

ASSESSMENT OF FACTORS LEADING TO EARLY RETIREMENT OF PUBLIC  
SECONDARY SCHOOL TEACHERS IN KAJIADO COUNTY, KENYA

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### DECLARATION

I declare that this thesis is my original work and has not been presented to any tertiary college or any university for the award of a Certificate, Diploma or Degree.

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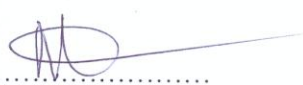
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## DEDICATION

I dedicate this work to my loving husband Peter Orina Omariba- a man with a special love for people. I also dedicate it to our four precious children Billy Judah, Henoko Jubilee, Starlene Melody and Excellent Theophilus. You have surely had a taste of what it means to sacrifice your dreams for your mother at this tender age.

## ABSTRACT

There has been a noted trend of Kenyan Public Secondary school teachers opting out of teaching profession. This may affect quality of teaching, examination performance, as well as planning by the Ministry of Education and Teachers Service Commission to achieve their objectives. Therefore this study assessed factors leading to early retirement of teachers of public secondary school teachers in Kajiado County, Kenya. The study was guided by five research questions and Adams' Equity theory of motivation. The study adopted descriptive survey research methodology. The target population comprised all teachers who worked in public secondary schools in Kajiado County, all the TSC staff and all teachers who retired early from Kajiado County. The sample was made up of 180 participants. Data was obtained by using questionnaires and interview guides. The instruments were pilot tested to improve on validity and reliability. Quantitative Data were coded and analyzed using Statistical Package for Social Sciences (SPSS) version 16. Qualitative data were subjected to thematic analysis. Findings of the study were that the number of teachers retiring early from their jobs was increasing; majority had a Masters degree and above, and were female teachers in the middle of their career. Factors that influenced early retirement of teachers included low salary, posting to remote hardship areas, stagnation in job groups, conflict between teachers and principals, joining their spouses, and affinity for further studies. Early retirement of teachers influenced teaching/learning by increasing teacher shortage, increasing teachers' workload, affecting curriculum implementation, contributing to poor KCSE performance, and interfering with teacher balancing in schools. Teacher promotion policy discriminates against teachers who have attained Masters and PhD thereby influencing them to retire early. Strategies for teacher retention centered on dealing with hardship conditions, aligning teacher salaries with those of civil servants, encouraging professionalism among school administrators and promoting teachers regularly.

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**ABBREVIATIONS AND ACRONYMS**

BOGs	Board of Governors
CTRP	Commonwealth Teacher Recruitment Protocol
DEBs	District Education Boards
DHROs	District Human Resource Officers
EFA	Education for All
HOD	Heads of Departments
H/Ts	Head Teachers
ILO	International Labor Organization
KNUT	Kenya National Union of Teachers
KSSHA	Kenya Secondary Schools Heads Association
KUPPET	Kenya Union of Post Primary Education Teachers
MOE	Ministry of Education
MSPB	Merit Systems Protection Board
NGO(s)	Non-Governmental Organizations
PSS	Public Secondary Schools
PSSTs	Public Secondary School Teachers
PCEA	Presbyterian Church of East Africa
RB	Retirement Benefits
RBA	Retirement Benefits Authority
SD	Service delivery
TFS	Teacher Follow-up Survey
TSC	Teachers Service Commission
NCSTI	National Commission for Science, Technology and Innovation
CDE	County Director of Education
KCC	Kajiado County Commissioner

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The trend of Kenyan Public school teachers opting out of the teaching profession over the years is a matter of concern. The Teachers' Service Commission had to replace several secondary school principals and head teachers in the year 2012 alone to fill gaps left by those who opted out to seek various elective seats under the new constitution (Salil, 2012). According to a 2010 report by Kenya Secondary School Heads Association (KSSHA), teacher brain-drain where teachers opt to change professions has seen schools lose an average of 6,000 teachers per year. Another report by UNESCO places the number of teachers quitting the profession for other jobs in the labor market to be between 7,000 and 11,000 annually (Onwonga, 2012). This coupled with the freeze in teacher recruitment in Kenya, has in part contributed to the stinging national teacher shortage.

According to Kenya Educational Sector Report (2012), an additional 10,000 new teachers would be recruited for public schools in the 2013 financial year and subsequently in the next five years to address the deficit worsened by an increasing enrolment arising from the free learning programs. It states that currently there are 19,360 public primary schools and 6,178 post-primary institutions that require a total of 333,480 teachers according to the report. However, the institutions have only 263,060 teachers, creating a shortage of 70,420 teachers. Of these, 37,431 are required in public primary schools while 33,079 are needed in public post-primary institutions (Siringi, 2012).

According to the report, the number of teachers needed in public schools is rising and the shortage is expected to worsen given that education has become a basic right for every school

going child under the new constitution and the Basic Education Act 2013. The report notes that, schools in rural, arid and semi-arid areas suffer a greater shortage than schools in urban areas. Teacher shortage is further worsened by a hemorrhage of teachers who leave the profession before the retirement age (Mulkeen, 2007).

Education is considered a major key to economic development of any country and is closely linked to economic growth (Toft, 2011). It is perceived as the cornerstone of economic and social development and a principal means of the welfare of individuals (Orodho, 2002). Globally education is regarded as a basic human right as depicted through the Universal Declaration of Human Rights by the United Nations Organization. As expressed in vision 2030, Kenya recognizes the importance of education and places it under the social pillar as one of its most important aspects. It singles out education and training as the vehicle that will drive Kenya into becoming a middle income economy (Republic of Kenya, 2007). Under education and training Kenya pledges to provide a globally competitive quality education, training and research for development. Teachers play a great role to this effect.

In recognition of the important role played by teachers in the provision and achievement of educational objectives, the government of Kenya has directed a lot of resources at teacher training in order to enhance the relevance and quality of teacher skills and also to build a sufficient teaching force (Republic of Kenya, 1996). However, despite the well trained teaching work force in Kenya, there are intervening factors that have consistently affected teacher retention thereby slowing down the achievement of educational objectives.

The issue of teacher shortages is evidently a fundamental determinant to the achievement of the Millennium Development Goals (MDGs) and some of the Kenyan government's goals set out in Vision 2030. As Muler and Alliata (2009) put it, attracting and retaining competent

teachers is a key concern when it comes to managing the supply and demand of teachers. The problem of teacher exit cannot simply be solved by training and recruiting new teachers to replace them. Though the new teachers may bring in new ideas and practices for the betterment of the teaching and learning process, losing an experienced teacher may negatively affect the quality of performance in national examinations and in co-curricular activities (Munguti, 2009). It is therefore crucial that the teaching fraternity does not lose more of its workforce through any preventable means including voluntary attrition. Mulkeen (2010), argues that a variety of policy changes can have an impact on such attrition including; improved teacher conditions of work, improved management at school level, better deployment policies, and greater use of local deployment.

Research indicates that the aspect of teachers leaving their jobs is now a global issue. As Xaba (2003) puts it, concerns over educator turnover and attrition are reported widely as a global phenomenon. Yoo (2011) stated that, the exit of qualified and talented teachers has left teaching in Australia in an uncertain future. A recent study carried out in American state of Michigan and published in the *Elementary school journal* indicates that so many teachers quit their jobs majorly because of poor working relationship with their principals (Tierney, 2012).

Most recent literature shows that 40% of teachers in the UK leave the profession within the first five years while some statistics put it at 50% (Didau, 2013). According to him, some 404,600 fully trained teachers in the UK which is almost half of the country's qualified teachers are no longer teaching. He argues that the situation is getting worse as some 47,700 teachers left jobs in the year 2010-2011, up from 40,070 in 2009-2010. Bang (2007) posited that the dropout rates for teachers within the first few years of the teaching profession are high. Also, according to Bartholomew (2007), it takes three to five years for a new teacher to master the art of teaching

and the craft of the classroom. Bartholomew further states that it is about the same timeframe when 40 to 50 percent of new teachers exit the profession.

Commenting on the situation in England, Smithers and Robinson (2003) state, “There is increasing concern in England and abroad about recruiting and retaining teachers.” Statistics show that in Australia 77% of secondary teachers resign before typical retirement age (OECD, 2002 as cited by Mason, 2010). The Australian bureau of statistics puts the number of qualified teachers who are not teaching; including retirees at 34% (ABS, 2007). Almost a quarter of public school teachers entering the service in the US leave teaching within the first three years (US Department of education, 2007).

In Africa the situation is the same even though there is lack of detailed data. In many of the countries in Sub-Saharan Africa, the collection of data on teacher attrition is poor and does not allow the level of analysis required (International task force on teachers for EFA, 2010). It further states that approximately one million teachers have to be replaced every year to balance out the attrition of teachers. Some of the major factors identified as impacting on the teaching profession in most Sub-Sahara African countries include the decline in salaries relative to other comparable professions (Colclough, Al-Samarrai, Rose and Tembon, 2003); the emergent knowledge economies which offer an alternative employment opportunities for those who provided the traditional pool of teachers (Moon, 2007); and the HIV/AIDS which is reducing both the existing and potential teaching force. Nearly a million children lose their teacher to HIV/AIDS annually (UNICEF, 2000).

In a study that sought to assess reasons for attrition of employees in Kenya, Mutinda (2003) refers to the Kenya government’s Quality Assurance and Standards Directorate (DQAS) report 2002 that showed a general apathy, high attrition and low morale in teachers in Kenya.



Also, major news papers reported that, the better pay in the civil service lured over 600 teachers from their classrooms into other government ministries in the year 2008 alone.

One significant factor in premature exit of teachers is teacher remuneration. Carson, (2002) posits that the average major league shortstop receives more in salary than a hundred starting teachers. He observes that although teacher salaries have risen substantially over the past decade, they still do not reflect the importance of the job to our society; a graduate teacher still earns much less compared to peers with equal qualification in other professions.

In Kenya, the situation is not different given myriads of factors affecting public school teachers. As stated by Ojwang (2002), many teachers in Kenya complain about challenges they face in the course of their duties which include poor salaries, lack of basic facilities in schools, indiscipline of students, safety at school, heavy workload and inadequate resources which all lead to dissatisfaction contributing to attrition in teachers. Teachers in Kenya were said to be the least paid out of all public sector workers and far from giving them financial security, some thought that teaching yielded lower returns than running an informal business (Vohya, 2012). Sekiwu (2009) attests that teachers expect to obtain worthy payments that can enable them obtain their social and economic needs; teachers' salaries should enable them to improve their livelihoods.

Low remuneration has always been a major problem to the education sector as far as teacher retention is concerned. As Mulkeen (2007) puts it, teachers considering leaving the profession offer a variety of reasons but foremost among them are poor working conditions; primarily low salaries and insufficient benefits. Obonyo (2001) asserts that teachers must be paid well in order to energize them to perform a worthy and quality service. He further argues that the incentives rewarded to a teacher should be commensurate with the work that a teacher

does. However, some studies have contradicted the salary argument. For instance, Mander (1995) carried out a study among teachers in Nairobi which revealed that some teachers quit teaching because of the heavy workload compared to the low salaries they earned.

According to research, policies on promotion contribute a lot to the phenomenon of teachers leaving the profession long before their retirement age. Boles and Troen (2000) argue that teaching is a flat career that offers no promotion and pay raises are based almost exclusively on years of service or academic degrees. “No wonder teaching is a job that discourages longevity”, they assert. They further argue that in America, the best and brightest teacher stays in teaching an average of five years before changing jobs- a matter they say, should concern those who would spend billions to aggressively recruit and train teacher candidates. After all, why spend the money when they are likely to leave the field so quickly?

Prestige in a job is a matter of importance to some employees. A report released by the government of Kenya in the year 2005 indicated that, many good teachers are opting out of class for more desirable opportunities in the more lucrative private sector, business administrative posts and in other government ministries (Republic of Kenya, 2005). In all parts of the world, attracting young or mature entrants into teaching is a major challenge (Moon, 2007). He further argues that teaching is far from an occupation that reflects the dignity, stability, peace and credibility which might define a productive working life. This might explain the reason why some teachers opt out of the profession at the slightest opportunity.

The attitude of the society towards teachers and the teaching profession as a whole coupled with what parents think about education is also a very important factor to consider when assessing reasons teachers quit the profession early. Harris (1992) argues that Lack of respect for teachers has been found to be among the most negatively influencing factors that compel

them to make the decision to leave the profession (Harris 1992 as quoted by Mbwiria, 2010). Carson (2002) poses a noble question over the importance the society places on the teaching profession by asking; “how can we make teaching a more respectable vocation?”; “what job could be more important than overseeing the development of the minds of tomorrow’s leaders?” He further asserts that almost everyone claims to believe that teaching is a worthy profession; which he says is just lip service as indicated by the pay packages teachers receive.

Mulkeen (2007) argues that one of the most frequently reported reasons for leaving the teaching profession is lack of respect for teachers from the community and students such as lack of attention by policy makers to address teachers’ needs, harassment from students and parents, increasing demands from administrators , combined with little support. As further argued by Buchanan (2012), “... rudeness, hostility, resistance, indifference, supportlessness- such conditions or perceptions debilitate any workplace and demand attention; salary is a poor compensation for them”.

Another factor considered to be significant in teachers’ intentions to quit the profession is teaching experience and professional qualifications. Mbwiria (2010) found out that teachers in the middle of their career (up to 10 years of work experience) may have higher intentions to quit the profession than those with just a few years of experience and those nearing retirement. In a study that looked at factors that influence attrition at public secondary schools of Mbooni East district in Kenya, Mulei (2012) found out that teachers who furthered their education make up a meaningful proportion of those who left Mbooni district for other jobs elsewhere.

Macdonald (1999) argues that the most highly qualified teachers may be the most likely to leave, as they can easily get alternative employment. Results of a study carried out in the year 2005 indicated that teachers with stronger academic backgrounds were more likely to leave

teaching (Boyd, Grossman, Lankford, Loeb and Wyckoff, 2009). This agrees with World Bank (2005) which states that qualified secondary school teachers in both developed and developing world are quickly becoming the hardest segment of the teaching profession to attract and retain and are the most expensive to educate (World Bank, 2005). Mulkeen (2010) argues that attrition is generally higher among teachers with higher academic qualifications.

Age and gender cannot be ignored when discussing the decision by teachers to quit the profession or to retire early. Ingersoll (2001) asserts that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age. In a study carried out in England which sought to find out factors affecting teachers' decisions to leave the profession, Smithers and Robinson (2003) found out that leavers tended disproportionately to be either young with a few years service or to be older and approaching retirement; to be female and to come from shortage subjects.

Getting to the root of why teachers quit their jobs is a big step in solving many of education's problems. Addressing fundamental factors for teacher turnover and teacher attrition can be critical in attending to challenges within the profession and in the expansion of secondary education (World Bank, 2006). If qualified, passionate, and hardworking teachers stay in our classrooms; students are not the only ones that would benefit but the society as a whole (US Department of education, 2007).

Buchanan (2012) argues that apart from personal costs to any teacher leaving the profession prematurely and embittered by the experience, teacher attrition constitutes a financial and expertise related cost. As Tyle and O'brien (2002) put it, conditions that undermine the power and effectiveness of our public school system need to be identified and promptly rectified. This includes, above all, creating a work environment that will continue to draw the bright

committed new teachers we need- and will keep them enthusiastic, energetic, and productive throughout their career. This is a call among other things, to examine the patterns of early retirement of public secondary school teachers, assess factors that may be pushing public secondary school teachers out of classrooms and scrutinize policies governing early retirement of public school teachers generally and early retirement of public secondary school teachers in particular.

