



# School Management Practices and Its Influence on the Retention of Teachers in Public Primary Schools in Saku Sub- County, Marsabit County, Kenya

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**Abstract:** School management dynamics play a major role in ensuring that teachers are recruited, retained, and given a conducive environment to perform. However, in Saku Sub-county, the retention of teachers has been an issue with many seeking to leave the teaching profession. This study therefore assesses school management practices and its influence on the retention of teachers in public primary schools. The objectives were to assess the influence of headteachers' management practices, teachers' workload, schools' environment, and remuneration dynamics on retention of teachers. The study adopted a mixed methodology approach and thus applied concurrent triangulation research design. The target population comprised of all teachers and headteachers in public primary schools in Saku Sub-county and a sample size of 178 respondents. Purposive and random sampling was used to select the study subjects for school and respondents respectively. The study adopted questionnaires and interview schedules as instruments for data collection. Data was analyzed quantitatively using frequency tables and percentages using Statistical Package for Social Sciences (SPSS Version 23). The study found out that despite improvement in one dynamic, teachers often sought to leave teaching. It was concluded that the main cause of low retention of teachers was lack of collaboration between headteachers and teachers. Some headteachers management practices discouraged teachers staying in the teaching profession. Many teachers were not well remunerated while others lived in deplorable conditions. The study recommends that headteachers collaborate with teachers and with the help of TSC officials to seek the best management practices fitting each school to raise the retention rate of teachers.

**Keywords:** Headteachers' Management Practices, School Environment Dynamics, Remuneration Dynamics, Retention of Teachers, School Management Dynamics, and Workload Dynamics

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## 1. Introduction

Collaboration between headteachers and teachers plays a very crucial part in the achievement of the cardinal aims and objectives of education in public primary schools by ensuring that students enroll and complete their education. Goddard and Leask (2012) posit that, for quality education to be realized in public primary schools, the retention of teachers ought to be planned and orderly. Kreig (2012) defines retention of teachers as the process of keeping teachers in the school which could be due to various reasons. Buchmann and

Hannum (2014) notes there are rising concerns about the retention of teachers in different parts of the country with negative consequences on the provision of quality education. Despite this situation, few studies have interrogated the extent to which school management dynamics influence the retention of teachers.

According to Nishii, Lepak and Schneider (2011), school management dynamics are a set of factors that contribute to the extent to which teachers are retained in schools. School management dynamics include: headteachers' management practices, workload

dynamics, school environment as well as remuneration dynamics. In Mexico, for example, Feng (2015) avers that teachers seek leaving teaching profession or transfers for several reasons ranging from health conditions, security status and nearness to their places of residence. A report by Feng (2015) indicates that the more compelling dynamics which cause retention of teachers are headteachers' management styles, attitude of the school head and where teachers themselves feel insecure and unsafe in some of the areas. However, the extent to which these dynamics influence the retention of teachers remains fully unexplored.

Retention of teachers depends upon many factors, including the typical gains in effectiveness teachers realize from additional years of experience, how the average quality of entering cohorts of teachers differ from those who entered the profession earlier, and how turnover affects the functioning of the school and in turn the effectiveness of other teachers Cherian (2015). A study done in Netherlands, Feng, and Sass (2016) assert that a high rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. The government has set up measures to contain the situation using several incentives and policies. However, the role of school management has not been fully explored as a mitigant to the retention of teachers.

In many countries in Sub-Saharan Africa, cases of retention of teachers are very high. For example, in Ghana, Hedges (2012) notes that, in a year, close to 46.9% of teachers usually apply for transfers whereas, in Lesotho, 51.7% of teachers annually seek transfers from the workplaces. To mitigate these challenges, African countries are also employing different incentives to improve teacher retention in primary schools. In Malawi for example, a strong association between the availability of housing in an area and the retention of teachers in schools and more so female teachers has been reported (Mulkeen, 2013). Mozambique, Guro and Weber (2010) employ a system of financial bonuses for teachers who locate in rural areas, teachers who teach two shifts and a flat bonus is paid per month to teachers located in hardship zones.

