



**Strathmore**  
UNIVERSITY

Strathmore University  
**SU+ @ Strathmore**  
University Library

---

[Electronic Theses and Dissertations](#)

---

2019

# **Factors influencing teacher retention in private primary schools in Kiambaa constituency, Kenya**

**Gladys Mbiu**  
*School of Management and commerce (SMC)*  
*Strathmore University*

Follow this and additional works at <https://su-plus.strathmore.edu/handle/11071/6773>

Recommended Citation


Mbiu, G. (2019). *Factors influencing teacher retention in private primary schools in Kiambaa constituency, Kenya* (Thesis). Strathmore University. Retrieved from <https://su-plus.strathmore.edu/handle/11071/6773>

This Thesis - Open Access is brought to you for free and open access by DSpace @Strathmore University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of DSpace @Strathmore University. For more information, please contact [librarian@strathmore.edu](mailto:librarian@strathmore.edu)

**FACTORS INFLUENCING TEACHER RETENTION IN PRIVATE PRIMARY  
SCHOOLS IN KIAMBAA CONSTITUENCY, KENYA**

**GLADYS MBIU**

**Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Science in  
Education Management at Strathmore University**



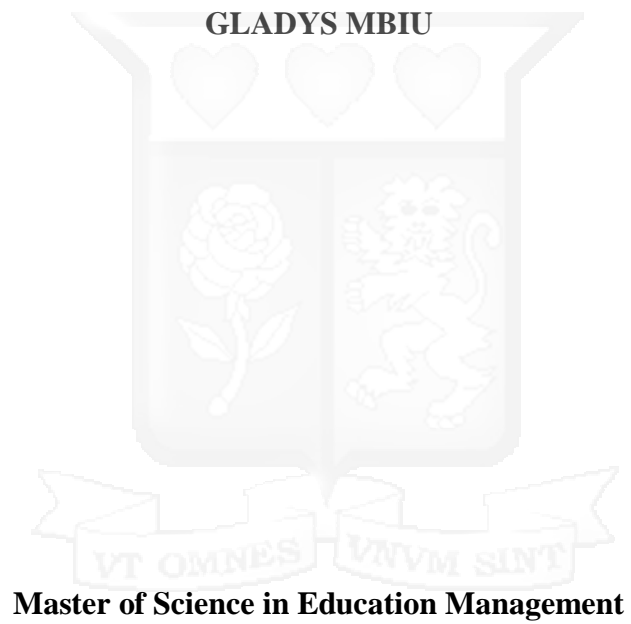
**School of Humanities and Social Sciences  
Strathmore University**

**Nairobi, Kenya**

**June 2019**

This thesis is available for Library use on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

**FACTORS INFLUENCING TEACHER RETENTION IN PRIVATE PRIMARY  
SCHOOLS IN KIAMBAA CONSTITUENCY, KENYA**



**2019**

## DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

Name: GLADYS MBIU

Sign:

Date:

## APPROVAL

This dissertation of Mbiu, G. W. was reviewed and approved by the following:

Dr Everlyn Makhanu

Senior Lecturer, School of Humanities and Social Sciences,  
Strathmore University.

Prof Christine Gichure

Dean, School of Humanities and Social Sciences,  
Strathmore University.

Prof Ruth Kiraka

Dean, School of Graduate Studies,  
Strathmore University.

## ABSTRACT

The purpose of the study was to investigate the factors influencing teacher retention in private primary schools in Kiambaa Constituency, Kenya. The specific objectives were to; determine teacher characteristics affecting retention, assess the role of mentors on retention of teachers, examine how induction activities influence retention of teachers and to identify challenges faced by school administrators, new teachers, and existing teachers in the induction of teachers. The study was guided by the This study is grounded on the Social Learning Theory (SLT) as advanced by Albert Bandura. Cross sectional research design was employed where all the teachers in the 46 private primary schools in the constituency were targeted. A sample size of 14 (30%) of the schools was adopted. A proportional sample of 7 teachers and 1 principal was selected in each of the 14 schools working out to 98 teachers and 14 principals. Questionnaire tools were used to collect the data. The reliability coefficient (Cronbach alpha) was 0.78 while the instrument return rate was 100%. It was established that work experience, marital status, and age were positively correlated to retention, parental responsibility was negatively correlated. Work experience was identified as the sole variable responsible for the teacher retention out of the six that were studied. More than half of the teachers did not have mentors to guide them professionally socially or spiritually while at school. The teachers desired induction on the culture of the school programs, school rules and regulations; scripture teachings for school devotions; school culture; delivering the new curriculum; teaching methodologies, and on assessment and grading of school examinations, the teachers further needed guidance on teacher performance appraisal, children discipline of the learners and on the day to day emerging challenges while at work. Induction process impacted on the retention of teachers to a great extent. School administrators faced a myriad of challenges, key among them being teacher incompetence and high staff turnover. The teachers also faced a myriad of challenges, the main one being the lack of induction into the school culture, programs, rules and regulations in order to carry out their duties effectively. Recommendations were that private schools consider hiring more experienced teachers and well-structured induction programmes in order to enhance retention rates. Further research was suggested on the human resource practice within the private primary schools in the study area

*Key Words: Retention, Teacher Characteristics, Induction Process, Mentorship,*

## TABLE OF CONTENTS

Declaration.....	iii
Abstract.....	iv
Table of Contents.....	v
List of Figures.....	viii
List of Tables.....	ix
Abbreviations and Acronyms.....	x
Definition of Terms.....	xi
Acknowledgements.....	xii
Dedication.....	xiii

### CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 Background to the Study.....	1
1.1.1 Employee Retention.....	2
1.1.2 Induction Programs.....	4
1.1.3 Overview of Kiambaa Constituency:.....	5
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study.....	6
1.3.1 Specific Objectives.....	6
1.4 Research Questions.....	6
1.5 Significance of the Study.....	7
1.6 Limitations of the Study.....	7
1.7 Scope of the Study.....	8

### CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.....	9
2.2 Theoretical Review.....	9
2.2.1 Social Learning Theory.....	9
2.2.2 Critical Pedagogy Theory.....	9
2.3 Employee Retention.....	10
2.4 Empirical Review.....	10

2.4.1 Teacher Characteristics and Retention.....	11
2.4.3 Role of Mentors and Retention of Teachers .....	11
2.4.4 Induction Perceptions and Retention of Teachers .....	12
2.4.5 Challenges Faced by principals on retention of Teachers .....	14
2.5 Research Gap .....	15
2.5 Conceptual Framework.....	16

### CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction.....	18
3.2 Research Design.....	18
3.3 Target Population.....	18
3.4 Sample Size and Sampling Procedure .....	18
3.5 Data Instruments .....	19
3.6. Pretesting of the Instrument.....	20
3.6.1 Validity of the Research Instrument .....	20
3.6.2 Reliability of the Research Instrument .....	21
3.7 Data Collection Procedure .....	21
3.8 Data Analysis .....	22
3.9 Ethical Consideration.....	23

### CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	24
4.2 Response from the Teachers .....	24
4.3 Teacher Characteristics.....	24
4.3.1 Distribution of the Teachers by Gender.....	24
4.3.2 Distribution of the Teachers by Age.....	25
4.3.3 Distribution of the Teachers by Marital Status.....	26
4.3.4 Distribution of the Teachers by Parental Responsibility .....	27
4.3.5 Distribution of the Teachers by Education Level .....	28
4.3.6 Distribution of the Teachers by Work Experience .....	29
4.3.7 Distribution of the Teachers by Retention Years.....	29

4.3.8 Teacher Characteristics and Retention.....	31
4.4 The Role of Mentors and Teacher Retention.....	34
4.5 Induction Process and Retention.....	37
4.6 Challenges Faced by Private Schools in the Induction of New Teachers.....	39
4.7 Chapter Summary .....	41

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS  
AND SUGGESTIONS FOR FURTHER RESEARCH**

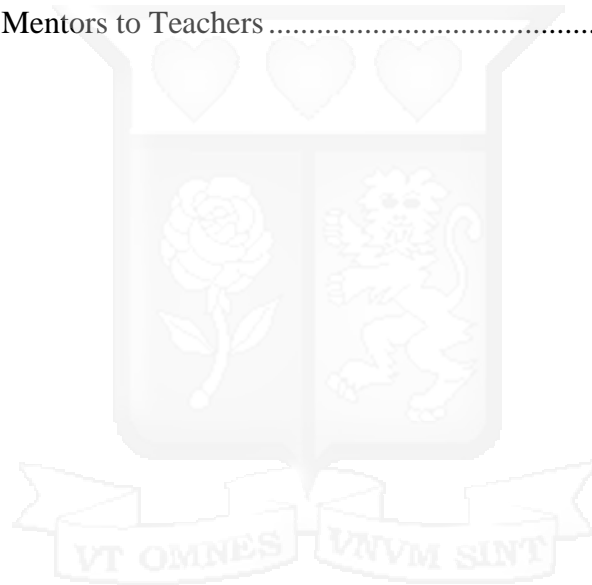
5.1 Introduction.....	42
5.2 Summary of the Findings.....	42
5.2.1 Teacher Characteristics and Retention.....	42
5.2.2 The Role of Mentors and Teacher Retention.....	42
5.2.3 Induction Process and Retention.....	43
5.2.4 Challenges faced by Private Schools in the Induction of New Teachers .....	43
5.3 Conclusion .....	44
5.4 Recommendations.....	44
5.5 Further research .....	45
REFERENCES .....	46

**APPENDICES**

Appendix I: Introduction Letter to the Respondents.....	51
Appendix II: Structured Questionnaire.....	52
Appendix III: Interview Guide for Principals.....	58
Appendix IV: Consent Form.....	59
Appendix V: Research Authorization – Strathmore University .....	60
Appendix VI: Research Authorization – NACOSTI .....	61
Appendix VII: Research Permit.....	62
Appendix VIII: Ethics Clearance Certificate .....	63

## LIST OF FIGURES

Figure 2. 1 Conceptual Framework .....	16
Figure 4. 1 Distribution of the Teachers by Gender .....	25
Figure 4. 2 Distribution of the Teachers by Age .....	25
Figure 4.3 Distribution of the Teachers by Marital Status.....	26
Figure 4. 4 Distribution of the teachers by parental responsibility.....	27
Figure 4. 5 Distribution of the teachers by education level .....	28
Figure 4. 6 Distribution of the teachers by work experience .....	29
Figure 4. 7 Distribution of the teachers by retention years .....	30
Figure 4. 8 Teachers accessibility of mentors.....	34
Figure 4. 9 Allocation of Mentors to Teachers .....	35



## LIST OF TABLES

Table 4. 1 Cross tabulation between marital status and age .....	27
Table 4. 2 Corelation statistics on teacher retention .....	31
Table 4. 3 Regresion statistics on teacher retention.....	33
Table 4. 4 Involvement of mentors in the mentoring process of teachers .....	35
Table 4. 5 Teacher opinions on the influence of induction process on retention .....	37
Table 4. 6 Effectiveness of induction aspects and processes for teacher retention .....	38



## ABBREVIATIONS AND ACRONYMS

DFE		Department for Education
HR	-	Human Resource
MDG		Millenium Development Goals
MOE		Ministry of Education
NACOSTI	-	National Commission for Science, Technology and Innovation
SPSS	-	Statistical Packages of Social Sciences
TSC	-	Teachers' Service Commission
UK		United Kingdom
USA	-	United States of America



## **DEFINITION OF TERMS**

**Retention:** refers to the ability of a school to keep its teachers in employment. It can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that a school kept 80% of its teachers in a given period). retention also refers to the effort by which schools attempt to retain the employees in their workforce. In this sense, retention becomes the strategies rather than the outcome. (Allen, 2008)

**Induction:** refers to the act of familiarizing new teachers with whatever is necessary for them to feel at home and to understand and perform their duties efficiently” (Mulders et al., 2010)

**Induction process:** refers to the procedures adopted in familiarizing the new teachers with whatever is necessary for them to feel at home and to understand and perform their duties efficiently” (Mulders et al., 2010)

**Teacher characteristics:** refers to physical features and traits of a teacher such as gender, age, and social background (Mogusu, 2016). In this study the traits of a teacher are thought to influence his duration of stay in any one particular employment.

**Mentor:** refers to an experienced advisor who helps teachers focus their ideas to develop a coherent teaching plan, and to support the teacher to execute his duties in an efficient, effective and in a timely manner (MacArthur, 2014)

**Mentoring:** refers to the process of helping teachers to develop a coherent teaching plan, and to execute it in an efficient, effective and in a timely manner (MacArthur, 2014)

## ACKNOWLEDGEMENTS

First of all, I would like to thank the Almighty God for His wisdom and strength throughout this life and in the research process. Secondly, special thanks to my family for their endless and total support. I would also like to thank my supervisor, Dr Makhanu for her encouragement and tireless support given to me during the research period. I will forever be indebted to many other people who have helped me in one way or another during this research study.



## **DEDICATION**

To my husband Mbiu, my children Chris, Tracy & Fred, my friends and the entire Royal Brains  
School fraternity



## CHAPTER ONE: INTRODUCTION TO THE STUDY

### 1.1 Background to the Study

Teachers all over the world play an essential role in helping students achieve their academic accomplishments (Hattie, 2009). Competent and experienced teachers are the cornerstone upon which brilliance of education rests. Hunter (2016) highlights that teacher retention has been an ongoing challenge for both public and private schools and is therefore a major challenge facing educational institutions. School administrators are yet to figure out why experienced teachers leave or move, irrespective of all the efforts made to motivate them to stay (Noe et al., 2008). Rises in teacher turnover negatively impacts on school improvement efforts by disrupting continuity of teaching processes thus posing a retention challenge in the entire education system (Sango, 2008). A huge teacher attrition imposes high costs to the education systems in terms of recruitment and appointment of new teachers (Kearney, 2017). This in due course affects the quality of education ultimately also affecting students who may prefer transfers to other schools in search of well-staffed schools (Giroux, 2010).

