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**MOTIVATIONAL FACTORS INFLUENCING TEACHER RETENTION IN  
PRIVATE PRIMARY SCHOOLS IN MURANG'A DIOCESE**

**MURIITHI PAUL MURIUKI**

**Submitted in Partial Fulfillment of the Requirements for the Degree of Masters  
of Science in Education Management at Strathmore University**

**School of Humanities and Social Sciences**

**Strathmore University**

**Nairobi, Kenya**

**June, 2020**

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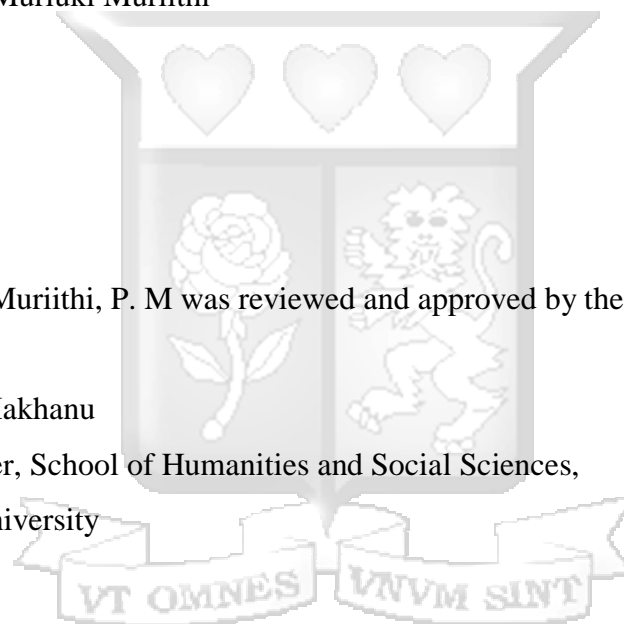
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## **ABSTRACT**

Human resources play a key role for the success of any organization. Within the school context, teachers greatly contribute to achievement of the school's objectives. Schools should therefore strive to recruit and retain good teachers by putting in place mechanisms that ensure such retention especially at an era where staff turnover is posing a challenge to many organizations. The purpose of this study was to examine the motivational factors influencing teacher retention in private primary schools in the Catholic Diocese of Murang'a. Specifically, the study sought to assess the influence of compensation, work environment, recruitment procedures and school leadership characteristics on teacher retention in private schools of Murang'a Diocese. The study was premised on Hierarchy of needs theory advanced by Abraham Maslow and Equity theory advanced by John Stacey Adams. The study used descriptive survey design approach. The target population of the study was 270 teachers from 20 schools from where a sample of 108 was drawn. Specifically, 106 teachers participated in this study. Questionnaires were used to collect quantitative data. Pilot test was conducted on 10% of the respondents to ensure validity and reliability of the instruments. Statistical Programme for Social Sciences (SPSS) version 21 was used to get descriptive and inferential statistics. The study established that compensation, working environment and leadership characteristics have great influence on teacher retention. The study noted that most teachers were not offered salaries that were commensurate with the amount and quality of work, many head teachers are not supportive, and teachers generally feel unsupported and unappreciated by the school management. The study recommends that the private primary schools should strive to improve compensations, provide a more conducive working environment, promote team work among teachers, ensure teachers have a reasonable workload and have job security.

**Key Words:** Teacher retention, Compensation, working environment, recruitment and selection procedures, School leadership, Academic achievement.

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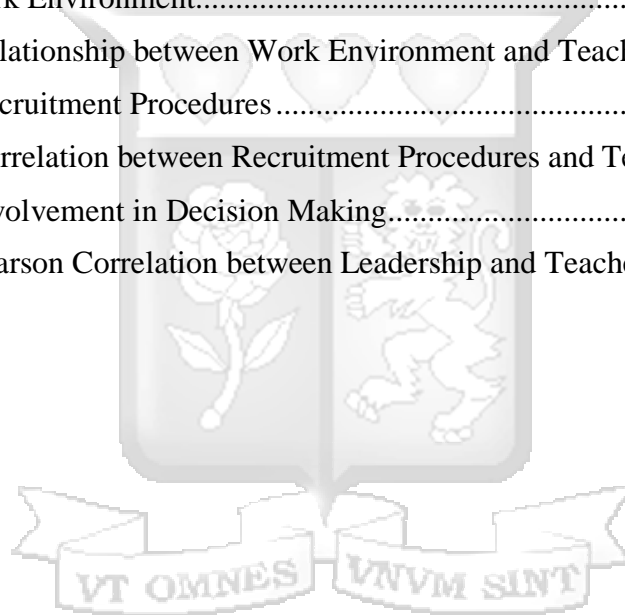
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## **LIST OF ABBREVIATIONS**

**NACOSTI** - National Commission for Science, Technology and Innovation  
**NESP** – National Education Sector Plan  
**NCES** – National for Educational Statistics  
**OECD** – Organization for Economic Cooperation and **Development**  
**PTR** – Pupil to Teacher Ratio  
**TSC** - Teachers’ Service Commission  
**UBEC** – Universal Basic Education Commission  
**UNESCO** – United Nations Educational, Scientific and Cultural Organization  
**UNICEF** – United Nations’ Children’s Fund  
**US** – United States



## DEFINITION OF TERMS

**Academic Achievement:** The extent to which a learner or institution attain their short or long-term educational goals mainly measured by grades or scores.

**Benefits:** Forms of value other than payment that are provided to employee in return to their contribution to the organization.

**Compensation:** Cash and non-cash remuneration provided by an employer for services rendered.

**Competitive Advantage:** An attribute that allows an organization to outperform its competitors.

**Enrollment:** Total number of learners registered in a class or school at any given time.

**Employee Retention:** Refers to the ability of an organization to retain its employees.

**Employee turnover:** The number or percentage of employees who leave an organization within a given time.

**Head teacher:** The lead educator or administrator in a primary school level educational institutions responsible for implementing the educational guidelines and professional practices.

**Private School:** An educational institution maintained and administered by private individuals or groups.

**Pupil – Teacher – Ratio:** The proportion of the number of authorized positions for teachers at a certain level in a given year to the enrolment at the same level in the same year.

**Working Environment:** Surrounding conditions in which an employee operates.

**Recruitment and Selection Procedures:** They are processes concerned in identifying, attracting and securing suitable people to meet the organizational human resource needs.

## **ACKNOWLEDGEMENT**

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## DEDICATION

This dissertation is dedicated to my family for their understanding, financial support and inspiration through this academic course.



## CHAPTER ONE

### INTRODUCTION OF THE STUDY

#### 1.1 Background Information

Human resources play a very important role in the running and growth of any organization. Michael (2008) posits that employee retention is rated as one of the most critical issues that today's managers of organizations deal with as a result of shortage of skilled manpower, rapid economic growth and high turnover of employees. Long-term health and posterity of any organization depends on its ability to retain its key employees. According to Das & Baruah (2013), human resources are the life-blood of any organization and the most vital and dynamic resource of any organization. In the era of globalization, human resources are viewed as a source of competitive advantage (Saha & Gregar, 2012). The ability to secure and retain competent employees is of paramount importance for any organization because employees' knowledge and skills are essential for any company to maintain its economic competitiveness (Das and Baruah, 2013).

Retention strategies seek to address the challenges posed by employee turnover which is global phenomenon with varied impacts on organizations (Ghamrawi & Tammal, 2013). Though turnover affects all organizations, some researchers such as Liu and Meyer (2005) have argued that teacher turnover rate is more than that of other sectors. In the U.S., it is reported that in the past three decades, the turnover of teachers has greatly increased especially in public schools (Ingersoll & Merrill, 2012). Ingersoll and Kappan (2012) noted that the teaching profession has a slightly high turnover in comparison to other professions such as engineers, pharmacists, lawyers and many others. Ingersoll and Kappan (2012) revealed that 15.7% of teachers drop from the education professionals compared to 11.9% in other professions.

In U.K, supply and retention of teachers is an on-going challenge in the government's determination to improve standards and achievement in learning institutions (Rhodes

et al, 2004). Without a devoted and skilled teaching staff, the efforts to improve standards and establish a world-class education service are in danger of faltering (Rhodes et al, 2004). Organization for Economic Cooperation and Development (2003) report, raises concern about supply of teachers in the future and proposes that all Western nations should prioritize ensuring availability of adequate number of trained teachers to cater for all learners. In England, it is reported that private schools are struggling with the increasing challenge of retaining and developing their teaching workforce (Xinhua, 2018). A report by Department for Education (2018) proposes the following as possible contributions for supporting the retention of teachers: improving school support for teachers, greater focus on professional development, reducing workload, improving working conditions and professional recognition.

In the whole world, most of the countries with acute teacher shortage are in Sub-Saharan Africa (UNESCO Institute for Statistics, 2009). In South Africa, more than a quarter of recently qualified teachers are dissatisfied with the teaching profession because of low salaries and poor image associated with teaching profession (Centre for Development and Enterprise, 2015). Shibiti (2020) also notes there is high turnover in of teachers in South Africa and that many teachers are leaving the profession during their early years. In Kenya, many private schools are not able to retain, organize, utilize and develop teachers' capabilities (Schools net Kenya, 2018). A report by the schools net Kenya (2018) cites lack of job security, poor salary and heavy workload as some of the challenges facing private schools in Kenya. This is owing to the fact that these schools want to maximize their profits and maintain their competitive edge (Schools net Kenya, 2018). The Teacher Service Commission (2019) estimated that there was teacher shortage of 38,054 at the primary school level by 30<sup>th</sup> June, 2018. The commission has also listed high teacher turnover in the list of the risks that it endeavors to address in its Strategic Plan 2019 – 2023. The Commission proposes to mitigate the risk of high turnover by putting in place more attractive packages/ benefits, improving terms and conditions of service, and introducing non-monetary benefits.

The reasons for teacher turnover and also retention vary from one region or school to the other. Studies conducted in the U.S. on teachers' turnover focused on the

following as possible causes of turnover: pay, work environments, training, mentoring and support (Darling-Hammond, 2010); teacher personal characteristics, students demographics, school administrators (Simon & Johnson, 2013). A study in the UK focused on pragmatic factors, social factors, children factors and extrinsic factors that influence teacher retention. A study conducted in Zimbabwe concluded that a committed and supportive principal, concern for the family, fear of unknown, job security and colleague support are among the reasons that make teachers to stay in their schools (Gomba, 2015).Kevanuke (2013) concluded that salary is an important factor for teacher retention especially in developing countries.

Teacher turnover is a normal practice where teachers leave their schools each year either voluntarily or by dismissal. Some turnovers can be of benefit to the school especially when departing teachers were ineffective or uncooperative (Simon and Johnson, 2013). A trend of continuous turnover attracts extra expenses in the instructional, financial, and organizational aspects that disrupt school operations and with direct effect on the students' achievement (Ronefeldt et al., 2013; Guin, 2004; Ingersoll, 2001). Considering the value of the human capital and great impact that staff turnover have on organizations, it is imperative for organizations to come-up with a concrete retention plan. According to Armstrong (2010), retention planning starts getting a clear picture of the intensity of the problem which can be realized through an analysis of employee's turnover.

The Catholic Church considers the school as an important center of evangelization and character formation, thus the emphasis on holistic education (Kenya Conference of Catholic Bishops, 2013). The school is a place of holistic formation by means of an organized and critical assimilation of culture (The Sacred Congregation For Catholic Education, 1977). The Catholic school chiefly depends on teachers to achieve its purpose. Teachers take a central role in provision of education to the learners and only highly qualified and dedicated teachers can produce effective results by producing good quality of students (Tehseen and Hadi, 2015). Schools should thus strive to retain good teachers if they are to achieve the objectives of their existence. Successful retention of teachers can only be achieved by making them satisfied with their jobs. Job satisfaction will eventually lead to their better performance and retention (Tehseen and Hadi, 2015).

In Kenya the Catholic private schools have cited high turnover of teachers as one of the major challenges facing the schools. Some of the reasons cited for the high turnover include search for greener pastures and job insecurity. The umbrella body of all the Church run schools has been brainstorming and putting in place strategies to improve retention of teachers. Improving remuneration and the working environment are some of the areas of focus (Kenya Conference of Catholic Bishops, 2019).

### **1.1.1 Teacher retention**

The concept of employee retention emerged with constancy in 1970's and early 1980's since before this, people got into organizations and stayed for a very long time, sometimes for their entire working life (McKeown, 2002). According to Michael (2008) retention is a deliberate action by an organization to create a conducive environment which can engage employees for a longer period. The key objective of retention is to ensure that proficient and productive employees do not leave the organization as this could have negative effects on productivity and service delivery (Chiboiwa et al., 2010). Organizations should thus come –up with retention policies and strategies to cushion themselves against the challenges posed by employee turnover. Retention policies must be aimed at identifying and retaining committed employees for as long as is mutually profitable to the organization (Sutherland, 2000).

Good teachers who can effectively teach and handle the learners are an important resource for the school that school leaders should focus to have if they care about improving their schools. According to Darling-Hammond (2010), of all resources in the school, well trained, proficient and experienced teachers were among the key determinants of students' achievement and accomplishment of the school's objectives. The best thing that can be done by the school administration to improve students' achievement is to attract, retain and support the continued learning of well prepared and committed teachers (Darling-Hammond, 2010). In the U.S., it is reported that in the past thirty years, there has been a substantial increase in the teachers' turnover has especially in public schools (Ingersoll & Merrill, 2012). Around 60% of this turnover involves teachers moving from one school to another,

while about 40% involves teachers exiting the career (Alliance for Excellent Education, 2008). A recent study in the U.S. shows that schools are having a hard time filling the vacancies that turnover and attrition create (Garcia & Weiss, 2019). The study proposes that working conditions, low pay, challenging school environment, and weak professional development support and recognition should be addressed. In the U.K, the supply and retention of teachers continue to pose challenges for the government in its drive to raise standards and attainment in schools (Rhodes et al, 2004). Absence of dedicated and skilled teacher will jeopardize the determination to improve education standards and establish a world-class education service (Rhodes et al, 2004). Organization for Economic Cooperation and Development (2003) report, highlights concern about future teacher supply and proposes that as a matter of priority, ever Western nation should be focused to ensure there are be enough competent teachers to educate all children.