## **1.2 Statement of the Problem**

Early retirement of teachers is an important component of teacher turnover which contributes significantly to teacher shortage in our schools. Cases of teachers leaving the profession are quite rampant and alarming. In the year 2005, the government of Kenya released a report indicating that many good public school teachers were opting out of their jobs to take up positions in government ministries, business administrative posts and in the private sector (Republic of Kenya, 2005). A report released by KSSHA in the year 2010 states that brain drain where teachers opt to change professions has seen schools lose over 6,000 teachers per year. UNESCO places the number of teachers leaving the profession at between seven thousand and eleven thousand (7000-11000) teachers annually

National statistics indicates that 10,000 teachers are lost annually from the profession due to various reasons ranging from resignations, assignment of non-teaching jobs in other ministries and others leave to join the private sector. Currently more than 75,000 teachers are needed in secondary schools to replace those lost and to cater for the increasing student enrolments due to the free day secondary education program. The government of Kenya in her bid to retain public secondary school teachers has decided to among other things; build their capacity through in-service training and insets like SMASSE (Republic of Kenya 2005). Such initiatives are meant

to boost teachers' subject mastery level. The government also entered into salary negotiations with teachers in order to harmonize their salaries with those of other public servants. There are also hardship allowances for teachers working in areas designated to be hardship zones in the whole country. These initiatives are meant to raise teacher retention rate and curb resignations.

However, teachers have persistently opted out of their jobs even after their salaries were improved. Mulkeen (2010) states that, in most countries the two main drivers of teacher attrition are retirement and voluntary resignations. He further argues that voluntary resignation accounts for more than half of all attrition in many of the Sub-Sahara African countries. As noted by Mulei (2012), attrition among public secondary school teachers in Kenya is on the rise.

Excessive teacher turnover can be costly and detrimental to instructional cohesion in schools (National Commission on Teaching and America's Future, 2003). The trends of teacher attrition in a country are therefore, always worth monitoring and studying.

A talk with a senior education officer in Kajiado County revealed that voluntary attrition was real in the County. She said, "teachers here jump into any job without first assessing the terms and conditions; something I consider very unthoughtful". Kajiado County commissioner termed the teachers' actions 'untactful'. He gave an example of county jobs which are just five year contracts. "...there's a teacher just next door who ditched his noble work to join us just for the next four years!" He went on to say that many teachers, not only in Kajiado County but the country at large left their jobs to join the ministry of gender & youth affairs, IEBC and the ministry of sports when they were constituted without considering the capacities at which they were going to serve. "The larger Maasai community has teachers as some of the most learned people but every election year see some resigning to join politics", he said. This raises

questions on what makes these teachers leave their jobs, which particular teachers leave and the effects of their exit on teaching and learning.

Traditionally, literature on teachers quitting employment has concentrated on how many teachers quit (turn over frequency), disregarding patterns of early retirement of teachers and factors that lead to the phenomenon. Such lack of emphasis can distort the real effect of premature exit of teachers from the public education sector-thereby thwarting the government's effort to monitor and deal with the phenomenon. Very scanty literature is available in both electronic and print media on trends of early retirement of public secondary school teachers; especially in Kajiado County.

Vohya (2012) reported that the government of Kenya was using her beaureocratic procedures to trap and keep teachers in some of the most undesirable schools in Kajiado County; a fact she reported left them with no alternative but to resign. The report however did not cover trends of exit, factors causing it and/or the effect of the phenomenon on teaching and learning. The current study therefore closes this gap by employing descriptive survey with both quantitative and qualitative techniques in assessing factors leading to early retirement of public secondary school teachers Kajiado County, Kenya. The study looks at the patterns of early retirement of public secondary school teachers and the influence of premature exit of public school teachers from service on teaching and learning in the affected schools, and assesses the policies governing early retirement of public secondary school teachers in Kenya. The study also suggests strategies that can be applied by TSC and MOE in order to maximize teacher retention.

### **1.3 Research Questions**

The study was guided by the following research questions:

1. What are the trends of early retirement of secondary school teachers in Kajiado County?
2. Which factors influence early retirement of public secondary school teachers in Kajiado County, Kenya?
3. How does early retirement of public secondary school teachers influence teaching and learning in Kajiado County?
4. Which policies govern early retirement of public secondary school teachers in Kenya?
5. Which strategies can be used to retain public secondary school teachers of Kajiado County in their profession?

### **1.4 Significance of the Study**

The study has potential contributions. First, the findings would extend the current knowledge on the trends of early retirement of secondary school teachers from the public sector in Kenya with regard to Teachers Service Commission. The study would provide new insight into reasons why teachers quit their jobs early and what it could take to keep such teachers in class rooms. The study would also provide insight into whether the number of teachers opting out before retirement are increasing or decreasing and the implication of the trends to service delivery in public secondary schools.

The researcher hopes that the study would benefit the Ministry of Education and the TSC plus public secondary schools teachers by suggesting ideas on what is ailing the teaching profession even after the improved salary schemes by investigating factors that make public secondary school teachers leave their jobs in Kajiado County. This is important since it touches on teacher retention thereby utilizing the most needed experience they attain over time. The



experience teachers attain as they work cannot be compensated for by merely recruiting new teachers. The study also touches on how to stem teacher attrition and high teacher turn over since early retirement of teachers is a contributing factor to both teacher attrition and high teacher turnover.

The findings of this study have a potential of guiding policy makers on which policies to review or streamline as it looks at policies that govern early retirement of public secondary school teachers. Some of the policies may need review if at all the teachers have to be retained in their profession.

The researcher hopes that the research findings will benefit the Ministry of Education and Teachers Service Commission in streamlining education management in connection to early retirement of public secondary school teachers. By touching on various factors leading to early retirement of public secondary school teachers in Kajiado County, the findings will help deal with the issues in a way that enables teachers to develop better coping mechanisms. This will enhance retention of experienced manpower for better service delivery in public secondary schools in Kenya generally and in Kajiado County specifically. It will also help in cutting down on the unnecessary cost of recruiting and training new teachers to replace the experienced ones who resign or retire early.

The research findings generated may provide vital data which will benefit researchers, development practitioners, academicians, policy makers, planners and program implementers to monitor and evaluate the trends of early retirement of public secondary school teachers specifically; and, all teachers in general with regard to TSC employment in Kenya. This would help develop new strategies and design new policies that will influence decision-making processes regarding early retirement of teachers for competitive organizational management.

The findings may envisage what is required for education planners to inject new ideas into the education sector so as to meet the educational challenges of the twenty first century. In a nutshell, the findings are bound to inform policy.

The teacher unions i.e. Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) would benefit from the study in that the research may provide them with data pertaining to reasons why teachers exit TSC employment before the mandatory retirement age and the changing trends of the exit. It may reflect some of the difficulties teachers face on a daily basis which may lead to job dissatisfaction and ultimately to premature exit. Some of these hardships may require policy adjustments by TSC and MOE. The unions would hence be able to come up with additional necessary bargains especially touching on policy

### **1.5 Scope and Delimitation of the Study**

The current study is delimited only to early retirement that is, to those public secondary school teachers who have opted out of teaching before the mandatory retirement age and not those who have exited due to normal retirement. This is because though both normal and early retirement lead to loss of teachers from the teaching force, normal retirement is inevitable and unpreventable while part of causes of early retirement are preventable and can be dealt with. Inter-county and inter-school transfers are not considered since they do not lead to loss of teachers from public secondary school teaching force. In the same strength, cases of natural attrition are also excluded from this study for being inevitable.

The study focused on public secondary school teachers in Kajiado County, Kenya. Public secondary school teachers were included due to the fact that they have the same employer (TSC) and are likely to further their education to Masters and PhD levels in a shorter time

compared to primary school teachers. Also considered is the competence of the researcher to handle matters at secondary school level. The study also included public secondary school teachers who taught in Kajiado County but have retired early or have resigned from their jobs. This was intended to show the trends of early retirement; whether the numbers are decreasing, static or going up. Teachers who have taken early retirement from secondary schools of Kajiado County are included in the study because they have had firsthand experience of what pushes teachers out of public secondary school teaching and are therefore the custodians of the required information.

Teachers who have opted out of TSC from secondary schools of Kajiado County were only considered if they exited in the past ten years so as to deal with the most recent manageable time frame. All public primary school teachers were not included in this research study. Also excluded were all private secondary school teachers in Kajiado County or elsewhere and public secondary school teachers serving or retired but who taught outside Kajiado County. This is because the study intended to assess TSC policies in regard to early retirement of teachers.

The study also focused on the employees of Teachers Service Commission in the units namely those in human resource (DHROs) and Staffing Officers in Kajiado County Unit. These officers deal with staffing and human resource issues in Kajiado County and therefore have at their disposal the challenges facing public secondary school teachers.

The research study was carried out in Kajiado County, Kenya and took place between August and September 2013. Kajiado County was selected because of its diversity in terms of geographic orientation. Some parts of Kajiado County border Nairobi city which is perceived to have many job opportunities. Kajiado also has some of the fastest growing towns in Kenya like Ongata Rongai, Kitengela, Ngong and Isinya which are said to have vast booming business

opportunities including land and real estate business. However, it also has some vast areas that are far interior, inaccessible in terms of infrastructure and that lack most basic infrastructure including shortage of clean/tap water, inadequate housing and inadequate health facilities.

### **1.6 Theoretical Framework**

In an attempt to assess factors leading to early retirement of public secondary school teachers, this study was guided by Adams' Equity Theory of motivation (Adams, 1963). In this study it is assumed that early retirement of public secondary school teachers is a form of behavior associated with job dissatisfaction. It is hoped that the study suggestions will contribute to continued effort towards teacher job satisfaction and hence establishment in their career reducing the magnitude of early retirement of secondary school teachers and resulting to greater teacher retention.

When John Stacy Adams, a workplace and behavioral psychologist first put forward his equity theory of motivation in 1963, he was working for behavioral research service of general electric company. The company had imposed an 11% cut on its hourly workers and also required that they give up their scheduled raises. Even though the company decided to retain workers for three years to ensure the need for job security is fulfilled and provided the required resources by upgrading equipment, the workers' morale went down as well as productivity. The work force perceived the pay cuts as inequitable and responded accordingly.

Adams and Jacobsen (1965) decided to do an experiment to test the validity of the theory. In order to induce equity and inequity, they set up a fictitious publishing company for students to do proof reading. The first group of students was told that they were not qualified to earn the reading rate but would still be paid, the second group was told that they were not qualified to earn the reading rate and would earn a lesser rate, the third group was told that they were

qualified to earn the reading rate and would earn it. The results supported equity theory. Not only did the first group produce better quality work, they also worked harder than either of the other groups. The lesson learnt was that workers prefer situations of balance or rather, people like being treated equitably.

Equity theory of motivation is a social comparison theory which focuses on an individual's perception of fairness relative to others. This theory focuses on people's perceptions on how fairly they are treated relative to others. The two main assumptions of this theory are: that, individuals assess social relationships the same way they assess economic transactions, and that the equity of exchange is determined by comparing one's own situation with that of others. It postulates that employees analyze their contributions or job inputs (i.e. work performance, hours worked, level of education, experience) and their rewards (salary, benefits, recognition, promotions, allowances). They then come up with a contribution-rewards ratio which they compare to that of other people.

Often the comparison is based on someone in a similar position. For instance; comparison between a head teacher of a public secondary school and that of an international school, someone with a similar occupation e.g. a subject teacher in a public school and that of a private school, someone who shares similar characteristics e.g. age, education, level of experience, someone holding different positions in the same organizations. People feel equitable treatment when they feel that the ratio of their contributions to their reward is comparable to that of others. The reverse is also true. Inequality is perceived when people feel that the ratio is out of balance. Most of the time people perceive that others are being treated better but they may occasionally perceive that they are being treated better than others. In other words, in making

equity judgments we consider equity in relative terms rather than absolute terms; comparison with another, rather than comparison with a set standard.

When employees perceive inequity, they may bring the ratio to balance by decreasing inputs (working fewer hours, refusing to take additional tasks, reducing the quality of service) or by increasing outputs i.e. asking for a raise. In the event of failure of such efforts, the employees may launch a complaint to the supervisors, transfer to another job, leave the organization or rationalize the situation (perhaps rationalizing that the situation isn't that bad after all).

Some workers may decide to quit from their jobs especially where there's high negative inequality and other alternatives are not feasible (Githinji, 2010). As Giacometti (2005) puts it, one could predict from equity theory that teachers who do not believe that they are compensated equitably for the work and hardships they must endure will take action to remedy the inequity. She further asserts that one of these remedies is leaving the profession. Perhaps the constant teacher strikes concerning salary are based on such perception of inequitable treatment of teachers by the government.

This theory admonishes supervisors and managers to focus on equal and fair treatment of workers, especially in determining compensation, which, is naturally, a common basis for comparison. The theory will guide the study in that teachers, like any other group of employees, may feel unequally treated in comparison to their counterparts in other fields like those who trained as teachers but ended up working for NGOs, private companies or other government ministries. Inequitable treatment may be felt concerning salaries, allowances and other working conditions. Such perceived unfair treatment may de-motivate teachers leading ultimately to low morale and eventually to early exit from the profession.

Equity theory, just like any other theory of motivation is not without strengths and weaknesses. Some researchers argue that it does not universally apply to inter-organizational relationships and does not predict behavior in overpayment conditions. Scheer, Kumar and Steenkamp (2003) argue that equity theory is not universally applicable to inter-organizational relationships and, specifically, positive inequity will not have deleterious effects. Price (2010) argues that equity theory's unreliability in situations of over reward could be met more effectively if organizational scholars formulated equity theory from an evolutionary psychological perspective. The theory is also faulted for not accounting for individual differences impact upon equity. One of the most outstanding strengths that researchers have widely agreed about is its ability to predict behavior in underpayment conditions.

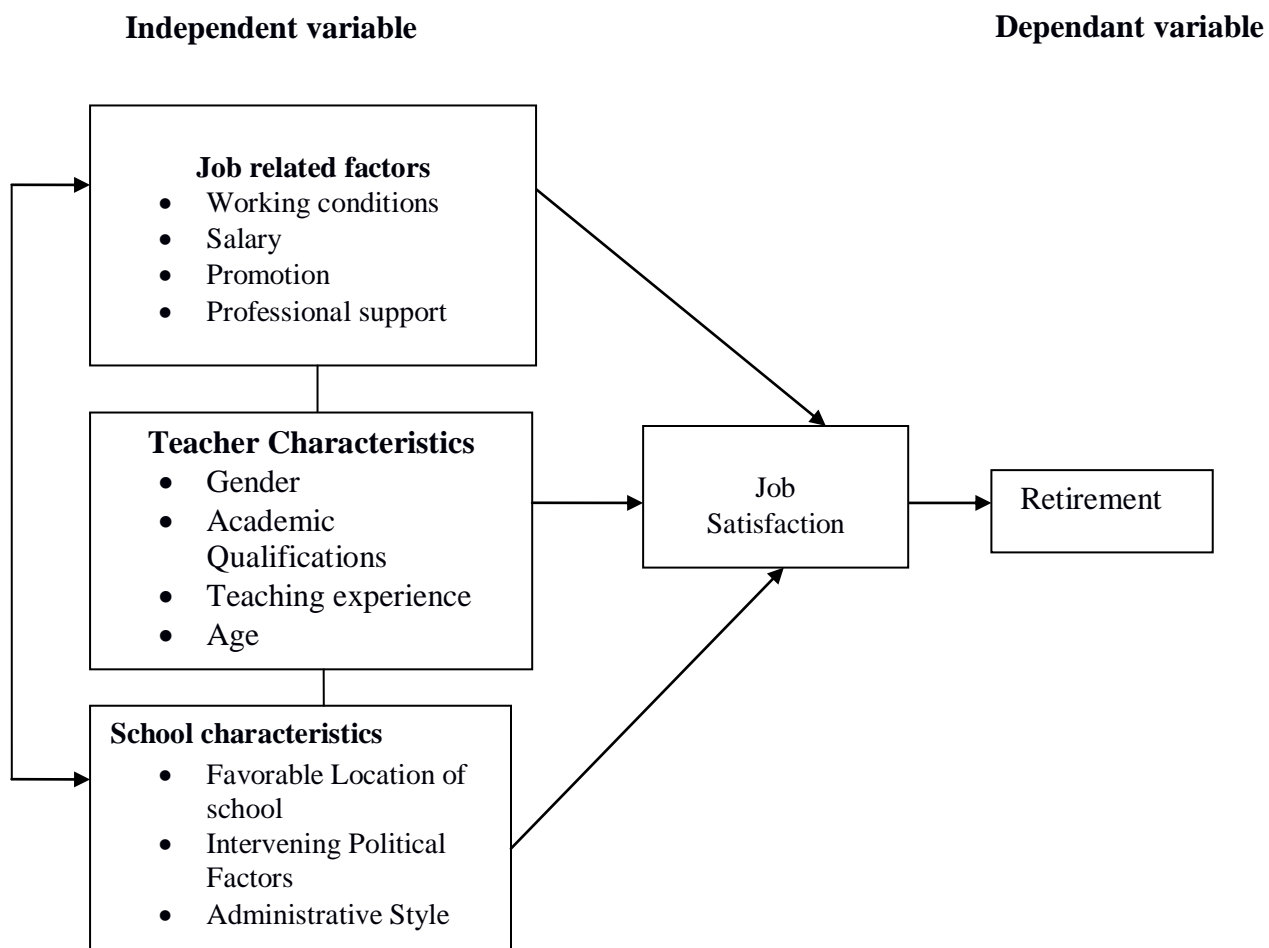
Teachers, like any other workers need motivation at the place of work to be able to achieve job satisfaction. As stated by Amanuel (2009), some of the researchers believe that satisfied workers perform high and are less likely to quit their jobs. They also need to be treated equitably within the profession and in comparison with other professions. As Moon (2007) puts it, the relative attractiveness of teaching depends on the notion of relative "total compensation"- a comparison of all rewards stemming from teaching, extrinsic and intrinsic, with the rewards of other possible activities that could be pursued. Adams' motivation theory is therefore found to be useful in guiding the study since workers in general and teachers in particular would work more effectively where they are treated equitably and both intrinsic and extrinsic rewards exist. The theory guided the study and helped unveil the current factors that lead to teacher job satisfaction and factors causing dissatisfaction which ultimately leads to an early exit from the profession.