The teaching profession worldwide is regarded as a very challenging profession to develop the skills as well as master the skills is an exceptionally challenging process (Joerger, 2003). Therefore, new teachers are considered to be in their most focal years in their profession (Gitonga, 2015). New teachers are most likely to leave the teaching profession than more experienced teachers. Statistics show that 15% of teachers in their second year and 10% in their third year on the job are reported to leave teaching (Ingersoll & Kappan, 2012).

Valuing and investing in employees is a fundamental principle for successful organizations and therefore employee retention is paramount for any organizations success (Armstrong, 2006). Armstrong (2009) further defines retention as the process of physically maintaining employees in an organization. In the competitive business environment, retention of well performing employees as well as newly engaged one is a huge challenge (Amah, 2009). Therefore, organizations need to formulate appropriate retention strategies to reduce the high turnover rates. At times, many firms encounter the challenge of retaining staff in a competitive business environment which leads to turnover costs such as the recruitment and training costs (Koikai,

2014). A well-designed retention strategy guarantees positive outcomes for the organization in regard to employee productivity (Thao, 2015).

### **1.1.1 Employee Retention**

Traditionally, it has been assumed that every employee wants, or should want, the same thing in a career, usually a direct path up the organizational ladder (Foot & Hook, 2008). Employee turnover can have a demoralizing effect on an organization, and it may also severely impact the overall efficiency and performance of the organization (Dessler, 2013). This becomes even more critical in organizations which are service-oriented, for example law enforcement and firefighters, which require highly developed skills and competencies. Lack of retention has contributed to direct costs such as recruitment and training of new employees and indirect costs such as poor performance due to the disruption of existing routines (Kupias & Pelt, 2009; Runalo, 2013; Torrigton, Hall, & Atkinson, 2011). Armstrong (2001) argues that it is expensive to replace employees who leave for greener pastures or are lured away by other organizations.

Employee retention is very important for the functioning and competitiveness of an organization (Mogusu, (2016). Jones (2011) posit that as soon as employees feel dissatisfied with the current employer or the job, they switch over to look for another job. It is the responsibility of employers to retain their best employees. A good employer should know how to attract and retain his employees (Foot & Hook, 2008; Koikai, 2014; MacArthur, 2014). In order to retain employees, an organization needs to gain information about the dynamics that characterize the motivation to work (Dessler, 2013).

Teacher turnover triggers problems for schools and to the students because it takes time and money to properly recruit, train, and evaluate new teachers. As such, every departure is an extra cost to a school (Harris & Sass, 2007). In the United States (US) for example, the estimated the cost of teacher turnover at 7.3 billion dollars a year in public schools (National Commission on Teaching and America's Future, 2016). Private school teachers are reported to have moved schools at an even higher rate of just over 20% (Keigher & Cross, 2010; Hunter, 2016). This gives an implication that every time teachers leave their positions schools are set aback by requiring them to restart the hiring processes which are very costly affairs.

In the United Kingdom, a report on Her Majesty's Inspectors of Schools (HMI) survey on a sample of new teachers in England and Wales revealed administrative and management problems surrounding their employment and induction (Kimila, 2012). This prompted the government to look into the initial training of teachers and made it clear that induction should be seen as trending beyond the first year, which should include reduced teaching loads, and professional support (Kimila, 2012).

Countries such as China, France, Japan, Switzerland, and New Zealand conform their new teachers and shape their entry into the profession more so mathematics and sciences teachers (Britton, 2003). In Switzerland under the Swiss scheme, new teachers are thought to be learners in the lifelong and are viewed as experts and therefore, their induction process focuses on the personal growth of the employees (Gitonga, 2015). Induction for new teachers in the Swiss system is divided into groups of six teachers who help them practice and this is then moved to the classrooms observations that occurs between the old and learned teachers and the new ones (Hunter, 2016).

In England, private schools are grappling with the growing crisis of retaining and developing their teaching workforce (Xinhua, 2018). According to a report by the House of Commons Committee, the number of high school teachers has been falling significantly since the year 2010 due to various reasons. A number of teachers as reported cited heavy workloads as the main reason for quitting their jobs. The Department for Education (DfE) in England is accused of giving insufficient priority to teacher retention hence the high turnover rates (Xinhua, 2018). Recent statistics reveal that four out of ten (40%) new teachers in England quit within a year of qualifying citing immense pressure in the classroom (Raphael, 2015). The workload can be relentless when schools are on session. A number of teachers indicated that some schools are very supportive with clear and consistent behaviour policies which reduce the pressure from the newly qualified teacher (NQT). Since the Office of Standards in Education (Ofsted) was set up, there has been rising amounts of pressure among the new teaching staff (Raphael, 2015).

### **1.1.2 Induction Programs**

In Africa, there is need for well-organized and full retention programs in schools same as in other parts of developed nations. South Africa over years has experienced situations where teachers resign from the profession in large numbers. Among the reasons given for the high turnover rate include: educator workload, teachers getting burdened with additional administrative responsibilities, capturing learner's marks for continuous assessment tests, preparing learner reports, lost prestige and inadequate remuneration (Mazimbuko, 2012). In Gambia, their union noted a huge teachers exit from the teaching career with reports of up to twenty thousand teachers leaving the profession every year (Hunter, 2016). Among the cited reasons for mass exit from teaching profession included: lack of adequate salaries, delays in salaries and benefits, promotion prospects, and working conditions (Hattie, 2009).

In Kenya, the education sector has been identified as one of the main pillars of the Kenyan economy. The constitution of Kenya (2010) gives every Kenyan a right to access quality education and therefore the reason why there is enormous demand for education in Kenya. However, the public sector alone cannot cater for the demand of education in Kenya given the growing population (Noe et al. 2008). To fill this void and attain the United Nations Millennium development goals of education for all, the government of Kenya has had to partner with the education private sector to address the demand issues (Noe et al. 2008). Private schools in Kenya are registered by the ministry of education (MOE) and fall under a body called Kenya Private Schools Association (KPSA) registered societies Act (KPSA, 2018).

The Government of Kenya (GoK) in 2005 released the Recruitment and Training policy that touches on the purpose of orientation and induction of new employees and entrants (Republic of Kenya, 2006). The rule states that orientation and induction must be conducted within 3 months of newly appointed teachers. However, there is no unified framework for undertaking induction process hence schools employ different management practices when dealing with the induction process (Kimila, 2012).

### **1.1.3 Overview of Kiambaa Constituency:**

Kiambaa Constituency is an electoral constituency and one of the twelve constituencies of Kiambu County in Kenya. Kiambaa Constituency has a total of 148 schools of which 118 are primary schools and 30 secondary schools (ShuleZote, 2018). The Ministry of Education through the Teachers' Service Commission (TSC) published a guide titled "Induction Guide for Teachers" that explains the professional conduct, and how new recruits should be treated. This study seeks to establish whether such guidelines are availed to new teachers and if the newly employed teachers are assisted to understand them. The induction programs and processes are believed to have a direct influence on teacher performance, satisfaction, and overall school performance (Kimila, 2012).

### **1.2 Statement of the Problem**

Private schools in Kenya hire teachers on a competitive basis which implies that many teachers in private schools are seeking greener pastures (Bukonya, 2018). Ingersoll & Kappan (2012) cited that the teaching profession has slightly high turnover in comparison to other professions such as engineering, pharmacists, private security and insurance firms and many others. Ingersoll & Kappan (2012) results revealed that 15.7% of teachers drop the education profession as compared to 11.9% in other professions. Giroux, (2008) affirmed that there is a perturbing trend of teachers leaving teaching profession within the third year on the job. This implies that teachers are most likely to leave their jobs and hence need for effective retention strategies to reverse the turnover trend. School management and administrators are faced with the challenge of recognizing changes they can make so as to keep teachers from quitting or transferring from one school to another. There was therefore need for a study to investigate the factors influencing teacher retention in private primary schools in Kenya.

A number of studies carried out in the human resource management sector such by Malisa (2015); Kearney (2010); Kimila (2012); Kunene (2009); Mogusu (2016); Runola (2013); Salau et al. (2014) and Thao (2015) were generalized or did not give information regarding the factors that affect teacher retention in private primary schools in Kenya. Even though the mentioned researches and several others achieved their goals, they failed to have a look at the factors affecting teacher retention in private primary schools in Kiambaa Constituency, Kiambu County,

Kenya. There is scarce work on the factors influencing teacher retention in private primary schools, particularly in the context of developing countries in the dynamic African region and specifically in Kenya. This study intended to bridge this gap in knowledge that exists.

### **1.3 Objectives of the Study**

This section presents both the general and specific objectives of the study. The main objective of this study was to investigate the factors influencing teacher retention in private primary schools in Kiambaa Constituency.

#### **1.3.1 Specific Objectives**

This study specifically sought to;

- i) Determine the teacher characteristics affecting retention in private primary schools in Kiambaa Constituency.
- ii) Assess the role of mentors on retention of teachers in private primary schools in Kiambaa Constituency.
- iii) Examine how induction activities influence retention of teachers in private schools in Kiambaa Constituency.
- iv) Identify challenges faced by schools in the induction of teachers in private primary schools in Kiambaa Constituency.

### **1.4 Research Questions**

This study sought to answer the following questions:

- i) What are the teacher characteristics affecting retention in private primary schools in Kiambaa Constituency?
- ii) What is the role of mentors in the retention of teachers in private primary schools in Kiambaa Constituency?
- iii) How do induction activities influence retention of teachers in private schools in Kiambaa Constituency?

- iv) What are the challenges faced by schools in the induction of teachers in private primary schools in Kiambaa Constituency?

### **1.5 Significance of the Study**

Findings of the study could be of benefit to various categories of people. Firstly, the principals and administrators in private schools in Kenya would be in a position deduce the critical factors responsible for teacher retention in their respective schools. Further, they could also benefit from the insights regarding induction and mentoring processes in their schools as analysed through the data and findings. The findings could also provide the basis through which private primary schools could design teacher motivation and development programmes aimed at increasing retention.

To the academicians and scholars, would benefit from the scholarly contribution of this work, particularly the determinants of staff retention in primary schools in the study area. Further, gaps identified through literature review together with the suggested areas for further research could provide directions for academic debates.

To the Ministry of Education, the findings of the study could provide insights for quality assurance in private primary schools particularly with regard to quality of teachers and their retention which is a critical factor affecting quality of education offered in the institutions.

### **1.6 Limitations of the Study**

This study expected to encountered the following challenges in the course of completing the research: limited literature on the area of study, poor cooperation by respondents, difficulties in getting appointments. The study overcame the challenge of limited literature by conducting extensive, detailed, and meticulous research from various sources such as journals, newspapers and websites. The study also came across uncooperative respondents who were unwilling to participate in the study. The challenge was minimized by assuring the respondents that their names would not be used in reference to the study and high level of confidentiality. The researcher also carried an introduction letter from the university as proof that the study was only to be used for academic purposes. Some participants declined to be interviewed citing lack of time, the researcher also did not find some of the respondents in the offices. This challenge was

handled by the researcher enquiring about respondent's timings and booked appointment then. Where the respondent was not available the researcher left behind the research instrument and collected at an agreed time when filled.

### **1.7 Scope of the Study**

This study focused on the teachers of private primary schools in Kiambaa Constituency, Kiambu County, Kenya. The study collected both qualitative and quantitative primary data by the use of structured questionnaires. From the study findings, conclusions were drawn on the factors influencing retention of teachers in private primary schools in Kiambaa Constituency.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a critical review of literature in regard to induction programs and retention of new teaching staff as presented by other scholars and researchers. The chapter presents the theoretical literature which comprises of theories underpinning the study. This chapter further presents the empirical literature, research gaps, as well as the conceptual framework of the study. The chapter will help in identifying the research gaps when discussing the empirical literature.

### **2.2 Theoretical Review**

This section of the study presents the theories underpinning the current study on factors influencing teacher retention.

#### **2.2.1 Social Learning Theory**

This study is grounded on the Social Learning Theory (SLT) as proposed by Albert Bandura (1977). The Social Learning Theory by Albert Bandura (1977) argues that people learn through observing others behaviour, attitudes, and outcomes of the behaviours. Through observing others, an individual forms an idea of how new behaviours are performed and this information guides the individuals' actions (Gitonga, 2015). The Social Learning Theory explains how the social environment determines the actions of an individual in determining his or her choices (Wang et al., 2008). This study will use the Social Learning Theory to investigate how the social environment affects the actions and reactions of new teachers and the existing ones.

Teachers join a new environment comprised of experienced teachers who at most times double as their mentors (Gitonga, 2015). While interacting, the new teachers are likely to learn new skills and attitudes. The Social Learning Theory is quite relevant to the current study as the new recruited teaching staff are most likely to develop either a positive or negative attitude towards their new career simply by observing behaviour of the experienced teachers (Wang et al., 2008).

#### **2.2.2 Critical Pedagogy Theory**

The critical pedagogy theory is defined by Giroux (2010) as the habits of thought, reading, writing, and speaking which more often go further to beneath first impressions and traditional

clichés. Horkheimer (1976) stated that critical pedagogy is connected with critical theory as it seeks to liberate new teachers from circumstances that face them in their first days of entering new work environment. Sango (2008) contends that critical helps new and beginning teachers to understand the deep meaning, social context, and personal consequences of any action. This implies that critical pedagogy by use of induction programs need to liberate teachers from newness of the working context that may deter their performance (Akech, 2016: Kincheloe, 2004).

### **2.3 Employee Retention**

Retention of employees is critical to preserving skills of employees. Employees who work together for a long time will enjoy a healthy working atmosphere, good relations with managers, effective succession planning and deeply embedded organizational knowledge and learning. Failing to retain key employee's especially new graduates is costly for any business. Mertler and Campbell (2005) further emphasizes that a company needs to invest in employee retention in order to be successful. Competition and the lack of availability of highly talented skilled employees make finding and retaining talented employees a major priority for organizations (Foot & Hook, 2006).

Sango (2008) states that recruiting people to meet the organization's human resource needs is only half the battle in the war for talent, rather the other half is keeping these people. Organizations that keep their employee turnover rates lower gain an advantage against their competitors by reducing overall labour costs and improving productivity. Retention of key employees is important in that it fosters client's satisfaction, increases sales, promotes working relationships, improves employee-manager relationships and enables valuable succession planning. Failing to retain key employees' especially new graduates is costly for any business. Giroux (2010) further emphasizes that a company needs to invest in employee retention in order to be successful.

