chege (2016) on their study that investigated on the role of non-monetary rewards management Practices on teachers' Retention in public primary schools. It was noted that accidents affect not only ones' health but also the socio-economic status for the affected. This statement has greatly been give strong approval by majority 60.9% of teachers and 52.5% of the headteachers with a small number 2.5% of teachers who strongly disagreed with the statement. Through the analysis in this study, it is established here that there is a strong significant relationship between the creation of strong safety measures and teacher retention in public primary schools.

The study findings revealed that majority of schools are upgrading required modern social amenities that accommodate modern technology. In the modern world, learning and teaching is changing to virtual and therefore it is encouraging to find many schools having

facilities to accommodate such. Schools in both the rural and urban have computer services which otherwise act as a key main determinant to retain teachers in rural schools. From the study findings majority 68.1% of the teachers and 48.8% of the headteachers concur with this view. This is because teaching and learning can easily access utility or services within. Again the study reported that good and clean environment conducive for teaching and learning as one of the factors that attract and maintain teachers. The study noted that clean compounds, classrooms, washrooms and even play fields make teachers love their workplaces. Workplace environmental conditions forms one of the important determinants of teacher retention as revealed from the current study.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the study conclusions, recommendations and suggestions for further investigation.

6.2 Conclusion

In the first study objective, the researcher aimed at establishing the influence of teachers' job security practices on their retention in public primary schools in Machakos County, Kenya. The results have revealed that practice of determinants of teacher retention is a good predictor of teacher retention in public primary schools. This study noted that schools with unstable teacher retention are those that do not practice determinants of teacher retention. Induction on financial security matters to new teachers in time, social security induction, performance security mentorship, healthy support and professional ethics induction to teachers in time are important to determining the stay of teachers. The study therefore concluded that teachers' job security practices determine teacher retention in public primary schools in Machakos County.

The second objective of the study sought to investigate the influence of motivational practices on teacher retention in public primary schools in Machakos County, Kenya. The study findings revealed that the practice of teacher motivation is a good predictor of teacher retention. From the study findings, it is concluded that those schools experiencing challenges in teacher retention should practice teacher motivation. Motivational practices would include: awards to teachers, recognition to teachers, stakeholders' educational tour participation and retreat to teachers which creates positive leadership relationship. The study results led to the conclusion that teachers' motivation determine teacher retention in public primary schools in Machakos County.

In the third objective, the study sought to investigate the influence of organizational support practices on teacher retention in public primary schools in Machakos County, Kenya. The study findings revealed that the practice of the determinants of teacher retention of

organizational support includes: provision of instructional materials, provision of teacher professional development; provision of support in management of learners' indiscipline and social and moral support while enforcing government policies. The study established that organizational support practices influence teacher retention in public primary schools in Machakos County.

The fourth objective the study sought to investigate the influence of workplace environmental conditions on teacher retention in public primary schools in Machakos County, Kenya. The study revealed that the practice of determinants of teacher retention of workplace environmental conditions would include; availability of attractive, good and decent looking schools' infrastructure, clean, well ventilated and spacious learning structures; good and healthy teachers-leadership relationship and availability of good and clean learners'/teachers' utility. The study there reveals that teachers' workplace conditions influence their retention in public primary schools in Machakos County.

6.3 Recommendations

From the study findings, the researcher made the following key areas to be worked on by the Ministry of Education, Teachers Service Commission, Boards of Management, headteachers should enhance teachers' job security.

School BOM should offer support to teachers by providing good workplace conditions. They should ensure decent infrastructures and modern socio-amenities to attract and retain teachers in their schools. The study recommends to TSC and School BOMS to enhance teacher motivation to increase their retention in schools. The study recommends that BOMs and headteachers should provide mutual organization support in bid to enhance teacher retention in schools

6.4 Suggestions for further Research

The researcher suggests that further studies be carried in the following key areas:

- i. A comparative study be carried out in public primary schools in other adjacent Counties to find out whether practice of determinants of teacher retention influences teacher retention in public primary schools.
- ii. The study having only concentrated on determinants influencing teacher retention, the researcher suggests a study be conducted to find out whether there are other determinants that could be influencing teacher retention in public primary schools such as age, education, location of the school and even level of education.

REFERENCES

Acheson, Taylor, & Luna, K. (2016). The burn out spiral; the emotion labor of five rural US foreign language teachers. *The modern language journal*, 100(2), 522-537

Adebayo and Lucy (2012). Impact of job security on the Organizational Performance in a Multiethnic environment. *Research journal of business management*: vol. 7(1):64-70,2013.

Adede, T.S.O & Olaniyan, O, (2011). *Improving the Conditions of teacher and teaching in Rural Schools across African Countries*. Addis Ababa: UNESCO

Agezo, K. C. (2010). *Why teachers leave teaching. The case of Pre-tertiary Institutions Ghana*. *International journal of Education Reform*, 19(1)51-52.

Allen, R et.al (2004). Diversity Practices; Learning Resources for Modern Organization, Development and learning in Organizations. *An International Journal*18(6); pp13-15

Ashiedu,J.A.,& Scott-Ladd, B,(2012).Understanding teacher attrition &retention; drivers: Addressing teacher shortages. *Australian journal of Teacher education*, 37(11) <http://dx.doi.org/10.14221/ajte.2012 v37n11.1>.

Angelle, P. S. (2002). *Instructional leadership and mentoring: Increasing teacher Intent to stay through socialization*. NASS Bulletin, 318-334.

Awiti,J. A.,Onderi, H.,&Raburu, P.(2016). Headteachers' supervision of curriculum Implementation: Implication on provision of quality secondary education in Kenya. *Advances in social science research journal* 3(3)116-128.

Bagshaw,M.(2004).“Is diversity “*Journal of Industrial and Commercial training* 36(4), pp,153-157.

Bell, J.P. Bush, T (2003). *Educational Management and Administration. Journal of The British Educational Leadership Management and Administration Society* Vol. 31.