Studies conducted in the U.S. on teachers' turnover focused on the following as possible causes of turnover: salaries, working conditions, preparation, mentoring and support (Darling-Hammond, 2010); teacher personal characteristics, students demographics, school administrators (Simon & Johnson, 2013). A study in the UK focused on pragmatic factors, social factors, children factors and extrinsic factors that influence teacher retention. In Kenya, recent studies on the subject focused on teacher characteristics, administration, mentorship and induction (Mbiu, 2019). Otieno (2010) on the other hand focused on job satisfaction, job commitment and individual characteristics.

To address teacher retention as a way of school improvement there is need to understand the challenge posed by high turnover of teachers. Teacher turn-over is a world-wide problem that has negative effects on student achievement and that attracts high costs (NCES, 2008). Though the degree and reasons for turnover differ from one place to the other, the effects are felt mainly by the students and the organizations and it is thus worth giving attention to this increasing reality.

### **1.1.2 Motivational Factors Affecting Retention**

There are varied factors with effect on teacher retention but this study mainly focused on motivational factors. This study examined how compensation and benefits, working environment, recruitment and selection procedures and finally school leadership characteristics influence teachers' decision to leave or remain in the school. According to a study done in the US by Darling-Hammond (2010) teachers' salaries are comparatively low and have been diminishing in relation to other professional salaries. This study estimated that teachers earn 15-30% below individuals with college degrees working in other fields. One of the major reasons as to why people work is to earn a living. The higher the salary earned, the higher the possibility of somebody staying in a certain employment. Under compensation, the study focused on salaries, incentives, allowances and benefits and how they affect teacher retention.

Working environment also plays a vital role in determining whether a person will stay or leave a particular employment. Teacher's plans to remain in teaching and their reasons for leaving are strongly linked with their perception about administrative support, teaching resources and their involvement in decision-making (Darling-Hammond, 1997; Ingersoll, 2001). Poor working conditions including poorer facilities, shortage of textbooks and supplies, little administrative support and larger class sizes leads to higher turnover (Loeb, Darling-Hammond & Luczak, 2005). On the working environment, this study focused on the instructional materials, workload, collegial support and school infrastructure and their effect on teacher retention.

The manner in which employees are recruited and inducted into an organization is also believed to affect their decisions to stay or leave the organization. The study sought to examine how interviews, engagement contract, induction and the job description affect teacher retention. Leadership is a major determinant of growth and performance of any organization. The performance of a school to a large extent depends on the performance of the head teacher (NESP, 2013). This study examined how school leadership characteristics affect teacher retention. In particular, the study paid attention to head teacher's leadership characteristics, teachers' participation in

decision making, the school's administrative structure and the social support offered to the teachers. The recruitment process should ultimately aim at obtaining at the most reasonable cost the number and quality of employees needed to meet the human resource requirements of the organization (Armstrong, 2006). The main steps in the recruitment and selection process are: attracting candidates, sourcing for applicants, sorting out applications interviewing applicants, making the decision, confirmation of employments, induction and following.

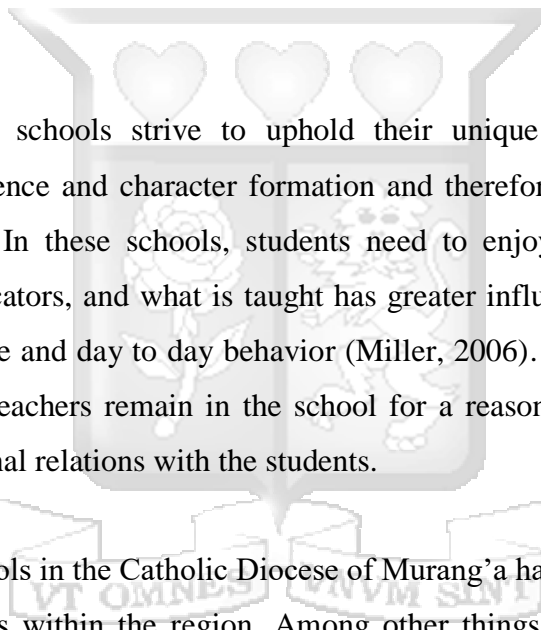
### **1.1.3 Overview of Private schools in Murang'a Diocese**

The Catholic diocese of Murang'a is located in central Kenya and occupies an area of 4,016KM<sup>2</sup>. It covers Murang'a and Kirinyaga counties. The diocese considers education as an integral part of its mission and it is therefore involved as a sponsor of many public schools and as an education provider through its own private schools. The diocese runs 20 private primary schools which are managed either directly by the diocese or by different religious congregations within the diocese. As pointed out earlier, the diocese strives to offer holistic education based on Christian values. All the diocesan private schools offer 8-4-4 system of education (Catholic Diocese of Murang'a Education Policy, 2011).

### **1.4 Statement of the Problem**

In the past few years, private primary schools in the Catholic diocese of Murang'a have witnessed a high rate of teachers' turnover (Catholic Diocese of Murang'a Education Department Report, 2019). This has been a point of concern for the management of these schools. Teacher turnover impacted negatively on students' achievement and worked against attainment of the school's objectives. Catholic diocese of Murang'a Strategic Plan 2019- 2023, lists teacher turnover as one of the main challenges affecting the private schools with most of the schools losing 35-40% of the teachers annually (Catholic Diocese of Murang'a Education Department Report, 2019). The diocese proposes to address the challenge of teacher turnover by increasing the salaries, offering better terms and conditions of service and where possible provision of staff houses. According to this report, most of the teachers who

leave these schools go to search for greener pastures mainly in the Teachers' Service Commission or in better paying schools in the urban areas. The schools spend time and resources to recruit and induct new teachers. The parents also lose confidence in the school when they witness this high turnover of teachers since they believe it will affect the learning and formation of their children. This in turn affects the school's enrolment and overall performance (Catholic Diocese of Murang'a Education Department Report, 2019). The KCPE analyzed results for the years 2017, 2018 and 2019 show that most of these schools recorded a drop in academic scores (Appendix III). The high turnover rate entails low retention of teachers and thus the need to focus on how to improve retention.



Catholic private schools strive to uphold their unique character as centers of academic excellence and character formation and therefore the role of a teacher is very important. In these schools, students need to enjoy personal relations with outstanding educators, and what is taught has greater influence on the coherence of attitudes, lifestyle and day to day behavior (Miller, 2006). There is therefore a great need to ensure teachers remain in the school for a reasonably long time to ensure they build personal relations with the students.

The private schools in the Catholic Diocese of Murang'a have been schools of choice for many parents within the region. Among other things, parents are attracted by good academic achievement, discipline and character formation of the learners. The privileged position of the Catholic diocese of Murang'a private primary schools is however under threat as a result of other competing schools that seem to be doing better (Catholic Diocese of Murang'a Education Department Report, 2019).

Considering the central role of teachers in ensuring that Catholic private schools attain their objectives, there is need to establish what can make these teachers stay longer in the schools. Recent related studies such as Otieno (2010), Muiruri, (2012) and Obiri (2015) have focused more on teacher turnover than on teacher retention. Several studies on teacher retention have paid more attention on why teachers leave

while lesser focus is given to those who remain especially the best (Perrachione, et al.2008; Waddell, 2010). This study is intended to fill this knowledge gap.

## **1.5 Objective of the Study**

The main objective of the study was to determine factors that influence teacher retention in the private primary schools in Murang'a diocese.

### **1.5.1 Specific Objectives**

- i To assess the influence of compensation on teacher retention in private schools of Murang'a Diocese.
- ii To examine the influence of working environment on teacher retention in private schools of Murang'a Diocese.
- iii To examine the influence of recruitment procedures on teacher retention in private schools of Murang'a Diocese.
- iv To establish the influence of school leadership characteristics on teacher retention in private schools of Murang'a Diocese.

## **1.6 Research Questions**

The research seeks to answer the following questions:

- i. To what extent does compensation influence teacher retention in private schools in Murang'a diocese?
- ii. To what extent does working environment influence teacher retention in private schools in Murang'a Diocese?
- iii. To what extent does recruitment procedure influence teacher retention in private schools in Murang'a diocese?
- iv. To what extent does a school leadership characteristic influence teacher retention in private schools in Murang'a diocese?

## **1.7 Significance of the Study**

This study is of importance to the proprietors and management of private schools for it will enable them to understand some key factors that influence teacher retention. The study has highlighted compensation, working environment and school leadership as key aspects that need to be addressed to improve teacher retention. With this knowledge they will be able to address the challenge of teacher turnover. With the assistance of the insights generated from the study, they can fashion a motivation package that can help to retain the staff. The study will give insight to the managers to develop solid strategies of improving teacher retention for the good of the school.

The study will inform the government and policy makers on what ought to be done to improve retention of teachers in private schools. The ministry of education quality assurance department will also get insights on how to address matters of academic standards and quality in private schools. They will relate how teacher turnover affects education quality in private schools.

The study will also increase the available literature on teacher retention. It will also stimulate further research on this subject area. Scholars can use the gaps revealed by literature review to conduct further research.

## **1.8 Limitation of the Study**

The researcher anticipated to face these challenges while conducting the study: inadequate literature on the area of study especially in the Kenyan context; suspicion from school managers, fear and poor cooperation by the respondents, difficulties in securing appointment with the respondents. The researcher overcame the challenge of limited literature by conducting extensive research, using all the available sources such as journals, and published thesis. On the school managers who were suspicious that the study would expose the challenges in their schools or even their own inadequacies, the researcher overcame this by assuring them that the study was meant for improvement of the school. For the teachers who feared to participate in the exercise wondering how their head teachers and managers would take their responses, the researcher assured them that their names would not feature in the

study and the information they provided would be held confidentially. The researcher also faced a challenge of getting appointments with some respondents. The researcher adjusted to their work schedules and at times left questionnaires and allowed them to fill them at their appropriate time. The researcher later collected the questionnaires.

### **1.9 Scope of the Study**

The study focused on the teachers of 20 private primary schools in the Catholic diocese of Murang'a. The study was quantitative in nature and collected data mainly through structured questionnaires. From the results obtained, conclusions were made on the factors influencing teacher retention in the Catholic diocese of Murang'a private primary schools.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter has presented a critical review of relevant literature in regard to retention of teachers as presented by other scholars and researchers. The chapter specifically contains the various theories underpinning the study. The chapter further presents the empirical review of related studies, research gaps and the conceptual framework of the study. In discussing the empirical literature, the chapter helped in identifying the research gaps.

#### **2.2 Theoretical Review**

This section of the study presents the theories underpinning the current study. The section focuses on Maslow's hierarchy of needs theory (1943) and Adam's Equity theory (1963). The two theories complement each other in addressing the research objectives. Maslow's theory addresses different levels of needs that human beings strive to fulfill before they attain self-actualization. Teachers like any other employee to meet their needs through their work. Equity theory on the other hand brings out the relationship between inputs and outcomes and how they relate to those of others working in similar conditions. The two theories therefore adequately address the research questions.

##### **2.2.1 Maslow's Hierarchy of Needs Theory (1943)**

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow an American Psychologist in his 1943 paper, "A Theory of Human Motivation". As a humanist psychologist, Maslow believed that people have an inborn yearning to be self-actualized, that is, the desire to become all they can fully be. For Maslow, these ultimate goals can only be achieved after people have met some more basic needs like food, safety, love and self-esteem among others (Mawere et al.2016).

According to this theory, people have a pyramid order of needs that they endeavor to fulfill from bottom to top (Ball, 2012). The theory states that, upon meeting the needs of each level a person will be encouraged to work towards satisfying the next

higher level of needs. The five level of needs in Maslow’s hierarchy are: physiological needs which food, water, air, sex, and other subsistence related needs; Safety needs – including shelter, family, employment, a healthy and safe work environment, access to health care, money and other basic necessities; Belonging needs- including the desire for social contact and interaction, friendship, affection and various types of support; Esteem needs –including Status, recognition and positive regard; and self-actualization needs –including the desire for achievement, personal growth and development and autonomy (Ball, 2012).



**Figure 2.1: Maslow’s hierarchy of needs and working conditions**

*(Source: Evans and Yuan, 2018)*

When the concept of hierarchy of needs is applied to the school context, the school managers will be expected to create a conducive atmosphere where teachers can actualize their highest potentials. Failure to assure such a climate will most likely increase teacher frustration and may easily lead to poorer performance and higher rate of withdrawal from the organization. Ball (2012) suggests practical ways of satisfying employees’ needs and thus retaining them longer. In regards to safety

needs, he highlights the following areas: Economic including: fringe benefits, retirement benefits wages and salaries and medical benefits; psychological include: provision job descriptions, avoiding unexpected changes, solving employee's problems; physical: working conditions, heating and ventilation, rest periods.

According to Lahida,et.al (2017) working in a friendly and conducive environment will increase the enthusiasm and accomplishments of the employees. The implementation of Maslow's hierarchy of needs theory as well as improving compensation and work environment in a company can stimulate employee's retention and performance because their needs are already fulfilled (Lahida,et.al ,2017).