### **2.4 Empirical Review**

This section of the study provides empirical literature of the study as presented by other author's and researchers. The section covers: new teacher characteristics, the role of mentors, teacher

perception of induction importance of induction activities, and the challenges of of new teachers presented in sections 2.4.1, 2.4.2, 2.4.3, 2.4.4, and 2.4.5 respectively.

### **2.4.1 Teacher Characteristics and Retention**

All employees have individual differences and therefore an effective induction process is one that employs an individualized approach, provides information in a more personalized way focusing on the characteristics of individual employees (Maria, 2012). Characteristics such as; gender, age, and social background among other traits of new employees to some extent determines the success of the induction process (Mogusu, 2016). A new employee's motivation, source of support, attitude, and expectation may lead to employees who are highly motivated to work, open to getting support, and more focused on their tasks during their initial years in employment.

A study by Mogusu (2016) established a very strong relationship existed between employee characteristics and induction process. New or beginning employee characteristics such as gender, age, experience, and level of commitment positively influence induction. Holt (2011) and Mogusu (2016) recommend that before commencement of induction programs, knowledge of new employee characteristics is inevitable. The reason for this is because new employee characteristics such as experience, exceptional interpersonal skills, self-motivation and commitment help the employees to learn faster about their new jobs during induction compared to their colleagues who lack the characteristics (Mogusu, 2016; Odunayo, Hezekiah, & Akinbode, 2014).

### **2.4.3 Role of Mentors and Retention of Teachers**

Having supporting mentors can be quite helpful in improving the effectiveness of new teachers (Gitonga, 2015). A successful mentoring program can yield a lot of benefits to new teachers (Coronado, 2007). Mentor-teacher programs were set up to meet goals such as providing instructional assistance, helping new teachers navigate through curriculum guidelines and assisting with discipline issues (Ganser, 2002). When putting up a successful mentoring program, one requirement is to set up a program that identifies and addresses individual needs of the new beginning teachers (Mogusu, 2016).

In the existence of a trusting and supporting relationship, new teachers can focus more on their professional development (Wong & Asquith, 2002). During the induction period, the mentees have an opportunity to improve their teaching skills (Gitonga, 2015). Gitonga (2015) further notes that new teachers should always be prepared to manage many facets of teaching that teaching colleges don't address in their courses. New teaching mentoring programs is believed to help the teachers' transition into the classroom while familiarizing them with the specific school setting they will work in. In this mentoring program, the mentor sets the example and guides the mentee to develop into a successful professional (Britton, 2003).

Some of the responsibilities for mentors include: assisting new teacher to identify personal strength as well as plan professional growth, observing feedback to the new teacher, helping new teachers to be familiar with the new environment, creating a good relationship with the teachers as per the Code of Ethics, showing them different and efficient teaching ways as well as providing assistance to the new teachers a with curriculum planning (Mogusu, 2016; Wong & Asquith, 2002).

#### **2.4.4 Induction Perceptions and Retention of Teachers**

Coronado (2007) carried out a quantitative study with the purpose of examining the perception of first year teachers on effectiveness of induction assistance and support following participation in their induction program. The study involved 171 participants using structured questionnaires to answer the research questions. The study findings revealed that the respondents had consistent perception regarding induction programs as they ranked the following to be the most valued activities they received in assistance with discipline problems, feedback from observations, and the opportunity to observe other teachers.

In his study, Runola (2013) aimed to examine new teachers' perceptions of school based induction programs in selected schools in Windhoek, Namibia. The study sought to determine the effectiveness of induction program; identify the nature of the induction program given to the new teachers; explore new teachers' perceptions towards school based induction programs; and to identify the support needed by new teachers. The study was qualitative in nature and involved 8 new teachers and four heads of departments. The study used interview guides as data collection

tools. The study findings revealed that a school based induction program is perceived as an important aspect necessary in the retention of new teacher in the school.

Ajowi et al. (2011) assessed management practices of induction for newly appointed teachers in secondary schools in Kenya with a focus of Kisumu Districts. The study specifically sought to examine the perception of head teachers and newly appointed teachers on management practices of induction in secondary schools and secondly, to examine the challenges and coping strategies employed in management practices of induction of newly appointed teachers in the secondary schools. The research design employed was the descriptive survey design where 72 respondents were involved in the study. The study findings revealed that: there was no systematic induction process for newly appointed teachers; the needs of the new appointed teacher were not considered. The study recommends that the ministry of Education should provide an induction blue print to schools, train mentors, and provide funds for the induction process.

Dishena & Mokoena (2016) carried out an exploratory qualitative multi-case study also aimed at finding out how novice teachers in Namibia perceive and experience their induction support. Data collection was done through focus group sessions which were transcribed and analysis followed thereafter. The study findings revealed that the induction programs differed with schools and so did the intensity and duration of the program. The study recommended that there must be sufficient resources and mentors for all new teachers, mentors should be afforded opportunities to be capacitated so that they can offer professional guidance to novice. The study further recommends that mentors and novice should be accorded considerable time to spend on induction programs and their timetables should match.

A study carried out in Bungoma by Simatwa (2010) sought to identify the programmes of induction that are carried out for the new teachers. The findings revealed that the programmes for induction include seminars and trainings that are organized by the schools. However, these seminars are not organized properly because the schools do not have enough funds to organize them. Class observations and demonstrations, workshop, job rotation, playing roles and lessons are some of other induction programmes that can be provided by the primary schools to the new

teachers. The results by Simatwa (2010) did not mention the most frequently used programmes and therefore this study intends to fill this gap in the already existing knowledge.

#### **2.4.5 Challenges Faced by principals on retention of Teachers**

Kimila (2012) asserts that one of the main challenges faced in induction programs of new teaching staff is unsuccessful new teacher and mentor combination. Earlier research by Abell et al. (1995) reveal that school principals are expected to lead the mentoring sessions. As eyes of the Teachers Service Commission (TSC), the principals are expected to ensure that induction and orientation program is planned properly taking active parts in the mentoring process rather than leaving it to the heads of subjects and departments. When school principals participate in induction programs through mentoring, new teachers tend to understand the broader concept for teaching and learning while developing skills (Darling, 2003).

Funding is also a challenge faced in while planning induction programs of new teaching staff and orientation (Howe, 2006). Induction programs cost money and in some cases are relatively expensive to organize and run. To run effective induction programs, governments and stakeholders should always be ready to support the exercise. Having a huge disparity in funding results in major gaps in the quality for teacher induction and orientation and therefore institutions and organizations should be able to adequately fund the programs given the benefits they add to productivity (Kimila, 2012).

Induction programs also face the challenge of adaptability by the new teaching staff (Bauer, 2010). The process of new teacher induction and orientation is complicated by beliefs the new teachers bring with them to the new schools and especially when making transition from student to teacher (Melton, 2007). When new teachers enter their first teaching experience they are often unsure of how they should act in relation to the new school's institutional cultural values. The challenge is also experienced if the school culture the new teacher enters is different from their previous school they worked in (Weiner, 2002).

A new employee for the first couple of days makes limited contribution to the job as most of the time is spent settling in (Sweeny, 2008; Thabo, 2005). A recommended effective way of making best use of a new employee is to have a new joiner package readily available which once given

to the new comer brings them up to speed about the organization in the shortest time possible (Thabo, 2005). Induction programs take up a lot of time which may not always be available during school terms. Kimila (2012) argues that it is the responsibility of the school administration to plan the induction period since having a poor induction period is unsettling for the individual and time wasting for the organization. In a worse scenario having poor induction periods can lead to new employee leaving the organization in the first weeks thus a waste of initial recruitment costs (Simatwa, 2010).

Kimila (2012) carried out a descriptive survey design study seeking to examine the challenges and issues affecting secondary school new teachers' induction programmes in Machakos County. Stratified sampling technique was used to select schools while purposive sampling was used to identify newly employed teachers. The study used both a structured questionnaire and interview guide. A key finding in the study was that induction and orientation in secondary schools are not programmed and do not cover all aspects concerned with teaching and learning. The study recommends the Ministry of Education to program and allocate enough time for induction and orientation of newly employed teachers.

## **2.5 Research Gap**

A number of studies carried out globally, regionally, and locally in the human resource management sector on the area of employee induction by scholars such as: Ajowi et al. (2011); Coronado (2007) ; Malisa (2015); Kearney (2010); Kimila (2012); Kunene (2009); Mogusu (2016); Runola (2013); Salau et al. (2014); Thabo (2005); and Thao (2015) have been general or have failed to give detailed insights on the influence of induction programs on retention of teachers in private primary schools in Kiambaa Constituency. The current study has established various gaps made by the above studies in regard to study area, the research approach, participants involved, as well as the objectives of the study. This study intends to bridge this gap in knowledge that exists.

## 2.5 Conceptual Framework

Mugenda & Mugenda (2003) define a conceptual framework as a conceptualized model identifying the variable under study and their relationship. The study was guided by the conceptual framework presented as Figure 2.1.

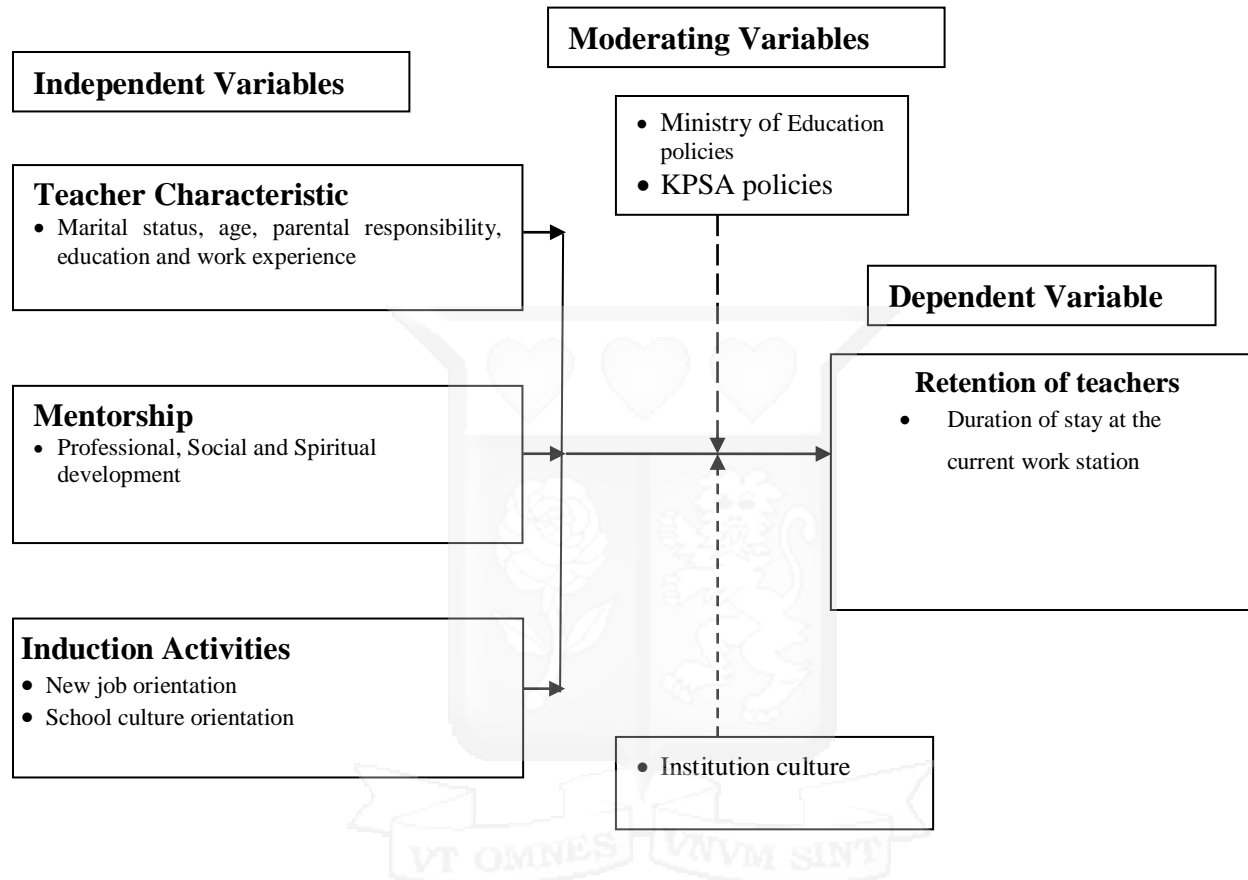


Figure 2. 1 Conceptual Framework

In the study, the dependent variable is conceptualized as the retention of teachers which is measured by the number of years a teacher has stayed at a current station. A teacher's stay in a work station is believed to be influenced by three key independent variables, namely, teachers' characteristics, mentorship and induction. Teachers' characteristics includes the gender, age, Marital status parental responsibility, education and work experience of the teachers deployed in the private schools. On the other hand, mentorship encompasses all the efforts made towards the Professional, Social and Spiritual development of the teachers deployed, while induction

activities entail the orientation given to the teachers regarding the new job and the schools culture immediately upon employment. The conceptualisation is that when private schools optimize on teachers' characteristics, mentorship and induction activities, through conducive MOE policies and school culture, they are bound to increase the length of time that teachers stayed in workstations.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presents the outlines the methods that were be employed in conducting the study. It begins by outlining the research design that was adopted after which the population of the study is discussed. Sampling is then discussed including the techniques and the resultant sample size. The data tools are then described including their validity and reliability. Thereafter, the data collection procedures, data analysis methods and ethical considerations are outlined.

### **3.2 Research Design**

Cooper & Schindler (2014) define research design as an overall plan for a project research activity that stipulates the techniques and procedures for collecting and analysing data. This study adopted a cross sectional design. The design has been chosen due to its capability to guarantee minimization of bias and maximization of reliability of data collected. Under the design, the study collects data from the study population helping researcher to get data pertaining perceptions, attitudes, and behaviour without having to make follow visits to collect additional data (Nachmias & Nachmias, 2007). The design was therefore ideal for this study for the reason that it describes characteristics of the variable of interest in the scenario (Kothari, 2009).