## 1.7 Conceptual Framework

A conceptual framework helps the researcher to identify the proposed relationship between the variables (the relationship between independent, dependent and intervening variables) easily and quickly. In this study, the dependent variable is early retirement of public secondary school teachers while the independent variables identified include gender, teaching subjects, and teachers' experience, level of education, management styles, working conditions, and rewards like job promotions, remuneration (salaries, allowances and other financial benefits), size and location of school, professional support, professional development and work load.

Favorable working conditions, availability of professional development and professional support, clear and favorable policies especially on promotions, remuneration coupled with school related characteristics like location of school and student-teacher ratio may lead to job satisfaction prompting a high commitment to the teaching profession. On the other hand; lack of professional development & professional support, unclear and unfavorable policies, inequitable remuneration coupled with school characteristics like school situated in hardship areas, high student teacher ratio may prompt a teacher to quit his/her job. Those who decide to stay may exhibit poor performance, lack of morale and frequent absenteeism.





**Figure 1**  
*Conceptual Framework Diagram*

### 1.8 Operational Definition of Key Terms

**Retirement** refers to the final phase of the occupational life cycle in which an individual leaves the labor market.

**Early Retirement (ER)** is a situation where an employee leaves or exits his/her job before the mandatory retirement age (which was raised to 60 years in the case of Kenya) for whatever reason. In this study early retirement is taken to mean the permanent loss of teachers from the

teaching service at secondary school level (excluding natural attrition and normal retirement); it's what is referred to as exit attrition in other studies.

**Job Satisfaction** is a force that stirs an employee to keep on working i.e. an element of the job that keeps an individual worker at work due to the fulfillment it gives.

**Motivation** is an internal stimulation, inspiration or drive in an individual that causes him/her to act on a specific task, or to want to do things in a certain way or to achieve a certain goal.

**Public Secondary Schools** are those founded and sponsored by the government and the deployment of teachers is done by TSC.

**Resignations** is the induced or voluntary withdrawal of the services of an employee from an organization to which he/she has been serving before reaching the mandatory retirement age or before the end of his/her service contract.

**Separation** refers to an employee exiting employment or exiting the place of employment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents a review of related literature on factors leading to early retirement of public secondary school teachers in Kajiado County. The review of literature is important because it provides some essential information which is useful in addressing the research questions that were raised. After reviewing literature on the early retirement of employees in general, the rest of the studies reviewed are presented according to the objectives of the study.

#### **2.2 Early Retirement of Employees**

Retirement of employees is also known as separation of employees from their employer. Retirement is associated with cessation of service or agreement with an organization for one reason or the other. Early retirement is when the separation takes place earlier before the mandatory retirement age is attained. As Bonsdorff (2009) puts it, retirement, otherwise referred to as staff separation, can be voluntary or involuntary, early or on-time, complete or partial. She further argues that early retirement is a form of job withdrawal which has been defined by other writers as leaving a career path of long duration before the age of 65 years. The current study looked at voluntary early retirement where teachers leave teaching or resign before attaining retirement age for one reason or another.

Armstrong (2009) states that employees leave organizations voluntarily either to further their careers (pull factors) or because they are dissatisfied with the existing conditions in the organization (push factors). To this end employees may resign and leave work completely or seek jobs elsewhere. He further argues that resignations are either prompted by either pull or

push factors. According to him, pull factors such as independence, self-fulfillment, wealth and other desirable outcomes attract people to leave organizations.

Review of various literatures indicates that employee resignations are influenced by demographic, personal, push and pull factors. Push factors refer to those reasons that may influence an employee to quit a job. They are also referred to as controlled factors since they are internal and can be managed by the organization. Loquercio (2006) argues that it is relatively rare for people to leave jobs in which they are happy, even when they are offered better pay elsewhere. Most staff therefore prefers job stability to higher pay. However, employees are sometimes “pushed” to seek alternative employment due to dissatisfaction in their present jobs. Push factors can be classified as organizational, attitude and commitment factors.

Organizational factors include salary, benefits, facilities, size of the organization, stability of the organization, location of the organization, nature and kind of the organization, communication system in the organization, management practices, policies of the organization and employees’ empowerment. Another important push factor is organizational justice which according to Folger and Greenberg (1998) means fairness in the work place. The main forms of organizational justice are distributive justice which describes the fairness of outcomes an employee receives; and procedural justice which describes the fairness of the procedures used to determine those outcomes.

Another push factor is organizational commitment. Mohammad (2006) argues that organizational commitment is recognized as a key factor in the employment relationship and it is widely accepted that strengthening employment commitment reduces turnover. Organizations are interested in finding employees who will not only be high performers but also committed to the organization. Likewise, employees like working for organizations that are committed to the

pursuit of their career development and also their benefits. Ongori (2007) asserts that, organizational commitment is an effective response to the whole organization and the degree of attachment or loyalty employees feel towards that organization.

Ugboro (2006) posits that there are three types of organizational commitment. The first one is affective commitment which refers to an employee's emotional attachment to the organization resulting from an individual's and the organization's value congruency. The second one is continuous commitment which is willingness of the employee to remain in the profession because of personal nontransferable investments like working relationships with co-workers, acquired job skills, years of employment, involvement in the community, retirement investments, career investments, and other benefits that make it too costly for one to leave and seek employment elsewhere. The last one is normative commitment which refers to the feeling of obligation to remain with the organization.

Okumbe (1998) recommends that there should be a clear scheme of service and promotion procedures and that, measures should be taken to achieve greater commitment to teaching through changes in teaching environment. He asserts that teachers should be enabled by management to have maximum control over the mechanisms of their task performance and their jobs should be so designed as to experience a feeling of compliment of the assigned tasks. Orodho (2004) further argues that one clear way to attract the best brains into the teaching profession is by offering better terms of service especially better remuneration, better working conditions, and removing any element that would hurt them and lower the morale of teachers.

Pull factors are therefore those reasons that attract a new employee to a new place of work. They are called uncontrolled factors because they are out of control of the organization. It is upon the employee to follow the attraction by pull factors and leave a job or to remain

committed to his/her employer. They may include high salary, career advancement and job security, good location of company, better future, life-work balance, good bosses, more benefits, new challenges, interesting work, and personal values among other reasons.

### **2.3 Trends of Early Retirement of Public School Teachers**

Understanding the volume and pattern of teacher attrition is of paramount importance to educators since it holds the key to planning for teacher supply (Mulkeen, 2010). The pattern of early exit of public school teachers is an issue that is influenced by many forces some being economic, social, cultural, and personal teacher preferences just to mention a few.

In a survey carried out in the US by the national center for education statistics, current and former teachers were interviewed to get information on teacher retention (NCES, 2005). The study found out that in the year 2005 alone 20% of brand new public school teachers abandoned their teaching career for greener pastures elsewhere- that's more than double the natural attrition for teachers that same year at only 8%. Private schools lost 16% of their staff that same year. Of those who left the profession that year, only 30% is attributed to retiring teachers- 70% left for other reasons.

According to the study, some teachers who quit took jobs outside of education. 61% of the ones surveyed cited more professional working conditions in their new careers compared to the time they were teaching. The same group said their work load was 65% more manageable outside of teaching and they were 65% more likely to better balance their personal and professional life after leaving their teaching career. When asked why they quit, teachers cited low salary, feeling overloaded, fear and lack of training. However, teaching was found to bring more fulfillments to teachers since it offered them better opportunity to make a difference in the lives of others. Even though the study took into account the views of both leavers and stayers,

the study exclusively adopted survey design and made use of questionnaires as the main instruments of data collection. The study was not carried out in Kenya leave alone Kajiado County where the current study was done. The current study adopted descriptive survey as a study design and combined both qualitative and quantitative research techniques.

Teachers, especially new teachers, are quitting the profession for a multitude of different reasons (US Department of Education, 2007). According to the article, a career in teaching doesn't offer promotions, raises based on merit are non-existent and bonuses are few and far between, salary increases- though very small- are earned on a yearly basis solely for the level of degree and years experience, the salary is often not competitive with other professions where employees have the same educational degree, classroom conditions vary across the US, but it's safe to say that funding for classroom supplies and projects can be an obstacle teachers face. This is in agreement with Adams' equity theory that equity is viewed in comparison with others and not as an absolute in absolute terms. The article further states that teaching has gotten harder- keeping up with standards, the pressure of testing, crowded schedules and classes all present challenges to today's teacher. This statement agrees with the argument furthered by McCoy (2003) who states that, teaching is construed as a "hard job" and the needs of novice teachers must be addressed to encourage them to remain and excel in the teaching profession.

Availability for job alternative work abroad for instance, in the commonwealth countries is a likely attractant to teachers. Miller, Ochs and Mulvay (2008) carried out a study on international teacher migration and the Commonwealth teacher recruitment protocol- assessing its impact and the implementation process in the United Kingdom. The objectives were: to find out the impact teacher migration have on the national education systems in the source countries, to find out if the Commonwealth teacher recruitment protocol provides the answer to the

problems of teacher supply and demand among commonwealth nations and to find out if Commonwealth teachers themselves are aware of the commonwealth teacher recruitment protocol(CTRP) and its aims, objectives and recommendations; and lastly, to assess the mechanisms available to ensure compliance among nations since the protocol is not legally binding.

The study was exploratory and adopted a qualitative approach. The sample was procured over a wide area- inner and outer London. Semi-structured questionnaires were used to collect data for the survey which was administered online. Respondents were drawn from Australia, Canada, Ghana, New Zealand, Nigeria, and South Africa. Findings showed that migration and recruitment to the UK were potentially damaging for stability and continuity of teaching and learning provisions in source countries. It also indicated that commonwealth teachers were not aware of the CTRP. On ethical practices of recruiting agencies and local authorities, the study reported a number of breaches, including the absence of induction for recruited teachers and issues relating to their terms and conditions of employment such as pay, pension, and professional development.

Regarding compensation as a push factor for teachers to seek work abroad, the study found a mix of reasons underlying the migration of teachers. Pay was considered a key factor but not the single most important one. At least 70% of the respondents did not consider the financial package at home “attractive enough”. As such, the issue of pay in source countries can be considered as a key factor in the push dynamic. On a case-by-case basis, the overwhelming majority of teachers were found to be migrating because of this issue.

Even though the study drew its participants from a wide area, Kenya was not a participant in the study and neither was any East African Country. As such, the context of the study was



quite different from that of the current study. The research looked at teachers leaving their jobs due to international migration within the Commonwealth countries and not due to other factors. The study employed survey design and used structured questionnaires for data collection. The questionnaires were administered online. The study participants were drawn from a wide area including Canada, New Zealand, Australia and South Africa. The current study looks at teachers leaving their jobs for whatever reason not necessarily migration within the commonwealth nations. It used a combination of instruments which were be administered by the researcher and not administered online.

Another study was done by Bonsdorff (2009) under the title Intentions of Early Retirement and continuing to work among Middle-aged and older Employees. Survey data from three individual survey research projects were used that is, three hospital surveys collected from the Central Finland Central Hospital and Kuopio University Hospital, a longitudinal study on aging Municipal employees conducted by the Finnish Institute of Occupational Health between 1981 and 1997 and the merit survey data collected by the U.S. Merit Systems Protection Board (MSPB) in the year 2000. Good perceived health, good work ability and positive work related psychological factors such as the absence of negative perceptions about work; reward satisfaction, high job control and job satisfaction are found to be significantly associated with employee intentions to continue working instead of retiring early.

The findings on gender differences showed that men seem to be more strongly affected by poor health in older age whereas women seem to be more affected by positive and negative psychological aspects of work from midlife onwards. Findings show that there are age related differences in reward preferences; older employees prefer financial rewards than younger employees. The study highlights the importance of organizational management practices in

enabling older individuals to continue working longer (bridge employment). Even though this study was about early retirement, the target population was employees in general and not teachers leave alone public secondary school teachers. The data base was from hospital employees in the US. The current study will look at public secondary school teachers in Kenya, specifically in Kajiado County.

Unlike in other nations where rampant early exit of teachers is influenced by governments' early retirement incentives, early retirement of public school teachers in Kenya has always been taken on grounds of ill health and due to family issues. However, according to the literature reviewed, cases of teachers resigning voluntarily and quitting their jobs before retirement age are very rampant and influenced by many factors (Motari, 2011).

One of the factors that has been said to influence exit of teachers is the availability of more opportunities for teachers to further their education. This has been occasioned by rapid increase in the number of universities and university colleges in the country. Boit and Kipkoech (2012) argue that institutions of higher learning in Kenya have in the past three decades witnessed unprecedented growth unparalleled anywhere in the East Africa region. They further state that the number of public universities increased significantly in the 1980s. According to them, there was only one public university in Kenya in 1980 but by 2010 they had increased to seven plus fourteen university colleges. Private universities also increased from two in 1980s to over 20 by 2010. Teachers have therefore had more opportunities to further their education thereby positioning themselves for better job opportunities.

Mulei (2012) looked at factors influencing teacher attrition at public secondary schools of Mbooni East district, Kenya. The main objective of the study was to investigate factors that influence teacher attrition at public secondary schools in Mbooni East District. The study sought

to determine the extent to which working conditions, teachers' education levels, remuneration packages for teachers, work load and levels of teachers' discipline influenced teachers' exit from the profession. Findings indicated that the number of teachers quitting their jobs was on the rise, and, that the issue was linked to those who went for further studies since they got job opportunities elsewhere on completion of their studies (including taking up non teaching jobs at the MOE and teaching in tertiary colleges). The findings also indicated that more teachers were furthering their studies as approximately 100 public school teachers from the district were out on study leave.

The study dealt with exit of teachers from public secondary schools in the district (including cases of transfers out of the district and teacher loss due to interdictions) which is not necessarily a permanent loss of teachers from the teaching force in public secondary schools. Even though this study considered public secondary school teachers, it also looked at general attrition including cases of transfers out of the district. The current study looks at teacher exit or rather permanent loss of teachers from teaching force at public secondary school level.

The study was carried out in Mbooni which is a district in a different County while the current study will take place in Kajiado County. This study lead the current study in finding out factors influencing early retirement of public secondary school teachers in Kajiado County. The study also guided the current study in finding out if further studies influence premature exit of public secondary school teachers in Kajiado County.