Kenya in general and Saku Sub-county, in particular, are no exception to numerous applications by teachers seeking to leave the teaching profession (Ariko, 2014). For example, in Saku Sub-county, despite numerous efforts to ensure that teachers are retained, the number of teachers seeking to leave the teaching profession is alarmingly high. A study conducted in Marsabit County by Galgallo (2014) indicated that teacher attrition in Saku Sub-county has been the highest at about 46.5%, while national average teacher attrition rates in primary schools were estimated at 14.9%. For instance, out of the 23 newly recruited primary school teachers in 2016, 35.3% of them had already expressed a desire to leave teaching by December 2016. Despite this state of

affairs, few studies have interrogated how school management dynamics influence retention of teachers in public primary schools in Saku Sub-county, hence the study.

## **2. Literature Review**

### **2.1 The Concept of Retention of Teachers**

Retention of teachers is the act of keeping teachers in primary schools. According to Feng (2015), retention of teachers entails keeping teachers at their workstations. Feng (2015) avers that retention of teachers improves the stability and continuity of teaching thereby causing high learner performance. In Colombia, Ingersoll (2014) asserts that, whereas high-performing schools are distinguished by stability and continuity of teaching. Teaching traditionally has been characterized as an occupation with high levels of teacher attrition. Since teachers' retention does not contribute to a net loss in the total supply of public-school teachers in a country, most empirical research has assumed that it is very significant.

In Ghana, for example, because the art of teaching is a developmental process, it involves a complex set of skills, many of which can only be well polished on the uninterrupted job experience, makes the impact of teachers' retention on the learning process Caillods (2012). In Kenya, given that the government had frozen supply-driven teacher recruitment in 1997 and resorted to replacing only those lost under natural attrition in 2001, teacher shortage has worsened with an increase in learner enrolment as a result of the Free Primary Education (FPE) (UNESCO, 2013). Teachers' retention answers the questions about the professional satisfaction of teachers and has potential influence on school overall performance. Amongst the twelve districts of Nyanza Province in Kenya, Suba district teachers have been leading in the number of transfer requests (Ariko, 2014).

In Saku Sub-county, cases of low retention of teachers have been on the rise. As noted earlier, Galgallo (2014) reported that teacher transfer requests in Saku Sub-county have been the highest at about 46.5% compared to the national average which was estimated at 14.9%. Galgallo (2014) further indicates that out of the 23 newly recruited primary school teachers in 2016, 35.3% of them had already applied for transfers by December 2016. This trend has continued to date which paints a picture of low teacher retention.

### **2.2 The Concept of School Management Dynamics**

School management dynamics are a set of factors that contribute to the extent to which teachers transfer from

one school to another. The more compelling dynamics which cause retention of teachers are headteachers' management styles, unjust attitude of the school head and where teachers themselves are not safe in some regions. Evidence would suggest that where teachers build up strong relationships with their teachers then the possibility for broadening leadership responsibilities and extending responsibility for developing the school is increased (Marcoulides & Heck, 2010).

Negative role models and a negative experience of working as teachers can be detrimental. According to Southworth (2010), a teacher remains the main gatekeeper to teaching activities in a school and if headteachers support the role of teachers, it is unlikely that transfers will happen. In a primary school, there can sometimes be up to four teachers who can cause problems for the role of the individual teachers; roles may include 'pastoral teachers', 'curriculum Teachers', 'school improvement teachers' and 'professional development teachers. If these roles are not rotated, then each teacher may feel 'trapped in a straightjacket' (Harris and Muijs, 2012).

James and Whiting (2013) also found in their survey of 366 Teachers in England and Wales that headteachers did seek transfers because of the increasing concerns for the wide variety of expectations placed on teachers today which can, in their view, be a major influence on job satisfaction and work performance. The primary teachers in this survey didn't like the notion of the changing role of the head from leading practitioner to chief executive, and this was a key inhibitor in not seeking headship. Smithers and Robinson (2013) also state that when asked how their role had changed during their time in post, English Teachers were able to cite fifty-eight types of externally imposed demands. MacBeath (2013) posits that teachers are not left alone to get on with the job and teachers may feel there is too much public accountability. Crawford (2013) also makes a similar point where she states that the teachers are accountable, through such markers as inspection and league tables, for the success or failure of their school and takes everything as a very personal responsibility.