### **3.3 Target Population**

A population is the entire group of people, or events that a researcher wishes to study (Wambugu et al., 2015). Kiambaa Constituency has a total of 46 private primary schools (ShuleZote, 2018). All of which were included in the study. The persons of interest were the teachers and the principals in all those schools. The study assumed the principals and the teachers were knowledgeable on the subject of teacher retention and were therefore the most appropriate respondents for the study.

### **3.4 Sample Size and Sampling Procedure**

This section of the chapter details the sampling techniques and procedures the study was used to derive the sample for the study. Wambugu et al. (2015) define a sample as a subset of the population. Cooper & Schindler (2014) define sampling as a process of selecting a number of

individuals to be used in the study as a representation of the larger population. Mugenda & Mugenda (2003) posit that sampling procedures enables the study to secure a representative group to allow them gain information about the population consequently, a sample size of between 10% and 30% of the target population is a good representation. Eventually, the study adopted 30% of the population as a representative sample, being the maximum that the two authors suggest.

The principals and the teachers in the 14 schools were identified as the key respondents. An observation was made however that some of the schools were larger in the number of classes and streams over the others, a situation that was likely to introduce bias in the study. To address this concern, a proportionate number of principals and teachers was selected from each of the schools. The minimum number of teachers a fully-fledged school should have is 8 for a single stream. As such, 8 respondents were selected from each of the sampled schools and comprised of 1 principal and 7 teachers. A summary of the sampling techniques is illustrated in Table 3.1

Table 3. 1 Sampling

No of Schools	30% Sample	Proportional sampling		
		Category of respondent	Sample per school	Aggregate sample
46	14	Principals	1	14
		Teachers	7	98
Aggregate sample size				112

The aggregate sample was comprised of 14 principals and 98 teachers drawn from the 14 sampled schools. Various scholars (Israel, 1996; Salkind, 2005) say that a sample size of less than 200 is quite appropriate and suitable for academic studies.

### 3.5 Data Instruments

This section of the chapter presents the data collection tools and methods the study will employ. Data for this study was collected by the use of a structured questionnaire for the teachers. Kothari (2009) refers to the questionnaire as one of the most suitable research instrument to collect data due to its ability to collect large amount of data in a sensibly short time. A questionnaire was preferable for this study because it is assumed all respondents are quite literate

and was able to respond to the questions adequately. The study questionnaire contained both open and closed questions and aiming to collect quantitative data.

The questionnaire was divided into five sections. The first section sought to find out the background information of the respondents while sections two, three, four, and five looked at the influence of teacher characteristics, role of mentors, and perception of teachers on induction activities on retention of teachers in private primary schools. Each item in the questionnaire was developed to address specific themes as per the objectives of the study. The research instruments were administered physically whereby the respondent filled the instrument as the researcher waited. The respondent was given a period of 20 minutes to complete the questionnaire. In the event the respondent was busy or out of office, the questionnaire was left behind and collected at an agreed time.

Interview guides were also used to get more in-depth information especially from principals particularly because they had interacted with teachers on numerous occasions and were therefore thought to be in a position to provide more background and in-depth information regarding the retention, characteristics, induction and mentoring processes of the teachers. The purpose of the interviews was to supplement and to triangulate the information provided by the teachers. The interviews sought purely qualitative information and was guided by the four themes drawn from the research questions namely, teacher characteristics and retention, induction, mentoring and challenges faced by schools in teacher retention.

### **3.6. Pretesting of the Instrument**

Before administering the research instruments to the respondents, pre-testing was done so as to help in determining the validity and reliability of the research tools to ensure that the questions are applicable and clearly understandable.

#### **3.6.1 Validity of the Research Instrument**

Kothari (2009) define validity as the most critical criterion of sound measurement and indicates the degree to which an instrument measures what it purports to measure. This study adopted content validity which is the extent to which a measuring instrument provides adequate coverage of the topic under study. In order to establish content validity and make adjustments and/or

additions to the research instruments, consultations and discussions with the supervisor was done.

### **3.6.2 Reliability of the Research Instrument**

Reliability is the degree of consistency that the instrument or tool demonstrates on repeat trials (Wambugu et al., 2015). To ensure reliability the study employed self-administration approach of data collection and monitor the process to ensure that people outside the sample did not fill the questionnaires. In this study, reliability was measured using the internal consistency approach. Internal consistency will be done using the Cronbach's Alpha recommended by Cohen, Manion and Morrison (2007) for its ability to give average split-half correlation for all possible ways of dividing the test into two parts. According to Wambugu et al., (2015), correlation coefficients vary on a scale of between 0.00 (indicating total unreliability) and 1.00 (indicating perfect reliability). As such, 0.8-0.9 indicates high reliability, 0.6-0.8 indicates acceptable reliability value while below 0.5 is unacceptable.

Computation of the reliability statistics for the study was done by the use of the Statistical Package for Social Scientists (SPSS) computer software version 24.0. When the teachers' questionnaire was subjected to the reliability test, the Cronbach alpha coefficient was 0.78 which was within the range that Wambugu et al., (2015) recommend as acceptable. the principals interview guide which was predominantly an open ended tool was not subjected to reliability statistics because it was designed to collect qualitative data.

### **3.7 Data Collection Procedure**

The sampling procedures identified the 14 schools participating in the study. The researcher sought the requisite permits and thereafter proceeded to the respective schools to brief the principals of the intended study and to book appointments for the actual data collection. On the appointed day, the researcher met the teachers in each of the schools and briefed them on the purpose and the scope of the study, clarifications were made that participation in the study was voluntary and that data would be treated confidentially, the teachers were not supposed to indicate their names on the data instruments. The researcher then distributed the tools and waited for the teachers to complete the exercise, and thereafter collected all the tools duly filled in.

Thereafter, the researcher met the principals for a face to face interview. The procedure was duplicated in all the 14 schools that participated in the study. The exercise was mainly conducted over the lunch hour when all the teachers were free from classroom work.

### **3.8 Data Analysis**

Data analysis was executed using descriptive and inferential statistics. Data was verified, coded and checked for any errors and omissions. The collected data was processed by the use of the Statistical Packages of Social Sciences (SPSS) version 21.0. Responses from the questionnaires were analysed for both descriptive and inferential statistics. Descriptive statistics, adopted mean, standard deviation, percentages, and frequency of responses. Inferential statistics included correlation and regression statistics. Frequency tables, bar graphs and pie charts were used to present the findings. Correlation analysis was done to establish the relationship between the variables, particularly with regard to the teacher characteristics and retention.

Various authors (Aron et al., 2011; Cohen et, al., 2007) say that the type of correlation coefficient adopted in a study must align to the kind of data collected. The data could either be in the form of nominal, ordinal, interval, or ratio scale. To this effect, there are four types of correlation coefficients: Pearson's Product-Moment Correlation (where data in both variables is on interval or ratio scale), Spearman rank-order correlation (where data is on ordinal scale - non-parametric test), Point-Biserial Correlation Coefficient (with one variable is either interval or ratio and the other is nominal and dichotomous), and Kendall rank correlation (where both variables are nominal and dichotomous). The Correlation coefficients range from -1.00 to 1.00, where the weaker relationship is to zero while the stronger is closer to 1.

Aron et al., (2011) provide the following rule of the thumb for interpreting the strength of the correlation:  $> 0.7$  is strong,  $> 0.3$  is moderate, and  $< 0.3$  is weak. The Spearman rank-order correlation will therefore be used in this study to examine the second and third research objectives for the reason that the data collected was ordinal in nature and therefore a suitable non-parametric test would be the most useful. The test will be done at 95% confidence level.

### **3.9 Ethical Consideration**

A research permit from National Commission for Science, Technology and Innovation (NACOSTI) as well as an introduction letter from Strathmore University were obtained by the researcher. An ethical approval was done by Strathmore University Ethical Review Board. All the approvals were presented to the prospective respondents. Even as this study aims to add value to education management, it upheld utmost confidentiality about the respondents. Verbal consent was sought from the participants to indicate willingness to participate before commencement of the study. All forms of plagiarism were avoided through proper referencing of all sources used.



## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

### **4.1 Introduction**

The chapter presents analysis presentation and interpretation of the data collected in relation to factors influencing teacher retention in private primary schools in Kiambaa Constituency. The Chapter begins with the respondents' return rate. Thereafter the biodata of the respondents is analysed and consequently the teacher characteristics affecting retention are determined. The role of mentors on retention of teachers is then analysed and discussed and thereafter an examination of the induction activities. Lastly, the chapter deals the challenges faced by school administrators, new teachers, and existing teachers in the induction of teachers.

### **4.2 Response from the Teachers**

Data tools were administered to the 14 head teachers and 98 teachers as outlined in the sampling techniques section. The teachers were to fill out the questionnaires while interviews were conducted in the case of principals. All the data tools were returned duly filled in giving a response rate of 100%. According to Mertens (2007), a return rate of more than 70 % is considered very good for data analysis.

### **4.3 Teacher Characteristics**

The first objective of the study was to determine if teachers' characteristics influenced the retention of teachers in private primary schools. To achieve this, information of teacher's gender, age, education, teaching experience, and subject specialization was sought. Again data on duration at the current work station was also sought were cross tabulation, Correlation and regression techniques were employed in order to establish the relationship between the variables.

#### **4.3.1 Distribution of the Teachers by Gender**

Information was sought from the teachers with regard to their gender. The purpose of this information was to determine if the curriculum implementation activities in private schools were conducted by male or female teachers. The data was as summarized in Table 4.1

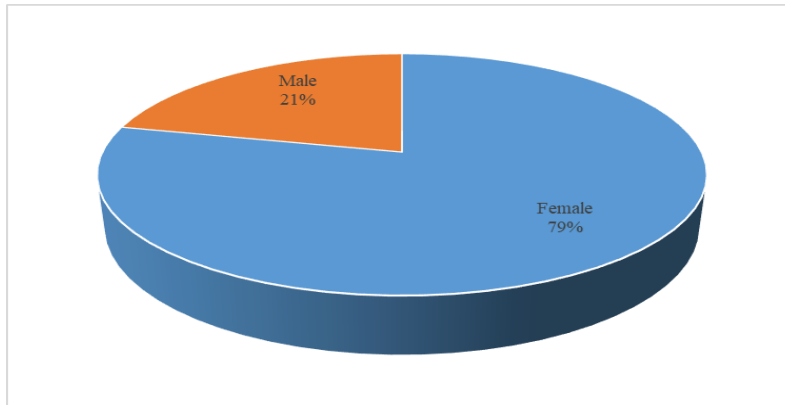


Figure 4. 1 Distribution of the Teachers by Gender

Findings in Figure 4.1 show that 64% of the teachers were female while 36% of the teachers were male. This finding suggests that there were more female teachers in private schools in the constituency than men. This finding implied that the curriculum implementation activities in private schools in the constituency were dominated by females. Several researchers (Kamutu, 2015; and Miriti, 2018) also found out that the teaching activities in public primary schools were dominated by females.

#### 4.3.2 Distribution of the Teachers by Age

Information was sought from the teachers with regard to their Age. The purpose of this information was to determine the level of the staff involve in the curriculum implementation with regard to age. The data was as summarized in Figure 4.2

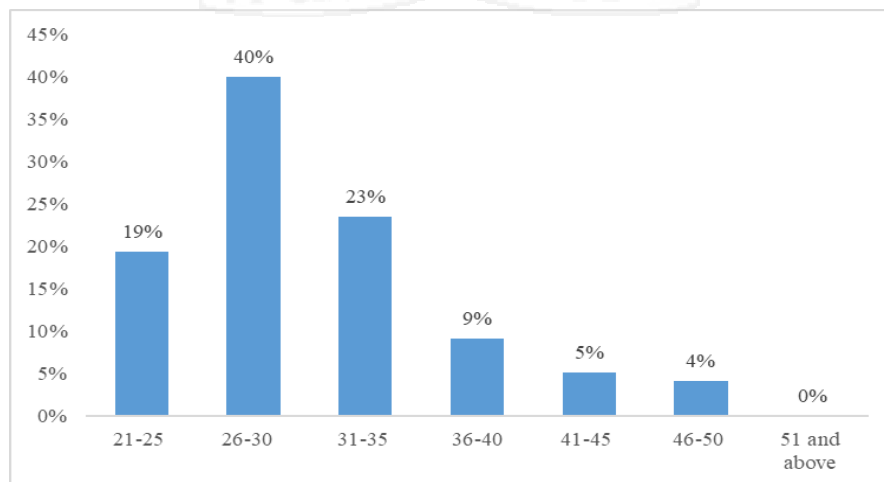


Figure 4. 2 Distribution of the Teachers by Age

Findings in Table 4.2 show that 19% of the teachers were less than 25 years of age while 40% were between 26 and 30 years of age. Another 23% were between 31 and 35 years of age. The teachers' statistics seem to suggest that the majority of the private school teachers in the constituency laid between 21 and 35 years of age. The Government of Kenya 2010 defines a youth as any one between the age of 18 and 35 years. It can therefore be concluded that nearly all the teachers in the private school teachers were youthful, in the early phase of their productive life.