Bennel, P. (2007). *Teacher Motivation in Sub-Sahara*. DFID Publication.

Bennell,P.(2003). *Public-Private partnerships in basic education in South Asia', a paper presented at seminar on public-private partnerships on for the delivery of a basic education services to the poor*, London: Aga Khan Foundation and DFID.

Bennell, P. (2004). *Teacher Motivation and incentives in Sub-Sahara Africa and Asia knowledge and skills for Development*; Brighton.

Bennell, P., & Mukyanuzi,F.(2005).*Is there a teacher motivation crisis in Tanzania?*
Dar es Salaam Tanzania.

Berth, R. S. (2006). *Improving relationships within the schoolhouse*. Educational Leadership, 63(6), 8-13

Brown, K. M., & Wynn, S. R. (2007). Teacher Retention issues: How some Principals are supporting and keeping new teachers. *Journal of school Leadership*, 17(6), 664-698.

Brown, K. M., & Wynn, S. R. (2009). *Finding, Supporting, and keeping: The role of the Principal in teacher retention issues*. Leadership and Policy in schools, 8(1),37-63.

Buckley, J., Schneider, M., & Yi,S.(2004).*The effects of school facility quality on teacher retention Urban school districts*. Chestnut Hill, MA: National Clearinghouse for Educational Facilities.

Bush, T. (2000). *Teacher retention: research evidence, paper prepared for the Education & lifelong learning*, Scrutiny Panel, London Borough of Greenwich, November.

Butter, R. Hermanns,J.(2011): Impact of experienced Professionalism on Professional Culture in probation. *European Journal Probation*, 3(3): 31-42.

Clement, M. (2016). *Five easy steps for retaining top teachers*. Principal Leadership,16(7),18-19.

Cohen, L., Marrion, L. & Keith. (2000). *Research Methods in Education*. (5th Ed.) London. New York.

Cress well, J.W. (2014). *Research design: Qualitative, Quantitative and mixed Method Approaches*. (4th Ed). Lincoln: Sage Publications.

DanielJ., Bradey,M.(2007). “*The impact of school violence on school personnel: Implications for psychologists*”, in *professional psychology: Research and Practice*, 38,652-59.

Ding,C.S (2006). Practical assessment, research and evaluation. *A peer Reviewed Electronic Journal*, 11(11),531-614.

Dornyei,Z.(2006). *Creating a motivating classroom environment*. In J. Gummins & C. Davison (Eds), *Handbook of English Language teaching* (pp.639-651). New York.

Edvardson, BO, Gustavsson B (2003). *Quality in the work environment. A prerequisite for success in new service development* manage.Ser.Qual.,13(2):148-163.

Ekabu P.K(2013).*Motivational factors and turnover intention of teachers in Public Secondary Schools in Meru County. Unpublished Doctorate thesis in Education.* University of Nairobi, Kenya.

Filemona K.S.(2012). *Influence of headteachers' management styles on the primary school teachers' job satisfaction on Chuka Division, Tharaka Nithi County, Kenya. Mount Kenya University and PhD Thesis, Unpublished.*

Finster, M.(20Filemona K.S.(2012). *Influence of headteachers' management styles on the primary school teachers' job satisfaction on Chuka Division, Tharaka Nithi County, Kenya. Mount Kenya University and PhD Thesis, Unpublished.*

Forbes.(2017).Seven new onboarding strategies you'll see this year.
[URL:https://www.forbes.com/sites/forbescoachescouncil/2017/01/30/sevennew-On boarding strategies-you 'll-see-this-year/#6991aecd7b4d](https://www.forbes.com/sites/forbescoachescouncil/2017/01/30/seven-new-on-boarding-strategies-you'll-see-this-year/#6991aecd7b4d). Accessed:7.9.2018.

Front,D.(2008). Teacher leadership: Values and Voice. *School leadership and management*, 28(4),337-352.

Gary, K. E. (2002). *Teacher Retention: an analysis of selected altruistic and practical motivator of Central Florida*, Orlando, Florida L.

Gobena, L.(2014). *Major Factors that affect Female Teacher Participation in School. Leadership. The case of Public Primary Schools in Jimma Town, Jimma University.* 104. jimma:Jimma University

Gomba,C.(2015).Why do they stay: Factors influencing in Rural Zimbabwe, Vol (8)page5568journalinternationalofInstructions{do:=10.12973/iji.2015.825 a}.

Buckley,J.,Schneider, M.,& Yi,S.(2004).*The effects of school facility quality on teacher retention Urban school districts.* Chestnut Hill, MA: National Clearinghouse for Educational Facilities.

Hallinger,P.(2003).Leading Educational change: reflections on the practices of Instructional leadership, *Cambridge journal of education* 33(3),329-351.

Hanushek,E.A.,& Rivkin, S.G,(2017).*Pay ,Work Conditions and teacher quality. The Future of the children*,69-86.

Hayes, A.F., & Preacher, K.J. (2013). *Conditional Process modeling: Using structural Mueller(Eds). Structural equation modeling: A second Course (2nd ed, pp215-264)* Greenwich, CT: Information Age.

Hee, O.C, & Ann, V.S. (2019). *Factors influencing Employee Turnover in the children Motivation*

Herzberg, F., Mausner,B., & Synderman, B.(1859). *Motivation to work: 2ndedn.* New York, John Wiley & son Ltd.

Hoisch, M. (2001). *Organizational factors influencing Congerity in professional, managerial and administrative employee retention*, UMI Dissertation service, No. 3038765.

Huma, E. O. (2015). *Influence of Teacher Motivation strategies on teacher Retention in British Curriculum secondary schools in Lang'ata Division, Nairobi County, Kenya (Strategic Doctoral dissertation).*

Ingersoll, R., & Strong M. (2014). The Impact of Induction & Mentoring programs for beginning teachers: *A Critical review of the research. Review of Educational Research* 81(2)201-233.