Like any other employee, teachers need income from their job to satisfy their most essential needs like food, clothing, housing, health care and support for their families. Within the school context, teachers should be give the minimum requirements to enable them cope with challenges of teaching. Safety needs in the career world can be compared with job security and other benefits (Evans and Yuan, 2018). Teachers in private schools often leave the schools in search of more stable employment mostly in the government where their job will be more assured. Recruitment procedures for teachers in the private schools should ensure that people are employed on merit and assure that their jobs are secure in as long as they perform their jobs well (Obiri, 2015).

On the belonging needs, a friendly and engaging environment boosts the teachers' sense of ownership and feeling as part of the institution thus improving retention. School leadership plays an important part in helping to create such an environment. Teachers also require recognition and appreciation from the administration, other teachers, students, parents and other stakeholders. This helps to meet their esteem needs and thus improving retention. Teachers also require opportunities and support to reach the full professional potential. This is achieved through training and professional development courses. This will also increase the chances of remaining in the institution longer (Evans and Yuan, 2018).

### 2.2.2 Equity Theory

Adam's Theory which is also known as the Equity Theory of motivation was advanced in 1963 by John Stacey Adams who was a workplace behavioral psychologist. The key components of exchange relationships in Adam's theory are inputs and outcomes. Inputs or investments refer to what an individual brings into the exchange. They are the contributions or efforts put into the work. Where a person exchanges his or her services for pay, inputs comprise past job experience, training, efforts to achieve and education. Outcomes are the rewards that come from the exchange in the employment situations. Ordinarily, the highly expected outcome is the pay. Additionally, other rewards such as supervisory treatments, job assignments, fringe benefits and status symbols may also count in evaluating the exchange (Modway, 1967). Adam proposed that people weigh their inputs and outcomes by how they are important to the individual.

Equity theory appreciates that people take concern not just with the total amount of rewards they receive for their efforts, but also with how this amount relates to what others receive (Ramlall, 2004). An imbalance in input-outcome ratio creates tension. According to Carrell and Dittrich (1978), Equity theory is based on three assumptions: first, individuals build their convictions on what comprises a fair and equitable return for the efforts they make in their work; secondly, the theory takes an assumption that individuals are inclined to compare what they take to be the exchange they have with their employers; thirdly, when people are convinced that the way they are treated is not fair, compared to the exchange they believe others are making, they will be encouraged to take actions they consider suitable (Ramalall,2014).

Adams (1965) submitted that one's expectations concerning equity or fair correlations between inputs and outcomes are learned in the course of socialization and by comparison with inputs and outcomes of others. Organizations must therefore come up with reward systems that are considered to be fair and equitable. Employees who perceive that they are not treated fairly may result to reducing their input, seeking salary increment, quit the job and look for another job. (Ramlall, 2004). Equity of referent others (people considered to be in the same or closely related

situation) also plays an important role in this theory. Therefore Equity is not only determined by one's input –output ratio alone but also by people's comparison between their own input – output ratio and the ratio of others (Ball, 2012).

It is believed that teachers in private schools mainly leave the schools in search of greener pastures. They compare the work they do and the salaries they earn with what teachers in the public schools do and get and they are attracted to join the government service. The constant hopping of the teachers in private schools is mainly because of comparison with what others in other institutions are getting (Obiri, 2015; Muiruri, 2012). When teachers feel that they are not fairly treated they get demotivated and lower their input thus negatively affecting their contributions towards attainment of the school's objectives.

According to Ball (2012), Equity theory can have several implications in the work place. Individuals compute the sum of their efforts and rewards. This entails that different people can interpret efforts and rewards differently. An employed mother may for example, be contented with lesser salary in exchange for a more relaxed work program. The employer should have a picture of his workforce and see what has value to each of them.

Different employees ascribe personal values to inputs and outcomes. This entails that two workers who are equally experienced and qualified undertaking the same duties with equal salary, can still hold very different views on how fair the arrangement is. This invites the leaders to understand the tastes and needs of their employees and adjust accordingly. (Ball, 2012).

Employees can adjust depending with the purchasing power and local market conditions. Teachers from the rural areas will possibly take a lower compensation than those in the urban area because of the difference in the cost of living. While it may be understandable for the high-ranking staff to be highly compensated, there has to be boundaries to the balance of the scales of equity since other staff can find excessive executive pay demotivating. Staff perceptions of their own inputs and outcomes and those of others may not be right, and such perceptions need to be managed effectively. An employee who believes he is over-paid may for instance

deepen his commitment. The reverse is also possible that he may change the values that he attaches to his efforts. The employee can also develop superiority complex and consequently lower his inputs (Ball, 2012).

The employer has an obligation to see to it that the staff is motivated so as to be productive. Since Equity theory evaluates the motivation of employees based on the person's perceptions, it is important for the employer to remain vigilant and take measures to reduce feelings of unfairness in the workplace. For the distribution of rewards, employers can adopt the concepts of distributive and procedural justice as proposed by Redmond (2009). According to Redmond (2009), distributive justice entails seeing to it that rewards are distributed in a fair manner in the organization while procedural justice focuses on whether the manner of apportioning the rewards has fairness (Redmond, 2009). Increased levels of distributive or procedural justice can help to curb perceptions of unfairness and any counter-productive work behaviors. Kimuyu (2014) opines that involving employees in the decision-making process, making impartial decisions, and consistency in the application of rules leads to a procedurally just process.

### **2.3 Empirical Review**

This section provides empirical literature of the study as provided by other authors and researchers. The section covers compensation and benefits; working environment; recruitment and selection procedures; school leadership characteristics and teacher retention factors.

#### **2.3.1 Compensation and teacher retention**

Compensation is the human resource management role that focuses on all types of reward received by individuals in exchange of performing organizational tasks with a projected outcome of an employee who is attracted to work, satisfied and motivated to do a good job for the employer (Ivancevich, 2004). Compensation refers to the total financial and non-financial rewards payable to employees in exchange for their contribution to the organization (Mondy and Noe, 2005).

The American Compensation Association (1995) defines compensation as the cash and noncash remuneration provided by an employer for services rendered. Compensation can be categorized into direct compensation and indirect compensation. Direct compensation includes salaries, wages, bonuses or commissions. Indirect compensation refers to incentives, medical claims, housing allowance, annual leave allowance and training opportunities (Osibanjo et al., 2014). According to Armstrong (2008), the base of a person's reward package is the basic rate. This is the amount of pay (the fixed salary or wage) constituting the rate for the job. It may vary depending with the job grade, or for manual and some service workers, the level of the skill required.

Benefits refer to indirect rewards in non-monetary form given to an employees as organizational members of the organizations where it plays a role in motivation and retention of employees. Benefits can take different forms such as word of praise, work recognition; chances to advance one's career and being awarded as best employee (Hee & Ann, 2019). According to Beard Well (1997) employee benefits include being entitlement to holidays, health care, office space, housing, opportunities for studies and discount on company products, subsidized meals and pension schemes as employee benefits. Incentives are awards given for accomplishing predetermined targets that are directly related to performance and have a positive influence on the employee's objectives and organizational success (Osibanjo, et al., 2014).

Compensation package should be properly designed to attract and retain good employees. According to Bergmann and Scarpello (2001), the compensation systems have traditionally been designed for the purpose of retaining employees and motivating them to elevate their efforts putting in job, hence creating output in achieving organizational goals. A study conducted in Nigeria on Compensation packages as a strategic tool for staff performance and retention by Osibanjo et al. (2014) concluded that employee retention is positively and significantly related to compensation. A similar study in Columbia conducted by Liu and Meyer (2005) also found that teacher compensation was the major factor for teachers dissatisfaction with their job. Carolyn (1997) as quoted by John and Teru (2015) conducted a study on motivational strategies concluded that money is ranked first among other

motivators. Good teachers' compensation or its increase can reduce teachers' intentions to leave as many studies have concluded that low salaries were the main determinant of teacher turnover behaviors (Liu, 2007; Loeb et al; 2005). Good compensation strategies should therefore lead to more satisfied employees, low employee turnover and better organizational performance (Osibanjo et al; 2014).

According to the World Bank (2018), in several nations, average teacher pay has fallen compared to that of other professions. At the same time, the wage distribution in teaching has narrowed. This has contributed to the negative prestige of teaching which in turn affects both recruitment and retention in the profession. The World Bank recommends the need to restructure teacher pay both to remunerate competitively and to provide returns to good performance- whether directly through pay or indirectly through promotion or retention. They posit that this may improve the quality of candidates joining the teaching profession (World Bank, 2018). The Ministry of Education also calls for urgent review of teachers' salaries and allowances. They propose that teachers' remuneration should be linked to performance. As part of the strategy to raise the standards of education, the ministry focuses on improving the mechanisms for attracting and retaining teachers in the teaching service such as harmonized allowances (NESP, 2015).

### **2.3.2 Working environment and teacher retention**

As noted earlier, working conditions are a key determinant of whether a person will stay or a leave a particular employment. A study done in USA among public school teachers who transferred from one school to another found the following as the major reasons for transfer: getting better teaching assignment (38.1%) dissatisfaction with workplace conditions (32.7%), dissatisfaction with the support received from administrators at the previous school (37.2%) (NCES, 2007).

In analyzing data from North Carolina's Teachers Working Conditions Survey, Ladd (2011) found that reports from teachers concerning their working conditions had significant relationship with their intents to leave their schools (Simon & Johnson, 2013). Ladd's study relied on a definition of working conditions that included the

organizational structure, the physical features of the workplace, and the sociological, political and psychological and educational features of the work environment. She concluded that working conditions are the greatest contributor to staff turnover in comparison with other factors.

A study conducted in the U.S by Boyd et al. (2011) on the Influence of School Administrators on Teacher Retention Decisions comprised six key factors to assess school-working environment: teacher influence, school administration, staff relations, student composition, quality of infrastructure and school safety. From their study Ingersoll and Smith (2003) concluded that a bigger number of teachers leave their jobs due to poor working conditions than that of other reasons such as salaries. Another study done in the U.S by Geiger and Pivovarova (2018) also found that working conditions such as support and effectiveness of the management, chances for developing professionally, quality on job training, and quality mentorship might lessen the negative effects of teacher turnover, and as result better student academic achievement, reduce financial costs, and improve the overall school climate and atmosphere.

Teachers need to be respected and appreciated. Good teachers tend to move to places they are sure they will be treated with respect and honor. They are encouraged and supported by the other good teachers they find there who become their coworkers, and together they become a magnet for more teachers who are attracted to an atmosphere where they can learn from their colleagues and create success for their students (Darling- Hammond, 2010). According to Evans and Yuan (2018), teachers in developing countries are hampered to deliver effective classroom by limited and inadequate learning and teaching materials and facilities. The Universal Basic Education Commission (UBEC) 2013 Survey found that about 28% of teachers are uncomfortable for lack of the necessary textbooks or other scholastic materials (World Bank, 2015). The Ministry of Education Statistical Booklet (2014) shows that the private schools within Kirinyaga and Murang'a counties which is the area of this study do not have adequate textbooks.

Evans and Yuan (2018) further note that the increased access to education in the recent past has drawn very many children in low and middle-income countries to schools resulting to increased Pupil to Teacher Ratio (PTR). This is confirmed by Teachers' Service Commission (2015). With the increased number of pupils, teachers had to deal with congested classrooms, more teaching periods, and more non-teaching activities among other emerging requirements associated with the expansion (Evans and Yuan, 2018). The increased workload and challenging environment affects teachers' decisions to stay or leave the institution.

### **2.3.3 Recruitment procedures and teacher retention**

Recruitment and retention of good teachers should be one of the most important agenda for any school. Studies in the US have revealed that teachers' effectiveness is influenced by teachers' experience, their academic background, level of preparation for teaching and certification status (Darling-Hammond, Wei & Johnson, 2009; Darling-Hammond, 2010; Floden & Ferrini-Mundy, 2001).

Ramlall (2004) notes that recruitment and selection process may affect employee turnover. Although candidates may possess the skills that are necessary for effective performance, they may still lack the disposition, character and demeanor that ensure organizational "fit" and enhance commitment. When the interview questions are not properly designed, organizations may not get to know about the candidates work history and how they performed in previous job situations. When advertisement is confined to traditional sources such as newspapers and not utilizing technology, it may leave out potential good employees (Ramlall, 2004). The proposition here is that when employees are properly recruited and well inducted, they have a higher possibility of staying in the organization. Better selection and retention policies will result in better teachers. Injecting professionalism in the recruitment process by for example having tests instead of patronage can improve retention and student learning (World Bank, 2018)

Henderson (2008) opined that before managing the talent of your employees you have first to get hold of it; this entails employing individuals with reasonably valuable knowledge, skills and attitudes. This calls organizations to give more

attention to the recruitment and selection practices. According to Porter (2008), a business environment characterized by increasing competitiveness and globalization, together with the demand for quality and good customer service calls on organizations to recruit and select the right people. To him, recruitment and selection is an organized process comprised of the following steps: human resource planning, job analysis, job description, application form, advertisement, shortlisting, selection ending with decision making and offers.

A study done in Kenya by Samwel (2015) on the performance of manufacturing industries revealed that there is a positive significant relationship between employee recruitment, selection, retention, motivation and effective performance. This is in line with the observation of Singh and Finn (2003) that the ability of an organization to attract and retain competent personnel can be the main determining factor of organizational effectiveness because recruitment plays a significant role in enhancing organizational survival and success in competitive and turbulent business.

A study conducted in Nairobi by Shuku (2015) on the effect of recruitment and selection practices on retention of teachers concluded that the manner of recruitment significantly influence retention in international primary schools. He further inferred that selection practices meaningfully influence retention of teachers. The study proposed interviews, work sample tests, personality tests, IQ tests, and job knowledge tests as important components of good selection practices. According to Silver and Dowell (2010), the recruitment process does not end with an application of candidature and selection of the appropriate candidates, but should involve sustaining and retaining the selected employees. In Nairobi, Mbugua et al (2015) in their study on the relationship between strategic recruitment and employee retention concluded that the strategic employee recruitment influenced the employee retention.