### 4.3.3 Distribution of the Teachers by Marital Status

Information with regard to their marital status was as summarized in Figure 4.3

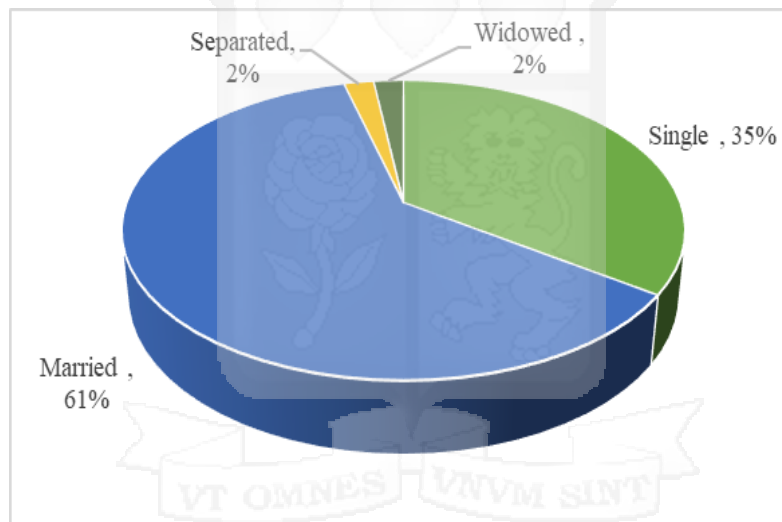


Figure 4.3 Distribution of the Teachers by Marital Status

Findings show that the majority (61%) of the teachers were married imply that the teaching activities in private schools were dominated by married teachers. In addition, 35% were single, and probably recently graduated from colleges and younger in age. A very small proportion (4%) of the teaching staff were either separated or divorced (2%) suggesting that they have had a marital experience at some point in their lives. A cross tabulation between marital status and age reveals that nearly all the singles were less than 30 years of age as shown in Figure 4.3

Table 4. 1 Cross tabulation between marital status and age

	Age						Total
	21-25	26-30	31-35	36-40	41-45	46-50	
Single	14	18	0	1	1	0	34
Married	4	20	22	7	3	4	60
Separated	1	0	0	0	1	0	2
Widow	0	0	1	1	0	0	2
Total	19	38	23	9	5	4	98

Table 4.1 further shows that a great proportion of the married teachers were between 26 and 35 years of age.

#### 4.3.4 Distribution of the Teachers by Parental Responsibility

Information with regard to their marital status was as summarized in Figure 4.4

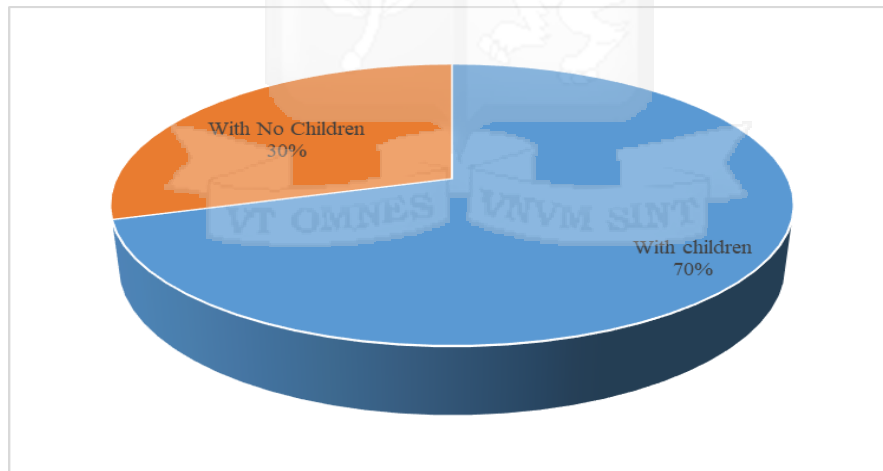


Figure 4. 4 Distribution of the teachers by parental responsibility

Findings in Figure 4.4 shows that 70% of the teachers were married while 30% did not children. This finding tends to suggest that the parental experience of a teacher had some relationship with

his/her ability to connect and relate with the children learners for classroom activities just as they would with their own children.

#### 4.3.5 Distribution of the Teachers by Education Level

Information with regard to the academic orientation of the teachers was as summarized in Figure 4.5

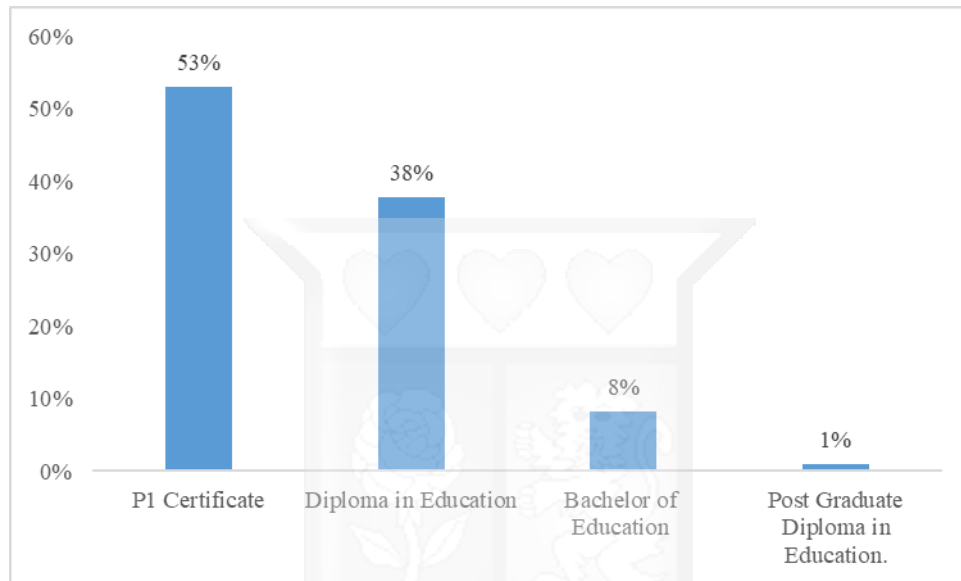


Figure 4. 5 Distribution of the teachers by education level

Findings in Figure 4.5 show that 53% of the teachers, who were the majority, had a P1 certificate in education. Another 38% held a diploma in education while 8% and 1% held bachelor's degrees in education and post graduate diploma in education respectively. The minimum requirement for a professional teacher in a primary school in the Kenyan system of education is a P1 certificate while that of a secondary school is a diploma in education. Data in Figure 4.5 therefore suggests that all the teachers in the private schools had met the minimum threshold of teaching in a primary school. The data also suggests that 38% had advanced their education to diploma level while 9% had acquired university level education with regard to teaching in a primary school.

### 4.3.6 Distribution of the Teachers by Work Experience

Information with regard to their marital status was as summarized in Figure 4.6

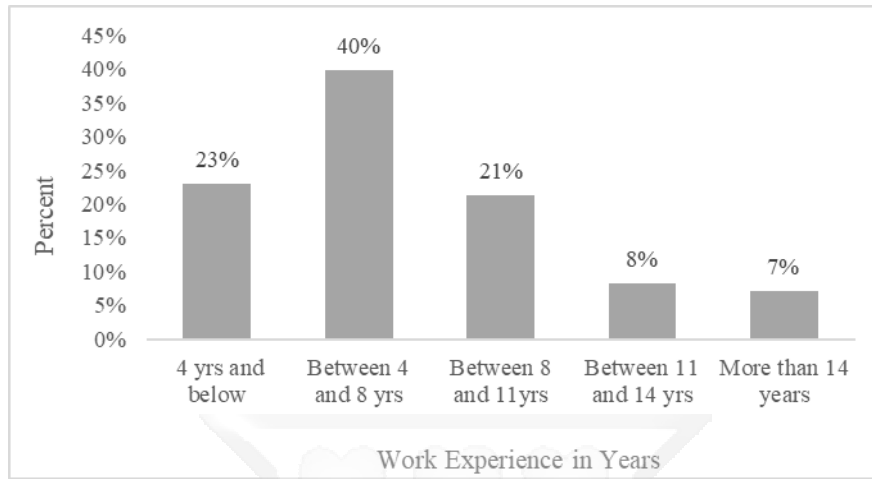


Figure 4. 6 Distribution of the teachers by work experience

Findings in Figure 4.6 show that 23% of the teachers had less than 4 years of experience while 40% had between 4 and 8yrs of experience. In addition, 21% of the teachers had between 8 and 11 years while another 8% had between 11 and 14 years of experience. Seven percent of the teachers had more than 14 years of experience. The findings tend to suggest that most of the teachers in the private schools had at least 4 of experience and that only 23% of the teachers could be termed as either new or having little experience.

### 4.3.7 Distribution of the Teachers by Retention Years

Information was then sought with regard to their duration stay at their current station. The purpose of this information was to determine the retention of the teachers in private school. The results were as summarized in Figure 4.7

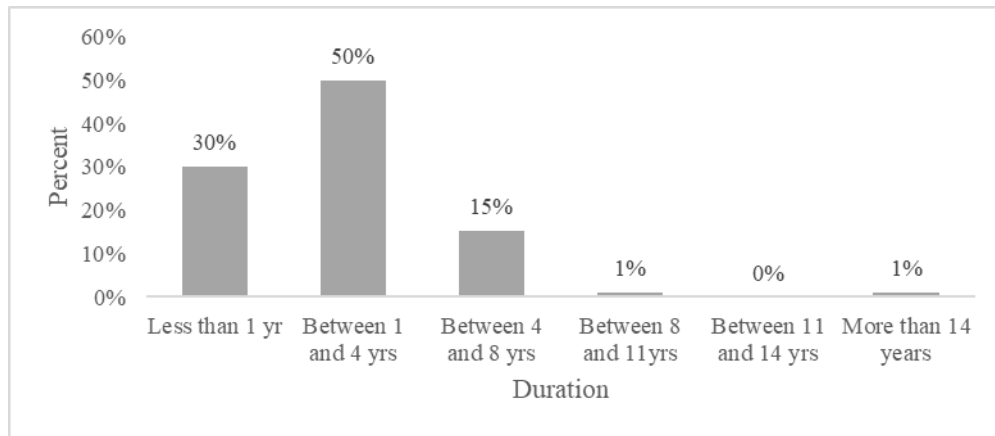


Figure 4. 7 Distribution of the teachers by retention years

Findings show that 30% of the teachers had been at their current work station for less than one year while another 50% had been at their current stations for not more than 4 years. In aggregation, 80% of the teachers had been at their current stations for less than 4 years. This finding implied that there is a very high turnover of teachers in private schools where some leave even before completing their probation and settling down into the job. The high turnover could be an indicator of many underlying issues within the private primary schools' sector which could be associated with the recruitment processes, induction, mentoring, teacher development, teacher welfare, working environment, compensation and retirement. This could be a pointer to a very weak human resource function within the private schools an observation that warrants further research. Further analysis was therefore necessary to determine whether the staff turnover had any influence from the teacher characteristics.

Data in Figure 4.7 further shows that 15 percent of the teachers had been at the school for between 4 and 8 years suggesting that some schools could have established some best practice for retaining teachers within their employ. A very small proportion (1%) of teachers had been in same work station for between 8 and 11 years with a similar proportion having more than 14 years of current employment. This small proportion of teachers could be a pointer to founder teachers in the schools or to the owners of the schools. This could be a pointer to some best practice within the private schools that warrant documentation as contribution to scholarly studies.

#### 4.3.8 Teacher Characteristics and Retention

In order to determine whether teacher characteristics had any influence on the teacher retention, correlation techniques were employed, and correlation coefficient were generated. The test was conducted at 95% confidence level and therefore the significance level (p value) was set at 0.05. the spearman's rank correlation coefficient was generated in order to draw conclusions. The choice of the spearman's rank coefficient was informed by the fact that the correlation data was non parametric. The results were as shown in Table 4.2.

**Table 4. 2 Corelation statistics on teacher retention**

Teacher characteristics	Teacher Retention	
	Spearman's Rank coefficient	(p-value)
Gender	.088	.389
Age	.228*	.025
Marital status	.290*	.004
Parental responsibility (has children)	-.213*	.036
Level of education	.187	.067
Work experience	.246**	.015

Findings show that four of the six teacher characteristic had an influence on teacher retention which was statistically significant. These were work experience, marital status, parental responsibility and age. An increase in the age of the teacher had a positive correlation with teacher retention which was statistically significant ( $r= 0.290$ ,  $p=0.004$ ), the finding implied that an increase in age by one unit would lead to an increase in teacher retention by 0.228 of a unit. This finding implied that the older the teacher, the more likely he/she was to stay in the current employment.

The statistics also show that, there was a positive correlation between marital status and teacher retention which was statistically significant ( $r= 0.290$ ,  $p=0.004$ ), implying that an increase in marital status (from the continuum of single to married to divorced to widowed) the more likely the teacher was to stay in the current employment longer.

Further, data shows that there was a negative correlation between parental responsibility and teacher retention which was statistically significant ( $r=-0.213$ ,  $p=0.036$ ), implying that an increase in parental responsibility (number of children under the teacher's care) the more likely the teacher was to leave the current employment.

The data also shows that there was a positive correlation between work experience and teacher retention which was statistically significant ( $r=0.246$ ,  $p=0.015$ ), implying that an increase in work experience (number of years worked as a teacher) the more likely the teacher was to stay in the current employment.

In order to determine the weight of these teacher characteristics variables on teacher retention, multiple regression techniques were employed. The teacher retention was adopted as the dependent variable while the teacher characteristics were taken as the independent variables.

The following multiple regression model was applied:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + \epsilon$$

Where:

Y= Teacher Retention (Dependent Variable)

X<sub>1</sub> = Age (Independent Variable)

X<sub>2</sub> = Marital Status (Independent Variable)

X<sub>3</sub> = Parental Responsibility (Independent Variable)

X<sub>4</sub> = Work Experience (Independent Variable)

B<sub>0</sub> = Constant of Regression

ε. = Error term

Multiple regression modelling was adopted to identify variables responsible for the teacher retention in the private schools. The SPSS software was used to generate the regression statistics at 95 percent confidence level. the p value was set at 0.05. The results were as shown in Table 4.3

Table 4. 3 Regression statistics on teacher retention

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.376 <sup>a</sup>	.342	.304	.774		
a. Predictors: (Constant), Work Experience, Marital Status , Parental Responsibility, Age						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.085	4	2.271	3.794	.007 <sup>b</sup>
	Residual	55.080	92	.599		
	Total	64.165	96			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.790	.587		1.347	.181
	Age	-.051	.096	-.081	-.536	.593
	Marital Status	.260	.168	.195	1.546	.126
	Parental Responsibility	.017	.226	.009	.075	.941
	Work Experience	.234	.100	.338	2.353	.021
a. Dependent Variable: Retention						

From table 4.3 the variables with p-values <0.05 were then identified. only one variable (work experience) met this threshold (p-value = .009). The model was therefore formulated as:

$$Y = B_0 + B_4X_4 + \epsilon$$

$$Y = 0.790 + 0.234X_4 + \epsilon$$

Where:

Y= Teacher retention

B<sub>0</sub> = Constant of Regression

X<sub>4</sub> = work experience

é. = Error term

The coefficient of determinant (R<sup>2</sup>) was 0.342 suggesting that the explanatory power of the independent variables over the dependent variable was 34.2% with the remaining 65.8% of the variation being taken care of by the error term. A little caution is need to be exercised when dealing with the model because 65.8% of the variations in teacher retention are explained by

variables outside the model. Further investigation is therefore necessary to identify the remaining factors responsible for its variation.