Inman, D. & Marlow, L. (2004). *Teacher retention: Why do beginning teachers Remain in the profession?* Education, 124(4), 604-614.

Kasau, O., Kaloki, J. et al.(2016).Factors Influencing Teacher Attrition in Public Secondary Schools in Mbooni-East Sub-County, Kenya. *International Journal of Education and Research* 4(3) March2016.

Kothari, C. (2006). *Research Methods: Methods and Techniques (2nd ed.).* New Age International Publisher.

Keeling,A.(2010).*International School: Still growing...English medium International schools to reach 11,000 marks by 2020.*The International Educator,pp.1-2

KESI. (2011). *Diploma in Education Management for Primary Schools.* Nairobi, Kenya Literature Bureau.

Kimathi, L.K. (2016). *Factors influencing gender parity in Governance of Public Primary Schools in Tharaka North Sub-County, Kenya.* University of Nairobi.

Kimeu. (2010). *Kenya Education Management Institute (KEMI).* Nairobi, Kenya Literature Bureau.

Kimtai, T,S. Kiptum, G.K & Chege ,K(2016). *Role of Non-Monetary Reward. Management Practices on Teachers' Retention in Public Primary Schools.*

Kisau, O.M. et.al.(2016). *Factors influencing teacher retention in Public Secondary Schools in Mbooni-East Sub-County, Kenya.* Nairobi, publishing services section, UON.

Kombo, D., & Tromp, D. (2006). *Proposal & Thesis writing*. Paulines Publications: Nairobi Africa.

Ladd, H. (2011). Teachers' perception of their working conditions: How predictive of planned and actual teacher movement? *Educational Evaluation and policy Analysis*, 33(2), 235-261.

Lagat, B.K. (2015). *Conflict Management methods used by secondary school headteachers: A case study of Nandi Central District, Nandi County, Kenya*. Unpublished Med. Project, Kenyatta University.

Lines, D. (2008). *The bullies: understanding bullies and bullying*. London: Jessica Kingsley Publishers.

Martindale, N. (2011). *Leadership styles "How to handle different persons"*. Strategic Communication Management, 15(8):32-35.

Marvel, J., & Morton, B.A. (2006). *Teachers attrition & Mobility, 2004-2005*. National Centre for Education statistics U.S.

Mancuso, S.V. Roberts, L., & White, G.P. (2010). For Teacher Retention Schools Leadership is key. *Journal of research in International Education (in press)*.

Manson, S. (2015). Language teacher: To be or not to be. *Babel*, 45(1)14-21. Retrieved From [Http://Search.Informit.com.au/documentsummary;dn=168966339384233;res=IEUSS](http://Search.Informit.com.au/documentsummary;dn=168966339384233;res=IEUSS).

McGuire, D. McLaren, L. (2008). *The impact of physical environment on employee commitment in call*. Centers mediating role of employee wellbeing.

Menne, H. L., Ejaz, F.K., Noelker, L.S & Jones, J. A., (2007). *Direct Care workers' recommendations for training and continuing education. Training and education challenges in community-based and long-term care* (special issue). *Gerontology and Geriatrics Education*, 28,(2, special issue), 91-108.

Ministry of Education (2007). *National Report on the status of education by Zimbabwe*, Retrieved from [Http://www.ibe.unesco.org/National_Report/ICE_2008/Zimbabwe-NR08.pdf](http://www.ibe.unesco.org/National_Report/ICE_2008/Zimbabwe-NR08.pdf).

Monk, D.H. (2007). Recruiting and retaining high-quality teachers in rural areas. *The future of children*, 17(1), 155-174.

Mugenda, O., M., & Mugenda, Abel, G. (2003). *Research Methods: Quantitative and Quantitative Approaches*. Nairobi Act Press.

Namie, G., & Namie, RF, 2011. *The bully-free workplace: Stop Jerks, Weasels and Snakes from Killing your Organization*. Hoboken, NJ: John Wiley & Sons.

Naomi, W. K. Ronald C., Isaac, E. O.O., & Ranjith, R.S. (2012). *Analysis of Factors that affect teachers motivation in secondary schools: A case study of Nakuru Municipality, Rift Valley Province-Kenya*. *International journal of Scientific Research*, 1(5), 43-52.

Ng, T.H., & Feldman, D.C. (2010). *The relationship of age with job attitudes: A meta-analysis*. *Personnel Psychology*, 63(3).

Njue, C. W. *A Study of the job satisfaction and Dissatisfaction among Secondary School Teachers in Nairobi Province*. Unpublished M. Ed. thesis: University of Nairobi

Nyanjom, C.R. (2013). *Factors influencing employee retention in the state Corporations in Kenya*. Unpublished thesis Nairobi: University of Nairobi.

Nyamira County Education Report (2012).

Opodo, (2014). School based factors influencing headteachers' instructional Supervision in public primary schools. <https://iriggoara.ml>>site map

Opodo, (2016). Factors influencing teacher attrition in Public Secondary schools in Mbooni East Sub-County. <https://iriggoara.ml>>site map...

Orodho, J.A (2005). *Teaching of writing research proposals and reports in education and social science (1st Edn)*. Nairobi. Mosala Publishers.

Ouya, E., & Mweseli, J. (2015). *Schools and Effective Management Editor*. www.ijiras.com>vol 4-issue-6>pa...

Perrachione, et al., (2008). Why do they Stay? Elementary teachers' perception of job satisfaction and retention. *The professional Education*, 32(2).

Perryman , J., & Graham C. (2019). *What motivates People to Teach and Why Do They Leave? Accountability and Teacher Retention*.

Republic of Kenya (2008). *TSC: Statistical Report 2010 Nairobi*.