### **2.3 Headteachers' Management Practices and Retention of Teachers in Primary Schools**

Management practices adopted by headteachers play a key role in the retention of teachers in primary schools. According to Ingersoll and Smit (2010), when teachers are not involved in decision-making due to poor leadership, retention of teachers in public primary schools particularly novice teachers become imminent and thus school performance. Cognizant of these assertions, Jones (2011), in a study conducted in Australia, noted that teachers tend to become rebellious

and difficult to lead if decisions are imposed on them all the time. Jones (2011) suggested that school leaders ought to consult with their teachers so they will not feel like they are instruction takers, but part of the organization's decision-making. Liu (2011) reported that forty percent of teachers quitting cite lack of support from the leaders and when teachers feel they are taken for granted no matter how much effort they put into their work, they are demotivated and want to leave. These findings point to the fact that when there is a lack of trust and team spirit among staff members and teachers view each other as competition, this gives rise to stress among them. Some teachers resign or take early retirement because they are unhappy in their schools.

Liu (2011) noted that for novice teachers to achieve competency, their experienced colleagues ought to support them. This also applies to teachers newly appointed to senior positions, they require the same support. If this does not happen, they might be frustrated, and this frustration might lead to attrition. In most countries in Sub-Saharan Africa, Lambert (2012) suggested that support from the school, both personal and professional, is very crucial for novice teachers, supportive working environments. In a study conducted in KwaZulu Natal Province in South Africa, Dladla and Moon (2012) noted that school support can help novices to survive their initial years of transitioning from a learner to a professional.

In Kenya, support from school management, attitudes towards teachers, leadership styles and motivation practices serve to minimize the retention of teachers in public primary schools. According to the Ministry of Education (2018), retention of teachers is engendered by a work environment, motivation and attitudes which affect their performance. Saku Sub-county is not different and there is no recognition of the role of school management in mitigating retention of teachers in public primary schools with good work done by teachers is acknowledged (MoE, 2018).

### **2.4 Workload Dynamics and Retention of Teachers in Primary Schools**

Teaching is a very demanding job. The number of periods, paper works, testing preparation, grading, and others makes teachers busy the whole day. According to Kelly (2010), compared to other jobs, teaching seems to be the only profession that keeps teachers busy after work hours. Consistent with these assertions, Kirby (2010), in a study conducted in Texas, many teachers feel that they do not have a break or afternoon off; even their weekends are busy with teaching work, like grading and lessons preparations. However, the difference between the teaching profession and other professions is that teaching work keeps going after

schooling hours when most of the other professions are free by the end of the work hours.

McKenzie and Santiago (2011), in a study conducted in Paris, noted that, despite having low ranking compared to many professions, teachers have very heavy workloads, ambiguous roles and responsibilities, exhausting schedules, unsupportive administrative issues. Most of the reasons why teachers leave the profession are mostly associated with concerns about a heavy workload. Subsequently, it is very hard to retain teachers in such frustrating and stressful conditions, particularly with no or lack of organizational and professional support. In a study conducted in Alexandria in Egypt, Heller (2012) reported that teachers in rural schools are often required to teach multiple subjects, as well as multiple ages, often within the same classroom, the same day, or certainly within the same year.

In Kenya, not only does lack of administrative support contribute to attrition amongst teachers, but also inadequate preparation causes many teachers to leave. In a study carried out in Machakos East Sub-County, Little (2011) reported that being unprepared personally, professionally, socially, and/or emotionally for early childhood education teaching in rural communities creates a “revolving door,” as teachers in these situations attempt to adapt to their rural settings. The learning curve or adaptation is difficult for new teachers and often proves to be too much. Little (2011) further noted that limited funding and resources, decreased salaries, supplements, and incentives, as well as multi-aged classrooms and combined grade levels are examples of various negative impacts.