#### **2.3.4 School leadership characteristics and teacher retention**

There exist rich literature on how school leaders contribute to the students' achievements and the teachers' career decisions. As leaders, principals can put in place a clear vision for their learning community and initiate strategies for actualization of that vision (Simon & Johnson, 2013). They hire skilled teachers and

support staff capable of actualizing the school's mission. According to Simon & Johnson (2013), principals can be viewed as general managers, instructional leaders and inclusive decision makers. Depending on how they perform these roles, they affect teachers' decision to leave or stay. A study by Boyd, et. al. (2011) concluded that school administration is an important factor in teacher retention decisions although it did not give enough details on how or why administrative support affect teachers.

A study by Ghamrawi and Jammal (2012) concluded that school principals have a high responsibility for ensuring teachers are retained in the school. Leadership styles can have a deep effect on an organization and its staff members and can determine the effectiveness of an organization. It is recommended that school principals should demonstrate transformational leadership with teachers. The principals should make teachers feel appreciated and assured that their views are sought and considered when decisions or policies are being made. Principals are therefore called to promote collaboration and to strengthen the capacity of teachers.

Effective leadership is the core of every school and drives high quality support for new teachers and improved teaching condition. (Carver- Thomas, 2017). People do not just work for money or other tangible benefits. The social interactions in the workplace and the support of colleagues also increase job satisfaction. The support of one's supervisor also contributes to satisfaction (Kimuyu, 2014). According to different studies, an understanding and friendly immediate supervisor who offers praise for good performance, listens to employees' opinions, and shows personal interest in them contribute to increased employee satisfaction (Robbins, 2007).The Ministry of Education has identified Educational Leadership and Governance as one of the key priority areas to be addressed in its effort to improve educational outcomes (NESP, 2015). Administrative support refers to the extent to which head teachers and the school management help the teachers to make their work more comfortable and to sharpen their teaching skills

## **2.4 Research Gaps**

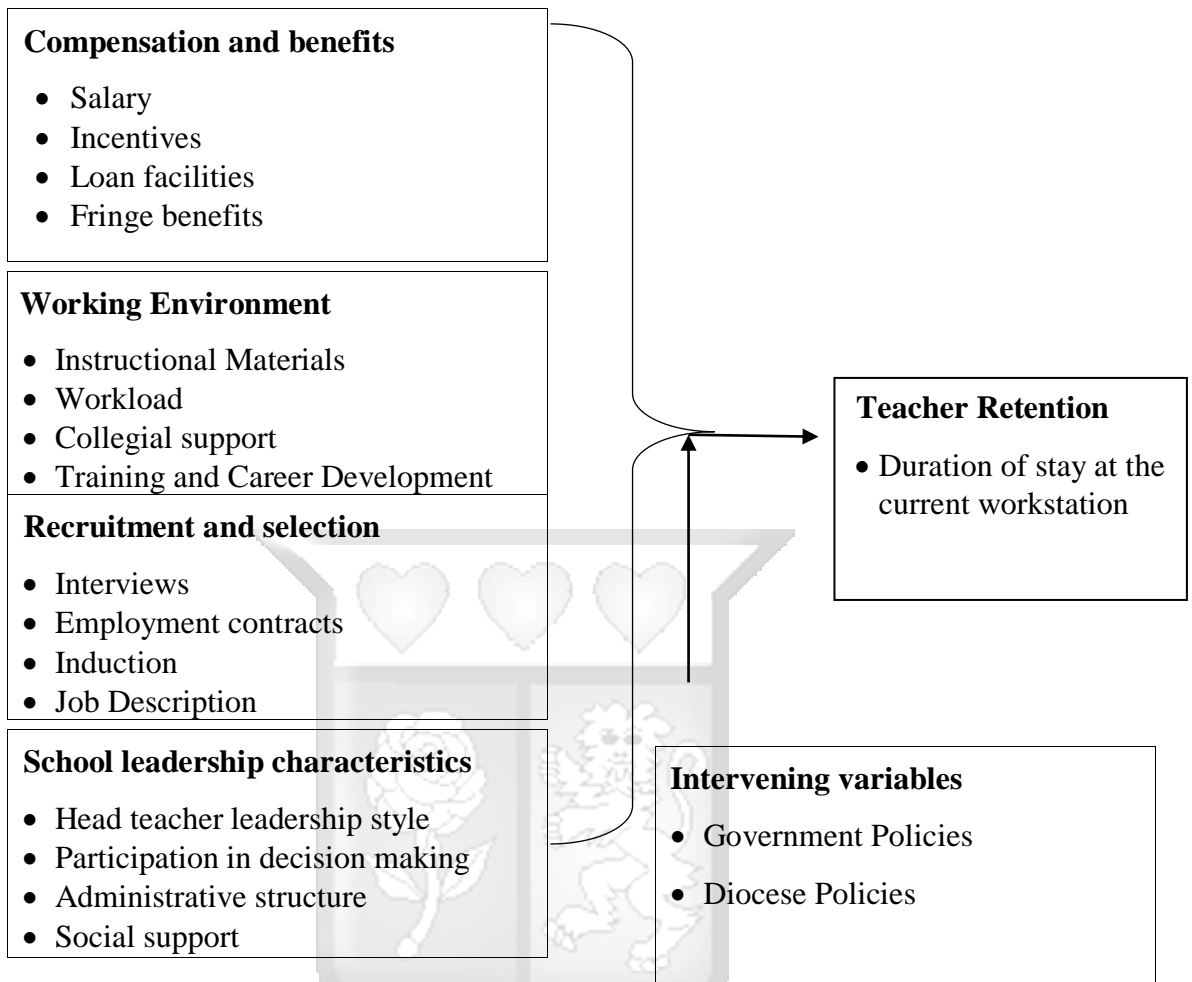
Several studies carried out globally, regionally and locally on employee retention factors such as Ronfeidt, Loeb & Wyckoff (2012); Otieno (2010) ; Kimuyu (2014); Nyanjom (2013); Hee & Ann (2019) were general and did not give detailed insights on factors influencing retention of private primary schools. Although a recent study by Mbiu (2019) investigated factors influencing teacher retention in private schools, it did not focus on the motivational factors influencing teacher retention. 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 objectives of the study. The study intends to bridge the knowledge gap that exists. In relation to these gaps, the following section presents the related conceptual framework.

## **2.4 Conceptual Framework**

A conceptual framework is a hypothesized model identifying the module under study and the relationship between the dependent, intervening and the independent variables (Mugenda & Mugenda, 2003). This study seeks to investigate factors that influence teacher retention in private primary schools of Murang'a diocese. Though retention factors are many, the study will focus on compensation and benefits; working environment; recruitment and selection procedures, and school leadership characteristics. These are the independent variables while teacher retention is the dependent variable.

**Independent Variables**

**Dependent Variable**



**Figure 2.1: Conceptual Framework**

*(Researcher, 2020)*

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methods used to collect and analyse data for the study. It specifically covers the research design, the population of the study, the sampling design and sample size, the data collection methods that was adopted, the validity and reliability of the data collection instruments as well as the data analysis and ethical considerations.

#### **3.2 Research Design**

According to Sahaya (2017) research design refers to the overall framework that forms the scope of the study. It is used to structure the research to show how all the major aspects of the research project work together to try and address the central research questions (Kombo & Tromp, 2006). This study adopted the descriptive survey design. Creswell (2002) observes that a descriptive research design is used when data is collected to describe persons, organizations, settings for phenomena. It often provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. It mainly uses questionnaires or structured interviews to collect data with the intent of generalizing from a sample to a population (Sahaya, 2017).

#### **3.3 Target Population**

The population refers to the total collection of elements about which the researcher wishes to make some inference (Coopers & Schindler, 2008). Target population is the population that the researcher uses to generalize the findings of the study (Mugenda & Mugenda, 2003). According to the Catholic Diocese of Murang'a Diocesan Directory (2019) the diocese has 20 fully-pledged private primary schools (Appendix IV). The research targeted all head teachers and teachers of the 20 schools.

**Table 3.1: Target Population**

<b>Category</b>	<b>Population</b>
Head teachers	20
Teachers	250
<b>Total Population</b>	<b>270</b>

*Source: Researcher (2020)*

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

According to Cooper and Schindler (2014), sampling is a process of selecting a number of individuals to be used in the study as a representation of the larger population. It is a procedure of choosing some individuals or objects from a population in a manner that those selected bear elements representing the characteristics present in the whole group (Orodho & Kombo, 2002).

Head teachers of the involved schools were purposively sampled to participate in the study as respondents since by virtue of their office, they deal with issues of teacher management including recruitment, assignment of duties, motivation and exit and therefore they were capable of providing information needed to solve the research problem. Census survey was used to include all the head teachers in the study.

In regard to the teachers, it was observed that most of the schools had a single stream while a few had more than one streams and therefore the number of teachers varied. To ensure fair representation of all the teachers, 6 teachers from each of the 4 schools that had more than 20 teachers, while each of the 16 schools that had less than 20 teachers gave 4 teachers. Thus the sample per school was proportionate to the number of teachers in the school. This amounted to 88 teachers. Together with the 20 head teachers, the sample size was 108 respondents. According to Mugenda & Mugenda (2003), a sample size of between 10% and 30% of the targeted population is adequate for a research.

To select the teachers who participated as respondents, the study used simple random sampling with due consideration of gender. This method is recommended for a small and defined population (Kombo & Tromp, 2006).

**Table 3.2: Target population and the sample**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
Head teachers	20	20	100%
Teachers	250	88	35%
<b>Total Population</b>	<b>270</b>	<b>108</b>	<b>40%</b>

*Source: Researcher,(2020)*

### **3.5 Data Collection Methods**

The study used primary data that was collected through structured questionnaires (Appendix II). Questionnaires are very effective means of collecting data; they can collect information from a large sample within a short time. Questionnaires also helped to uphold confidentiality and ensured there was no chance for one interviewing being biased (Kombo & Tromp, 2006). This was quite convenient for the researcher because it saved time. The questionnaire had both open and closed questions.

The questionnaire was divided into five sections. The first section captured the respondents' demographic data while sections two, three, four and five gathered information on the influence of compensation, working environment, recruitment procedures and school leadership characteristics on teacher retention in Catholic diocese of Murang'a private schools. Each item in the questionnaire was developed to address specific theme as per the objectives of the study. The researcher delivered the research instruments to the respondents, gave them about 20 minutes to fill and then collected them. Where it was not possible for the respondents to fill the questionnaires, the researcher left them with the respondents and then collected them later at an agreed time.

## **3.6 Research Quality**

### **3.6.1 Pilot Testing**

To guarantee effectiveness of the research instruments, a pre-test was conducted. This helped to establish the validity and reliability of the research tools. In line with the proposition of Cooper and Schindler (2008) where a pilot test should target 10-30% of the sample respondents, this study conducted a pretest with 10% of the sample respondents, that is, 2 head teachers and 11 class teachers from different private primary schools which were not under the management of the Catholic diocese of Murang'a. This was in line with Mugenda (2003) that subjects in the actual sample should not be used in the pretest.

### **3.6.2 Validity of the Research Instruments**

Kothari (2009), notes that validity is the most critical criterion as it shows the degree to which an instrument measures what it is supposed to measure. It is the confidence that a given finding shows what it purports to show (Sahaya, 2017). This study adopted content validity which was realized through discussions and consultations with the supervisor. According to Sahaya (2017), content validity is strong when all the relevant variables are taken to consideration in the research design and they are accordingly controlled.

### **3.6.3 Reliability of Research Instruments**

Mugenda and Mugenda (2003), define reliability as a measure of the degree to which research instruments show consistent results even after several trials. The study used internal consistency approach to measure reliability. This was done using the Cronbach's alpha in line with the recommendation of Cohen, Manion and Morrison (2007) because of its ability to give average split-half correlation for as long as it is possible to divide the test into two parts. Calculation of Cronbach's Alpha was done using SPSS for windows version 20.0 Programme. The value of Cronbach's alpha ranges from 0 to 1, 1 being the highest score of reliability (Sahaya, 2017). Variables with a Cronbach's alpha coefficient of 0.7 and above were considered for the research. When the questionnaire was subject to the reliability test the Cronch alpha coefficient was 0.75 which was within the acceptable range.

### **3.7 Data Analysis**

The data collected through the questionnaires was verified, coded and examined for errors and omissions. The Likert scales in close ended questions in the questionnaire were converted to numerical codes. The data was analyzed using Statistical Package for Social Sciences (SPSS) version 21.0.

Descriptive statistical analysis was done by getting the mean, standard deviation, frequencies, and percentages to describe the basic characteristics of the data. The inferential statistical analysis was done using Pearson correlation to determine whether there was statistical relationship between compensation, working environment, recruitment procedures, school leadership characteristics and teacher retention. The analyzed data was presented using charts, bar graphs and tables.