Pitsoe , V. J., & Machaisa, P. R. (2012). *Teacher attrition catastrophe in Sub-Saharan Africa: A hurdle in the achievement of UPE, EFA. Policy goals & MUGS: Science Journal publication*

Republic of Kenya (2011). *TSC: Statistical Report 2010 Nairobi*.

Robbert, L; Mancuso, Steven V.; and Yoshida, Ron,(2010). Teacher Retention in American Schools in the East Asian Region:Salary and leadership Are Key. *NERA Conference Proceedings 2010.29. <http://Opencommons.ucom Edu/near 2010/29>*

Robyn. E.(2003). *Retaining quality beginning teachers in profession*. The university of Sydney.

Ruggieri, S.,& Abbate, S.C(2013).Leadership style, self-sacrifice, and team Identification *School behaviour and personality*,7(41)1171-1178.

Samuel, M., O., & Chipunza, C. ((2009). Employee retention and turnover: Using motivational variables as a Panacea. *African journal of Business Management*, 3,410-415.

Scott,S.B(2019). *Factors influencing teacher burnout and retention strategies*(no.798). <https://ideaexchaUakron.edu/honors lesearch Project/798> Retrieved June2019.

Seymour, S.Y. (2016). *Teacher Retention: Behaviors of Principals Influencing Teachers in Schools as part of Geogia's Vision for public Education*.

Silbert. L.T, (2005). *The effect of tangible rewards on perceived organizational support*.

Sinclair,C.(2008).*Attracting, training and retaining high quality teachers: the effect of initial teacher education in enhancing student teacher motivation, Achievement and retention*. In D.M. McInerney & A.D. Liem (Eds.) *Teaching and Learning: International best practice* (pp.133-167). Charlotte, North Caroline Information Age Publishing.

Smith, T., &Ingersoll, R. (2004). What are the effects of induction &monitoring on Beginning Teachers' turnover? *American Educational Research Journal*, 41(3) 681-714).

Solvin E. M., & el at., (2007). *Qualitative research methods & methods & Methodology*/ATLASTi.com...Thousand Oaks, CA: Sage Publication.

Song, S., Mustafa, M. (2015). Factors Impacting on Teachers' Job Satisfaction Related to Science Teaching: A mixed Method Study. *Science Education International*,26(3),358-375.

Simons, L. Tony &Hinkin, R. Timothy (2001). The effect of employee turnover on Hotel profits: A test Across multiple hotels; *The cornel hotel and restaurant administration on quarterly*. Retrieved (2019)

Starcher, S.(2006). “The relationship between leadership practices of principals and student achievement” Thesis Dissertation and Capstones. 1076,htt://mds.marshall.edu/etd/1076

Susskind, A.U Borchgrevink, C.P. Kacmar, N: and Brymer, R.A (2000).Customer service employees behavioural intention and attitude; an examination of construct validity and a path model. *International Journal of hospitality management*.

Thabane,L. & O. Chinganya,C. Ye-(2008). *African Statistical journal of* –2018 Statssa.gov.za.

Tianjia, S. & Emily, H. (2005). *Keeping teachers happy: Job satisfaction among Primary school teachers in rural Northwest China*

Ushioda,E., & Dornyei, Z.(2011). Motivational factors of Employee Retention and Engagement in Organizations.

Ushioda, E., & Dornyei,Z.(2006). Teaching & research motivation (2nd ed). Harlow, UK: Pearson Education.

Walker,H.M (2008). *What makes teachers tick? A survey of teacher morale And motivation.*

Wong, H. (2004). *Induction programs that keep new teachers teaching and improving.* NASSP Bulletin. 88(638),41-58.

XChen & JZhou (2021). *Stuck in Self-Sacrifice: How Self-Sacrificial Leadership affect Employees' Emotional Exhaustion.*

Young, P., & Fleischman, S. (2005). *Improving Teacher Induction Education Leadership*,62(8)76-78

APPENDIXES
APPENDIX I
LETTER OF INTRODUCTION

South Eastern Kenya University
Department of Educational and Planning
P.O. Box 170-90200 Kitui
The Headteacher.

____ Primary School

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA FROM YOUR SCHOOL.

I am a PhD student in the department of Educational Administration and Planning in South Eastern Kenya University (SEKU). I am currently carrying out research on *determinants of teacher retention in Public Primary Schools in Machakos County, Kenya*. Your school has been identified to take part in the exercise. My respondents will include the headteachers, teachers. I will collect the data from the H/T and teachers by use of questionnaires. I would like to assure you that all the information you provide will be used for academic purpose and will be treated in strict confidentiality. The anonymity is important and at no time shall your name or your school be reported along your responses. Thanks for your assistance.

Yours faithfully,

Paul Mulinge

APPENDIX II

HEADTEACHERS' QUESTIONNAIRE

Dear Respondent.

I am a doctoral student at the South Eastern Kenya University, Department of Educational Administration and Planning. I am carrying out a research on "*Determinants of Teacher Retention in Public Primary Schools in Machakos County*". I kindly request you to fill this questionnaire. Please indicate the correct option as correctly and honestly as possible by putting a tick [√] on the options. Kindly do not write your name or the name of the institution on the questionnaire. Your identity will be accorded great confidentiality.