In Saku Sub-county, work conditions range from concerns about administration and learners to dissatisfaction with teaching job assignments. In a seminal study conducted in Saku Sub-county, Hirbo (2014) established that lack of non-contact time for teachers is a major barrier to being successful in the role and is considered a major impediment towards learners’ retention in schools. Dealing with a workload that is too heavy and deadlines that are impossible to meet can be very stressful.

## **2.5 School Environment Dynamics and Retention of Teachers in Primary Schools**

Like any other profession, teachers have needs related to their profession and the environment in which they serve. They also have their personal lives, although outside of their schools, that hugely affect their teaching performance. In a study conducted in Turkey, Kızılaslan (2012) distinguished personal factors as extrinsic including monetary incentives and teaching conditions, and intrinsic factors as satisfaction, job

security, responsibility and social status. Personal factors could be fully enjoyed outside the context of the school, but they are dependent on professional factors of teaching. Personal conditions for the teaching profession are worst in low-resource contexts like Afghanistan (Kızılaslan, 2012).

UNESCO (2012) reported that the educational system in developing countries, particularly in war zones, are facing issues like the lack of resources, improper security measures, no or/and unsafe school buildings, inefficient funding, low wages, poor governance, corruption, and lack of proper management. All these issues are the motives for high teacher turnover and thus the failure of quality education. On the contrary, in developing contexts teachers try to continue in severe working conditions, where attrition could be easily linked to the absence of basic facilities (Schneider and Shang, 2013).

In most countries in Sub-Saharan Africa, retention of teachers is likely to have a disastrous impact on teachers and whatever the magnitude of the impact, it is apparent that the epidemic does influence the working environment of teachers drastically (Borman & Dowling, 2011). With this amount of retention of teachers, one can deduce that the people most affected are the school headteachers because they must ensure that despite it all, teaching and learning are taking place effectively. In a study conducted in Tanzania, Mhando (2013) revealed that societal influences, security concerns, cultural factors and health concerns indirectly impact the retention of teachers.

Kenya is not an exception where environment-related retention of teachers is high and is attributed to security concerns, socio-economic status, cultural, personal and health concerns (MoE, 2018). Teacher may not have a settled mind in the new school because the change had disrupted a way of life he or she has been used to for many years, but in terms of work, he or she is meeting new people, is unlikely to be compromised so his or her academic performance is bound to improve (Mwangi, 2010). According to MoE (2018), environmental conditions play a major role in teachers’ decision to switch schools or leave the profession. In Saku Sub-county, leadership and institutional influences indirectly impact the retention of teachers.

## **2.6 Remuneration Dynamics and Retention of Teachers in Primary Schools**

According to Smith & Ingersoll, (2010) there is enormous research claiming that salary is one of the most common reasons for the retention of teachers in public primary schools worldwide. In keeping with these assertions, Shen (2011), notes that among all other factors of school characteristics, the salary of the

teachers was the prime determinant of retention of teachers in public primary schools.

In Afghanistan, low salary and late reimbursement compared to other professions are the major push factors that force teachers to discontinue the teaching profession in a low resource (Ayobi, 2011). Given all the research evidence on the importance of salary and the relationship of low salary with retention of teachers in public primary schools, Glewwe, Hanushek, Humpage and Ravina (2011) reported that money alone is not the answer to increase student learning and retain teachers. Talking about salaries as one of the main factors that influence the retention of teachers in public primary schools, Darling-Hammond and Bransford (2012) found that teachers' salaries are about 20 percent below those of other professionals with comparable education and training.

In most countries in Sub-Saharan Africa, the scenario is the same. For example, in a study conducted in Nigeria, Folajimi (2013) examined the timing of exits from the teaching profession and the reasons for these exits and found that there are many reasons why teachers are pushed to leave teaching, most important being wages. Folajimi (2013) asserted that monetary rewards and incentives to selected teachers based on location, hardship, qualifications, specialist areas, performance and over time appear to be gaining credence in developed and less developed countries. A study conducted in Saku Sub-county by Hirbo (2014) revealed that additional allowances paid to science and mathematics teachers proved barely enough to retain those teachers in the profession. According to Hirbo (2014), local authorities have successfully used monetary incentives for outstanding performance and those teaching in subjects where there are teacher shortages.