### **3.8 Ethical Consideration**

The researcher obtained a letter of introduction from Strathmore University and research clearance permit from National Commissions for Science, Technology and Innovation (NACOSTI). The researcher also obtained approval from Strathmore University Ethical Review Board. All the approvals were presented to the relevant authorities such as the Ministry of Education County Office and the Catholic diocese of Murang'a Education Office as well as to the prospective respondents. The researcher also briefed the participants on the purpose of the research and all the relevant facts about the research to enable them make informed decisions to participate in the study. The study ensured that the respondents' anonymity, privacy, confidentiality and sensitivity were upheld. The researcher assured the respondents that all the data collected would be used for academic purposes.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the analysis, presentation and interpretation of the findings of this study. The chapter begins with the rate at which the questionnaires were returned followed by the analysis of the demographic information. This is followed by the analysis of the study based on the objectives of the study, which were as follows: to investigate the influence of compensation on teacher retention in private schools of Murang'a Diocese; To examine the influence of working environment on teacher retention in private schools of Murang'a Diocese; To look at the influence of recruitment procedures on teacher retention in private schools of Murang'a Diocese; to investigate the influence of school leadership characteristics on teacher retention in private schools of Murang'a Diocese.

#### 4.2 Response Rate

The analysis on the questionnaire return rate is as shown in Table 4.1:

**Table 4.1 Questionnaire Distribution and Return Rate**

	Targeted Questionnaires		Returned Questionnaires	
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Respondents	108	100	106	97%
<b>Total</b>	<b>108</b>	<b>100</b>	<b>106</b>	<b>97%</b>

*Source: Researcher, (2020)*

The questionnaires return rate analysis indicates that the study targeted 108 respondents (100%) but only 106 (97%) were able to participate. The proportion of the returned questionnaire is therefore 97%, which is good enough for this study. Mugenda and Mugenda (2003), observe that a response rate of above 50% is

adequate for statistical analysis. The high response rate could be an indicator that that the respondents had in the subject matter.

#### 4.2.1 The Demographic Information

The demographic data for the study included gender, age, level of education, and teaching experience. The results of the analyses are presented as shown in the sections that follow.

#### 4.2.2 Gender Distribution

The study investigated the gender distribution of the respondents and the results are a shown in Table 4.2.

**Table 4.2: Gender Distribution**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	48	45
Female	58	55
<b>Total</b>	<b>106</b>	<b>100.0</b>

The gender analysis shows that male participants were 45% while female participants were 55%. This shows that there were more female teachers in the private schools than men. Other recent studies such as Shuku (2015) and Mbiu (2019) also found out that there were more female teachers in private schools. It would therefore be interesting to study the relationship between gender and teacher retention.

#### 4.2.3 Age Distribution

The study examined how the age of the respondents is distributed and the results are as shown in table 4.3.

**Table 4.3: Age Distribution**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Below 25 years	32	30.2
26-30 years	51	48.1
31-40 Years	11	10.4
41-50 Years	6	5.7
Above 50 Years	6	5.7
<b>Total</b>	<b>106</b>	<b>100.0</b>

The age distribution shows that majority of the teacher respondents (83, 78%) was aged between 25 to 30 years. Those aged 31-40 years were 10% followed by those aged 41-50 years and those above 50 years at 6% each. This shows that most of the teacher respondents were aged from 25 to 30 years which denotes that they were young and eager to look for greener pastures. This age group also belongs to the millennial generation (Generation Y) which is characterized by youngsters who according to Berger (2018) like changing work repeatedly and therefore will not stick to one job for a long time.

#### 4.2.4 Level of Education

Study investigated the education level of the respondents and results are as shown in table 4.4.

**Table 4.4: Level of Education**

Level of Education	Frequency	Percent
Certificate	23	21.7
Diploma	70	66
Bachelor's Degree	6	5.7
Post graduate	7	6.6
<b>Total</b>	<b>106</b>	<b>100.0</b>

According to the analysis on teacher's level of education, majority of the respondents had Diploma (70, 66%) followed by those with Certificates at 23, 22%. They were followed by those with Post-Graduate Degrees at 7% and then those with Bachelor Degrees at 6.0%. The distribution on the level of education is an indication that most of the teachers were qualified to teach in primary schools.

#### 4.2.5 Teaching Experience

The study sought to establish the teaching experience of the respondents and the results are as shown in table 4.5.

**Table 4.5: Teaching Experience**

<b>How long have you been a teacher?</b>		<b>Frequency</b>	<b>Percent</b>
	Less than a Year	16	15.1
	1-3 Years	57	53.8
	3-5 Years	18	17.0
	Above 5 Years	15	14.2
	<b>Total</b>	<b>106</b>	<b>100.0</b>
<b>How long have you worked in your current school?</b>		<b>Frequency</b>	<b>Percent</b>
	Less than a Year	72	67.9
	1-3 Years	2	1.9
	3-5 Years	12	11.3
	Above 5 Years	20	18.9
	<b>Total</b>	<b>106</b>	<b>100.0</b>

*Source: Researcher, (2020)*

Teaching experience distribution shows that most of the teacher respondents (57, 54%) had taught for 1-3 years, followed by those who had taught for 3-5 years at 17%. Those who had taught for less than a year came third at 16 (15%). This indicates that most of the teacher respondents had little teaching experience. This is a reflection of their age as established in the age distribution in 4.2.2 above.

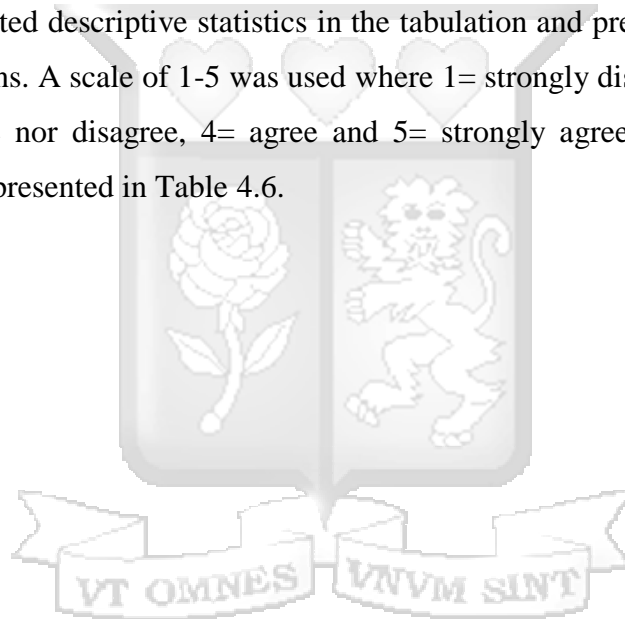
The teacher respondents were asked to show how long they had been working in their current schools, to which, majority of them at 68% indicated to have worked for less than a year. This was followed by those who had worked for over 5 years at 19%. Third in row were those who had worked for 3-5 years at 11% while those who had worked from 1 – 3 years were the minority at 2%. This implies that most of the teachers under study had worked for less than a year. This is an indicator of the high turnover of teachers in the target schools.

### **4.3 Compensation and Teacher Retention**

The first objective of the study was to assess the influence of compensation on teacher retention. To achieve the objective, teachers were required to respond to a set of questions describing different aspects of compensation.

#### **4.3.1 Compensation descriptors**

This objective had five items that sought to establish how compensation affects teacher retention. Specifically, the study wanted to establish how benefits, salaries, incentives and loan facilities help to retain teachers in their respective schools. The study conducted descriptive statistics in the tabulation and presentation of the Likert scale questions. A scale of 1-5 was used where 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree. The results of these analyses are presented in Table 4.6.



**Table 4.6: Compensation Descriptive**

<b>To what extent does compensation and benefits influence teacher retention?</b>		<b>Frequency</b>	<b>Percent</b>
	Not at all	1	.9
	Little extent	5	4.7
	Moderate extent	14	13.2
	Great extent	18	17.0
	Very great extent	68	64.2
<b>The salary offered is commensurate with the amount and quality of work done and reflects what the market offers</b>			
	Strongly Disagree	12	11.3
	Disagree	59	55.7
	Neutral	13	12.3
	Agree	9	8.5
	Strongly Agree	13	12.3
<b>School offers benefits such as health, retirement and others that offer comfort and security</b>			
	Strongly Disagree	21	19.8
	Disagree	34	32.1
	Neutral	22	20.8
	Agree	11	10.4
	Strongly Agree	18	17.0
	<b>Total</b>	<b>106</b>	<b>100.0</b>
<b>The schools offers incentives for outstanding performance</b>			
	Strongly Disagree	61	57.5
	Disagree	19	17.9
	Neutral	4	3.8
	Agree	5	4.7
	Strongly Agree	17	16.0
<b>The school support me to access loan facilities</b>			
	Strongly Disagree	20	18.9
	Disagree	60	56.6
	Neutral	17	16.0
	Agree	3	2.8
	Strongly Agree	6	5.7
	<b>Total</b>	<b>106</b>	<b>100.0</b>

*Source: Researcher (2020)*

The study determined the extent to which compensation influences teacher retention. From the readings, the study shows that the greatest number of the respondents at 68 (64%) indicated that compensation influenced teacher retention to a very great extent and 18 (17%) also expressed their opinion to the effect that compensation had an influence to a great extent. On the contrary, 5 (5%) of the respondents indicated that compensation influences teacher retention to little extent while 1 (1%) pointed that there was no influence at all. Those that thought that such compensation has moderate extent were 14 (13%). This implies that most of the respondents (81%) were of the view that compensation influences teacher retention to a big extent.

The respondents were asked whether the salary offered was commensurate with the amount and quality of work done, to which, 71 (67%) showed disagreement, 13 (12%) were neutral while 22 (21%) showed agreement. The study therefore showed an overwhelming majority of the respondents are not offered salaries that are commensurate with the amount and quality of work that they render to their schools.

Regarding whether the schools offers benefits such as health and retirement as a way of offering comfort and security, majority of the respondents at 55 (52%) were in disagreement, against 29 (27%) that showed agreement while 22 (21%) had neutral views. This finding implies that most schools under study were not offering benefits such as health and retirement benefits as a way of offering comfort and security to teachers. Lack of these benefits is likely to result to teacher turnover.

Regarding whether the schools offers incentive for outstanding performance, a whopping 80 (76%) were in disagreement, 4 (4%) had neutral views while 22 (21%) showed agreement. This is a revelation that most of the schools were not offering incentives to teachers who perform outstandingly well.

When the teacher respondents were asked whether the schools supported them to access loan facilities, majority of them (80, 76%) were in disagreement, 17 (16%) had neutral views while 9 (9%) showed agreement. This implies that most schools were not providing teachers with access to loan facilities. This is likely to bring about discontentment among teachers which can ignite their desire to move out of the schools.

### 4.3.2 Relationship between Compensation and teacher retention

The study sought to investigate the relationship between compensation and teacher retention using Pearson correlation and the outcome is as shown in Table 4.7

**Table 4.7: Correlation for Compensation and Teacher Retention**

Correlations			
Pearson's Correlation Test			
Compensation Descriptors	Teacher Retention		
	N	Correlation	Sig ( 2 - tailed)
Salary		.307**	.001
Incentives		.270**	.005
Benefits		.094	.335
Loan		.101	.305

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

\* . Correlation is significant at the 0.05 level (2-tailed).

*Source: Researcher, (2020)*

The Pearson Correlation test indicate there was a significant positive relationship between salary and teacher retention  $p = .307$ ,  $sig = .001$ . This implied that an increase in the salary would increase teacher retention. This is in agreement with the findings of Garcia & Weiss (2019) who noted that increase in salary will improve teacher retention. There was also a significant positive relationship between incentives and teacher retention. An increase in incentives would also improve retention. Though benefits and access had a positive impact on teacher retention, the relationship was not significant.

### 4.4 Working Environment and teacher retention

This research variable examined working environment and its influence on teacher retention.

#### 4.4.1 Working Environment Descriptors

The study embarked on revealing the influence of working environment on teacher retention. This analysis examined the following aspects of work environment: teaching and learning resources, workload and the learning atmosphere to show how

they influence teacher retention. The findings of the analysis are presented in Table 4.8 as follows:

**Table 4.8: Work Environment**

<b>To what extent does working environment influence teacher retention?</b>		<b>Frequency</b>	<b>Percent</b>
	Not at all	8	7.5
	Little extent	9	8.5
	Moderate extent	16	15.1
	Great extent	26	24.5
	Very great Extent	47	44.3
<b>Am provided with adequate teaching and learning materials</b>			
	Strongly Disagree	13	12.3
	Disagree	19	17.9
	Neutral	17	16.0
	Agree	36	34.0
	Strongly Agree	21	19.8
<b>I can comfortably handle my work load including curricular, co-curricular and other duties</b>			
	Strongly Disagree	19	17.9
	Disagree	17	16.0
	Neutral	19	17.9
	Agree	24	22.6
	Strongly Agree	27	25.5
<b>The school provides a conducive atmosphere for colleague to support each other professionally</b>			
	Strongly Disagree	65	61.3
	Disagree	17	16.0
	Neutral	15	14.2
	Agree	3	2.8
	Strongly Agree	6	5.7
	<b>Total</b>	<b>106</b>	<b>100.0</b>

Table 4.8 shows that majority of the respondents (73, 69%) indicated that working environment influences teacher retention to a great extent. This was against 17 (16%) who had contrary opinion as they indicated that working environment had no or little influence on teacher retention. Those who thought that it had moderate influence were 16 (15%). The result of this analysis implied that working environment in deed has an influence on teacher retention. This finding is

corroborated by Lahida, et.al (2017) who established that working in a friendly and warm environment can boost employee's performance and motivation at work and thus enhance retention.

The respondents were asked whether they were provided with adequate teaching and learning materials, to which majority 57 (54%) showed agreement. This was against 32 (30%) who had contrary opinion. Those who had neutral views were 17 (16%). This was an indication that the schools under study had reasonable teaching and learning resources.

Regarding workload, most of the respondents (51, 49%) agreed they could comfortably handle their workload. However, 36 (34%) showed disagreement while 19 (18%) were non-committal. Although majority of the respondents (49%) could comfortably handle their workload, it is worth noting that a substantial number 36 (34%) could not manage while a significant number also were non-committal (18%). This implies that workload is an important factor to consider when dealing with teacher retention and the private schools were required to reduce the teachers' workload so as to improve teachers' retention.