SECTION A- Demographic Information

Please indicate the correct option by ticking [√]

Please respond to all items

Section One: Demographic information

1. Kindly indicate your gender. Male [] Female []
2. Kindly indicate your age. 21-30 years [] 31-40 years []
41-50 years [] Over 50 years []
3. Kindly indicate your highest academic qualification.
Diploma in Education [] Bachelor of Education (B.ED Arts) []
(B.ED Science) [] (B.ED IT) [] Master's in Education [] PhD []
4. Kindly indicate your teaching experience 0-5 years [] 6-10 years []
11-15 years [] 16-20 years [] Over 20 years []
5. How long have you served as a H/T? (a) 1 yr (b) 2yrs [] (c) 3 Yrs and above []

SECTION B- Transfer information

6. How many teachers have transferred out of this school in the last 3yrs?
(a) None [] (b) 1 teachers [] (c) More than 2 teachers []

7. By use of a tick [√] kindly indicate in your opinion how influential you think the following teacher job security practices influence teacher's retention

Key: VI= Very influential, I= Influential LI=Less influential NI=Not influential
NVI= Not very Influential

SECTION C: Influence of teacher job security practices on their retention

Teacher job security practices	VI	I	LI	NI	NVI
Financial security matters inducted to new teachers in time					
Social security induction to beginning teachers done in time					
Performance security mentorship practices done to teachers					
Healthy support &induction practices to teachers done in time					
Professional ethics induction to teachers done in time					

8. In your own opinion do you think that Teachers Job security Practices influence teacher retention in schools? Yes [] No []

9. If yes, how influential is it in determining teachers' retention in their work station?

Very Influential [] Influential [] Less influential [] Not influential []

SECTION D: Influence of organizational support practices on teacher retention

10. By use of a tick [√] kindly indicate the extent of your agreement on the Influence of the following organizational support practices on teacher retention'

Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Organizational support practice	SA	A	D	SD
Provision of instructional material support to teachers				
Provision of teacher professional development support				
Provision of financial and emotional support to teachers				
Provisional of support in management of learners' indiscipline				
Social and moral support while enforcing government policies				

11. In your own opinion do you think that organizational support practices influence teacher retention? Yes [] No []

12. If yes, how influential is it in determining teachers' retention in their work station?
Very Influential [] Influential [] Less influential [] Not influential []

SECTION E: Influence of Motivational practices on teacher retention

13. By use of a tick [√] kindly indicate the extent of your agreement on the Influence of the following Motivational practices on teacher retention'

Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Institutional motivational practices	SA	A	D	SD
Awards to teachers improves teachers' morale				
Recognition to teachers improves teachers' morale				
Awards to learners improves teachers' morale				
Stake holders' educational tour participation practices result to teacher job retention				
Retreat to teachers create positive leadership/teacher relationship in the school				

14. In your own opinion do you think that Motivational practices influence teacher retention

Yes [] No []

15. If yes, how influential is it in determining teachers' retention in their work station?

Very Influential [] Influential [] Less influential [] Not influential []

SECTION F: Influence of workplace environmental conditions on teacher retention

16. By the use of a tick [√] indicate to what extent you agree that workplace environmental conditions influence teacher retention.

Key: SA=Strongly Agree A= Agree D= Disagree SD= Strongly Disagree

Workplace environmental conditions	SA	A	D	SD
Availability of attractive, good and decent looking school infrastructure(offices/staffroom/kitchen(etc)				
Clean, well ventilated and spacious learning structures				
Good and healthy teachers' leadership relationship				
Creation of strong safety measures to the teachers				
Availability of good and clean learners'/teachers' utility				

17. In your own opinion do you think that workplace environmental conditions influence teacher retention? Yes [] No []

APPENDIX III

TEACHERS QUESTIONNAIRE

Dear Respondent.

I am a doctoral student at the South Eastern Kenya University, Department of Educational Administration and Planning. I am carrying out a research on “*Determinants of Teacher Retention in Public Primary Schools in Machakos County*”. I kindly request you to fill this questionnaire. Please indicate the correct option as correctly and honestly as possible by putting a tick [√] on the options. Kindly do not write your name or the name of the institution on the questionnaire. Your identity will be accorded great confidentiality.

SECTION A- Demographic information

Please indicate the correct option by ticking [√]

Please respond to all items

Section One: Demographic information

1. Kindly indicate your gender. Male [] Female []
2. Kindly indicate your age. 21-30 years [] 31-40 years []
41-50 years [] Over 50 years []
3. Kindly indicate your highest academic qualification.
Diploma in Education [] Bachelor of Education (B.ED Arts)
[] (B.ED Science) [] (B.ED IT) [] Master's in Education [] PhD []
4. Kindly indicate your teaching experience 0-5 years [] 6-10 years []
11-15 years [] 16-20 years [] Over 20 years []
5. How long have you been in this school? (a) 1 yr [] (b) 2yrs [] (c) 3 yrs and above []

SECTION B- Transfer information

6. How many teachers have transferred out of this school in the last 3yrs?

(a) None [] (b) 1 teachers [] (c) More than 2 teachers []

7. By use of a tick [√] kindly indicate in your opinion how influential you think the following teacher job security practices influence teacher's retention.

Key: VI= Very influential, I= Influential LI=Less influential NI=Not influential

NVI= Not very Influential

SECTION C: Influence of teacher job security practices on their retention

Teacher job security practices	VI	I	LI	NI	NVI
Financial security matters inducted to new teachers in time					
Social security induction to beginning teachers done in time					
Performance security mentorship practices done to teachers					
Healthy support induction practices to teachers done in time					
Professional ethics induction to teachers done in time					

8. In your own opinion do you think that Teachers Job security Practices influence teacher retention in schools? Yes [] No []

9. If yes, how influential is it in determining teachers' retention in their work station?

Very Influential [] Influential [] Less influential [] Not influential []

SECTION D: Influence of organizational support practices on teacher retention

10. By use of a tick [√] kindly indicate the extent of your agreement on the Influence of the following organizational support practices on teacher retention'

Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Organizational support practice	SA	A	D	SD
Provision of instructional material support to teachers				
Provision of teacher professional development support				
Provision of financial and emotional support to teachers				
Provisional of support in management of learners' indiscipline				
Social and moral support while enforcing government policies				

11. In your own opinion do you think that organizational support practices influence teacher retention?

Yes [] No []

12. If yes, how influential is it in determining teachers' retention in their work station?

Very Influential [] Influential [] Less influential [] Not influential []

SECTION E: Influence of Motivational practices on teacher retention

13. By use of a tick [√] kindly indicate the extent of your agreement on the Influence of the following Motivational practices on teacher retention'

Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Institutional motivational practices	SA	A	D	SD
Awards to teachers improves teachers' morale				
Recognition to teachers improves teachers' morale				
Awards to learners improves teachers' morale				
Stake holders' educational tour participation practices result to teacher job retention				
Retreat to teachers create positive leadership/teacher relationship in the school				

14. In your own opinion do you think that Motivational practices influence teacher retention?

Yes [] No []

15. If yes, how influential is it in determining teachers' retention in their work station?

Very Influential [] Influential [] Less influential [] Not influential []

SECTION F: Influence of workplace environmental conditions on teacher retention

16. By the use of a tick [√] indicate to what extent you agree that workplace environmental conditions influence teacher retention.