## 2.7 Theoretical Framework

This study was guided by the Systems Theory Luhmann Nklas (2004) and Retention Theory by Tinto (1993). Systems Theory holds that a school is a managed system that transforms inputs such as raw materials, people and other resources into outputs which are the goods and services that comprise its products. One of its key concepts is that school management dynamics for retention of teachers must interact with the environment to gather inputs and return the output of its production. School management dynamics are acts of planning, organizing and administration of the education process. It spans from classroom teaching, availing of trained staff, infrastructure and support from school management.

Retention Theory claims that whether a girl persists or drops out is quite strongly predicted by their degree of academic integration and social integration. Tinto (1993) has categorized girl retention theories into three

types: psychological, environmental, and interactional. The psychological dimension focuses on individual personality attributes and views teacher retention as reflecting some shortcomings and/or weaknesses in the individual. According to Tinto (1993), the environmental dimension focuses on the social, economic, and organizational forces impacting teachers' retention. In this study, the inputs of schools interact with all the aspects of teaching and learning and return increased retention of teachers as the output.

## 3. Methodology

The study used a mixed methodology approach, which employs quantitative and qualitative methods. According to Creswell (2014), in the quantitative method, the researcher asks specific questions and collects quantifiable data from many participants. Concurrent triangulation design was used to conduct the study. The design generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data so that the researcher may best understand the research problem (Creswell, 2014). It helped involve collections of quantitative information that was tabulated along a continuum in numerical form. This design enables the gathering of data that describes events and then organize, tabulates, depicts, and describes the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution.

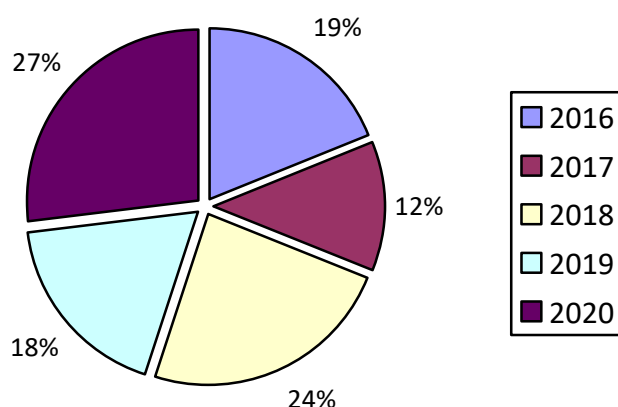
The target population of the study was both headteachers and teachers in public primary schools in Saku Sub-county. The area had 34 public primary schools thus, the target population comprised 34 headteachers and had 307 teachers totaling 341 respondents. To determine the sample for this study, Yamane's Formula was applied.

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

The study used a sample size of 178 respondents.

Purpose sampling was used to select two headteachers from each of the three zones created considering primary schools which had many cases of retention of teachers for the last five years. From each zone, 60 teachers were selected using simple random sampling to avoid bias and favoritism. This sampling procedure enabled the researcher to realize a sample of six headteachers and 180 teachers. Questionnaires were used as tools for data collection. Morse (2010), a questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from respondents and is often designed for statistical analysis of the response. The return rate of the study tools administered was 95.7%. Qualitative data was analyzed thematically along the study objectives and presented in narrative forms. It was analyzed descriptively using frequencies and percentages; using Statistical Packages for Social

### 4. Results and Discussion



**Fig 1: Distribution of primary school teachers leaving teaching from year 2016 - 2020.**  
**Source: Researcher 2023**

The figure shows the percentage of teachers who had left teaching profession from year 2016-2020. There was an irregular way of teachers leaving teaching within the five years studied. This was attributed to different dynamics such as workload dynamics, school environment dynamics as well as remuneration dynamics. For example, in 2020 followed by the year 2018 had the largest number of teachers who had left

teaching 27% and 24% respectively. This was caused by environmental dynamics as in year 2018 there was a lot of insecurity in the study area and in 2020 there was movement restriction by the government due to COVID 19 pandemic. The study concurs with Nishii, Lepak and Schneider (2011), who posit that school environment dynamics as a set of factors contribute to the extent to which teachers are retained in schools.