Mbwiria (2010) carried out a study to assess the influence of principals' leadership styles on teachers' career commitment in secondary schools in Imenti South. The study was guided by the transformational leadership theory and employed descriptive survey design. Stratified random sampling method was used to get the appropriate sample. Collection of data was done

through use of questionnaires. Descriptive and inferential statistics were used to analyze data. Findings of the study suggest that teachers in the middle of their career (up to 10 years of work experience) may have higher intentions to quit than those with just a few years of experience and those nearing retirement. Principals' leadership styles were not found to affect teachers' decisions to leave teaching.

Even though the study predicts the trend of early retirement, it was not done in Kajiado County; it used transformational leadership theory while the current study will adopt Adams equity theory of motivation. The study made use of survey design while the current study will make use of concurrent triangulation which is a mixed methods design. The current study sought to find out if decisions by teachers to leave the profession have anything to do with the school administration.

A study by Wamukuru (2011) found out that teacher attrition in Kenya had been increasing over time from 3849 teachers in 1996 to 8289 in 2007 which was an increase of 115.6%. He noted that it was worth noting that teacher attrition between 1996 and 2007 was 14.6% while the average number of teachers employed during the same period was 5.2%. According to him, this was an indication that the rate of teacher attrition was higher than the rate of teacher employment. He thus concluded that teacher attrition was contributing to teacher shortage in schools.

In the study findings it was established that the predominant factors contributing to teacher attrition in Kenya were; retirement contributing to 69% of the attrition, deaths contributed to 18% of the attrition while resignation and dismissal contributed to 13% of the attrition. In the same study, information collected from the TSC staffing officers indicated that teachers' turnover was highly affected by academic field of the teachers. Mathematics and

sciences were found to be the fields of highest turnover as teachers resigned to move to better paying jobs.

Results of the study indicated a U-shaped curve between age and teacher retention. Attrition was found to be high in the early years of employment as novice teachers realized the occupation was not offering what they had expected or change careers and go to more attractive fields while others resign and undertake further studies. Attrition was also found to be higher among older and more experienced teachers as they near or reach retirement age. Even though the study clearly brought out the phenomenon of teacher attrition and its trends as it is in Kenya, it also focused on factors determining secondary school teacher demand in Kenya. It therefore did not venture into details of factors leading to attrition, its influence on teaching and learning or policies that may govern, or influence the attrition. The study covered the whole country and hence may not truly reflect the situation in Kajiado County.

#### **2.4 Factors Influencing Early Retirement of Teachers**

There are many factors thought to influence the exit of teachers from public schools globally. A study carried out in England by Smithers and Robinson (2003) sought to find out factors affecting teachers' decisions to leave the profession. It focused on exits from the profession. The main purpose was to provide an accurate and up-to-date picture of the current extent of teacher loss from schools in England, in particular whether it was rising or falling; and to find out factors which influenced teachers' decision to leave. The study adopted a survey design. Structured samples of primary schools (n=1,349), middle schools (n=30), and secondary schools (n=316) were constructed to reflect the populations in terms of region and size, and region only in the case of special schools (n=87).

Questionnaires were sent, via the schools, to those leavers who were not going on to a full-time or part-time post in a maintained school, taking maternity leave or who had reached normal-age retirement. From their responses were compiled a leavers dataset (n=1,066). The findings indicated five main factors that were found to underpin reasons for leaving, including: workload, new challenge, the school situation, salary and personal circumstances. Of these, workload was by far the most important, and salary the least. Relatively few of the teachers were being tempted away by better career prospects or being offered a higher salary elsewhere.

Leavers tended disproportionately to be either young with a few years service or to be older and approaching retirement; to be female and to come from shortage subjects. Over 40% said that nothing would have induced them to stay. The main changes that would have made a difference to the rest were reduced workload, more support from the school administration and higher salary. Nearly all the leavers followed up after one or two terms after leaving were sure they had done the right thing.

However this study was done in England and not in Kenya hence a totally different set up. This study employed only survey as the design and used only questionnaires as instruments of data collection. The study will guide the current study in assessing factors affecting public secondary school teachers' decision to leave the profession in Kenya generally and in Kajiado County specifically. The current study employed mixed methods research and combined instruments of data collection.

McCoy (2003) studied novice teachers' perspective on why teachers leave the profession. He used a combination of open-ended questionnaires, phone interviews, and face to face interviews. The sample included 105 teachers in their first and third years of teaching. Data analysis came up with several categories related to why teachers leave their profession. Among

them were societal attitude toward teachers, financial issues, time scarcity, workload, working conditions and relationship with students and parents. Among the needs identified by novice teachers are; respect for the profession, higher pay, smaller classes, support personnel for clerical tasks, release from extra duties like coaching, adequate supplies, supportive administrators, active mentors, interested students and involved parents.

The study only dealt with newly recruited teachers who were in their first and third years of teaching neglecting a vast category of teachers in the teaching force. The sample was also too small to be representative of all teachers. Even though the study combined interviews and open-ended questionnaires, the study was not done in the Kenyan context and hence the results cannot possibly be applicable to Kenyan situation, leave alone Kajiado County.

Giacometti (2005) studied factors affecting job satisfaction and retention of beginning teachers. The study adopted survey research method. The sample included 450 randomly selected first year, second year and third year teachers. The study instruments were researcher made questionnaires. Results indicated that the best predictor in choosing to leave or to stay in the teaching profession is emotional factors followed by compensation and culture shock. The study only looked at second year and third year teachers. The current study assessed factors leading to early retirement of all public secondary school teachers in Kenya, and not that of beginning teachers alone.

Sylvie, Ruth, Olivier and Lorraine (2011) studied relationship between the reported career intentions and perceptions of preparedness of graduating secondary school teachers in Quebec, across two year period in an effort to identify factors which contribute to growing attrition rates among beginning teachers. The study adopted a mixed methods research. Findings suggest that those beginning teachers who are most concerned with their lack of

preparation in the area of classroom matters and assessment of students' learning are more likely to consider leaving the profession. Even though the study made use of mixed methods research, it was not done in Kenya and only looked at teachers in their first and second year of teaching. The current study looked at teachers across the experience ladder.

Ingersoll, Merrill, and May, (2012) carried out a study on how pre-service teacher preparation affects a different outcome: teacher retention. The study sought to find out whether the amount of practice teaching and the extent of preparation in pedagogical methods have any bearing on teacher retention. They focused their study on teachers in their first year of teaching, when attrition is highest and when the effects of pre-service preparation are perhaps most powerful. The data source was the National Centre for Education Statistics (NCES).

Both data from schools and staffing survey data 2003-04 along with teacher follow up survey data 2004-05 were utilized by the research. The data showed that in 2004-2005 first year mathematics and science teachers left teaching at higher rates than other new teachers. According to the findings, beginning mathematics and science teachers were more likely than other new teachers to have earned a masters degree or a doctorate.

Beginning teachers' education and preparation were significantly associated with their attrition as pedagogy was found to be strongly related to teacher attrition. Beginning teachers who had taken more courses in teaching methods and strategies, learning theory or child psychology or material selection were significantly less likely to depart. The amount of practice teaching they had undertaken, their opportunities to observe other teachers, and the amount of feedback they had received on their teaching were also significantly related to whether new teachers remained in teaching or not. The study by has shown that teachers, especially mathematics and science teachers who received less pedagogical training are more likely to leave



teaching; while those who have received more pedagogical training are far more likely to stay in teaching after their first year. This study was not done in Kenya hence a different context, the study focused on beginning teachers who have no experience of teaching. The current study looked at secondary school teachers generally and considered teachers for all subjects across the divide.

In a study of teacher turnover, teacher shortages and organization of schools; Ingersoll (2001) found out that in particular low salaries, inadequate support from school administration, student discipline problems, limited faculty input into school decision-making all contributed to higher rates of turnover. The findings suggest that school staffing problems are neither synonymous with, nor primarily due to teacher shortage in the conventional sense of a deficit in the supply of teachers. Rather, school staffing problems are primarily due to excessive demand resulting from a “revolving door” where large numbers of teachers depart their jobs for reasons other than retirement- majorly voluntary resignations. This study again did not use mixed methods but employed survey. There was no triangulation of any kind and it was done in a different set up as compared to the current study location. The study guided the current one in a bid to assessing factors leading to early retirement of secondary school teachers in Kenya.

In their review of literature about teacher attrition in Sub-Saharan Africa, Mulkeen and Crowe-Taft (2010) found out that in most countries the two major drivers of attrition are retirement and voluntary resignations. They contend that even though there is insufficient data on attrition in these countries, voluntary resignation was the single greatest cause of attrition in African countries where data is available. The literature review also indicates that attrition is generally higher among teachers with higher academic qualifications, among those specialized in mathematics and science and those in the least desired schools.

In a study carried out in the Delta, North Okanagan-Shuswap, and Kelowa school districts in British Columbia, Canada, Nahal (2010) looked at common themes emerging from the lived experiences of first-year secondary school teachers regarding their expectations of teaching prior to entering the teaching profession, as well as the realities in the classroom environment. In addition, factors influencing their decision to stay or leave the teaching profession were also explored. The study embraced a qualitative phenomenological design. Data collection instrument used was in-depth, semi-structured interviews.

Findings indicated that first-year secondary school teachers experience disparities between expectations of teaching and realities of classroom which highly affect their retention rate. Feelings of unpreparedness, burdensome workloads, and unrealistic expectations, lack of collegial and administrative support, alienation, and excessive paperwork are some of the key factors influencing teachers' decisions to leave the teaching profession according to the results of the study. The implications derived from this study suggest that curriculum developers of preparation programs and school district leaders can help improve retention and lessen the disconnect by providing first-year teachers with the survival skills necessary to meet the demands of the classroom.

The study however adopted only qualitative phenomenology and used in-depth interviews to get data as opposed to the current study which will make use of in-depth interviews and questionnaires. It ventured into the expectations teachers had before getting into teaching and the realities they faced after getting to classroom teaching. The current study looks at reasons that make teachers to leave their jobs and the trends of voluntary teacher attrition in Kenya. This study guided the current study in finding out which category of teachers leave teaching in greater numbers than the rest and the factors responsible for the trend.

Kobakhidze (2010) studied Teacher Incentives and the Future of Merit-based Pay in Georgia. The main research question of the study was to examine Georgian teachers' perceptions of contributing factors to teacher motivation to stay in the profession. The two guiding research questions were: One, what role do monetary and non-monetary incentives play in the teacher profession in Georgia? Two, from teachers' perspectives, how should Georgia's government incentivize teachers in order to retain them in the teaching profession?

A mixed method research with both quantitative and qualitative approaches was employed by the research. 13 public schools from Tbilisi (the capital) and Kakheti region were selected in Georgia. A three-stage design was used to select the districts, schools and teachers. Purposive sampling was employed in the study. Convenient sampling was used to recruit 103 public school teachers in Tbilisi and 112 teachers in Kakheti forming a total of 215 teachers. Teachers from elementary, basic, and secondary education participated in the study. Questionnaires and focus group discussion guides were the two main instruments of data collection.

According to the findings many teachers reported they would leave the profession if new opportunities were presented to them. They said that it was too late to change careers but they would not advise young people to become teachers. Some said that if they were to receive a special teacher pension they would leave school immediately. Most of the participants mentioned low salaries as the biggest problem in the teaching profession. This agrees with EFA Monitoring Report (2005) that states: "countries that have achieved high standards of learning have invested heavily in the teaching profession. But in many countries, teachers' salaries relative to those of other professions have declined over the past two decades and are often too low to provide a reasonable standard of living". Other problems cited include lack of

professional development support, lack of incentives, teacher limited rights, corruption at school, new system of evaluation, low quality of text books, inappropriate curriculum and lack of discipline at school.

Results of the above study agrees with the argument furthered by Lawal (2012) who argues: ‘that teaching is a profession in Nigeria is not in doubt, however, when compared to other professions like law, engineering and medical professions, teaching continue to enjoy low esteem and professional autonomy.’ He further argues that this is perhaps evident in the yearly course intakes where candidates choose courses in teacher education programs as a last resort. He says that teachers who are practitioners do not seem to want their children and/or wards to choose teaching as a profession. One of the questions the current study sought to answer was what it would take for the government to keep public secondary school teachers in the classroom and whether teaching is still a popular career to public secondary school teachers who have opted out. To this end, the current study was well guided by Kobakhidze’s study.

Sung-Hyun and Cohen-Vogel (2011) also studied reasons why teachers quit. They took a focused look at teachers who leave teaching for other occupations (occupation “switchers”). The purpose of the study was to understand the factors related to teachers decision to leave for jobs outside of education. The study applied a structural equation modeling approach to analyze data from two large national datasets from the national center for education statistics. The methodology employed was that of comparing responses of teachers who have stayed in the profession with those who have left for jobs outside of education. This was done in order to better understand relative influences of salary, working conditions and professional development on teachers’ job satisfaction.

Data for the study came from the schools and staffing survey 1999-2000 and the teacher follow up survey 2000-2001. Findings show that among 2,477 current teachers, 1,341 reported teaching full time in the same school as they were when they responded to the survey one year earlier (they are categorized as “stayers”). Among the 1,679 former teachers surveyed, 222 (about 13%) left teaching in 2000-2001 to work in occupations outside of education (they are categorized as “switchers”).

Overall findings suggested that district-and-school-level leaders concerned about keeping good teachers in the classroom can take steps to improve teachers’ job satisfaction by enhancing salaries and improving the conditions in which teachers work. Administrators may be more successful in boosting satisfaction by reducing the rate by which teachers quit to take a job outside of education by focusing their efforts on improving working conditions. Findings of this study guided the current study in finding out reasons why public secondary school teachers leave teaching for other jobs out of education i.e. whether the reasons are closely related to their working conditions or not.

The international technology education association's (ITEA) task force conducted a national survey of state supervisors of technology education and ITEA affiliated association presidents to determine probable causes and identify possible actions that could be taken to remedy the technology teacher retention problem (Wright, 2012). The study was carried out in US and Canada. It made use of Herzberg’s two factor theory of motivation. The major objective of the study was to identify reasons teachers leave the profession as well as possible solutions to this problem. The study used questionnaire as the main data collection instrument.

Findings of the ITEA study indicate that among possible causes of teacher retention problem, "lack of support by administration" is most important. The second and third rated

causes were "low salary/lack of benefits" and "budget restrictions". These two items both pertain to economic factors. The second relates to the teacher's personal life and the third relates to the teacher's professional life. The fourth rated factor, "lack of academic freedom/choice of teaching assignments." may also be considered as an Administrative factor. Thus, two of the top four rated factors are related to administration. This study only concentrated on technology teachers leaving out the rest. The current study focused on all public secondary school teachers.

Buchanan (2012) did a study entitled telling tales out of school: exploring why former teachers are not returning to the classroom. The study was done in Australia. The sample included 22 former teachers (15 women and 7 men). Semi structured interview technique was used to collect data for the study. The purpose of the study was to find out reasons why teachers decide to teach and why they decide to leave the teaching profession and what it might take to get them back. The findings indicate that the teaching profession fails to apply some of its corporate pedagogical knowledge to its own newcomers.

According to the results, none of the participants appeared to be seriously considering returning to teaching. Issues that turned teachers off from the teaching profession in order of their importance include; inadequacy of support and professional development, classroom discipline problems, overwhelming workloads and salary differential. These were also the major reasons for teachers' decisions to seek employment elsewhere. Salary appeared a less reliable predictor of attrition or return to teaching. The study relied on structured interviews and was carried out in Australia. The objectives were quite different as it compared reasons for entering the profession to those of leaving. The target population was only technology teachers. However, this study will guide the current study in revealing the major predictors of attrition and possible incentive that can keep teachers in their profession.

Another study was carried out by Keogh, (2012) who examined the antecedent factors which influenced the early retirement decisions in 16 Queensland secondary school teachers. The study adopted a qualitative approach in the investigation. The results of the study revealed that, retired secondary school teachers are confronted by ageing realities that are not responded to adequately by the education system, and participants expressed a general dissatisfaction with aspects of school management, especially as it related to bullying and non-inclusion in teaching-related decision making. The study also identified organizational issues within Education Queensland which contributed to system failures that affected mature-age teachers that need to be addressed.