Key: SA=Strongly Agree A= Agree D= Disagree SD= Strongly Disagree

Workplace environmental conditions	SA	A	D	SD
Availability of attractive, good and decent looking school infrastructure(offices/staffroom/kitchen(etc)				
Clean, well ventilated and spacious learning structures				
Good and healthy teachers' leadership relationship				
Creation of strong safety measures to the teachers				
Availability of good and clean learners'/teachers' utility				

17. In your own opinion do you think that workplace environmental conditions influence teacher retention?

Yes [] No []

APPENDIX IV

INTERVIEW GUIDE FOR DIRECTOR AND SUB- COUNTY DIRECTORS

How long have you served as the TSC County Director Machakos?.....

1. How many Sub Counties does Machakos County has?.....
2. How many Public Primary Schools do you have in Machakos county?.....
3. To what extent do you agree that teachers job security practices can influence teacher's retention?(a)Strongly Agree [] (b) Agree [] (c) Disagree [] (d) Strongly Disagree [] (e) Very Strongly Disagree []
4. To what extent do you agree that organizational support practices would influence teacher retention? (a)Strongly Agree [] (b) Agree [] (c) Disagree [] (d) Strongly Disagree [] (e) Very Strongly Disagree []
5. To what extent do you agree that motivational practices to teachers would influence their retention?(a)Strongly Agree [] (b) Agree [] (c) Disagree [] (d) Strongly Disagree [] (e) Very Strongly Disagree []
6. To what extent do you agree that workplace environmental condition practices to the teachers would influence their retention? (a) Strongly Agree [] (b) Agree [] (c) Disagree [] (d) Strongly Disagree [] (e). Very Strongly Disagree []
7. How would you rate the extent of the influence of motivational determinants of teacher retention in public primary schools? (a) Very high [] (b) High [] (c) moderate (d) Low [] (e) Very low []
8. Please indicate in the table below appropriately

Years	Number of teachers in Machakos County	No. of teachers who requested for transfer	No. of teachers granted transfer	No. of Teachers who exited
2018	-	293	206	218
2019	11918	373	349	239
2020	11920	313	240	279

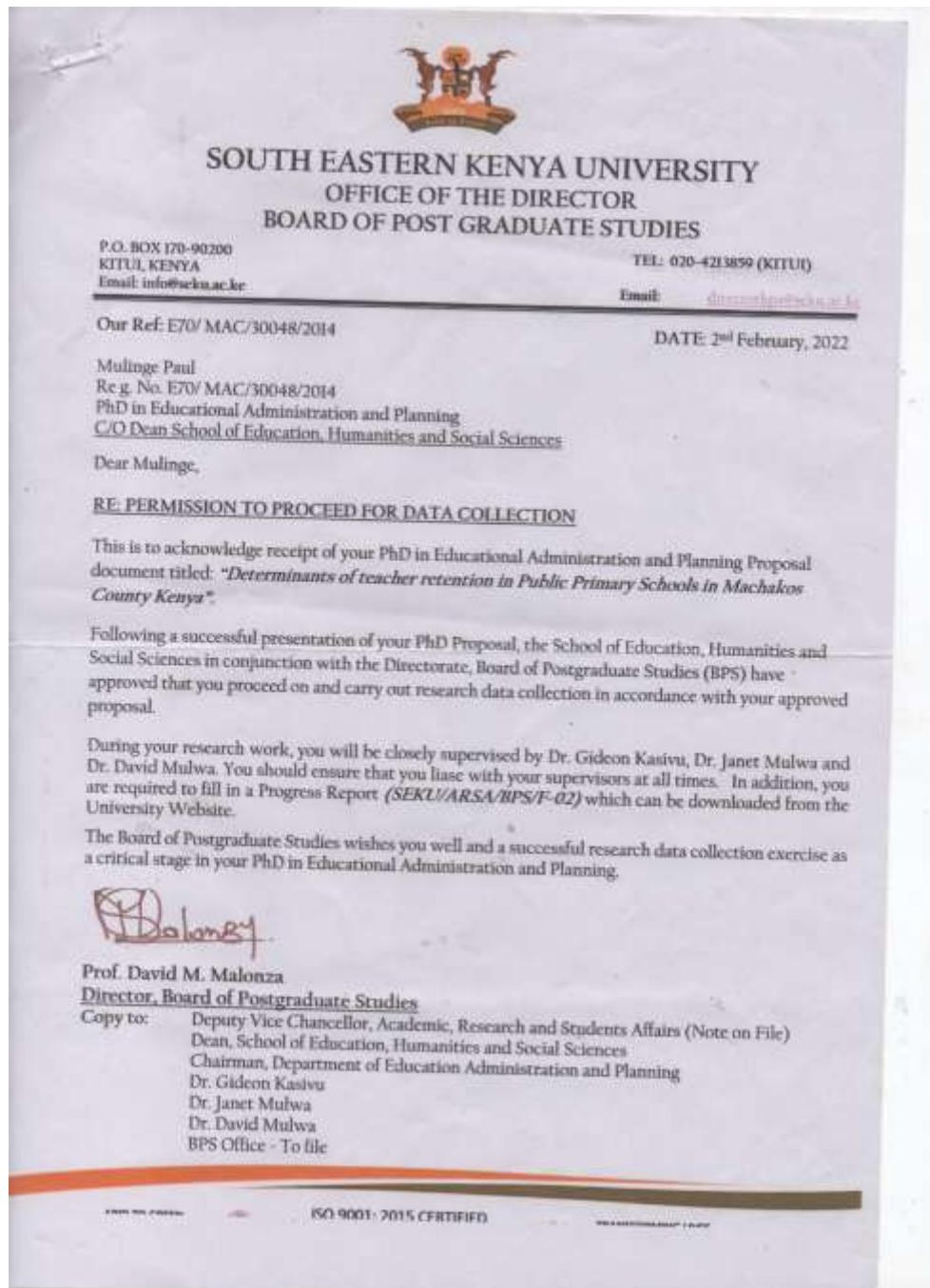
9. To what extent do you agree that induction to H/T's and teachers by the County director during and after appointment influence their retention?