**Table 1: Influence of headteachers’ management practices on teachers’ retention n=178**

Where: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly disagree

Test Items	SA	A	U	D	SD
The headteacher adopts collaborative leadership as a practice to increase the retention of teachers	111 63%	67 37%	0 0%	0 0%	0 0%
The headteacher practice transformative leadership approach to increase retention of teachers	22 13%	67 37%	89 50%	0 0%	0 0%
The headteacher usually practice the bottom-up approach as a way of improving teacher retention	67 38%	45 25%	22 12%	45 25%	0 0%
Teacher retention is low despite headteachers applying different management practices	24 13%	24 13%	43 24%	43 24%	43 24%

**Source: Researcher 2023**

The study found that management practices adopted by headteachers play a key role in the retention of teachers in primary schools. Collaborative leadership seems to be more appropriate than transformative and bottom-up approaches, having been suggested by 63% of those who strongly agreed. Teachers were able to communicate freely with the school management are teaching. This decreased the number of teachers seeking to transfer or leave the teaching profession. The study

concurs with Ingersoll and Smit (2010), who posits that when teachers are not involved in decision-making due to poor leadership, retention of teachers in public primary schools, particularly novice teachers become imminent and thus school performance. It also agrees with Jones (2011) suggested that school leaders ought to consult with their teachers so they will not feel like they are instruction takers, but part of the organization’s decision-making. Retention of teachers is engendered

by a work environment, motivation and attitudes which

affect their performance (Ministry of Education 2018).

**Table 2: The influence of teachers’ workload dynamics on the retention n=178**

Where: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly disagree	SA	A	U	D	SD
<b>Test Items</b>					
There are many lessons to teach which encourage teachers to leave teaching	20 11%	138 78%	20 11%	0 0%	0 0%
The number of delegated tasks is high pushing many to leave teaching	0 0%	0 0%	0 0%	59 33%	119 67%
Many administrative tasks have pushed teachers to leave the teaching profession	0 0%	0 0%	0 0%	40 22%	138 78%
Many teachers have left teaching due to the large amount of work to be undertaken	40 22%	79 44%	59 34%	0 0%	0 0%

**Source: Researcher 2023**

The study findings indicate that workload dynamics plays a major role in teacher’s retention in primary schools in the study area. Teachers represented by 78% agreed that they were burdened with many lessons to teach which they had to plan, teach, and follow up with activities. They were also to supervise and mark the activities given. Delegated and administrative tasks played a very minimal role in teachers’ retention. This is true as none of the teachers either agreed or was undecided on this. The large amount of work to be undertaken led to many teachers leaving the teaching profession or applying for transfer thinking other schools are better off.

To lessen the teachers’ workload more teachers, need to be employed which will in turn reduce the class size to a comfortable and manageable size. The study is supported by Kelly (2010) study done in Texas which found that teaching is a very demanding job. The number of lessons, paper works, testing preparation, grading, and others makes teachers busy the whole day. It also concurs with McKenzie and Santiago (2011) who assert that most of the reasons why teachers leave the profession are mostly associated with concerns about a heavy workload.

**Table 3: The influence of school environment dynamics on the retention of teachers n=178**

Where: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly disagree

Test Items	SA	A	U	D	SD
Teachers sought to leave teaching owing to health conditions	0 0%	0 0%	20 11%	119 67%	40 22%
Security has been a challenge which has prompted the desire to leave teaching	20 11%	63 35%	20 11%	75 42%	0 0%
Teachers live in deplorable conditions which have made them leave teaching	0 0%	21 12%	58 33%	21 12%	78 44%
Cultural factors have been the main cause of teachers’ desire to leave teaching	20 11%	79 44%	40 22%	0 0%	59 33%

**Source: Researcher 2023**

Different test items were used to compare the influence of school environment dynamics on the retention of teachers. They found very few teachers if any sought

leaving teaching profession due to health conditions. The main school environment dynamic influencing teacher’s retention was cultural factors and security

concerns represented by 55% and 46% respectively – agreed and strongly agreed. There has been a high rate of teachers refusing to report in the study area when posted citing security reasons. This has been evidenced by several attacks on teachers who come from different regions. This has inflicted fear on many teachers especially non-Muslims leading them to seek transfer or leave teaching.