The study was mainly qualitative in nature while the current study is a mixed methods research. It was carried out in Queensland while the current study will take place in Kenya hence justified due to difference in geographical location. This study guided the current study in unearthing aspects of school management that were influencing early retirement of public secondary school teachers in Kenya, specifically in Kajiado County.

Curtis (2012) carried out a study in the US to examine the reasons that mathematics teachers enter the teaching profession, and compared those reasons with their reasons for leaving the teaching profession. The study employed survey research method with interview schedule as the technique for data collection. Results indicated that mathematics teachers enter the teaching profession because of a desire to work with young people, a love of mathematics, and wanting to make a difference. Stated reasons for leaving the teaching profession centered on low salary, teacher blame, and lack of administrative support. The study was stated to be important in maintaining a pool of qualified mathematics teachers for the future. However, the study did not assess other factors like poor relationship with principals and poor working conditions were also

factors that made teachers to quit their jobs. The current study looks not only at salary issues but also subject area and promotion issues to determine whether they lead teachers quitting their jobs or taking early retirement.

To find out what factors that influence novice teachers' decisions to leave the teaching profession, Youngs and Pogodzinski (2012), working with two other colleagues at Michigan State, surveyed 184 beginning teachers of grades one through eight in eleven large school districts in Michigan and Indiana. Their study was recently published in elementary school journal under the title: "Why do so many teachers quit their jobs? Because they hate their bosses." The main objective of the study was to find out factors that influence new teachers' decision to quit teaching. The study hypothesized that teachers left teaching due to the heavy workload, low salary, a paucity of classroom resources, an absence of autonomy, or "always-on"; continually demanding nature of the work.

Findings indicated that the most important factor influencing commitment was the novice teachers' perception of how well the principal worked with the teaching staff as a whole. They found out that this was a stronger factor than the adequacy of resources, the low salary, the extent of teacher's administrative duties, the manageability of his/her workload, or the frequency of professional development opportunities. Even though the study was not done in Kenya, it guided the current study in finding out whether relationship between school principal and his/her teachers in terms of work was a major reason pushing teachers out of their profession.

Commenting on Young's survey, Tierney (2012) states; ' According to Young, one obvious upshot of this research is that training programs for principals in university or professional-development programs need to emphasize interpersonal skills as well as leadership skills. "The focus," he said, "would be on how principals could increase their knowledge of



setting a healthy, productive school climate and understanding ways that their actions and leadership can impact new teachers' attitudes and outcomes."

Considering the results of the above study, one can conclude that it is possible for teachers, especially new teachers to leave their jobs due to the leadership styles employed by their principals. Findings of this study guided the current study in finding out what makes new public secondary school teachers in TSC employment to quit their jobs. The current study sought to find out if premature exit of new teachers from teachers' service commission had anything to do with the relationship experienced between them and their bosses (between teachers and their head teachers/principals).

In Kenya, the situation is not different given myriads of factors affecting public school teachers. As stated by Ojwang (2002), many teachers in Kenya complain about challenges they face in the course of their duties which include poor salaries, lack of basic facilities in schools, indiscipline of students, safety at school, heavy workload and inadequate resources which all lead to dissatisfaction and eventually trigger voluntary resignations. This is reflected by several studies that have been carried out.

Mutinda (2003) assessed motivational factors affecting employees' work performance and professionalism among public high school teachers in Nairobi. Her study was motivated by the Kenya government's Quality Assurance and Standards Directorate (DQAS) report 2002 that showed a general apathy, high attrition and low morale of teachers in Kenya. She sought the reasons for high attrition and also explored the reasons for low morale of teachers. The study adopted a case study design.

Findings of the study were that the search for greener pastures was among the major reasons for high attrition rate for teachers. Second to this was the search for higher job

satisfaction, less frustration and more interesting job content. According to the study 22% of the respondents cited frustration by their superiors as a being a big threat to their staying in the profession. Lack of transparent human resource practice and subjective promotion was also cited by the study as being a reason for professional attrition affecting teaching. The researcher also found out that many teachers leave teaching in search of security, prestige in the society, friendly working conditions, better facilities and better terms of service. The findings of the study pointed to motivational problems followed by unclear career paths, indiscipline and poor performance of students, poor work conditions, lack of facilities and inadequate professional development opportunities as causes for low morale among teachers in public secondary schools in Nairobi.

Respondents in the study identified several interventions. They suggested that good communication should be maintained, teamwork be encouraged and good interpersonal relationship ensured within the school environment. The study also recommended that there should be improved total compensation for teachers, friendly training and career development. Techniques of motivating teachers should be incorporated in the training curriculum for all principals.

Even though the study was quite detailed, it was a case study whose findings were not generalizable to a larger population outside the study area. It only focused on urban centre ignoring the rural settings where most of Kenyan schools are located. It is highly likely that the needs of teachers posted in rural areas may differ from the needs of those based in urban centers. As such, the study left out a significant portion of the teaching force. The current study bridged this gap by studying attrition of teachers working in both rural and urban areas.

Motari (2011) did a research project on factors influencing early retirement of employees in the public service sector in Kenya. The purpose was to assess factors influencing early retirement of employees from public sector in Kenya using the TSC as a case study. The study was guided by three specific objectives; to establish factors influencing early retirement of teachers from the TSC, to determine the common methods through which teachers exit employment in the TSC and to establish the impact of staff separation on quality of service. The research design was descriptive in nature using both qualitative and quantitative approaches. The target population comprised all employees of TSC including those who have left TSC through dismissal, resignation, retirement, and transfer or secondment. Questionnaire was used as the major data collection instrument. The sample size was a total of 70 respondents composed of 8 TSC staff and 62 teachers.

Findings indicated that the main reasons for early separation of teachers from TSC included poor pay package, frustration of teachers by TSC and its agents, promotion related issues, poor working conditions. The most common methods through which teachers separated from TSC were cited as retirement, resignation, transfers/secondments and natural attrition. Findings on impact of early separation of teachers from TSC showed that teacher shortage, poor morale among remaining teachers, loss of experienced and skilled staff, work overload, stress on the remaining teachers, poor student performance, low quality teaching, poor coverage of syllabus and indiscipline among students.

The study focused on factors affecting early retirement of employees in Kenya in general; using TSC as a case study. Even though this study looked at teacher attrition, it was a case study covering very small area. The study also had a very small sample of 70 respondents (60 teachers and 10 TSC staff). The current study covered a whole county with a sample of 180 respondents.

The study by guided the current study in assessing factors that influence early retirement of public secondary school teachers from public secondary schools of Kajiado County.

In carrying out a study on factors affecting teacher turnover using a case of the Kenya polytechnic, Gathuita (2012) used questionnaires as data collection instruments. Simple random sampling was carried out and the researcher used SPSS to analyze data. Results indicate that there were no differences between teacher turnover, gender, age as well as teaching experience. However, teachers expressed their satisfaction with job factors related to interpersonal relationships and autonomy in work. Other factors contributing to teacher turnover touched on government policy regarding pay, promotion and distributive justice. This study focused on teachers in Kenya polytechnic and not public secondary school teachers. It guided the current study in assessing government policy on pay and promotion as factors influencing the decision of public secondary school teachers to retire early or to quit the profession all together.

Chepkemboi, Nyangechi and Iravo (2012) carried out a research on factors influencing teachers' turnover in West Pokot District, Kenya. Specific objectives were to determine the influence of factors such as leadership, working conditions, remuneration and geographical location on Teachers Service Commission employees' turnover in West Pokot District. The study adopted descriptive survey methodology and was carried out in public secondary schools. The target population was 268 secondary school teachers from a total of 30 public secondary schools. A sample of 80 was selected using stratified sampling, simple random sampling and systematic sampling. For data collection, questionnaires were used as the major instruments.

The study concluded that TSC employees in West Pokot were not given adequate and fair pay for the work they did, the pay did not compare favorably with what they could earn elsewhere, and pay increases were not handled fairly compared to other organizations. The pay

did not make them happy and the benefits package they received did not compare well with those in other organizations. This study brings out the use of Adams Equity theory which is a social comparison theory. Equity in pay package is seen in comparison to others and not in absolute terms. However, the study only looked at a District and employed the use of questionnaires alone while the current study has looked at a County and made use of questionnaires and interview guides.

Muthune and Katula (2013) studied factors that influence secondary school teachers' turnover in Mbeere South District, Embu County, Kenya. The research study was guided by the theory of investment in human capital. The study made use of survey research design. The target population comprised 29 principals and 319 teachers working in 29 public secondary schools in Mbeere South District. Stratified random sampling was employed to select 20 out of 29 public secondary schools. All the 20 principals from the selected schools automatically participated. Simple random sampling was used to select 120 teachers i.e. 6 teachers from each of the sampled schools, giving a total of 140 participants. Questionnaires were used for data collection.

The main reasons for teacher turnover were job dissatisfaction among teachers, poor remuneration and inadequate support from school administration bodies. In terms of school management policies, professional growth, opportunities for promotion and low salaries were the major causes of teachers' turnover. The study recommended that the government through TSC should increase teacher's salaries in order to promote productivity, loyalty and efficiency; and to reduce turnover of teachers. The study however, did not cover a whole County; it did not cover the trends of attrition and only used one type of instrument. The current study has covered Kajiado County and done triangulation of instruments and data sources.

Okungu (2012) carried out a study on determinants of occupational attrition among teachers in public secondary school in Kisumu East District, Kenya. The study was guided by four objectives: to explore the extent to which schemes of service determine occupational attrition among teachers in public secondary schools, to establish how working conditions in secondary schools determine occupational attrition among teachers in public secondary schools, to investigate whether secondary school principals' management styles determine occupational attrition among teachers in public secondary schools and to examine how affinity for higher education determine occupational attrition among teachers in public secondary schools.

The study adopted descriptive survey design where qualitative and quantitative data was collected. The study was carried out in ten public secondary schools in Kisumu East District in Nyanza Province. Stratified random sampling was used to select ten public secondary schools from which a sample 250 teachers were drawn. Standardized structured questionnaires were used for data collection. The study revealed that poor schemes of service highly determine occupational attrition in comparison with other determinants. It was also found out that majority of teachers worked for long extra hours without appropriate overtime payment. Inconsistent management styles of principals and poor working conditions were also found to be determinants of occupational attrition among teachers in public secondary schools. The study also noted that a number of public secondary school teachers from the district were either on full time or part time studies in an attempt to get better job opportunities to better their income.

The study concluded that the major determinants of attrition among teachers in public secondary schools in Kisumu East District were poor schemes of work, poor working conditions, rigid school management styles practiced by school principals and teachers' affinity for further studies. The study therefore recommended that the government should revise the schemes of

service, introduce competitive pay packages for those with higher degrees, and explicitly define working time and compensation for overtime work.

Even though the study was on attrition of public secondary school teachers, it only looked at one district in the whole province. The study used only one type of instrument; a standardized structured questionnaire to collect data and so missed out on triangulation. The source of data was only public secondary school teachers who were still in service ignoring the ones who had quit while it is them who know the real reasons they left teaching. The current study has used several sources of data including teachers still on duty, those who have quit and TSC staff. The current study also made use of several instruments in data collection including questionnaires, interview schedules and a document analysis guide. The current study did not only look at causes of attrition; but also examined trends and how the phenomenon influences teaching and learning in the concerned schools in Kajiado County.

Wachira (2013) studied job satisfaction of science teachers in public secondary schools in Muranga East District, Muranga County, Kenya. The main objective of this study was to determine the job satisfaction levels of science teachers in secondary schools of Murang'a East District. The research adopted a descriptive survey design. A questionnaire was used for the study as the main instrument for data collection. All public secondary schools in Murang'a East District were targeted in the study and four teachers were selected from each school through stratified random sampling while a sample of fifteen science teachers and fourteen principals was used. Data collected was analyzed using both quantitative and qualitative methods and finally presented in tables, pie charts and graphs.

Findings indicated that majority of science teachers would leave teaching given an opportunity. Majority of science teachers and head teachers said that science teachers remained

in teaching simply because it is seen as a form of earning. The amount of paid vacations / sick leave offered was rated by teachers as being unimportant. The study revealed that salary, opportunities for promotion and job security were extremely important in influencing job satisfaction.

On the desired changes required by science teachers to help them be satisfied with their jobs; majority of teachers and all head teachers affirmed among other factors that, salary increase, enhanced career development and opportunity for study leave would be a great help in enhancing job satisfaction among science teachers. The study recommended that; MOE should make teaching more attractive by improving the pay package to attract and retain science teachers, MOE should encourage school management to put up decent infrastructure in schools so as to create conducive working environment for teachers; secondary school principals should be taken through management training to help them resolve interpersonal conflicts in their institutions.

The study gives good insight on factors that lead to attrition of secondary school teachers. However, it looked only at the attrition of science teachers which is quite narrow in that it excluded the majority of the high school teaching fraternity i.e. teachers who teach all other subjects at secondary school level. Even though the study obtained data from principals and science teachers, the study only used questionnaires for data collection. The sample was made up of 15 science teachers and 14 principals. This was not reasonable enough to be generalized to a wider population. The study was not done in the County of interest for the current study.

In a study carried out by Waititu (2013), inequitable salary was found to be a major determinant of teacher turnover. The study also found out that a large percentage of teachers were dissatisfied with their career in regard to heavy workload, poor promotion systems by TSC



and lack of involvement in decision making in schools. The general objective of the study was to analyze the factors influencing teacher turnover in public secondary schools in Limuru District, Kenya. The specific objectives were to establish whether employee compensation influenced teachers' turnover, to determine if job satisfaction had any influence on turnover of teachers, to establish how career path development influenced teachers' turnover, and to explore what conditions of workplace influenced teachers' decision to quit the job.

The study was carried out in public secondary schools in Limuru district. The study was descriptive in nature and employed descriptive survey design. Stratified random sampling was used to select twelve (12) public secondary schools from which the respondents were drawn. A sample of one hundred and thirty six (136) teachers was randomly selected to participate in the research. A questionnaire was administered to the sampled teachers in order to find out that would lead them to quit teaching. The study employed both qualitative and quantitative techniques hence the questionnaire comprised both structured and unstructured questions.

Even though the study looked keenly at voluntary teacher attrition in public secondary schools in Limuru district, the area covered by the study was quite small and may not be generalizable to a whole county. The study used a single instrument for data collection. A questionnaire is limited in that it could not collect in-depth information from the respondents. The data was only collected from a single source which was teachers who are still serving ignoring teachers who have quit yet they are the major source of in-depth information concerning the phenomenon. Again Limuru region as a geographical location has very different challenges from the location of the current study which is classified as a hardship zone.

## **2.5 How Early Retirement of Teachers Influence Teaching and Learning**

Loss of experienced teachers may bring with itself a need for replacement which is quite costly to the government in terms of procedures such as training, recruitment, deployment, retraining or in-service, orientation and other related procedures. As Xaba (2003) puts it, turnover translates amongst other things, into shortage in educator supply, costs in recruitment, training and mentoring, poor learner performance due to disruption of planning programmes and continuity, as well as overcrowded classes. He goes on to argue that this poses a challenge to the education system to manage turnover and retain teachers.

Teacher attrition results in a requirement for replacement (Mulkeen and Crowe-Taft, 2010). They further argue that attrition results in a loss of experienced teachers, and a selective loss of the teachers with the highest academic qualifications, and those with expertise in mathematics and science. According to Buchanan (2009), the departing teachers carry away a considerable knowledge, skills and experience. Ingersoll and Perda (2010) state that early attrition from the profession is a major, but often overlooked factor behind shortages of mathematics and science teachers. Due to deployment patterns, some schools, especially those in undesired areas suffer shortage of teachers or at least learners stay for longer times without a teacher given the delays experienced in replacement of teachers who leave the service.