(a)Strongly Agree [] (b) Agree [] (c) Disagree [] (d) Strongly Disagree []
(e). Very Strongly Disagree []

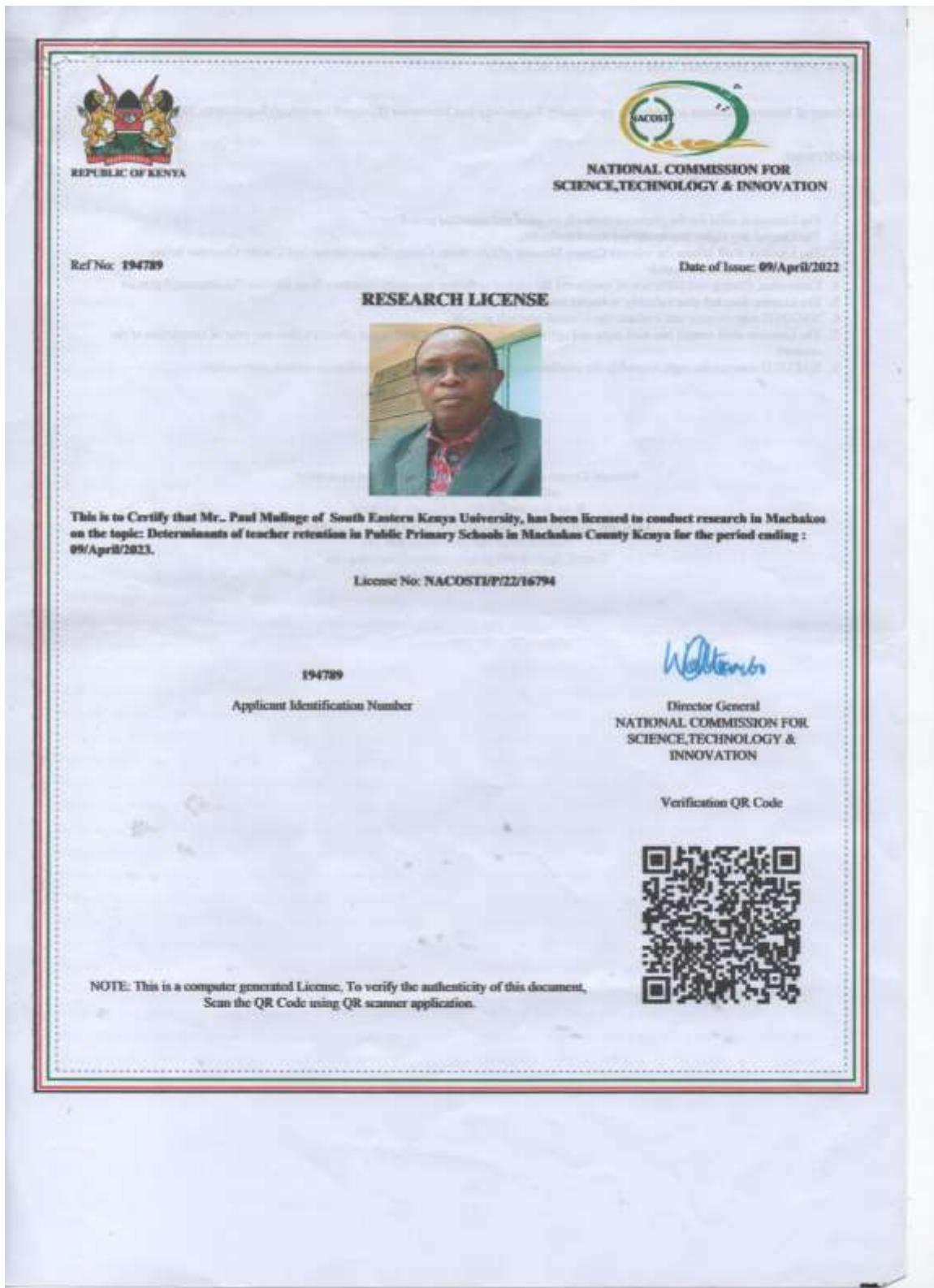
10. Statistical data on teachers transfer into and out of schools in the last 3 years in each sub- County

Sub-County	2018	2019	2020	Total
Machakos	307	330	363	1000
Athi-River	14	18	2	34
Mwala	23	6	8	37
Yatta	72	24	0	96
Masinga	22	30	0	52
Kangundo	64	61	65	190
Matungulu	81	187	158	426
Kathiani	44	46	61	151
Kalama	-	-	-	-
Total	627	702	657	1986