#### 4.4 The Role of Mentors and Teacher Retention

The second objective of the study was to establish the role of mentors on retention of teachers in private primary schools. To achieve this, a set of questions were posed to the teachers in regard to their experiences with mentorship at their current working stations. To begin with, information was sought on whether they had mentors at their current schools. The results were as shown in Figure 4.8

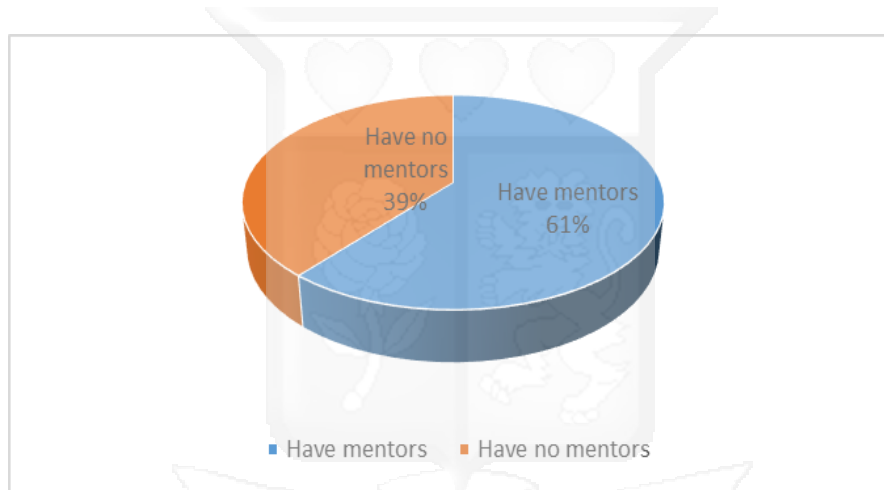


Figure 4. 8 Teachers accessibility of mentors

Findings show that 61% of the teachers had mentors while 39% did not have. This finding implied that a greater proportion of the teachers did not have someone they could look up to for personal development either professionally socially or spiritually while at school. Information was therefore sought on whether they were assigned mentors when they joined the current work station. The results were as shown in Figure 4.9

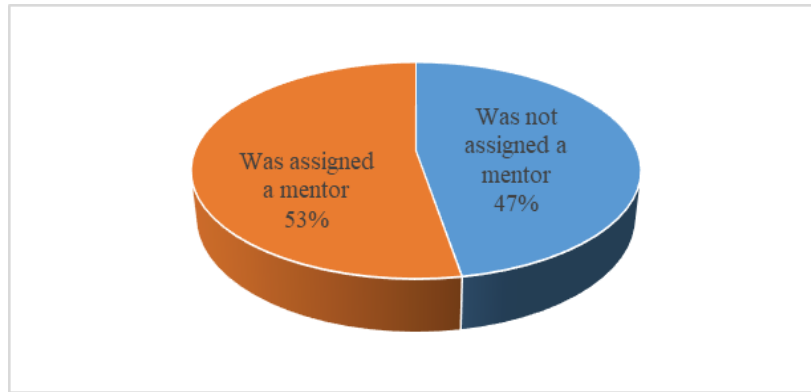


Figure 4. 9 Allocation of Mentors to Teachers

Findings in Figure 4.9 show that 53% of the teachers were assigned mentors when they reported to the current schools while 43% were never allocated mentors. This finding implied that while half of the schools had taken deliberate efforts to provide the teachers with a resource person to develop them Further while at work, the other half of the schools never made that provision. This finding implied that nearly half of the private schools did not have programs for professional social and spiritual development of the teachers while at work.

The fact that there were more teachers who had mentors (Figure 4.8) than those who were allocated mentors (Figure 4.9) suggests that teachers felt the need to have mentors while at work and so some of them went out of their way in search of mentors.

Information was sought on the involvement of the mentors in their development process of the teachers. The teachers were to respond whether their respective mentors were involved in the mentoring process. The results were as shown in Table 4.4: If the mentor was involved in the mentorship process

Table 4. 4 Involvement of mentors in the mentoring process of teachers

	Frequency (F)	Percentage (%)
Yes	35	35.7
No	5	5.1
No response	58	59.2
<b>Total</b>	<b>98</b>	<b>100.0</b>

Table 4.4 shows that, mentors to 35.7% of the teachers were involved in the mentoring process, suggesting that the remaining proportion of teachers were not engaged in the mentoring process. This finding implied that the mentoring process of the teachers in the private schools needed to be well structured and streamlined for the benefit of all the teachers. As it were, only a third of the teachers were being developed professionally, socially and spiritually in relation to their work and workplace.

Mentors play a critical role in the professional development teachers while at the school, particularly with regard to adapting to the work environment, overcoming work related challenges, guidance on how to deliver good results, and on sharing ideas with the other teachers and management of the schools.

Information was sought from the teacher who indicated that they did not have mentors on whether they wished to be assigned one, all of them indicated the need for one. This finding implied that the private school working environment had some unique challenges that required each and every teacher to have someone to guide them through the terrain.

Information was then sought from the teachers on what they wished the mentors take them through during induction. From the responses, it was found out that the teachers needed induction on the culture of the school programs, school rules and regulations; scripture teachings for school devotions; school culture; delivering the new curriculum; teaching methodologies, and on assessment and grading of school examinations, the teachers further needed guidance on teacher performance appraisal, children discipline of the learners and on the day to day emerging challenges while at work.

Information was then sought from the principals on what they wished the teachers acquired through the induction process. It was documented that the teachers should be willing to cooperate with the mentor. The mentor should work with the teacher for not less than one year so that the teacher is guided well on matters related to the school culture and work ethics. Consequently, the teacher should develop a positive attitude towards work. Adequate time should be created especially over the holidays; to equip the administration and the mentors with relevant knowledge to facilitate the mentoring programmes.

These observations allude to the fact that mentorship was such a critical function within private schools that should never be wished away. The mentorship function seems to be only existing in a few schools, and where it is in existence, the programmes were not structured adequately for the teachers to settle comfortably within the school. This could be the probable reason why teacher turnover was quite high in private school.

#### 4.5 Induction Process and Retention

The third objective of the study was to find out how induction activities influenced retention of teachers in private schools. to achieve this, a set of questions were posed to the principals and to the teachers regarding he induction process and retention.

To begin with, the teachers and the principles were to state the extent to which they thought induction processes influenced the retention of teachers in private schools. The results of the teacher responses were as Summarized in Table 4.5

**Table 4. 5 Teacher opinions on the influence of induction process on retention**

Statement on induction process and retention		Frequency	Percent
To what extent does induction process influence teacher retention in private schools	Very great	29	29%
	Great	36	37%
	Moderate	25	26%
	Low	1	1%
	Very low	7	7%
	Total	98	100

Findings in Table 4.5 show that to 29% of the teachers, induction had very great influence on the retention of the teachers while to 37% of the teachers the process had a great influence on retention. Further, to 26% of the teachers, induction had a moderate influence on retention. According to the data, nearly all the teachers (92%) opined that induction process had some form of impact on the retention of the teachers.

Interviews with the principals were categorical that induction process impacted on the retention of teachers to a great extent.

In order to determine the effectiveness of the induction aspects and processes that impacted on retention, several statements were posed to the teachers regarding their induction experiences when they reported to their current employment. The teachers were required to state the extent to which they believed the processes were effective in relation to their work. They were to rate the effectiveness on a scale of 1 (lowest) to 5 (highest). As such “no extent at all” was coded as 1, “little extent” was coded as 2, “moderate extent” was coded as 3, “great extent” was coded as 4, “very great extent” was coded as 5. Descriptive statistics were used to analyse the data where the mean was used to rank the responses. The results were as shown in Table 4.6

Table 4. 6 Effectiveness of induction aspects and processes for teacher retention

Induction aspects and process	Effectiveness					
	Mean	Not At All	Little	Moderate	Great	Very Great
I felt welcome on arrival	4.16	4%	6%	13%	22%	54%
I gained understanding of rules and regulations of my work	4.13	0%	6%	15%	38%	41%
I knew who to seek help from whenever felt challenged	4.13	3%	6%	13%	29%	49%
Familiarization with the workplace	4.06	3%	11%	13%	21%	51%
My roles were effectively explained and I was able to start as soon	3.92	4%	10%	13%	34%	38%
I got a work tour and got introduced to my colleagues	3.90	7%	6%	17%	29%	41%
Induction was very informative	3.86	5%	9%	16%	35%	35%
I gained understanding of the school goals values and culture	3.59	8%	10%	25%	29%	29%
I was informed about the expect outcome of the programme	3.33	19%	9%	16%	32%	24%

As seen from Table 4.6, whereas some of the statements on induction aspects and processes were ranked higher than others, their average means did not vary greatly because they were rounding off to “4” which was coded as “great extent”. The teachers therefore confirmed to a great extent

that induction process made them: feel welcome upon arrival at the new station, gain understanding of the rules and regulations of the work assigned, seek help easily whenever felt challenged, familiarize with the workplace, start working as soon as they arrived, get introduced to colleagues, gather as much information about the workplace as possible and to gain understanding of the school goals values and culture. All these statements had their means rounding off to “4” which was coded as great extent

These findings confirm that the content for teacher induction in private schools should to a great extent revolve around welcoming the new teachers into the school, acquainting them with their colleagues, appreciating their working environment, getting acquainted with the school rules and goals and understanding their deliverable requirements so that they are able to settle into the job and work effectively.

#### **4.6 Challenges Faced by Private Schools in the Induction of New Teachers**

The fourth objective of the study was to document the challenges faced by school administrators, new teachers, and existing teachers in the induction of teachers in private primary schools. To achieve this, the teachers and the principals were required to state the challenges they faced with the induction processes in their schools.

From the responses, the school administrators faced a myriad of challenges. First, was the lack of competency on the part of the teachers. This was demonstrated by the inadequacy of the knowledge, strength and skill requirement to handle the respective subject areas that they have applied to teach. In order to address these challenges, an elaborate professional development programme is proposed where upon entry, the teacher is taken through the motions of developing his/her pedagogical skills in order to boost their competence. Teachers could be enrolled for co-teaching and mentorship programmes within the school. This proposal however triggers another challenge. A considerable number of teachers join with little or no experience at all. However as soon as they get good experience, they move on for greener pastures while others quit to pursue further studies. The principals observed that the older the teachers were, the higher the retention

rate. As such hiring much older and experienced teachers lowered the risk of losing teachers once recruited.

The administrators further cited inadequacy of time to deal with the school routine, moderation of rules and regulations and induction the new teachers. With all these competing needs for the limited time, some activities were bound to be compromised. Eventually, induction of new teachers is either procrastinated indefinitely or is highly compromised to an extent that the new teacher doesn't feel adequately oriented with the new working environment and hence never settles for the job. At times the principals are caught up in a quagmire on how to deal with harassment emanating from the employer and pressure emanating from the staff. Resisting change from teachers especially on new ideas and hostility from the old staff are issues that arise every now and then.

From the responses, the teachers also faced a myriad of challenges. Foremost, the teachers needed an induction programme that would orient them on the school culture, programs, rules and regulations in order to carry out their duties effectively. Moreover, with the implementation of the competency based curriculum, much guidance is required in its delivery and in dealing with the emerging issues. The appraisal processes for the teachers need to be explained and understood by the teachers if they are to be used objectively as performance and accountability criteria. New teachers need orientation with regard to handling children indiscipline. In the event of a misconduct on the part of the teachers, most of the schools do not have a mechanism for amicable resolution. Instead, punitive measures are employed where teachers are left with no option but to resign irrespective of how long they have taught in the school and irrespective of any previous excellent conduct and performance.

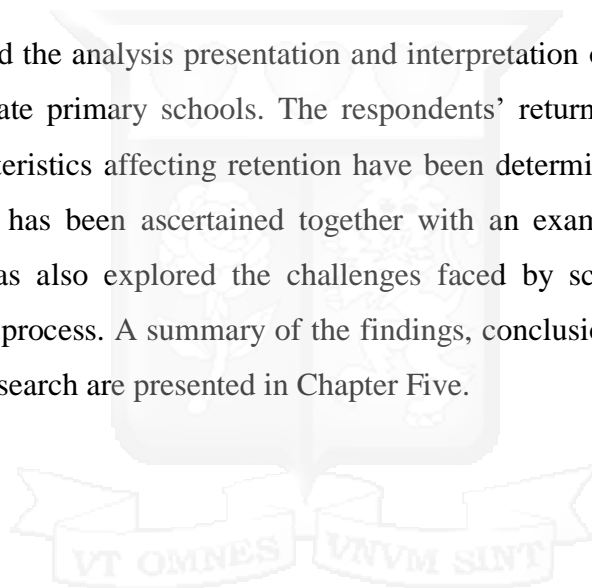
According to the teachers, providing forums within the school where teachers can share their experiences would be highly appreciated. The forums highlighted by the teachers included: staff meetings; sit-in orientation with the directors, social groups for teachers and through morning devotion. Opportunities to introduce new things in learning like art, music or drama talent should be offered. Employment contracts should never be withheld, instead, the terms of the contract should be expressly communicated including probation period, confirmation, compensation and all other pertinent details touching on the employment contract. Payment of salaries should be

made prompt and while monetary and non-monetary awards could be considered as part of teacher motivation. Poor social amenities; long working hours; and harsh parents and discipline issues with the pupils are also part of the challenges the teachers face.

As part of the solutions to the challenges, the principals noted that the school administration should provide a good working environment that is inviting and encouraging so as to enhance teacher retention, educate and train the teachers; assure of job security, and open consultations with the teaching staff. In this regard signing of contracts, hiring of skilled and experienced teachers, annual teacher appraisals; orientation to the school code of ethics and culture should be given utmost priority.