The respondents were asked if the school provided a conducive atmosphere for colleagues to support each other professionally, to which majority 82 (77%) showed disagreement, against a meager 9 (9%) that showed agreement. Those with neutral views were 15 (14%). Therefore, there is a strong indication that the schools under study did not provide a conducive atmosphere for colleague to support each other professionally. This might have affected team work which was necessary for the health of a learning institution. Lack of team spirit could push teachers out of the school. This finding implied that lack of collegial support could have contributed to teacher turnover and therefore there was a need for the private schools to strive and promote team work among the teachers.

**Table 4.9: Assessment of Working Environment**

<b>Work Environment</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Am provided with adequate teaching and learning materials	106	3.3113	1.31195	.12743
I can comfortably handle my work load including curricular, co-curricular and other duties	106	3.2170	1.44752	.14060
The school provides a conducive atmosphere for colleague to support each other professionally	106	3.8208	.87066	.08457
I am satisfied with the training and career development offered by the school	106	2.8491	1.23282	.11974

*Source: Researcher, (2020)*

The assessment of the working environment on a scale of 1-5; where 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 agree and 5 is strongly agree indicated that all the work environment variables tested were skewed in favor of disagreement which are 4 points for disagree and 5 points for strongly disagree. The Standard Deviation score for teaching and learning resources 1.31195; workload was 1.44752; Conducive environment was .087066 while satisfaction with training and career development stood at 1.23282. All the descriptors of the variable that were tested pointed to a strong indication that the teachers under this study were not having a conducive working environment.

#### 4.4.2 Relationship between Work Environment and Teacher Retention

Pearson Correlation test was carried out to establish the association between different aspects of work environment and teacher retention. The results of the test are shown as follows:

**Table 4.9: Relationship between Work Environment and Teacher Retention**

Pearson's Correlation Test			
	Teacher Retention		
Working Environment	N	Correlation	Sig ( 2 - tailed)
Teaching resources		.231*	.017
Workload		-.268**	.005
Colleague Support		.473**	.000
Training and development		.313**	.001

\*. Correlation is significant at the 0.05 level (2-tailed).

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

*Source: Researcher, (2020)*

The Pearson correlation test results indicate that there is a significant positive effect of teaching and learning resources, colleague support and training and development on teacher retention. This implies that an increase in any of these aspects of the working environment will more likely make the teacher to stay in the current school. The data shows there is a significant negative relation between workload and teacher retention which implies that an increase in workload may more likely cause the teacher to leave the school.

## **4.5 Recruitment Procedures and teacher retention**

The study embarked on searching for the influence of recruitment and selection procedures on teacher retention.

### **4.5.1 Recruitment procedures descriptors**

The study conducted descriptive statistics in the tabulation and presentation of the Likert scale questions. A scale of 1-5 was used where 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree. The results of these analyses are presented in Table 4.11



**Table 4.10: Recruitment Procedures**

<b>To what extent does recruitment procedures influence teacher retention?</b>		<b>Frequency</b>	<b>Percent</b>
	Not at all	2	1.9
	Little extent	13	12.3
	Moderate extent	65	61.3
	Great extent	10	9.4
	Very great Extent	16	15.1
<b>I joined the school through a competitive interview</b>			
	Strongly Disagree	11	10.4
	Disagree	8	7.5
	Neutral	6	5.7
	Agree	54	50.9
	Strongly Agree	27	25.5
<b>I have a clear employment contract that offers me a sense of job security</b>			
	Strongly Disagree	52	49.1
	Disagree	24	22.6
	Neutral	8	7.5
	Agree	8	7.5
	Strongly Agree	14	13.2
<b>Upon joining the school, I was assisted to gain an understanding of the school's: goals, values and culture</b>			
	Strongly Disagree	10	9.4
	Disagree	16	15.1
	Neutral	7	6.6
	Agree	53	50.0
	Strongly Agree	20	18.9
<b>I have a job description that clearly spells out my duties</b>			
	Strongly Disagree	10	9.4
	Disagree	10	9.4
	Neutral	9	8.5
	Agree	57	53.8
	Strongly Agree	20	18.9
	<b>Total</b>	<b>106</b>	<b>100.0</b>

Source: Researcher (2020)

The study noted that the highest percentage of the respondents (65, 61.3%) were of the view that recruitment procedures moderately influenced teacher retention. This was followed by 16 (15%) and 10 (9.4%) who opined that it influenced teacher retention to a very great extent and great extent consecutively. However, 15 (14%) did not see the connection. This implied that recruitment procedures moderately influence teacher retention.

On whether the teacher respondents joined the school through a competitive interview, majority of them 81 (77%) showed agreement. That was against 19 (18%) that showed disagreement. However, 6 (6%) had neutral views. This showed that most of the teachers were employed through competitive interviews.

When asked whether they had a clear employment contract that offered them a sense of job security, an overwhelming majority of the respondents 76 (72%) were in disagreement. Those who agreed were 22 (21%) while 8 (7.5%) were non-committal. This implied that most teachers did not have a clear employment contract which offered them a sense of job security. The implication was that teachers did not feel obliged to remain in the schools since their job security was not assured. Private schools were therefore required to put in place clear employment contract to ensure they improved teacher retention rate.

The teacher respondents were asked whether upon joining the school, they were assisted to gain an understanding of the school's goals, values and culture. Majority of them (73, 69%) agreed, against 26 (24.5%) who disagreed. However, 7 (6.6%) had neutral views. This was a strong indication that most teachers were properly oriented about the school goals, values and culture.

The respondents were asked whether they had clearly spelt out duties, to which majority (77, 73%) agreed against 20 (19.8%) who showed disagreement. Those with neutral views were 9 (8.5%). This implied that most of the teachers had clearly spelt out duties.

Though majority of the teachers joined the school through a competitive interview (77%), were well inducted (69%) and had clearly spelt out duties, this had little influence on their retention decisions. This implies that recruitment only influences retention in a moderate way.

#### 4.5.1 Pearson Correlation between Recruitment Procedures and Teacher Retention

A correlation was conducted to establish how different aspects of recruitment influence teacher retention.

**Table 4.11: Correlation between Recruitment Procedures and Teacher Retention**

Pearson's Correlation Test			
Recruitment Procedures Descriptors	Teacher Retention		
	N	Correlation	Sig ( 2 - tailed)
Interviews		.248*	.010
Employment Contract		.229*	.018
Induction		.573**	.000
Job Description		.298**	.002

\*. Correlation is significant at the 0.05 level (2-tailed).

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

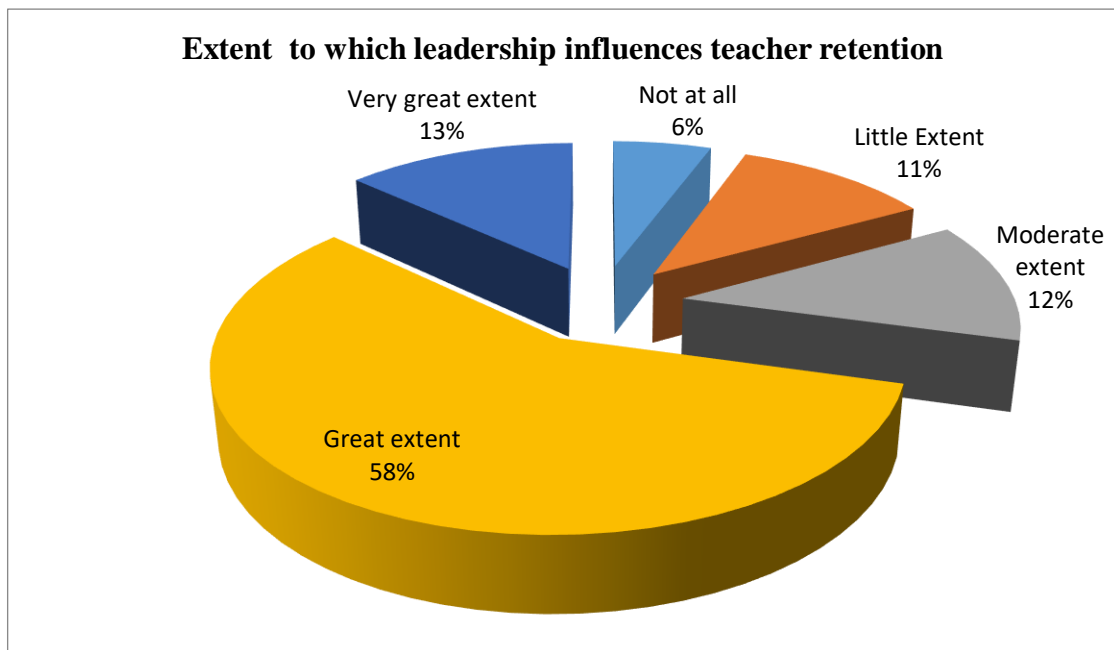
Source: Researcher (2020)

The Pearson Correlation shows that joining the school through a formal interview and having a clear employment contract had a significant, positive effect on teacher retention. This implies that teachers who are formally and officially recruited and engaged are more likely to remain in the employment. Availability of an employment contract and a clear job description as well inducting the new teacher also had a significant positive impact on teacher retention. This implies that the above four aspects increased the possibility of teachers to remain in the school.

#### 4.6 School Leadership Characteristics and teacher retention

The study sought to establish the influence of the school leadership characteristics on teacher retention. Each of the descriptors was analyzed separately and the results were as follows:

##### 4.6.1 Extent to Which Leadership Influences Teacher Retention



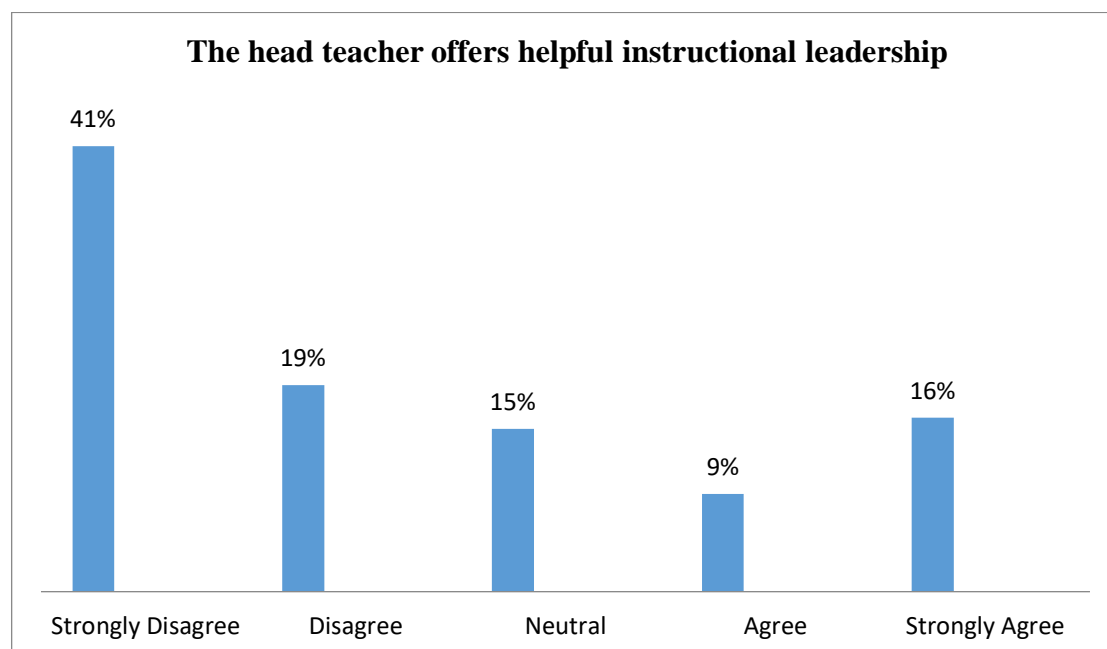
**Figure 2: Extent to which leadership influences teacher retention**

*Source: Researcher (2020)*

Regarding the extent to which school leadership characteristics influenced teacher retention, majority of the respondents (75, 71%) pointed out that it did influence at a great and very great extent. Those with contrary opinion were 18 (17%) while those with neutral views were 13 (12%). This is an indication that school leadership characteristics have an influence on teacher retention.