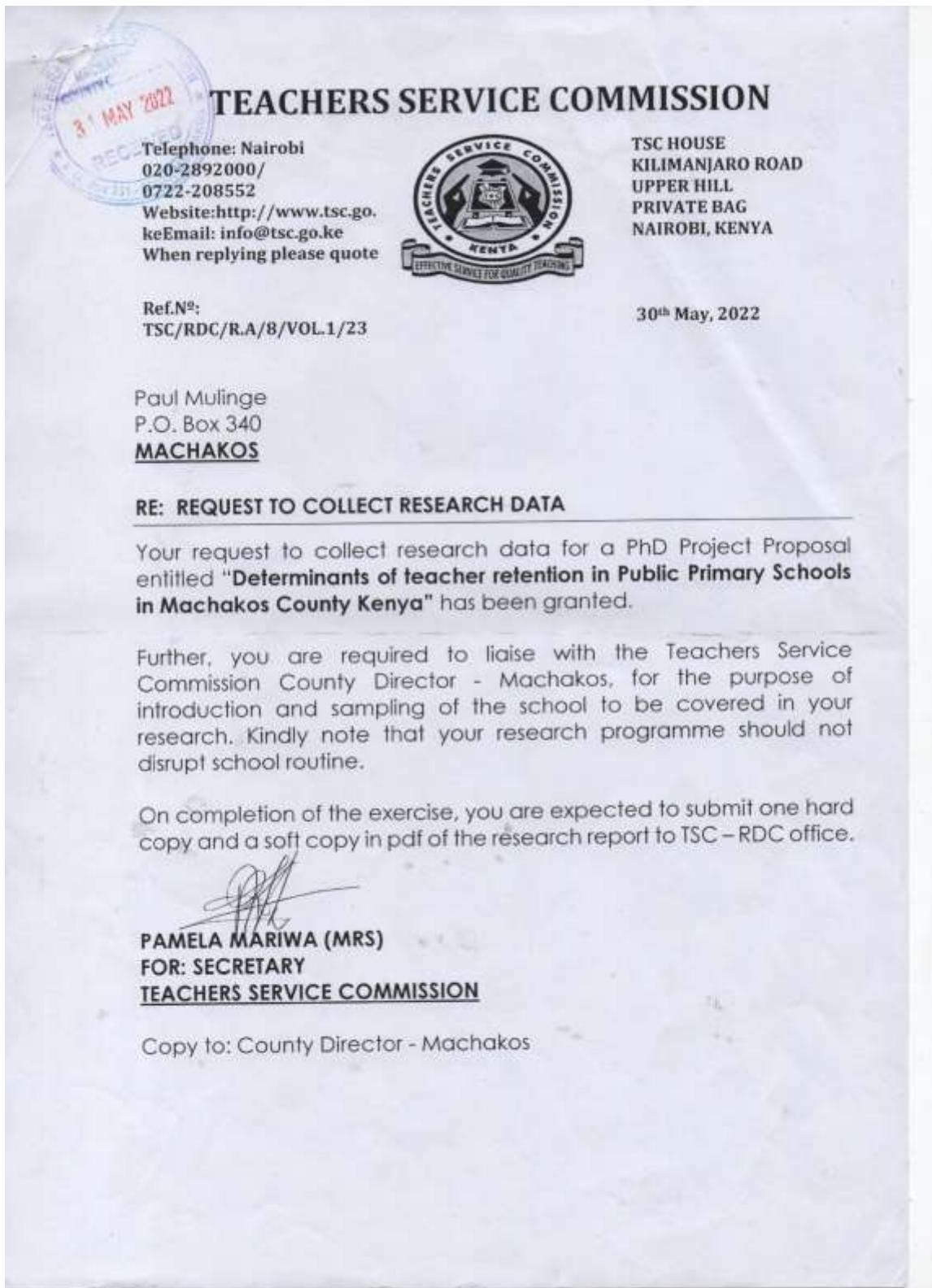
APPENDIX V:
BOARD OF POST GRADUATE STUDIES PERMISSION FOR DATA
COLLECTION



APPENDIX VI:
NACOSTI RESEARCH LICENSE



APPENDIX VII
TSC MACHAKOS COUNTY DIRECTOR PERMIT TO COLLECT DATA



Copy to: County Director - Machakos

APPENDIX VIII
DIRECTOR OF EDUCATION MACHAKOS COUNTY RESEARCH
AUTHORIZATION


REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos
Fax: Machakos
Email - cde.machakos@yahoo.com
When replying please quote

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
EDUCATION
P. O. BOX 2666 - 90100
MACHAKOS

MKS/ED/CDE/R/4/VOL.3/224

Date: 11th March, 2022

Mr. Paul Mulinge
South Eastern Kenya University

RE: RESEARCH AUTHORIZATION
Reference is made to the letter from National Commission for Science,
Technology and Innovation Ref: NACOSTI/P/22/16794 dated
9th April, 2022. You are hereby authorized to carry out your research on
"Determinants of teacher retention in Public Primary Schools in
Machakos County." for a period ending 9th April, 2023.

[Signature]
MINISTRY DIRECTOR
EDUCATION - MACHAKOS
MINISTRY OF EDUCATION
cde.machakos@yahoo.com
AGESA ONZERE
FOR: COUNTY DIRECTOR OF EDUCATION
MACHAKOS



APPENDIX IX
COUNTY COMMISSIONER MACHAKOS COUNTY RESEARCH
AUTHORIZATION



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT
STATE DEPARTMENT OF INTERIOR AND CITIZEN SERVICES

Telephone: 21009 and 21983 - 90100
Email Address: cc.machakos@interior.go.ke
Fax No. 044-21999

OFFICE OF THE COUNTY COMMISSIONER
P.O. Box 1 - 90100
MACHAKOS

When replying please quote:

REF NO:CC/ST/ADM/5/9/VOL.IV/69

11th April, 2022

RE: RESEARCH AUTHORIZATION - PAUL MULINGE

The National Commission for Science, Technology and Innovation has authorized the above named student to carry out a research on the topic "**Determinants of teacher retention in public primary schools**" in Machakos County for the period ending **9th April, 2023**.

Please be notified and accord him the necessary assistance.

Anureet
A.N. WAFULA
For: COUNTY COMMISSIONER
MACHAKOS COUNTY