#### **4.7 Chapter Summary**

The chapter has presented the analysis presentation and interpretation of the data with regard to teacher retention in private primary schools. The respondents' return rate has been presented while the teacher characteristics affecting retention have been determined. The role of mentors on retention of teachers has been ascertained together with an examination of the induction activities. the chapter has also explored the challenges faced by school administrators, and teachers in the induction process. A summary of the findings, conclusion, recommendations and suggestions for further research are presented in Chapter Five.



## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

### **5.1 Introduction**

The chapter presents the summary of findings on the factors influencing teacher retention in private primary schools in Kiambaa Constituency. Consequently, conclusions are drawn and recommendations made. Thereafter suggestions for further research are presented.

### **5.2 Summary of the Findings**

The main objective of this study was to investigate the factors influencing teacher retention in private primary schools. The findings from each of the four research objectives were as follows.

#### **5.2.1 Teacher Characteristics and Retention**

The first objective of the study was to determine if teachers' characteristics influenced the retention of teachers in private primary schools. It was established that work experience, marital status, parental responsibility and age influenced the retention. Whereas work experience, marital status, and age were positively correlated to retention, parental responsibility was negatively correlated. As such, the older the teacher, the more likely he/she was to stay in the current employment. An increase in marital status (from the continuum of single to married to divorced to widowed) the more likely the teacher was to stay in the current employment longer. Again an increase in work experience (number of years worked as a teacher) the more likely the teacher was to stay in the current employment. On the other hand, an increase in parental responsibility (number of children under the teacher's care) the more likely the teacher was to leave the current employment. Work experience was identified as the sole variable responsible for the teacher retention out of the six that were studied. It was responsible for 34.2% of the variations in teacher retention.

#### **5.2.2 The Role of Mentors and Teacher Retention**

The second objective of the study was to establish the role of mentors on retention of teachers in private primary schools. Only mentors a third of the teachers in the constituency were involved in the mentoring process. Instead, more than half of the teachers did not have someone they

could look up to for personal development either professionally socially or spiritually while at school. Nearly half of the private schools did not have programs for professional social and spiritual development of the teachers while at work. However, teachers who felt the need to have mentors while at work went out of their way in search of mentors. A mentor should work with a protégé for not less than one year so that the protégé is guided well on matters related to the school culture and work ethics. In the process, the teacher should develop a positive attitude towards work.

Teachers in the constituency desired induction on the culture of the school programs, school rules and regulations; scripture teachings for school devotions; school culture; delivering the new curriculum; teaching methodologies, and on assessment and grading of school examinations, the teachers further needed guidance on teacher performance appraisal, children discipline of the learners and on the day to day emerging challenges while at work.

### **5.2.3 Induction Process and Retention**

The third objective of the study was to find out how induction activities influenced retention of teachers in private schools. It was established that the induction process impacted on the retention of teachers to a great extent. The process made teachers feel welcome at the new station, gain understanding of the rules and regulations of the work assigned, feel free to seek help on any challenge they faced, to familiarize with the workplace, to start working as soon as they arrived, to get introduced to colleagues, get to gather as much information about the workplace as possible and to gain understanding of the school goals values and culture.

### **5.2.4 Challenges faced by Private Schools in the Induction of New Teachers**

The fourth objective of the study was to document the challenges faced by school administrators, new teachers, and existing teachers in the induction process. It was established that the school administrators faced a myriad of challenges, key among them being incompetence on the part of the teachers. Which was demonstrated by their inadequacy in knowledge and skill necessary to handle the subject areas for which they were hired. Whereas a considerable number of teachers join with little or no experience at all, as soon as they get good experience, they quit either for greener pastures or for further studies.

The teachers also faced a myriad of challenges, the main one being the lack of induction into the school culture, programs, rules and regulations in order to carry out their duties effectively. with the implementation of the recently launched competency based curriculum, much guidance is required in its delivery and in dealing with the emerging issues. poor social amenities; long working hours; and harsh parents and discipline issues with the pupils are also part of the challenges the teachers face.

### **5.3 Conclusion**

Teacher characteristics had a great impact on the retention of teachers. The more experienced the teachers are, the more likely they are to be retained. the mentoring process of the teachers in the private schools needed to be well structured and streamlined for the benefit of all the teachers. As it were, only a third of the teachers in the study area were being developed professionally, socially and spiritually in relation to their work and workplaces. Mentorship is such a critical tool within private schools for teacher development and should never be wished away. However, the mentorship seemed to be adopted in a few schools only, and where adopted, the programmes were not adequately structured. This could be the probable reason why teacher turnover was quite high in private school

### **5.4 Recommendations**

Based on the findings of the study, the following recommendations are made. That:

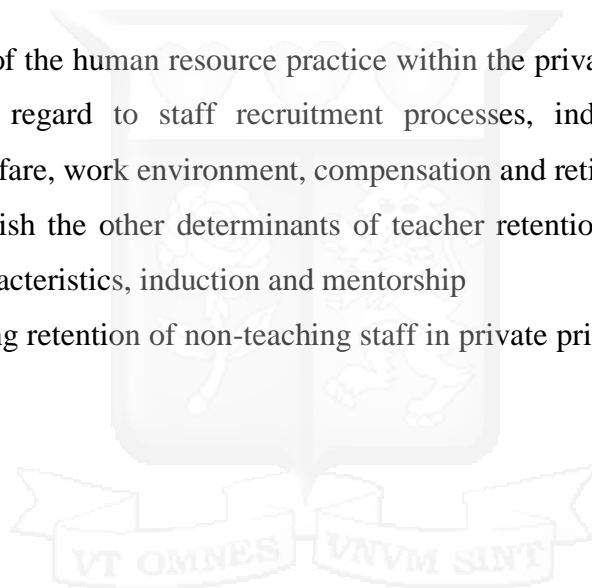
- i. Private schools consider hiring more experienced teachers in order to enhance their retention rates
- ii. Private schools develop well-structured induction programmes to enable their recently recruited teachers settle down quickly into the school environment, culture and into the job, and ensure that all the teachers are taken through
- iii. Private schools incorporate; welcoming the new teachers into the school, acquainting new teachers with their colleagues, a complete tour of the work environment, acquaintance with the school rules and goals and the understanding of deliverables into the existing induction programmes.

- iv. Private schools develop well-structured mentorship programmes to enable the professional, social and spiritual development of the teachers, and eventually ensure that each of the teachers gets a mentor.
- v. Private schools provide regular forums within where teachers can share their experiences and demands
- vi. Private schools ensure that employment contracts for all the teachers are expressly drafted, executed and delivered without further delays.

### **5.5 Further research**

Based on the findings of the study, the following suggestions for further research are made.

- i. A determination of the human resource practice within the private primary schools in the study area with regard to staff recruitment processes, induction, mentoring, staff development, welfare, work environment, compensation and retirement.
- ii. A study to establish the other determinants of teacher retention in the study area apart from teacher characteristics, induction and mentorship
- iii. Factors influencing retention of non-teaching staff in private primary schools in the study area



## REFERENCES

- Abell, K., Dillon, R. and Hopkins, J. (1995). Somebody to Count on Teaching and Teacher Education. *Beginning Teacher Internship Program*. Vol. 1, issue 2, pp.170-178
- Ajowi, J. Simatwa, W., and Ayodo, O. (2011). Assessment of management practices of induction for newly appointed teachers in secondary schools in Kenya: a case study of Kisumu North, East and West Districts. *Educational Research*, 2(4), pp.1052-1060
- Akech, J. (2016). *Assessment of the Effectiveness of Induction Programs for Newly Appointed teachers in Kongwa District*. A published thesis for Master of Education, The Open University of Tanzania, pp. 5-29
- Amah, E. (2009). Job satisfaction and turnover intention relationship: the moderating effect of job role centrality and life satisfaction. *Research and Practice in Human Resource Management*, 17 (1), 24-27
- Armstrong, M. (2009). *A handbook of Human Resource Management Practice*. 11<sup>th</sup> Edition, Kogan Page Ltd, London
- Bauer, N. (2010). *Onboarding New Employees: Maximizing Success*. Alexandria: SHRM foundation.
- Britton, E. (2003). *Comprehensive Teacher's Induction: Systems for Early Career Learning*, Dordrecht, Neth: Kluwer academic publishers.
- Bukenya, A. (2018). Unions should leave private schools alone. Available at: <https://www.standardmedia.co.ke/article>, accessed 23/8/2018
- Cohen, B. Manion, C. and Morrison, A. (2007). *Essentials Of Education And Social Science Research Methods*. Canada: Masolp publishers. pp 12-24.
- Cooper, R. D. and Schindler, S. P. (2014). *Business Research Methods*. Boston: Irwin McGraw Hill
- Coronado, M. (2007). Quality mentoring: the missing link in retaining beginning teachers. *Southeastern Teacher Education Journal*, 2, pp. 115-118
- Darling, H. (2003). Keeping good teachers: why it matters what leaders can do, *Educational Leadership*, 60(5), pp. 7-12

- Dessler, G. (2013). *Human resource management*, 13<sup>th</sup> Edition. Essex: Pearson Education Limited.
- Dishena, R. & Mokoena, S. (2016). Novice teachers' experiences of induction in selected primary schools in Namibia. *Eurasian Journal of Educational Research*, 66, 334-345,
- Foot, M. & Hook, C. (2008). *Introducing Human Resource Management*, 5<sup>th</sup> Edition. Essex: Pearson Education Limited.
- Ganser, T. (2002). The New Teacher Mentors: Four Trends That Are Changing the Look of Mentoring Programs for Teachers. *American School Board Journal*, 189(12), 26-27
- Giroux, H. (2010). *Pedagogy and the politics of hope: Theory, culture, and schooling*. Boulder, CO: Westview Press.
- Gitonga, C. (2015). *Perception Of Teachers On Effectiveness of Induction and Orientation Of Newly Recruited Public Secondary School Teachers in Githunguri Sub-County, Kiambu County, Kenya*. A published Thesis for Master of Education, Kenyatta University
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement*. London, UK: Routledge
- Holt, J. (2011). *The Relationship Between Beginning Teachers' Engagement with Induction Program Components and Student Achievement*. A Doctoral Thesis for Doctor of Education, Western Carolina University
- Horkheimer, M. (1976). *Traditional and Critical Theory, Critical Sociology: Selected Readings*. Cambridge: MIT Press.
- Howe, E. (2006). Exemplary Teacher Induction: *An International Review of Educational Philosophy Theory*, Volume 38, pp. 285-287
- Hunter, W. (2016). *New Teacher Induction: A Program Evaluation*. Dissertations, Thesis and Masters Projects.
- Ingersoll, R. & Kappan, P. (2012). *Beginning Teachers Induction: What did the data tell us*, pp.23-26
- Kamutu S. N. (2015). *Factors Affecting Science Subject Performance in Public Primary Schools in Westlands Sub-County, Nairobi County Kenya*, M. Ed Thesis, Strathmore University: Unpublished

- Kearney, S. (2017). Beginning Teacher Induction in Secondary Schools: A Best Practice Case Study. *Issues in Educational Research*, 27(4), pp.784-789
- Keigher, A. and Cross, F. (2010). Teacher attrition and mobility: Results from the 2008-09 teacher follow-up survey. Jessup, MD: National Center for Education Statistics.
- Kimila, M. (2012). *Challenges facing the induction and orientation of newly employed teachers in public secondary schools in Machakos County, Kenya*. A thesis for Master of Education, Kenyatta University, pp.2-14
- Kincheloe, L. (2004). *Critical Pedagogy*. New York: Peter Lang.
- Koikai, P. (2014). *Motivational factors influencing employee retention in multi purposes training institutions: a survey of selected institutions in Kenya*. Unpublished thesis for project planning and management, University of Nairobi.
- Kothari, C. R. (2009). *Research methodology: Methods and Techniques*. New Age International.
- KPSA, (2018). <https://www.kpsa.co.ke/>
- Kunene, K. (2009). The effectiveness of induction and orientation program in the Nkangala Health District of Mpumalanga Province, 2006 to 2007, Postnet Menlyn
- Kupias, P. & Pelt, R. (2009). *Perehdyttamisen pelikentalla*. Helsinki: Gaudeamus Helsinki University Press/ Palmenia
- MacArthur, J. (2014). The role of mentors in integrating research and practice, *Journal of Integrated Care*, Vol. 22 Issue: 3, pp.117-122
- Malisa, A. (2015). Teachers' retention strategies in secondary schools in Tanzania: a case study of Hanang District Council. A published thesis for Master of Education (Educational Administration), The Open University of Tanzania
- Mazimbuko, Z. (2008). Understanding the experiences of beginning secondary school teachers. Capetown in education research abstract of Eastern and Southern Countries Compiled by National Members Association ERNESA. Bonn and Masero
- Maria, E. (2012). Do beginning teachers receive adequate support from their head teachers? *Educational management administration leadership*, 40(2): 220-224
- Melton, A. (2007). An exploratory study of the dyadic relationship of the beginning teacher and the administrator. Unpublished doctoral dissertation, Michigan State University, Lansing, MI.