Some level of teacher turnover is inevitable. Ingersoll, Merrill, and Henry (2012) argue that some turnover of mathematics and science teachers is normal, inevitable and even beneficial since some leave classroom teaching because they discover that teaching is not right for them; others leave to pursue administrative posts or other education related roles elsewhere. They further reiterate that despite this, none of these departures is cost-free. All of them result in a decrease in classroom Mathematics and Science teachers in a particular school; teachers who

usually must be replaced. Also, excessive teacher turnover can be costly and detrimental to institutional cohesion in schools (National Commission on Teaching and America's future, 2003). As such, to ensure that all students are taught by qualified teachers, specifically mathematics and science teachers, retention is an important concern.

## **2.6 Challenges Teachers Face and Strategies for Retention**

Teachers in Kenya, specifically those in Kajiado County face a lot of challenges in the course of their duty. Socio-economic, cultural and political issues have been widely researched in relation to how it affects retention of learners in the education system. This section of literature review tackles social-economic and political circumstances in Kajiado County that teachers may find impossible to bear and that may lead to exit from the profession. This is in the backdrop that Kajiado County has a vast area categorized as hardship zone and whose access is difficult in terms of infrastructure. Therefore it has some of the most difficult to staff schools in terms of teachers' willingness to be work in such schools.

Mulkeen (2010) argues that committed teachers are motivated by the success of their students and de-motivated by conditions which make success impossible. As such, teachers who are successful in their duties or who have the factors that enable them to succeed may be less likely to leave the profession and vice versa. Some of the socio-economic and cultural conditions in Kajiado County may hinder the success of learners and lower the morale of teachers as well.

Nkoyiai and Teklemariam (2011) carried out a research study on socio-cultural and economic factors affecting formal education of Maasai girls at primary school level in Loitokitok District, Kenya. The study employed both qualitative and quantitative approaches encompassing descriptive survey and naturalistic design (used to facilitate collection of first hand in-depth

data). The target population comprised 12 schools in the district, 6 head teachers/ principals, 12 class teachers, 20 parents, 4 quality assurance and standards (QASOs) and 240 pupils in standard six and class seven. Sampling techniques included stratified random sampling for sampling schools, simple random sampling for single sex schools, stratified random sampling for mixed schools, purposive sampling technique for QASOs, head teachers as well as class teachers of standard six and standard seven pupils. Purposive sampling was used to sample parents of learners of selected schools. Even though this study was more about what hinders the girl child from continuing with education in Kajiado County, it also revealed a lot about the struggles public school teachers go through in the same County which eventually lead to early exit from the profession.

Instruments used for collection of data in this study included questionnaires, interview guides, and observation guides. The use of several different instruments enabled the researchers to carry out triangulation of methodology. Findings indicated that factors such as circumcision of girls (FGM), early pregnancies and early marriages, lack of parental interest in education, cultural dances with Morans (warriors), prolonged drought and poverty affected the education of Maasai girls and by extension affected and demoralized teachers. The study recommended sensitizing parents about the consequences of their cultural practices, provision of guiding and counseling services, building affordable girls' boarding schools and enforcing the law against harmful cultural practices affecting girls' education. This study guided the current study in to assessing socio-economic and cultural issues in Kajiado County that influence public secondary school teachers to quit their jobs.

Vohya (2012) carried out an elaborate study on gender in East Africa: Teaching against the odds. The study was done in schools located in hardship areas in Kenya including Kajiado

County. The purpose of the study was to discover and understand the dynamics affecting the attendance, performance, and retention of girls in primary school in Kenya. The objective of the study was to examine what difficulties teachers experience in their work. The study used focused group discussion guides (FGD) as the major data collection instrument. 16 schools participated in the study with an average of 4 teachers taking part in each of the focus group discussions.

Challenges that teachers faced were found to include TSC's bureaucratic procedures through which the government controls state paid teachers trapping some in the least desirable schools; a challenge whose only option would be to leave the public schooling system. Despite some improvement, for example in respect of the status of primary school teachers in some parts of the world, millions of teachers are working in simply appalling circumstances (Moon, 2007). Another complaint the participants had was heavy workload whereby they handled classes of up to 60 pupils (Akech and Simatwa, 2010 as cited by Vohya, 2012). This study looked at the hardship conditions teachers go through in their work but did not seek to assess whether these conditions lead to some teachers leaving the profession. The study lead the current study in assessing factors that influence early retirement of public secondary school teachers in Kajiado County Kenya.

At least part of the attrition is responsive to policy, especially, attrition that results from a pull of alternative employment opportunities; and attrition from push factors- arising from dissatisfaction with teaching (Mulkeen, 2010). He further argues that a variety of policy changes can have an impact on such attrition including; improved teacher conditions of work, improved management at school level, better deployment policies, and greater use of local deployment.

As will be discussed later, the government of Kenya through TSC has come up with a

number of policies aimed at teacher retention in public schools. These include the five year bonding policy for new recruits, study leave policy, promotion policy, just to mention a few. The government has also designated certain areas as hardship zones and teachers in those areas receive hardship allowances. The salary negotiations that are still going on to date are supposed to lead to harmonization of teacher salaries with those of civil servants. However, teachers still continue to leave their jobs.

## **2.7 Policies that Govern Early Retirement of Teachers in Kenya**

After reviewing literature on teacher attrition in Sub-Saharan Africa, Mulkeen (2010) concluded that a variety of policy measures are likely to have an impact on teacher attrition including: better deployment policies, greater use of local recruitment, improved teacher conditions of work, improved reliability of payment and improved management at school level.

In Kenya, public school teachers are employed and managed by the Teachers Service Commission (TSC). TSC was established by an act of parliament TSC Act CAP 212 of the laws of Kenya in 1967. It is mandated to register, recruit, remunerate, deploy, discipline teachers and also to maintain teaching standards in all public schools and tertiary institutions. TSC's major mandate therefore is to manage teachers countrywide, including resolution of any conflict that may arise between teachers and the TSC staff, maintaining conducive environment for teachers to readily access relevant services from the commission headquarters and its district units, sustaining clear channels for arbitration and management of complaints arising both externally and internally, amongst other things.

According to section 4 of the Act, the functions of the TSC are to establish and maintain a teachers' service adequate to the needs of public schools in Kenya, to keep under review the

standards of education, training and fitness to teach appropriate to persons entering the teachers' service, and the supply of teachers, and to tender advice to the minister from time to time on the aforesaid matters and on any such matters as may be referred to it by the minister. In this, the commission plays the administrative role in the education sector monitoring the status of teaching and learning, implementing appropriate curriculum and checking the distribution of teachers across learning institutions and to publish a code of regulations which applies to all teachers employed by the commission.

The Act states that, in addition to the functions set out in article 237 of the constitution, the commission shall formulate policies to achieve its mandate; provide strategic direction, leadership and oversight to the secretariat; ensure that teachers comply with the teaching standards prescribed by the commission under the Act; manage the payroll of teachers in its employment; facilitate career progression and professional development for teachers in the teaching service including the appointment of head teachers and principals; monitor the conduct and performance of teachers in the teaching service; and do all such other things as may be necessary for the effective discharge of its functions and exercise of its powers.

TSC has come up with several policies to govern teachers so as to bring about efficiency in their services and enhance teacher retention i.e. by reducing teacher attrition and teacher turnover. Early retirement of teachers contribute a lot to both turnover and teacher attrition. A closer look at TSC policies is therefore core in understanding the dynamics of early retirement of teachers.

### **2.7.1 Teachers Service Commission's Policy on Early Retirement**

The TSC retirement regulation as stipulated in the teachers' code of conduct leaves very

little room for resignation or early retirement. It restricts conditions under which a teacher may be eligible for pension at retirement. It states that a teacher on permanent and pensionable terms of service is eligible for pension or gratuity in accordance with Pensions Act, Cap.189 only if she/he retires: on completion of 10 years qualifying continuous service and attainment of 50 years of age. Such a teacher may retire or the commission may require him/her to retire from the service; age limit- a teacher shall be required to retire on attaining the age of 55 years (has since been moved to 60 years); on grounds of ill health- a teacher may apply to retire or may be called upon to retire, if the commission is satisfied on medical evidence by a medical board appointed by the director of medical services of the government of Kenya, that the teacher is incapable by reasons of any infirmity of mind or body, of discharging the duties of his/her office and that such infirmity is likely to be permanent; and on retirement from employment in the public interest- a teacher may be retired if, in the light of the usefulness of the teacher to the teaching service and all other circumstances of the case, such retirement is desirable in the public interest (Code of regulation for teachers, 2005).

Any period for which salary is not paid will not be pensionable under these conditions. It is also worth noting that the government of Kenya revised retirement age of public servants upwards to 60 years up from 55 years as with effect from 2009. This also affects teachers in public schools. However, teachers have claimed that this policy is unclear. For instance, Opiyo (2010) found out that retired teachers in Busia District blamed their challenges on unclear retirement policies.

According to an education commentary by Were (2012), the writer argues that there are two reasons that the government has given to justify the upward revised retirement age of 60 years. The first one is Brain Drain. It is deemed that most civil servants attain their peak



performance in their 50's after years of training and exposure and were valuable resource to the government. Retiring civil servants at 55 years of age, at a state when they are competitive earned them overseas posts thus denying Kenya the much needed services from the people it helped train. The second one is the spirit of the East African Integration. Most of the East African countries had already increased the retirement age to 60 years and above. If the two reasons are to be considered in line with the teaching profession then there is more need to retain our secondary school teachers up to the right retirement age (60 years).

The retirement age of government employees within the East African region is the lowest at 55. In the spirit of East African integration, Kenya needed to harmonize its retirement age with that of its counterparts at some point in time. The universal retirement age recognized by the international labor organization (ILO) is age 60 year (Were, 2012). Review of literature found no study that has been carried out in Kajiado County to ascertain teachers' opinion on the increased retirement age 60 years or to find out their intention to retire early. Therefore the study found it valuable to assess the perception of secondary school teachers concerning the increased retirement age of 60 years and to find out factors that influence teachers' decision to retire early or to leave the profession.

### **2.7.2 Teachers Service Commission's Policy on Promotion**

Although not directly related to retirement, this policy may influence early retirement in one way or another since promotion is a motivational factor. The TSC policy on promotion states that a teacher shall be promoted after attending a teacher's promotion course and passing the relevant examination, teachers may also be promoted after successful interviews (Code of Regulation for Teachers, 2005).

Consideration for promotion is done following conditions stipulated in the TSC code of regulation for teachers (Republic of Kenya, 2005b). It stipulates that promotion should be on merit if a teacher has displayed exceptional ability in performance of his/her duties, a teacher should have completed not less than three years recognized teaching service within a given grade in order to be considered for promotion, a teacher who has had a discipline case and was found guilty shall not be considered for promotion until he/she has completed two years teaching service after the resumption of duty, a teacher who has been re-employed by the commission must complete not less than three years before he/she can be considered for promotion, and, except under special circumstances determined by the commission, consideration for promotion shall be the teachers willingness to take up the post immediately and where a vacancy exists. The offer of promotion will lapse if not taken within thirty days.

Masters and PHD degrees are not entry requirements for any substantive grade (or job group); they only qualify a teacher for being awarded three salary increments on their current salary scales. It should be noted that while Master's and Doctorate degrees are recognized qualifications for the scheme of service, they are not entry requirements for any substantive grade-at least not yet (Silsil, 2008). As such, holding a Masters degree or a PHD does not assure a teacher of being automatically promoted to a higher job group. What is not known is whether lack of clear promotion policy for teachers holding Masters and PhD influence the said teachers' decision to leave their jobs. The current study therefore assessed whether or not public secondary school teachers leave TSC for the lack of clear policies on promotion after furthering their education to masters' degree and beyond.

In a study by Kobakhidze (2010) on Teacher incentives and Merit-Based Pay carried out in Georgia, one of the major findings was that teacher's responses regarding whether teachers

with M.A or PhD should have higher salaries showed that a majority of teachers (72.09%) favor the idea. However, the study did not investigate teacher's perception on whether holders of masters and PHD should be promoted to higher grade or job groups. The study guided the current study in assessing the perception of public secondary school teachers on promotion policy; especially the promotion of teachers who hold Masters and PhD and whether it contributes to early retirement/resignation of public secondary school teachers.

Lawal (2012) argues that the government should sponsor more serving teachers on in-service training/higher professional and educational development. On the alternative, he posits, the government should provide an enabling environment for teachers to go on self-development by granting them study leave with pay and ensuring that their newly acquired certificates are used to their benefits. The begging question is; how best can these certificates be put to use if they do not guarantee one of a promotion?

Nyongesa, Maluko and Shiundu (2010) did a study on factors and processes involved in the appointment of head teachers for secondary schools in Kenya: Political Concerns. It was conducted in Bungoma East District. The purpose of the study was to determine the relative influence of the stakeholders involved in the appointment of head teachers. Respondents included 20 head teachers, 20 BOG executive members, 6 elected councilors (community leaders), 4 education secretaries of school sponsoring churches and one provincial staffing officer (Western Province). Questionnaires and interview schedules were used for collecting data. The findings revealed a variation of stakeholder influence in the appointment of head teachers. The stakeholders influenced the process by varied degree or intensity.

According to a survey on promotions done by association of professional teachers (TAP), dubbed 'appointment of head teachers and their deputies in public schools report' and released in

March 2012, more than a half of public school teachers have stagnated in one job group for more than 5 years; a third have spent more than 10 years in the same job group. The report says that teachers associated this to corruption and nepotism. According to the TAP survey, 70% of the teachers were not aware of the TSC policy on promotion, 50% could not tell the number of years one should serve in one grade before qualifying for promotion to the next. However, the study did not venture into whether the promotion issues are related to resignation/early retirement of public secondary school teachers. The current study sought to bridge this gap by assessing TSC policies in connection to voluntary resignation of secondary school teachers.

### **2.7.3 Teachers Service Commission's Five Year Bonding Policy**

The school based teacher recruitment (five year bonding) policy was introduced in the year 2001 by GOK to enhance teacher retention, equity in teacher distribution across public schools and efficiency in teacher recruitment practices in public secondary schools in Kenya and also to enable the Commission to stave off political interference by ensuring that teachers who apply to teach in specific areas do not leave those areas once they are hired. The policy on teacher recruitment and selection of teachers also seeks to ensure that teachers who are identified and selected by particular institutions in the case of post-primary institutions and district education boards (DEBs) are bonded to teach in the particular institutions for five years.

Since its inception in 1967, the TSC had been recruiting teachers through supply driven process where newly qualified teacher would be posted directly to educational institutions with vacancies. Currently, the TSC only recruits limited number of teachers to replace those who have left the profession for other jobs, through natural attrition or through retirement (TSC, 2002). This combined with widespread lack of jobs could drive even those not interested to teach in a particular geographic area to apply for the teaching posts once advertised. Such

teachers sooner than later seek transfers whose failure may lead to dissatisfaction and eventually to quitting the profession.

The decentralization of teacher recruitment to institutional level gave more responsibility to the provincial directors of education (PDEs), district education officers (DEOs), district education boards (DEBs) and boards of governors(BOGs) (TSC, 2002). The policy provides a clear mechanism of selecting and recruiting the right candidates for a particular station who are willing to render services where the specific vacancies exist (TSC, 2003). Bonding of teachers for a minimum of five years in a station was meant to ensure balancing and stability of teachers in schools. However, after securing jobs, teachers normally present genuine reasons to the TSC qualifying them for transfers like sickness, lack of security, family issues just to mention a few such reasons are recognized by TSC policies. Where they don't have their way, some teachers opt out of teaching.

Aloo, Simatwa and Nyangori (2011) carried out a study on impact of the school based teacher recruitment policy on the distribution and retention of teachers in public secondary schools in Kenya: a case study of Nyando District. The main purpose of the study was to investigate into the implementation of school based teacher recruitment policy in public secondary schools in Nyando District. Discrepancy model was adopted to guide the study. The study employed a descriptive survey research design. The study population consisted of 49 head teachers of public secondary schools and the PDE (Nyanza Province).