#### 4.6.2 Head teacher's Instructional Leadership

The respondents were asked whether head teachers offered helpful instructional leadership and the outcome was as follows:

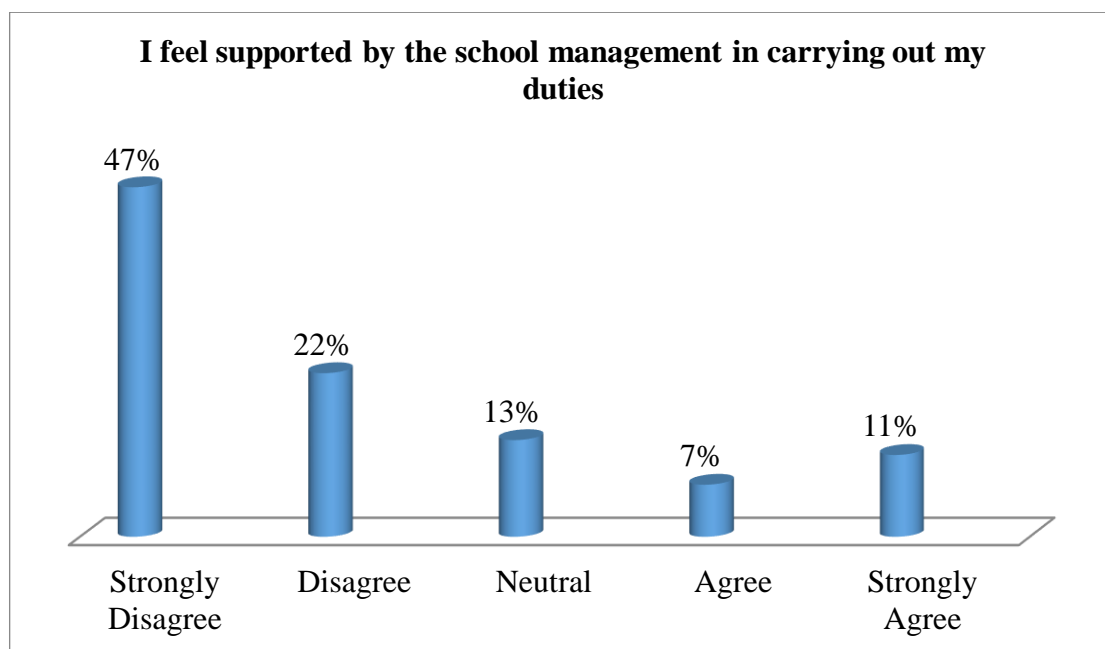


**Figure 3: Head teacher's Instructional Leadership**

When asked whether the head teacher offers helpful instructional leadership, majority of the respondents (63, 60%) disproved this assertion, 27 (25%) concurred with the assertion while 16 (15%) had neutral views. This showed that the head teachers did not offer helpful instructional leadership to teachers. The implication was that the head teachers did not have the capacity to help the teachers professionally. Private schools should consider employing qualified and experienced head teachers who can support the teachers professionally.

### 4.6.3 Support from the Management

The respondents were asked if they felt supported by the school management in carrying out their duties and the response was as follows:



**Figure 4: School Management Support**

*Source: Researcher (2020)*

The respondents were asked whether they felt supported by the school management in carrying out their duties, to which, majority (73, 69%) disagreed with this assertion. Those who showed agreement were 19 (18%) while 14 (13%) had neutral views. This is a strong indication that most teachers felt unsupported by the management when carrying out their duties. The implication was that the school management was far from the teachers and the teachers did not feel their direct support.

### 4.6.4 Involvement in Decision Making

The study sought to investigate if teachers were involved in decision making in matters affecting them, and the results were as follows:

**Table 4.12: Involvement in Decision Making**

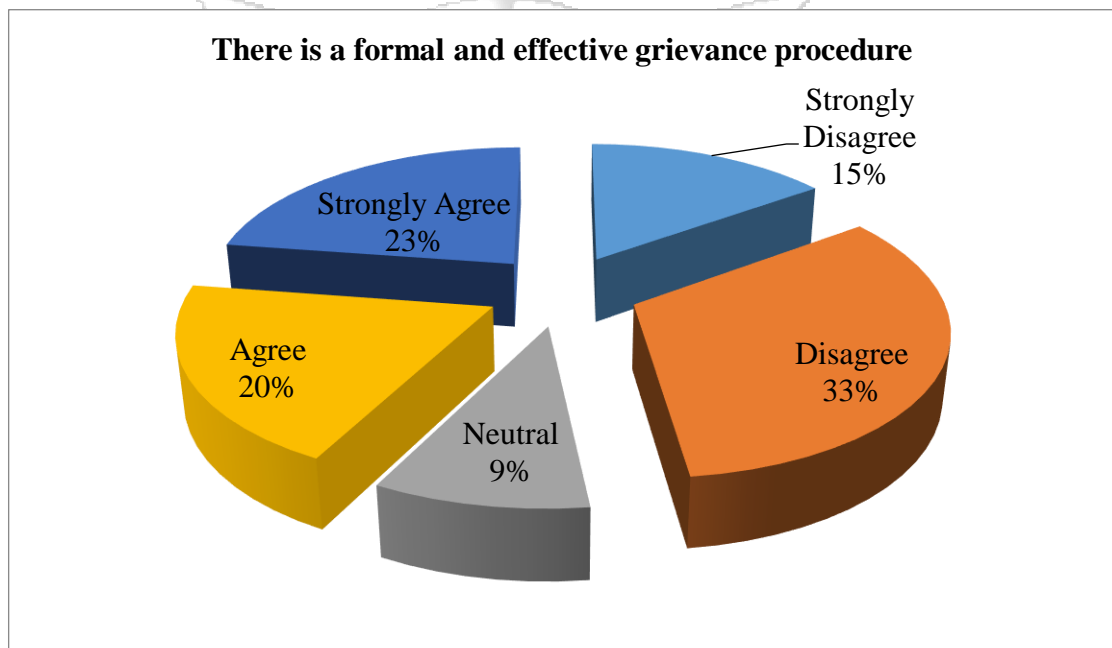
<b>My opinions and views are appreciated and am involved in decision making in matters pertaining to my work</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	19	17.9
Disagree	34	32
Neutral	17	16.0
Agree	10	9.4
Strongly Agree	26	24.5
<b>Total</b>	<b>106</b>	<b>100.0</b>

*Source: Researcher (2020)*

Half of the respondents (53, 50%) felt that their opinions and views were not appreciated and they were not involved in decision making in matters pertaining to their work. Those with contrary opinion were 36 (34%) while those undecided were 17 (16%). This is an indication that majority of the teachers do not feel involved in decision making even in matters pertaining to their work and this may affect their commitment and ownership.

#### 4.6.5 Grievance Procedure

The study examined whether there were clear grievance procedures in the schools and the results were as follows:



**Figure 5: Grievance Procedure**

Regarding whether there is a formal and effective grievance procedure, the opinion was divided, where 51 (48%) showed disagreement while 45 (43%) showed agreement. Those with neutral views were 10 (9%). Hence, this is an indication that in most schools, there was no formal and effective grievance procedure. This implies that conflicts are likely to take longer to resolve, which may lead teachers want to desire to leave the schools.

#### 4.6.6 Pearson Correlation between Leadership and Teacher Retention

**Table 4.13: Pearson Correlation between Leadership and Teacher Retention**

Pearson's Correlation Test			
School Leadership	Teacher Retention		
	N	Correlation	Sig ( 2 - tailed)
Head teacher Support		.278**	.004
School Management Support		.144	.141
Decision Making		.129	.188
Grievance Procedure		.373**	.002

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

Source: Researcher (2020)

Pearson correlation test results indicate that there is a significant positive effect of school leadership support and grievance resolution procedures. This denotes that where the head teacher is more supportive and offers instructional leadership to the teachers, the teachers of such school are more likely to stay longer in the school. Where there are clear procedures of handling grievances, the teachers are more likely to stay in the current employment. Support of the school management and involvement of the teachers also had a positive influence on teacher retention although the influence was not significant.

#### 4.7 Chapter Summary

This chapter has presented the analysis and interpretation of the research findings in line with the research objectives. The study used descriptive and inferential analysis. The findings of the research showed that compensation, work environment school leadership characteristics affect teacher retention to a great extent while recruitment procedures only affect teacher retention moderately.



## CHAPTER FIVE

### SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives the summary, discussion of findings, conclusions and offers recommendations. It also ends with the suggestion of areas for further studies.

#### 5.2 Summary of findings

The purpose of this study was to investigate the motivational factors influencing teacher retention in private primary schools in Murang'a Diocese. The study was guided by the following objectives: To investigate the influence of compensation on teacher retention in private schools of Murang'a Diocese; To examine the influence of working environment on teacher retention in private schools of Murang'a Diocese; To look at the influence of recruitment procedures on teacher retention in private schools of Murang'a Diocese; to investigate the influence of school leadership characteristics on teacher retention in private schools of Murang'a Diocese.

The research was grounded on the Maslow and Equity theories. The study adopted descriptive survey design approach. The population of the study was 270 teachers drawn from 20 schools from where a sample of 108 was drawn. Specifically, 106 teachers participated in this study. Questionnaires were used to collect quantitative data while. Statistical Program for Social Sciences (SPSS) version 21 was used to get descriptive and inferential statistics. The results of the study indicated that compensation, working environment and school leadership characteristics had a great influence on teacher retention while recruitment procedures had only a moderate influence. The findings are discussed in the following section.

## **5.3 Discussion of findings**

### **5.3.1 Compensation and Teacher Retention**

The first objective was to determine if compensation influenced retention of teachers. The study established that compensation had very great influence on teacher retention. Majority of the teachers (81%) affirmed that compensation influenced their retention decisions. This finding is supported by that of Osibanjo et al. (2014) who observed that employee retention is positively and significantly related to compensation. This is also in line with the assertion by Liu, (2007) and Loeb et al. (2005) that low salaries were the major determinant of teacher turnover intentions.

The study noted that most teachers (67%) were not offered salaries that were commensurate with the amount and quality of work that they rendered to their schools. This finding is validated by that of Makhuzeni and Barkhuizen (2015) that established that compensations of teachers was poorly applied in schools making them desire to leave their teaching profession as a result of poor rewards. Similarly, most schools were found not to offer benefits such as health and retirement as a way of offering comfort and security (Darling-Hammond, 2010). The study also revealed that most teachers (76%) felt that schools were not offering incentives to teachers who performed outstandingly well and were also not providing teachers with access to loan facilities.

### **5.3.2 Working Environment and teacher retention**

The second objective of the study was to establish if the working environment influenced teacher retention. The study revealed that working environment had an influence on teacher retention. This was affirmed by 69% of the respondents. The schools were found to have made significant efforts to provide adequate teaching and learning resources (54%) and many teachers (49%) were comfortably handling their workload. The study also noted that most schools did not provide a conducive atmosphere for colleagues to support each other professionally. This view was held by 77% of the respondents. This a point of concern for the Catholic schools which are expected to promote community spirit (Kenya Conference of Catholic Bishops, 2013). An environment where colleagues do not adequately support one another may influence teachers' decisions to leave. Darling-Hammond (2010) notes that good

teachers are sustained by other good teachers where they create an attractive environment where they can learn from each other.

### **5.3.3 Recruitment Procedures and teacher retention**

The third objective of the study sought to establish if recruitment procedures influence teacher retention. The study revealed that recruitment procedures moderately influenced teacher retention. This was the view of 65% of the respondents. The study established that most teachers (77%) were employed through competitive interviews. However, most teachers (76%) did not have a clear employment contract which meant that their job security was not guaranteed. There is need for the schools' management to consider giving clear employment contracts to their teachers. Most teachers (69%) were properly oriented about the school goals, values and culture when they joined the schools and the majority (73%) had clearly spelt out duties.

This finding is supported by that of Ramlall (2004) who noted that recruitment and selection process may affect employee turnover. Similarly, Samwel (2015) was also of the opinion that recruitment, selection, retention and motivation are essential elements on the performance and staff retention in the manufacturing companies. It is worth noting that though most of the teachers were comfortable with the different aspects of this objective, this did not in any significant way affect their retention decisions.

### **5.3.4 School Leadership Characteristics**

The fourth objective was to examine the influence of school leadership characteristics on teacher retention. The study noted that school leadership characteristics had a great influence on teacher retention as confirmed by 71% of the respondents. This finding is validated by that of Ghamrawi and Jammal (2012) who established that school principals have a great responsibility towards teacher retention.

It was established that most of the head teachers did not offer helpful instructional leadership and that most teachers felt unsupported by the management when carrying out their duties. This is contrary to the proposition of many scholars that effective leadership is at the center of every school and the support of one's supervisors contributes to job satisfaction hence improving retention rate (Kimuyu, 2014;

Carver\_Thomas, 2017). A significant number of the teachers (49%) felt their views and opinions were not appreciated and were not involved in decision making. As earlier noted, employees satisfaction is increased when their supervisor is considerate and approachable, appreciates for good performance, respects and listens to employees' opinions, and shows personal interest in them (Robbins, 2007). Schools should strive to uphold this advice so as to improve retention. Most schools were also found not to have formal and effective grievance procedure which was likely to escalate conflicts and consequently affect retention.

#### **5.4 Conclusion**

The study concluded that compensation had great influence on teacher retention and that most teachers were not offered salaries that were commensurate with the amount and quality of work that they rendered to their schools. It also concluded that working environment had an influence on teacher retention while recruitment procedures moderately influenced teacher retention.

The study concluded that school leadership characteristics had a great influence on teacher retention. However, most of the head teachers were not able to offer helpful instructional leadership and that most teachers felt unsupported by the management when carrying out their duties. Most teachers in the study also felt unappreciated as they were not involved in decision making.

#### **5.5 Recommendations**

In line with the findings of this study, the following recommendations are made

##### **1. Education Practice:**

- i. Private school directors and sponsors should consider offering salaries that are commensurable to the work that teachers do.
- ii. They should also offer attractive benefits to the teachers such as health and retirement schemes.
- iii. The management should also put in place mechanisms to enable teachers' access loan facilities for their own self development. Schools should strive to improve the working environment to ensure it is conducive for the teachers.
- iv. The management should strive to promote team work among the teachers.

- v. Private schools should ensure they have qualified and competent head teachers who can offer helpful support to the teachers.
- vi. The school management should involve teachers in decision making especially in matters that touch on the teachers.
- vii. The school management should come up with effective conflict resolution mechanisms.

2. Policy Makers:

- i. They should consider coming up with policies to regulate the terms of service for teachers working in private schools.
- ii. They should also set minimum qualifications for head teachers of private schools.
- iii. Quality assurance department of the ministry of education could devise strategies of supporting private schools where quality of education is affected by teacher turnover.

3. Researchers should strive to carry out more research regarding the affairs of the teachers teaching in primary schools. This will shed light on issues affecting teachers in private schools with a view of improving teacher retention.