- Mertler, C. & Campbell, C. (2005). Measuring teacher's knowledge and application of classroom assessment concepts: development of the assessment literacy inventory. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Mingo, A. (2012). Evaluating the impact of the beginning teacher induction program on the retention rate of beginning teachers. Education Theses, Dissertations and Projects. Paper 67.
- Miriti, E. (2018). *Parental Involvement in the Learning Process in Private Primary Schools in Westlands Subcounty, Nairobi, Kenya*, M. Ed Thesis, Strathmore University: Unpublished
- Mogusu, D. (2016). Factors affecting induction of new employees: a case of tea factories in Nyamira County, Kenya. *Imperial journal of interdisciplinary research (IJIR)*, Volume 2, Issue 11, pp. 1251-1255
- Mugenda, O. and Mugenda, A. (2003). Research methods: *Quantitative and qualitative approaches*. 2<sup>nd</sup> Rev. ed. Nairobi: Act press.
- Nachmias, C. F., & Nachmias, D. (2007). *Research Methods in the Social Sciences*, 7<sup>th</sup> Ed., Oxford University Press, New York
- Noe, A., Hollenback, R., Gerhart, B., and Wright, M. (2008). Human resource Review, 24, pp.68-71
- Odunayo, S., Hezekiah, F., and Akinbode, J. (2014). Induction and staff attitude towards retention. *Journal of Business and Management*, 16(4), 45-50
- Raphael, P. (2015). Why are so many teachers quitting the classroom? Available at: <https://www.independent.co.uk/news/education/schools/why-are-so-many-teachers-quitting-the-classroom-10179513.html>, accessed on: 26/8/2018
- Republic of Kenya (2006). Handbook of civil service induction. Nairobi: Government printers.
- Runola, J. (2013). Employee induction-developing an induction process for a company providing services in sports and leisure time activities. A published thesis for International Business Management at Turku University of Applied Sciences

- Salau, O., Falola, H., and Akinbode, J. (2014). Induction and staff attitude towards retention and organizational effectiveness. *Journal of Business Management*, Volume 16, Issue 4, pp. 47-51
- Sango, M. (2008). The effects of induction/orientation on the performance of new employees: a case study of the small industries development organization (SIDO). Master's thesis, The Open University of Tanzania.
- ShuleZote, (2018). Available at: <https://shulezote.co.ke/place/constituency/nairobi/kiambaa/>
- Simatwa, W. (2010). Induction Needs of Beginning Teachers in Public Primary Schools in Kenya: A Case Study of Bungoma East and North Districts. *Educ. Res.* 1(10), 481 – 491.
- Sweeny, B. (2008). Leading the teacher induction and mentoring program. California: Thousand Oaks Corwin Press.
- Thabo, P. (2005). The management of induction program for newly appointed educators in the Ekurhuleni West District. Masters Dissertation: University of Johannesburg, South Africa
- Thao, L. (2015). Human resources development: induction programs-difficulties, impacts, and solutions. A published thesis for International Business Management at Turku University of Applied Sciences
- Torrington, D., Hall, L., and Atkinson, C. (2011). Human resource management, 8<sup>th</sup> Edition. Essex: Pearson Education Limited.
- Wambugu, L., Kyalo, D., Mbii, M., and Nyonje, R. (2015). Research Methods: Theory and Practice. Aura Publishers, pp. 101-104
- Wang, J., Odell, J., and Schwille, A. (2008). Effects of teacher induction on beginning teachers' teaching: a critical review of the literature. *Journal of Teacher Education*, 59(2), pp.134-140
- Weiner, B. (2002). Integrating social and personal theories of achievement research, 64,558-560
- Wong, K. and Asquith, C. (2002). Supporting new teachers. *American school board journal*, 189(12), 23
- Xinhua, L. (2018). British schools in crisis as rising number of teachers quit. Available at: <https://www.standardmedia.co.ke/article/2001268097/>, accessed on: 26/8/2018

APPENDICES

**Appendix I: Introduction Letter to the Respondents**

Gladys Mbiu,  
P.O Box 1395-00621,  
Nairobi, Kenya  
7<sup>th</sup> March, 2019.

Dear Respondent,

**RE: REQUEST FOR DATA COLLECTION FOR ACADEMIC RESEARCH PROJECT**

I am a student at Strathmore University currently undertaking a research study to fulfil the requirements of the Award of Master of Science in Education Management. This research study is titled: **factors influencing teacher retention in private primary schools in Kiambaa Constituency**. You have been selected to participate in this study and I would highly appreciate if you assisted me by responding to all questions in the attached questionnaire as completely, correctly and honestly as possible. Kindly note that the study will be conducted as academic research and the information you provide will be treated as confidential. Kindly spare a few minutes from your busy schedule to complete the attached questionnaire.

Thank you in advance for your co-operation.

Yours Faithfully,

Gladys Mbiu  
Researcher

## Appendix II: Structured Questionnaire

This questionnaire is designed to collect data on the factors influencing teacher retention in private primary schools in Kiambaa Constituency, Kenya. Kindly complete the following questionnaire using the instructions provided for each set of question. Tick appropriately. Do not write your name on this questionnaire.

Date of interview \_\_\_\_\_ Consent: Yes [  ] No [  ]

### Part A: Respondent's Background Information

1. What is your gender?

Male [  ] Female [  ]

2. In which of the following age brackets does your age fall?

Below 30 years [  ] 31-40 years [  ] 41-50 years [  ] Over 51 years [  ]

3. What is your education level (state the highest level)

[  ] Certificate [  ] Diploma [  ] Undergraduate  
[  ] Post Graduate [  ] PhD [  ] Other \_\_\_\_\_

4. How long have you been a teacher?

[  ] Less than a year [  ] 1-3 years [  ] 3-4 years [  ] Over 5 years

5. How long have you worked in your current the primary school?

[  ] Less than a year [  ] 1-3 years [  ] 3-4 years [  ] Over 5 years

6. What is your specialization?

[  ] Sciences [  ] ECDE [  ] Languages [  ] Accounting  
[  ] Marketing [  ] Other \_\_\_\_\_

**Part B: Retention of Teachers**

7. To what extent do you agree with the following in regard to retention factors of teachers in private primary schools? Indicate your response based on a 5-point scale by using a tick (✓) or X to mark the applicable box.

<b>Retention Factors</b>	<b>Not at all (1)</b>	<b>Little extent (2)</b>	<b>Moderate extent (3)</b>	<b>Great extent (4)</b>	<b>Very great extent (5)</b>
<b>(a) Employee Empowerment</b>					
Well defined job descriptions					
Opportunities for professional growth					
Adequate working facilities/materials					
Guaranteed job security					
Well defined goals and objectives					
<b>(b) Employee training and career development</b>					
I am satisfied with the training and career development offered by the school					
Teacher training and career development programs are linked to our career needs					
Teachers training and career development benefits are in place					
<b>(c) Employee compensation</b>					
I am satisfied with the amount of leave days offered by the school					
The rewards and benefits offered are proportionate with the amount of work I do					
The benefits and rewards offered are comparable with the market offers					
<b>(d) Performance appraisal</b>					
My career goals are established and supported by the performance appraisals					
The school has an effective and transparent performance appraisal process in place					

The schools performance appraisal process encompasses mentoring and coaching					
<b>(e) Employee commitment</b>					
There is job security which encourages teachers to remain in the school					
I am proud to be associated with the school and would tell others about it					
My intention to continue working with the school is influenced by the management's commitment					

### Part C: Teacher Characteristics and Retention of Teachers

8. In your own view, do teacher characteristics influence retention of teachers in private primary schools?

Yes                       No

To what extent

To a very great extent       To a great extent       To a moderate extent

To a low extent                       To a very low extent

9. To what extent do you agree with the following in regard to teacher characteristics and retention of teachers in private primary schools? Indicate your response based on a 5-point scale by using a tick (✓) or X to mark the applicable box.

<b>Teacher Characteristics</b>	<b>Not at all (1)</b>	<b>Little extent (2)</b>	<b>Moderate extent (3)</b>	<b>Great extent (4)</b>	<b>Very great extent (5)</b>
Success of retention strategies depends on traits of teacher					
Attitudes of teachers influences their retention					
Support for new teacher during induction improves their morale					
Highly motivated teachers are more focused in their tasks					

**Part D: Compensation and Retention of Teachers**

10. In your own view, does compensation influence retention of private primary schools teachers?

Yes  No

To what extent

To a very great extent  To a great extent  To a moderate extent  
 To a low extent  To a very low extent

11. To what extent do you agree with the following in regard to compensation and retention of private primary school teachers? Indicate your response based on a 5-point scale by using a tick (✓) or X to mark the applicable box.

<b>Compensation</b>	<b>Not at all (1)</b>	<b>Little extent (2)</b>	<b>Moderate extent (3)</b>	<b>Great extent (4)</b>	<b>Very great extent (5)</b>
In our school, all employees and workers are treated equally and fairly					
The school offers incentives for outstanding performance					
My opinions and views on compensation are highly appreciated					
My input is recognized and valued in my organization					

**Part E: Mentorship and Retention of Teachers**

12. In your own view, does mentorship influence retention of teachers in private primary schools?

Yes  No

To what extent

To a very great extent  To a great extent  To a moderate extent  
 To a low extent  To a very low extent

13. To what extent do you agree with the following in regard to mentorship and retention of teachers in private primary schools? Indicate your response based on a 5-point scale by using a tick (✓) or X to mark the applicable box.

<b>Role of Mentors</b>	<b>Not at all (1)</b>	<b>Little extent (2)</b>	<b>Moderate extent (3)</b>	<b>Great extent (4)</b>	<b>Very great extent (5)</b>
Impart knowledge on professional ethics and offer guidance on professional development					
Advice on use of available school facilities					
Give information on school policies, expectations and norms					
Guidance on handling difficult pupils					

**Part E: Induction Processes and Retention of Teachers**

14. In your own view, do induction processes influence retention of teachers in private primary schools?

Yes                       No

To what extent

To a very great extent       To a great extent       To a moderate extent

To a low extent                       To a very low extent

15. How often are the following activities used in the induction of teachers in private primary schools? Respond whereby 5= Always, 4= Often, 3= Sometimes, 2= Rarely, 1= Never.

<b>Induction Activities</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
How often is classroom observation used to induct teachers					
How often are workshops used to induct new teachers					
How often are lesson demonstrations used to induct new teachers					
How often is attachment to an experienced teacher used to induct new teachers					

16. To what extent do you agree with the following in regard to effectiveness of induction processes and retention of teachers in private primary schools? Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box.

<b>Induction Processes</b>	<b>Not at all (1)</b>	<b>Little extent (2)</b>	<b>Moderate extent (3)</b>	<b>Great extent (4)</b>	<b>Very great extent (5)</b>
On arrival I gained an understanding of the schools goals, values, and culture					
I was informed about the expected outcome of the induction programme					
In the first few weeks I gained understandings of the rules and regulations of my work					
I knew who to see and where to report and felt welcomed on arrival					
My initial work induction was helpful and informative					
My roles and tasks were effectively explained and I was able to start without unnecessary delays					
I was given a work area tour and introduced to my new colleagues					
I knew who to ask if faced by challenges and was assisted when I requested help					
The induction I received helped me get familiar with my new workplace					

17. Please give suggestions/recommendations towards the factors influencing retention private primary schools teachers in Kiambaa Constituency.

---



---



---

**THANK YOU FOR YOUR TIME AND COOPERATION!!**

### Appendix III: Interview Guide for Principals

1. . In your own view, do teacher characteristics (age, gender, marital status etc) influence retention of teachers in private primary schools?

Yes  No

To what extent

To a very great extent  To a great extent  To a moderate extent

To a low extent  To a very low extent

2. In your opinion, what are the challenges faced by school administrators in the induction of new teachers in private primary schools

---

---

---

3. What solutions would you propose to the challenges identified above?

---

---

---

---

4. In your opinion, what are the causes of high staff turnover in private primary schools

---

---

---

---

5. What solutions would you propose to the high staff turnover challenges identified above?

---

---

---

---

**Appendix IV: Consent Form**

**STRATHMORE UNIVERSITY**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**FACTORS INFLUENCING TEACHER RETENTION IN PRIVATE PRIMARY SCHOOLS IN KIAMBAA CONSTITUENCY, KENYA**

**NAME OF RESEARCHER: GLADYS MBIU**

**Please Initial Box**

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study.

Name of Participant

Date

Signature

---

---

---

Name of Researcher

Date

Signature

---

---

---

## Appendix V: Research Authorization – Strathmore University



7<sup>th</sup> March 2019

### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

#### RE: REQUEST TO CONDUCT RESEARCH

This is to certify that Gladys Mbiu is a final term Masters of Science in Educational Management (Msc.EM) student at Strathmore University. To complete her Masters, she is required to write a dissertation applying the knowledge and skills she has acquired.

Gladys has titled her dissertation '*INVESTIGATING FACTORS INFLUENCING TEACHER RETENTION: A CASE OF PRIVATE PRIMARY SCHOOLS IN KIAMBAA CONSTITUENCY*'. We shall be grateful for any assistance you can give her.

She commits to follow all confidentiality regulations and submit the findings to your institution's management before publishing or disseminating them.

We shall appreciate any assistance given to her.

Yours truly,

Dr. Magdalene Dimba Phd.  
RESEARCH DIRECTOR  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

## Appendix VI: Research Authorization – NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/13789/29006**

Date: **29<sup>th</sup> May, 2019.**

Gladys Wambere Mbiu  
Strathmore University  
P.O. Box 59857 00200  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Investigating factors influencing teacher retention: A case of Private Primary Schools in Kiambaa Constituency.”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **27<sup>th</sup> May, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**


Copy to:  
The County Commissioner  
Kiambu County.


The County Director of Education  
Kiambu County.


## Appendix VII: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MS. GLADYS WAMBERE MBIU**  
**of STRATHMORE UNIVERSITY, 0-621**  
**NAIROBI, has been permitted to conduct**  
**research in Kiambu County**  
**on the topic: INVESTIGATING FACTORS**  
**INFLUENCING TEACHER RETENTION: A**  
**CASE OF PRIVATE PRIMARY SCHOOLS IN**  
**KIAMBAA CONSTITUENCY**  
**for the period ending:**  
**27th May, 2020**

**Permit No : NACOSTI/P/19/13789/29006**  
**Date Of Issue : 29th May, 2019**  
**Fee Received :Ksh 1000**



  
**Applicant's Signature**

  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**



## Appendix VIII: Ethics Clearance Certificate

RHInnO Ethics - - 1 of 1

---

### Final Decision Certificate

This document certifies that the study:

#### **" FACTORS THAT INFLUENCE TEACHER RETENTION IN PRIVATE PRIMARY SCHOOLS"**

**Principal Investigator:** Mrs. MBIU, GLADYS WAMBERE  
**Reference number:** SU-IERC0321/19

Was reviewed and received the following status:

**"done"**

**Additional Comments:** Final decision: approved

Comments sent:

-----  
*Reviewer #1:*  
*'none'*