Stratified random sampling was used to sample 26 head teachers from 39 gazetted hardship schools and 5 head teachers from 10 non- hardship schools making a sample of 31 head teachers. Saturated sampling technique was used to select one PDE. Questionnaires and document analysis schedules were used to collect data from both the PDE and the head teachers.

In depth interview was used to collect more information from the PDE. The study revealed disparity in the distribution of subject teachers with some being evenly distributed while others were unevenly distributed. The research study indicated that the implementation of this policy did not enhance teacher retention in the region.

The study recommended that the policy be reviewed from time to time to enable it address the emerging issues. Some of the emerging issues include teachers leaving employment as a result of posting in undesirable schools. Some teachers may take up jobs in regions unfavorable for them because of lack of employment only to abandon them later. Could the disparity in distribution of certain subject teachers in the region have been due to teachers leaving their jobs? The current study sought to assess whether the five year bonding at first posting influenced teachers to leave their jobs.

#### **2.7.4 Teachers Service Commission's Study Leave Policy**

Bonding of teachers after study leave (bonding of teachers after study leave) policy was introduced to ensure that teachers/employees who go on study leave for six months or more are bonded to work for TSC/the organization for a specific period of time. It is to ensure that tax payers benefit from the services of the employees who acquire additional training through scholarships or just paid study leave. The policy took effect as from 1<sup>st</sup> July 2006. According to the terms of the bond, employees sponsored for courses lasting six months but less than one year will be bonded for one year. Employees attending courses one to two years will be bonded for two years while those attending courses lasting more than two years will be bonded for three years. The directive was intended to make the public benefit from the skills acquired by officers

who have been trained by the government or bilateral organizations and employees who draw a salary while on study leave.

The bonding of public sector employee was first set in 1974 and its importance later underscored in 1981. Where a teacher under bond obligation chooses to terminate his/her service with the commission prematurely, he/she will be required to redeem the bond in full or an amount equivalent to the total cost of training. Much as TSC has very refined policies which to the greatest part are appropriate for the organization, pending questions are on whether the implementation is well carried out; since the agents of the organization are also involved in the implementation of the policies. Even though Teachers Service Commission may have some of the best policies, studies show that they are interfered with at the implementation stage.

## **2.8 Summary of Gaps Identified from Literature Review**

Studies done on factors influencing decision of teachers to leave their profession include those done by Bonsdorff (2009), US Department of Education (2007) and Kobakhidze, (2010). Most of these studies have been carried out in the US, UK or Australia. A few of the studies have been done in Africa including Miller (2008), Mulei (2012), Mbwiria (2010) and Muthune (2013). Most of the studies done in Kenya do not concentrate on public secondary school teachers. The current study bridged this gap by investigating factors leading to early retirement of public secondary school teachers in Kenya, specifically in Kajiado County.

Most of the studies reviewed have either employed qualitative or quantitative research paradigms. They have employed the use of questionnaire as the major research instrument while a few have employed interview schedule as the major instrument for data collection. The current study bridges this gap by making use of mixed methods paradigm specifically descriptive survey with triangulation of instruments, data sources, data collection procedures and data analysis

procedures. The study used in-depth interview guides and questionnaires as instruments of data collection. Qualitative and quantitative data were collected concurrently, analysis of qualitative and quantitative data also happened concurrently and, integration was done at interpretation level.

The studies reviewed so far only looked at specific policies in relation to their implementation and whether to review the policy or not. None of the reviewed studies investigated the policy in relation to early retirement of public secondary school teachers. Furthermore, none of the reviewed studies was done in Kajiado County. The current study bridged this gap by investigating the trend of early retirement, assessing factors leading to early retirement, investigating policies that govern early retirement, and assessing strategies for retaining public secondary school teachers in Kenya; with specific focus to Kajiado County.



## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

In this chapter the researcher describes the methods and procedures that were used in conducting the study. The chapter therefore describes the research design, location of study, target population, sample size, sampling procedures, data collection instruments, validity and reliability of instruments, trustworthiness of qualitative data, data collection procedures, procedures for data analysis, and ethical considerations.

#### 3.2 Research Design

A research design shows which individuals will be studied, when, where and under what circumstances they will be studied (Mc Millan and Schumacher, 2001). This study adopted mixed methods approach with both qualitative and quantitative techniques in a bid to investigate the factors leading to early retirement of public secondary school teachers in Kenya; focusing on Kajiado County. Mixed methods research as defined by Johnson and Onwegbuzie (2004), is a class of research where the researcher mixes or combines qualitative and quantitative research techniques, methods, approaches, concepts or language into a single study. Creswell & Plano Clark (2007) posit that a mixed methods design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem.

Sogunro (2001) posits that a researcher should know and apply both qualitative and quantitative research paradigms. He further goes on to argue that the usage of number and description which anchor in both are mutually complementary, and the strength of both can

produce a synergy in which the whole collective benefits are greater than what is obtained from either approach alone. When different approaches are used to focus on the same phenomenon and they provide the same result then the researcher has superior evidence for the result. Mixed method research is also meant to compliment one set of results with another, to expand sets of results or to discover something that would have been missed if only a qualitative or a quantitative approach had been used. Moreover, it helps to research a problem from all sides.

The current study adopted descriptive survey while qualitative techniques were also used in order to strengthen the study. Descriptive survey was employed to enable the researcher to assess the attitudes and opinions of teachers concerning early retirement. Gay (1996) contends that, a descriptive survey determines and reports the way things are and commonly involves assessing the attitudes and opinions of individuals, organizations and procedures. Kombo (2006) posits that descriptive survey is a method of collecting information by administering a questionnaire to a sample of individuals.

The researcher used concurrent triangulation strategy whereby information was solicited from teachers who have retired early, teachers who are still in service, principals of public secondary schools and TSC staff in Kajiado County. Quantitative and qualitative data were collected concurrently by the use of questionnaires and interview guides respectively. The questionnaires however, had both qualitative and quantitative components. Analyses of quantitative and qualitative data were also done concurrently. The results were then compared and integrated during the interpretation phase. Terrel (2011) contends that, concurrent triangulation design is where quantitative and qualitative data collection are concurrent and happen during one data collection phase, qualitative and quantitative data analysis are also done concurrently. He goes on to say that in this approach, data are integrated during the

interpretation phase. The integration focuses on how the results from both methods are similar or different, with the primary purpose being to support each other.

The use of triangulation in a research is also advocated for by Patton (2002) who states that it strengthens a study by combining methods. He further argues that it may entail using several kinds of methods or data, including using both qualitative and quantitative approaches. The current study involved the use of several data sources (retired teachers, teachers who are still serving, principals and TSC staff). Two different types of instruments (three questionnaires and two interview guides) were used to collect data, different types of data collection methods were used and both qualitative and quantitative data analysis techniques were employed.

### **3.3 Location of the Study**

The area of study was Kajiado County, Kenya. The County has Machakos County bordering it to the East, Taita Taveta County to the South East, Tanzania to the South West, Narok County to the West, Kiambu County to the North and Nairobi County to the North East. Kajiado County consists of plains, some volcanic hills and valleys as part of its landscape. The region is very dry with no permanent rivers. The County is officially designated as semi-arid area and educationally gazetted as a hardship zone. The annual rainfall is between 500-1250mm. There however are two wet seasons, the 'long rains' between March and May and the 'short rains' between October and December. At times there are persistent long periods of drought with very little or no rainfall at all.

The greater population of Kajiado County consists of the Maasai community who are the indigenous people of Kajiado. However, there is an increasing influx of people from other ethnic backgrounds (*Soft Kenya*, 2012). According to the staffing information from the TSC

county office in Kajiado town, the County is divided into five districts that is, Kajiado North, Isinya, Loitokitoki, Kajiado Central and Mashuru. The County has 57 public secondary schools unevenly distributed in the five districts.

### **3.4 Target Population**

The target population of the study comprised all the 658 public secondary school teachers who were teaching in the 57 public secondary schools of Kajiado County. It also included public secondary school teachers who had left TSC, resigned or retired early from the same County. All human resource officers and all staffing officers from TSC Unit in Kajiado County were also part of the target population for the study. This is because the information that was required could majorly be obtained from these groups.

### **3.5 Sample and Sample Size**

In this study, fourteen (14) out of fifty seven (57) public secondary schools in Kajiado County participated. Nine teachers from each sampled school were selected to participate in the study while the principals of the sampled schools were also respondents in the study; giving a total of ten participants from each school. In total, 140 serving teachers (14 principals and 126 teachers), 30 retired teachers from public secondary schools in Kajiado County and 10 TSC staff participated in the study making a sample size 180 participants. The sample size was at least 20% of the target population as proposed by Gay (1996).

**Table 1*****Target Population, Sampling Procedures and Sample Size***

<b>Population category</b>	<b>Target Population(N)</b>	<b>Sampling procedure</b>	<b>Sample size(n)</b>	<b>Percentage (%)</b>
County Public secondary schools	057	Stratified, Simple random	014	24.6
TSC staff (HR & Staffing)	010	Purposive	010	100
Public secondary school teachers	601	Simple random	126	21.0
Early retirees	–	Purposive, Snowball	30	–
Principals	057	Purposive/ Automatic Inclusion	014	24.6

**Source:** Staffing information adopted and modified from Kajiado County TSC office.

### **3.6 Sampling Techniques**

The researcher used both probability and non probability sampling procedures to determine the different samples in the study. Category of samples considered here included 14 public secondary schools, 14 principals of public secondary schools, 126 public secondary school teachers, 30 public secondary school teachers who have retired early or resigned and 10 TSC staff working in Kajiado County offices.

#### **3.6.1 Schools**

From the information obtained from TSC Kajiado County office, the County has total of 57 public secondary schools which are unevenly distributed within the five districts. The researcher made use of stratified sampling to divide the County into five Districts. She used simple random sampling to come up with 3 schools from Kajiado Central District which has a

total of 12 public secondary schools, 3 schools from Loitokitok District which has a total of 12 public secondary schools, 1 school from Mashuru District which has a total of 4 public secondary schools, 2 schools from Isinya District which has a total of 7 public secondary schools and 5 schools from Kajiado North District which has a total of 22 public secondary schools. This made a total of 14 public secondary schools that participated in the study.

For each district, names of schools were written on separate pieces of papers, folded and placed into a container. The papers were mixed and names were picked randomly; one at a time with replacement until the required number of schools was selected. Simple random sampling is a probability sampling procedure that allows every item of the universe to have an equal chance of inclusion in the sample (Kothari, 2004).

### **3.6.2 Teachers**

From each of the selected public secondary schools, 10 teachers were sampled including the principal. Individual respondent teachers were selected through simple random sampling while the principal was automatically included in the sample. Therefore a total of 140 serving teachers (126 teachers & 14 principals) took part in the study.

In each of the sampled schools, the researcher sought a list of names of all teachers. Each name was written on a piece of paper which was then folded. The papers were then placed in a container and thoroughly mixed. The names were picked randomly, one at a time with replacement until the required number (nine teachers) was obtained. The principal then topped up the list to make a total of ten teachers.

### **3.6.3 Retired Teachers**

Teachers who have retired early or left their jobs were included in the study for their lived experiences under TSC employment and for being in a position to clearly articulate factors that influenced their decisions to leave their jobs as public secondary school teachers in Kajiado County. Individual retired teachers were selected by snow ball sampling since they were the custodians of the information the researcher was seeking; and they could not easily be arrived at by any other sampling technique. The researcher began with key informants; retired teachers known to her and those suggested by principals of participating schools. These retired teachers referred her to others they knew.

According to Dragan and Maniu (2012), snowball sampling is used in estimating the characteristics of a population network in “hidden” (rare, difficult to identify) populations. It allows the researcher to reach populations that are difficult to sample using other sampling techniques. In the current study, teachers who have left their jobs from public secondary schools of Kajiado County were not easy to identify. This is because they live in different locations and are engaged in different activities or occupations. The questionnaires were administered to twenty teachers who had retired early while another ten were interviewed by the researcher. The small number interviewed was due to the time available for the research and the availability of other resources like funds; the expansive geographical area covered plus the effort it took to locate just a single teacher who had retired early.

### **3.6.4 Kajiado County TSC Staff**

Teachers Service Commission staff (human resource and staffing officers) were included in the study because they handle County staffing and human resource matters pertaining teaching in public schools. They hence have first hand information on issues affecting teachers. TSC

staff was arrived at by purposive sampling. All the TSC staff (staffing and HR officers) in Kajiaco County offices took part in the study since they were very few.

### **3.6.5 Principals**

Principals of public secondary schools in Kajiado County were included in the study because they are the administrators who deal with teacher issues on a day to day basis. They were hence in a position to tell reasons why teachers decide to retire early. In this study all the principals of the 14 participating public secondary schools were automatically selected to participate in the study.

## **3.7 Data Collection Instruments**

The study made use of questionnaires and interview guides as instruments of data collection. The questionnaires were in three sets; one for teachers who have retired early, one for teachers who are still in service and the other for TSC staff in Kajiado County. Interview guides were also in two sets; one for principals of participating schools and the other for teachers who have retired early from TSC. Questionnaires were mainly to help collect quantitative data but also contained some qualitative data due to the open-ended questions. The interview guides were used to collect qualitative data.

### **3.7.1 Questionnaires**

As Mbwesa (2006) puts it, a questionnaire is a pre-formulated written set of questions to which subjects record their answers independently or with the help of a researcher. Ogula (2005) reiterates that a questionnaire is a carefully designed instrument (written, typed or printed) for collection of data directly from people. Chandran (2004) posits that the main purpose of the tool is to communicate to the respondents what is intended to elicit desired response in terms of



empirical data from the respondents in order to achieve the research objectives. As data collection instruments, questionnaires are easy to administer, and allow for the respondents to take more time to recollect facts and/or consider feedbacks at length.

The researcher used semi-structured questionnaires with both closed and open-ended questions. The closed ended questions were in the form of likert scale and covered research questions one to four. There were three different sets of questionnaires to be filled by public secondary schools of Kajiado County, teachers who have retired early from public secondary schools of Kajiado County, and TSC staff as indicated in the appendices 1 and 2 and 3 respectively. The questionnaires were self administered. Questionnaires were found to be appropriate since the number of serving teachers to participate in the study was quite large for interview schedules

### **Questionnaire for Teachers who have Retired Early**

This questionnaire was used to collect data from teachers who have retired early from their jobs. The researcher gave the self administered questionnaires to the respondents and collected them back at a time that was acceptable to them. The questionnaire consisted of three parts. Part one addressed research question one and was mainly on demographic information. Part two addressed research questions two to four and was in form of a Likert scale. Part three addressed research question five and consisted of open-ended questions on strategies to enhance teacher retention.

### **Questionnaire for Public Secondary School Teachers**

Questionnaire for public secondary school teachers was meant to get the opinion of teachers on patterns of early retirement and reasons why some public secondary school teachers

leave their jobs early or opt out of the profession for other jobs. It also assessed teachers' intention to retire early. Section one consisted of structured questions on demographic information, section two was in the form of a Likert scale and majorly answered research questions two to four. The Likert scale was organized in a way that responses were grouped into five categories: Strongly Agree (SA)=5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. The rest of the questionnaire consisted of open-ended questions that answered research question five on strategies for improvement on teacher retention. This questionnaire therefore addressed all the research questions of the study.

### **Questionnaires for TSC Staff**

Questionnaire for TSC staff consisted of four parts. Part one had questions on demographic/background information of the participants. Part two sought information on the number of teachers opting out of the profession on yearly basis and whether the trends were looking up or decreasing. It will also sought the opinion of the participants on gender, level of education and area of specialization of the quitting teachers; part three sought to assess TSC policies and what the Commission was doing to curb early retirement/ resignation of public secondary school teachers. This questionnaire sought the opinion of TSC staff on the factors they viewed as most important in contributing to the phenomenon under study; whether the concerned policies needed to be reviewed or done away with or whether a new policy needed to be formulated. This questionnaire therefore, majorly dealt with research question one and research question four of the study.

### **3.7.2 Interview Guides**

Interview guides were used to collect data from teachers who had left the profession before retirement age and also from the principals of public secondary schools of Kajiado County. This because interview schedule allows for probe and is therefore appropriate where in-depth information is required.