The study agrees with a previous study by Boyd, Lankford, Loeb and Wyckoff (2013) that concluded that, teachers are prone to leave the profession when

they are dissatisfied with the quality of environment and facilities provided by the school compared to their dissatisfaction with other dynamics. It disagrees with UNESCO (2012) assertion that although the conditions and their importance vary from context to context, lack of expenditure on working conditions is associated highly with the retention of teachers. The results demonstrate that teachers considered working conditions as one of the main factors in staying or leaving the profession.

**Table 4: The influence of remuneration dynamics on the retention of teachers n=178**

Where: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly disagree

Test Items	SA	A	U	D	SD
There is lack of any form of hardship allowance as a motivation to stay in teaching	0 0%	0 0%	59 33%	20 11%	99 56%
Accommodation offer has discouraged teachers leave teaching	0 0%	20 11%	0 0%	40 22%	119 67%
Salary increment has motivated teachers to stay in primary school	18 10%	123 69%	37 21%	0 0%	0 0%
Despite the improved remuneration package offered, teachers sought to leave teaching	0 0%	51 29%	28 16%	99 56%	0 0%

**Source: Researcher 2023**

On the influence of remuneration dynamics on the retention of teachers, the study findings indicates that salary increment motivated many teachers to stay in teaching profession represented by 69% and 10% of teachers agreeing and strongly agreeing respectively. None of the teachers lack hardship allowance and this also motivated them to stay. Only 10% indicated that accommodation offers motivated teachers to stay thus minimal effect on retention. The study is supported by Folajimi (2013) study which found that teachers with high wages were significantly less likely to change occupations than those who were less well-paid. The monetary rewards and incentives to selected teachers based on location, hardship, qualifications, specialist areas, performance and over time appear to be gaining credence in developed and less developed countries. As enormous researchers have claimed salary increment and hardship allowances are one of the most common reasons for the retention of teachers in public primary schools worldwide (Smith & Ingersoll, 2010).

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The study concludes that there are many primary school teachers from Sub-county leaving teaching profession. Retention of teachers depended mostly on headteachers

management practices and other dynamics such as workload, school environment and remuneration. The majority of headteachers adopted collaborative and transformative leadership as their preferred management practices. The collaboration between the teachers and headteachers convinces the teachers to stay in the profession.

Workload dynamics play a big role in teachers' retention in primary schools. Teachers in many schools are burdened with many lessons to teach which they must plan, teach, and follow up with activities. The heavy workload denies them time to think about their social, personal, and professional growth. Environment-related factors are something else to consider as a lot of teachers are leaving teaching due to security concerns and cultural factors, especially in the study area. Teachers need to be well remunerated to increase their retention in primary schools. Salary increment, hardship allowances and provision of accommodation are good motivators for teachers to stay in the teaching profession.

### 5.2 Recommendations

- i) The government through the ministry of education should create awareness seminars for Headteachers in the study area to teach them on the best management practices and



- dynamics that affect retention of teachers in schools.
- ii) All headteachers should be sensitized to use collaborative and transformative leadership management practices where administrators' welcome teachers in decision making which encourages the teachers to stay in the profession.
  - iii) The ministry of education through TSC should post more teachers in the study area to reduce the heavy workload that makes the teachers seek leaving teaching profession.
  - iv) The government through the ministry of interior should ensure there is good security in and around the neighborhood of all primary schools in the study area to keep the teachers safe and discourage them from leaving teaching.
  - v) The ministry of health in collaboration with the ministry of education should work together in improving the living conditions of teachers in the study area.
  - vi) The ministry of education through TSC as well as BOM should improve the remuneration of teachers especially in hardship allowances and salary increment to increase the retention of teachers in primary schools.

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