### 5.6 Suggestions for further Research

This study only focused on the motivational factors influencing teacher retention in private primary schools in Murang'a Diocese. This is a small geographical area bearing in mind that there are many other private primary schools scattered all over Kenya and elsewhere. It would be therefore more appropriate to extend the study to accommodate more private primary and secondary schools in order to make the study more generalizable. The focus may also be on other attributes of the schools. It may also be appropriate to ground the study on other theories and research design approaches such as the mixed methods. This being the case, the study suggests the following areas for further research:

- i. Factors influencing teacher turnover in private secondary schools
- ii. Influence of remuneration on teacher turnover in private schools

- iii. A study to establish other factors that influence teacher retention in private schools apart from compensation, working environment, recruitment procedures and school leadership characteristics.



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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER TO THE RESPONDENTS

Rev. Fr. Paul Muriuki Muriithi  
P.O Box 734 -10200  
Murang'a  
6<sup>th</sup> December, 2019

Dear Respondent,

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

Greetings and Peace.

I am a student at Strathmore University currently undertaking a research study to fulfill the requirements of the award of Master of Science in education Management. This research study is titled: **Teacher Retention Factors Influencing the Academic Achievement of Private Primary Schools in Murang'a Diocese**. You have been selected to participate in this study and I would highly appreciate your assistance by fulling all the 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 will provide will be treated with utmost confidentiality.

Thank you in advance for your Cooperation.

Yours Faithfully,

Rev. Fr. Paul Muriuki Muriithi.  
Researcher

## APENDIX II: AUTHORIZATION TO CONDUCT RESEARCH



**Strathmore**  
UNIVERSITY

1<sup>st</sup> September 2020

Mr Muriithi, Paul  
paul.muriithi@strathmore.edu

Dear Mr Muriithi,

**RE: Investigating Motivational Factors Influencing Teacher Retention in Private Primary Schools in Murang'a Diocese**

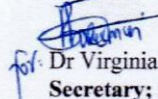
This is to inform you that SU-IERC has reviewed and **approved** your above research proposal. Your application approval number is **SU-IERC0881/20**. The approval period is **1<sup>st</sup> September 2020 to 31<sup>st</sup> August 2021**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

  
for: Dr Virginia Gichuru,  
Secretary; SU-IERC

Cc: Prof Fred Were,  
Chairperson; SU-IERC



**APENDIX III: RESEARCH LICENSE**



REPUBLIC OF KENYA



**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: 374465

Date of Issue: 11/September/2020

**RESEARCH LICENSE**



**This is to Certify that Fr. PAUL MURIUKI MURIITHI of Strathmore University, has been licensed to conduct research in Muranga on the topic: INVESTIGATING MOTIVATIONAL FACTORS INFLUENCING TEACHER RETENTION IN PRIVATE PRIMARY SCHOOLS IN MURANG'A DIOCESE for the period ending : 11/September/2021.**

License No: NACOSTI/P/20/6549

374465

Applicant Identification Number

Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.

## APENDIX IV: ETHICS CLEARANCE CERTIFICATE

RHInnO Ethics - - 1 of 1

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### Final Decision Certificate

This document certifies that the study:

**"investigating motivational factors influencing teacher retention in private primary schools in murang'a diocese"**

**Principal Investigator:** Mr. MURIITHI, PAUL MURIUKI

**Reference number:** SU-IERC0881/20

Was reviewed and received the following status:

**"done"**

**Additional Comments:** Final decision: **approved**

Comments sent:

-----  
*Reviewer #1:*  
*'Study approved '*

## APENDIX V: TURNITIN CERTIFICATES

### THESIS

#### ORIGINALITY REPORT

**29%**

SIMILARITY INDEX

**26%**

INTERNET SOURCES

**4%**

PUBLICATIONS

**17%**

STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	erepository.uonbi.ac.ke Internet Source	<b>3%</b>
<b>2</b>	pdfs.semanticscholar.org Internet Source	<b>2%</b>
<b>3</b>	Submitted to Strathmore University Student Paper	<b>1%</b>
<b>4</b>	ir.cuea.edu Internet Source	<b>1%</b>
<b>5</b>	www.scribd.com Internet Source	<b>1%</b>
<b>6</b>	Submitted to Kenyatta University Student Paper	<b>1%</b>
<b>7</b>	hrmars.com Internet Source	<b>1%</b>
<b>8</b>	repository.mua.ac.ke Internet Source	<b>1%</b>
<b>9</b>	www.joci.ecu.edu Internet Source	<b>1%</b>

## APENDIX VI: QUESTIONNAIRE

This questionnaire is designed to collect information on how factors influencing teacher retention affect academic achievement in the private primary school in the Catholic Diocese of Murang'a. You are kindly requested to participate by honestly answering these questions using guidelines given for each set of questions. Tick (✓) the appropriate response or fill in the blank space. Please do not write your name or that of your school on the questionnaire.

### PART A: RESPONDENT'S BACKGROUND INFORMATION

1. What is your gender?

Male ( ) Female ( )

2. What is your age bracket?

Below 25 ( ) 26- 30 ( ) 31 – 40 ( ) 41- 50 ( ) above 50 ( )

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

Certificate ( ) Diploma ( ) Bachelor's Degree ( ) Post graduate ( )

PhD ( ) Other .....

4. How long have you been a teacher?

Less than a year ( ), 1- 3 years ( ), 3-5 years ( ), Above 5 years ( )

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

Less than a year ( ), 1- 3 years ( ), 3-5 years ( ), Above 5 years ( )

### PART B: COMPENSATION AND TEACHER RETENTION.

6. To what extent does compensation and benefits influence teacher retention?

Not at all ( ), Little extent ( ), Moderate extent ( ), Great extent ( )

Very greater Extent ( )

7. Using the key given, choose or tick (✓) the right alternative that fits your opinion on the influence of compensation and benefits on teacher retention.

**Strongly Disagree = 1, Disagree = 2 Neutral = 3, Agree = 4, Strongly agree = 5**

ASPECTS OF COMPENSATION	1	2	3	4	5
The salary offered is commensurate with the amount and quality of work done and reflects what the market offers.					
School offers benefits such as health, retirement and others that offer comfort and security					
The schools offers incentives for outstanding performance					
The school support me to access loan facilities					

### **PART C: WORKING ENVIRONMENT**

8. To what extent does working environment influence teacher retention?

Not at all ( ), Little extent ( ), Moderate extent ( ), Great extent ( )

Very greater Extent ( )

9. Using the key given, choose or tick (✓) the right alternative that fits your opinion on the influence of working environment on teacher retention.

**Strongly Disagree = 1, Disagree = 2 Neutral = 3, Agree = 4, Strongly agree = 5**

ASPECTS OF WORKING ENVIRONMENT	1	2	3	4	5
Am provided with adequate teaching and learning materials					
I can comfortably handle my work load including curricular, co – curricular and other duties					
The school provides a conducive atmosphere for colleague to support each other professionally					
I am satisfied with the training and career development offered by the school.					

## PART D: RECRUITMENT PROCEDURES

10. To what extent does recruitment and selection procedures influence teacher retention?

Not at all (    ), Little extent (    ), Moderate extent (    ), Great extent (    ),  
Very greater Extent (    )

11. Using the key given, choose or tick (✓) the right alternative that fits your opinion on the influence of recruitment and selection procedures on teacher retention.

**Strongly Disagree = 1, Disagree = 2 Neutral = 3, Agree = 4, strongly agree = 5**

ASPECTS OF RECRUITMENT PROCEDURE	1	2	3	4	5
I joined the school through a competitive interview					
I have a clear employment contract that offers me a sense of job security					
Upon joining the school, I was assisted to gain an understanding of the school's: goals, values and culture.					
I have a job description that clearly spells out my duties.					

## PART E: SCHOOL LEADERSHIP CHARACTERISTICS

12. To what extent does school leadership characteristics influence teacher retention?

Not at all (    ) Little extent (    ) Moderate extent (    ) Great extent (    )  
Very greater Extent (    )

13. Using the key given, choose or tick (✓) the right alternative that fits your opinion on the influence of school leadership characteristics on teacher retention.

**Strongly Disagree = 1, Disagree = 2 Neutral = 3, Agree = 4, strongly agree = 5**

<b>Aspects of school leadership characteristics</b>	1	2	3	4	5
The head teacher offers helpful instructional leadership.					
I feel supported by the school management in carrying out my duties					
My opinions and views are appreciated and am involved in decision making in matters pertaining to my work.					
There is a formal and effective grievance procedure					

14. In your opinion which other factors influence teacher retention in Catholic diocese of Murang'a Private Primary Schools?

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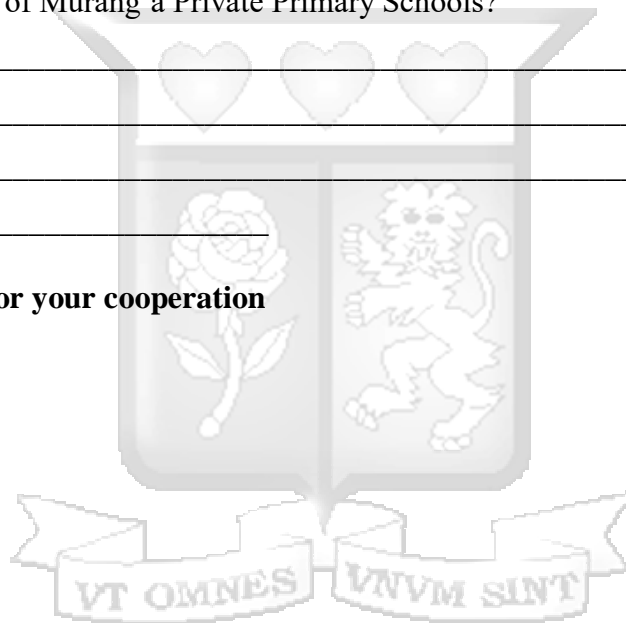


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**Thank you for your cooperation**



## APPENDIX VII: STUDENT ACADEMIC ACHIEVEMENT

### CATHOLIC DIOCESE OF MURANG'A

NO	CENTRE NAME	ENTRY	KCPE PERFORMANCE MEAN SCORES				
			2019	2018	2017	2016	2015
1	BISHOP KAIRO	64	<b>357.350</b>	359.470	360.920	352.660	372.710
2	BISHOP PERLO	92	<b>328.310</b>	335.970	348.010	360.260	361.070
3	CMI CHRIST	44	<b>334.946</b>	339.578	325.560	335.730	333.970
4	DON BOSCO	30	<b>274.520</b>	280.220	308.560	297.950	304.050
5	EMMANUEL - GATANGA	70	<b>338.580</b>	342.530	348.750	349.480	348.230
6	EMMANUEL - KANGARI	43	<b>400.980</b>	397.250	387.810	321.520	307.630
7	FR. MICHAEL WITTE	19	<b>314.060</b>	313.550	317.600	NEW	NEW
8	HOLY FAMILY	31	<b>336.200</b>	346.920	355.140	354.480	341.550
9	JOHN PAUL II - KIRIA-INI	15	<b>275.130</b>	269.530	291.000	304.640	320.730
10	LITTLE FLOWER	15	<b>278.532</b>	0.000	0.000	236.900	268.280
11	MARY IMMACULATE - KAGIO	32	<b>318.300</b>	332.777	311.030	304.900	349.780
12	MARY IMMACULATE - KANGAITA	16	<b>293.580</b>	309.170	316.710	268.130	269.200
13	ST JOSEPH KIANG'OMBE	7	<b>281.910</b>	281.230	284.000	NEW	NEW
14	ST. ANTHONY - KITITO	84	<b>313.920</b>	326.000	340.000	355.480	356.790
15	ST. MICHAEL GIRLS	57	<b>370.120</b>	362.260	358.620	350.920	358.920
16	ST. PERPETUA	21	<b>257.910</b>	261.000	249.140	254.010	282.000
17	ST. PETERS CLAVERS	16	<b>292.180</b>	266.580	250.260	NEW	NEW
18	ST.AGNES GIRLS	93	<b>371.340</b>	361.700	355.520	357.210	354.700
19	ST.BENEDICT	17	<b>270.590</b>	289.880	268.820	305.280	313.760
20	ST.MARTIN DEPPORES	94	<b>345.170</b>	351.710	333.960	354.260	343.860

Source: Catholic Diocese of Murang'a – Education Office (2020)

## APPENDIX VIII: NUMBER OF TEACHERS

### CATHOLIC DIOCESE OF MURANG'A

#### PRIVATE PRIMARY SCHOOLS TEACHERS

NO	CENTRE NAME	HEAD TEACHERS	NUMBERS OF TEACHERS
1	BISHOP KAIRO	1	20
2	BISHOP PERLO	1	14
3	CMI CHRIST	1	12
4	DON BOSCO	1	12
5	EMMANUEL - GATANGA	1	21
6	EMMANUEL - KANGARI	1	21
7	FR. MICHAEL WITTE	1	12
8	HOLY FAMILY	1	14
9	JOHN PAUL II - KIRIA-INI	1	11
10	LITTLE FLOWER	1	11
11	MARY IMMACULATE - KAGIO	1	9
12	MARY IMMACULATE -KANGAITA	1	12
13	ST JOSEPH KIANG'OMBE	1	11
14	ST. ANTHONY - KITITO	1	12
15	ST. JOSEPH- MUTHITHI	1	13
16	ST. PERPETUA	1	11
17	ST. PETERS CLAVERS	1	11
18	JOSEPH ALLAMANO	1	10
19	ST.BENEDICT	1	12
20	ST.MARTIN DEPPORES	1	20
	<b>TOTAL</b>	<b>20</b>	<b>250</b>

Source: Catholic Diocese of Murang'a – Education Office (2020)