#### **In-Depth Interview Guide for Teachers who Retired Early**

In-depth interview guide was used to solicit information from teachers who have left the profession (retired early) on actual reasons or factors that led to their retirement. Interview schedule was preferred because of its ability to allow probing so as to get in-depth information on issues that influence teachers' decisions to leave teaching. According to Cohen (2007), an interview guide is a flexible tool for data collection, enabling multisensory channels to be used; verbal, non-verbal, spoken, and heard. He further argues that the interview may be controlled while still giving space for spontaneity and the interviewer can ask for responses about complex and deep issues. As stated by Kothari (2004), an interview is a method of collecting data which involves presentation of overall verbal stimuli; and reply in terms of oral-verbal responses.

The interview guide consisted of two parts. Part one addressed demographic issues while part two addressed issues on the trends and volumes of early retirement of public secondary school teachers, factors that influenced the teacher/interviewee to opt out of the profession, the retired teachers' opinion on how early retirement of public secondary school teachers influences teaching and learning, and lastly seek to investigate challenges faced by public secondary school teachers in Kajiado County and their opinion on best strategies the government can adopt to retain public secondary school teachers. Data that was generated by the interview guide was majorly qualitative and therefore was analyzed qualitatively. The interviews were conducted by

the researcher herself and each interview session took fifteen to twenty minutes. The information was recorded through note taking.

### **In-depth Interview Guide for Principals**

This instrument was used to solicit information from public secondary school principals regarding their opinion and what they knew about matters relating to the number of teachers leaving the profession, the likely factors influencing their departure and how such cases of early retirement of teachers influenced teaching and learning in the concerned institutions. The researcher conducted the interviews and took notes during the sessions. Each interview session took 10-20 minutes.

## **3.8 Validity, Reliability and Pilot Testing of the Questionnaires**

### **3.8.1 Validity**

According to Best and Khan (2001), validity refers to the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Kothari (2004) reiterates that validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. There are several types of validity including content validity, face validity, criterion related validity, construct validity, sampling validity, internal validity and external validity amongst others. As with any research, validity in mixed methods research stems more from the appropriateness, thoroughness and effectiveness with which those methods are applied, and the care given to thoughtful weighing of the evidence than from the application of a particular set of rules or adherence to an established tradition (Bazely, 2004).

The study relied more on content and face validity. Content validity according to Mugenda and Mugenda (2003) is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. An instrument said to have content validity covers all the possible aspects of the research topic. To demonstrate content validity the instrument must show that it fairly and comprehensively covers the domain or items it purports to cover (Cohen, 2007).

To ensure content validity of the research instruments, the researcher used communicative validation. Validity was to be determined by expert judgment and the involvement of participants (Sarantakos, 2005). The questionnaires, interview schedules and the document analysis guides were given to the two supervisors of the study and other research experts who were panelists during proposal defense at the Catholic University of Eastern Africa. They independently looked at the instruments to ascertain their ability to solicit the kind of data they were designed to gather. Their views on the structure and content of the instruments were incorporated in the final draft of the instruments so as to improve on their validity.

Face validity is the extent to which an instrument seems to measure what it is expected to measure. It should have on the face of it what it is supposed to have. This type of validity raises concern on the length of the instrument; whether too short or too long or just enough. It takes into account the font size, the spacing of the content and the formatting of the document.

To validate the research instruments, questionnaires and interview schedules were developed under the guidance of two study supervisors who are competent in handling academic research at Catholic University of Eastern Africa. They constantly reviewed the content of the questionnaires and gave advice on the necessary modifications to be done. To improve on validity, the researcher ensured that most of the questionnaires were returned by the respondents

besides requesting for honesty of the respondents when responding to the items in the questionnaires.

### **3.8.2 Reliability**

Reliability is the consistency of the stability of a measure, that is, if a measure is to be repeated, would the same result be obtained? (Robson, 2000). A reliable man/woman, for instance, is a man/woman whose behavior is consistent, dependable, and predictable- what he will do tomorrow and next week will be consistent with what he does today and what he has done last week (Kerlinger, 2004). Ogula (1998) argues that reliability refers to the extent to which a research instrument yields measures that are consistent each time it is administered to the same individual.

The reliability of the questionnaires was tested using the internal consistency method and the reliability coefficients were reported. Internal consistency is based on a single administration of instruments; and does not call for repeat trials which may end up producing different results. The questionnaires were administered during pilot study and the reliability coefficients calculated based on the Likert type of questions which appeared in questionnaire for teachers and that for TSC Staff. Questionnaire for teachers had a coefficient of 0.6479 whereas questionnaire for TSC staff had a reliability coefficient of 0.6934. A value of 0.6 was considered sufficient since both types of questionnaires were researcher made. This is in line with Berthound (2000) who reiterates that a value of 0.6 is considered sufficient for internal consistency.

**Table 2*****Reliability Coefficients for Internal Consistency of Questionnaires***

<b>Reliability Coefficient Statistics</b>		
Questionnaire	Cronbach Alpha Coefficient	Number of items
Teachers	0.6479	20
TSC Staff	0.6934	9

**3.8.3 Pilot Testing**

The researcher conducted a pilot test of the instruments in two public secondary schools in Kajiado County that were not part of the sample. Eighteen teachers and two principals participated in the pilot study. Interview schedules for retired teachers were pilot tested on two retired teachers who did not take part in the study. The respondents were requested to respond to the items and also to comment on the clarity of the instructions and the relevance of the individual items. The comments helped in detecting ambiguous and unclear questions and those with inadequate contents. The researcher used the input of the respondents from pilot testing to improve the instruments.

**3.9 Trustworthiness of Qualitative Data**

Qualitative inquirers mindfully employ a variety of techniques to increase the trustworthiness of the research they conduct; how much trust can be given that the researcher did everything possible to ensure that data was appropriately and ethically collected, analyzed, and reported (Carlson, 2010). The aim of trustworthiness in a qualitative inquiry is to support the

argument that the inquiry's findings are worth paying attention to. The four issues that demand attention in this respect are credibility, transferability, dependability, and confirmability. Shelton (2004) argues that, in pursuit of a trustworthy study, qualitative researchers apply the concept of credibility (in preference to internal validity), transferability (in preference to external validity), dependability (in preference to reliability) and confirmability (in preference to objectivity). In this study the researcher ensured credibility and dependability in order to ensure the trustworthiness of qualitative data.

### **3.9.1 Credibility**

The qualitative investigator's equivalent concept of internal validity is credibility which deals with the question, "How congruent are the findings with reality?" (Shelton, 2004). When addressing credibility, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented. The researcher ensured credibility by carrying out triangulation of instruments (questionnaires and interview schedules) and triangulation of informants as well as triangulation of the results. Triangulation is defined to be "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000). Triangulation may include multiple methods of data collection and data analysis, but does not suggest a fix method for all the researches (Golafshani, 2003).

The researcher also employed member check by letting each of the participants receive a summary of the transcribed data. They then assessed if the data reflected what they had provided earlier during the interviews. Their comments were used by the researcher to update the transcribed data. There were also frequent debriefing sessions between the researcher and her supervisors. Such collaborative sessions were used by the researcher to discuss alternative



approaches, and the supervisors drew attention to flaws in the proposed course of action. The meetings provided a sounding board for the investigator to test the developing ideas and interpretations, and probing from the supervisors helped the researcher to recognize her own biases and preference.

The researcher also employed tactics which ensure honesty in the participants when contributing data (Shelton, 2004). In particular, each person who was approached was given an opportunity to refuse or accept to participate in the study so as to ensure that the data collection sessions involved only those who were genuinely willing to take part, and were prepared to offer data freely. Participants were encouraged to be frank from the onset of each session, with the researcher aiming to establish a rapport in the opening moments and indicating that there was no right or wrong answers to the questions that were to be asked.

### **3.9.2 Dependability**

Dependability (in preference to reliability) is another concept applied by qualitative researchers. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. The meeting of the dependability criterion is difficult in qualitative work, although researchers should at least strive to enable a future investigator to repeat the study if not to get the same result. There are close ties between credibility and dependability in such a way that a demonstration of the former goes some distance in ensuring the latter. In order to address the dependability issue more directly, the processes within the study were reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. The in-depth coverage was to allow the reader to assess the extent to which proper research practices have been followed. So as to enable readers of the research report to develop a thorough understanding of the methods and

their effectiveness, the text included sections devoted to the research design and its implementation, describing what was planned and executed on a strategic level; the operational detail of data gathering, addressing the details of what was done in the field; and reflective appraisal of the project, evaluating the effectiveness of the process of inquiry undertaken.

### **3.10 Data Collection Procedures**

Data collection is gathering empirical evidence in order to gain new evidence about a situation and answer questions that prompted the undertaking of the research (Chandran, 2004). Quantitative data were majorly collected using the questionnaires which contained more of closed-ended questions than open-ended questions. The researcher collected the data herself. The self administered questionnaires were taken to the respondents in the field and were picked at an agreed time (drop and pick later method). This method allowed the respondents enough time to respond to the questionnaires.

Qualitative data were mainly collected by use of interview guides which were meant to gather in- depth information from teachers who have opted out of TSC employment prematurely for one reason or the other. The researcher conducted interviews with retired teachers and principals of public secondary schools of Kajiado County one-on-one. Each interview session took ten to twenty minutes. The interviews were scheduled at a time acceptable to the individual respondents. Information was recorded through note taking during the interview guides.

### **3.11 Description of Data Analysis Procedures**

Since the study yielded both qualitative and quantitative types of data, different methods of data analysis were employed by the researcher. The process of analyzing qualitative data started immediately with the commencement of data collection in the field. Qualitative data

from interview guides and those from open-ended questions in the questionnaires were transcribed, classified and coded thematically to capture the voices of the respondents. Common ideas and beliefs, perceptions and patterns emerging were identified and analyzed. The researcher cross-checked transcribed data from the interviews with field notes. Qualitative data from interview discussions and from questionnaires were compared and integrated so as to identify the emerging common themes.

Quantitative data processing and analysis commenced immediately after the data collection exercise. The information that was collected was analyzed using descriptive statistics. Data from closed-ended questions in the questionnaires were entered into a computer and analyzed using statistics package for social sciences (SPSS) version 16.0 to run descriptive analyses and were tallied numerically to generate frequencies and percentages. The quantitative data were presented in tables and charts showing percentages and frequencies which reflected the distribution of all the respondents and their responses to the items in the research instruments.

Data analysis began with coding and scoring of the data by assigning numerical values to each response category for each question on the instrument. Research questions 1, 2, 3 and 4 were analyzed using descriptive statistics that calculated the frequencies and percentages in seeking to establish the trends, the influence and the policies that govern early retirement of public secondary school teachers in Kajiado County. Research question five was analyzed using content analysis since it involved open-ended questions which dealt with challenges teachers face; and strategies for teacher retention. The responses were summarized and put in themes. Lastly, the findings of the research were systematically organized and presented according to the research questions. Conclusions and recommendations were also made based on the research findings. Areas for further research were also suggested.

### 3.12 Ethical Considerations

All researchers have an obligation to adhere to research ethics in the conduct of research. In this study the researcher took into consideration several ethical concerns. Firstly, the researcher sought permission from Catholic University of Eastern Africa (CUEA) to enable her conduct the research. The researcher then proceeded to seek authorization/permit from the ministry of higher education and planning to carry out research in Kajiado County, Kenya. She made necessary arrangements with the TSC Kajiado County office, principals of the concerned schools and the specific retired teachers who were to participate in the study. During data collection, the researcher always carried the research permit and letter of introduction; and readily availed them to the concerned parties when required.

Secondly, the researcher sought informed consent which refers to the right of the participant to choose whether to or not to participate in the study. Cohen (2007) argues that the welfare of the subjects should be kept in mind by the researcher at all times. In this study the researcher asked for the consent of the subjects and did not force anyone to take part in the study. She disclosed the purpose of the research and all other facts to enable the participants to make informed decisions whether or not to participate in the research study.

Thirdly, the researcher saw to it that the principle of privacy and confidentiality was followed to the letter. According to Cohen (2007), in order for the information to be reliable, the respondents should be assured of the confidentiality of the information they provide. The researcher asked the participants not to write their names or the names of their stations on the questionnaires in order to assure them of the confidentiality and anonymity of their identity. The researcher was also open and honest at all times in the course of the conduct of the study.

Fourthly, researcher guarded against deception by explaining the purpose of the research to the participants in advance. Deception is misrepresentation of facts concerning the purpose, nature or consequences of the study which lies in not telling the whole truth (Cohen, 2007). Lastly, all the materials received from secondary sources were acknowledged in full to avoid research plagiarism and fraud. This was done by citing the source of information and listing the sources in the reference list.

## CHAPTER FOUR

### DATA PRESENTATION AND DISCUSSION OF THE FINDINGS

#### 4.1 Introduction

This chapter presents the research findings on factors leading to early retirement of public secondary school teachers in Kenya: focus on Kajiado County. The Study targeted teachers who have retired early/resigned, those still in service and TSC staff in Kajiado County. The analyzed data were obtained by use of three sets of questionnaires (questionnaire for teachers, questionnaire for retired teachers and questionnaire for TSC staff) and two sets of interview schedule (interview schedule for retired teachers and interview schedule for principals).

Questionnaires were administered to 126 teachers who were working in public secondary schools in Kajiado County, twenty public secondary school teachers who had retired early from public secondary schools of Kajiado County and, ten TSC staff (human resource and staffing officers) who were working in Kajiado County. The interviews were conducted among ten public secondary school teachers who had retired early and fourteen principals of the participating public secondary schools.

Out of 126 questionnaires administered to the teachers, 120 questionnaires were filled and returned giving a return rate of 95%; 18 out of 20 questionnaires distributed to the retired teachers were also received back leading to a return rate of 90%; and all the ten questionnaires for TSC staff were also filled leading to 100% response. Ten retired teachers and ten principals took part in the interview. As such, the general response was high enough to be considered acceptable for the study.

The findings are discussed and interpreted based on the research questions that were stated in chapter one. Data are analyzed and findings presented in frequency distribution tables and pie charts. The summary of the findings were given in frequencies and percentages.

## **4.2 Demographic Information of the Participants**

This section presents the demographic information of the various groups of study participants. The participants included teachers, retired teachers and TSC staff who worked in Kajiado County.

### **4.2.1 Teachers**

This section presents the demographic information of teachers who were teaching in public secondary schools of Kajiado County. Data on their background information are presented on Table 3.

**Table 3**  
*Demographic Distribution of Teachers*

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	44	36.7
Female	76	63.3
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Age bracket</b>		
25-34	15	12.7
35-44	69	58.5
45-54	31	26.3
55-60	3	2.5
<b>Total</b>	<b>118</b>	<b>100</b>
<b>Academic qualification</b>		
Diploma	25	21.2
Bachelor's degree	65	55.1
Masters degree/on-going	26	23.7
<b>Total</b>	<b>118</b>	<b>100</b>
<b>Teaching experience</b>		
1-10 years	34	28.6
11-20 years	55	46.2
21-30 years	27	22.7
31 years and above	3	2.5
<b>Total</b>	<b>119</b>	<b>100</b>
<b>Subjects taught</b>		
Mathematics/Sciences	40	33.3
Languages	35	29.2
Humanities	34	28.3
Technical	11	9.2
<b>Total</b>	<b>120</b>	<b>100</b>
<b>Length of service in the current school</b>		
5 years and below	55	45.2
6-10 years	44	37.0
11-15 years	11	9.2
16 years and above	9	7.6
<b>Total</b>	<b>119</b>	<b>100</b>

As shown on Table 3, 63.3% of the teachers were female while 36.7% of the teachers were male. This disparity was not anticipated by the researcher but did not affect the research in any way. On the other hand, most of the principals interviewed were male while most of the retired teachers interviewed were female.



According to the results on Table 3, the age bracket of the teachers were such that; 58.5% of the respondents were aged 35-44 years, 26.3% were 45-54 years of age, 12.7% were 25-34 years while 2.5% were 55-60 years old. This could indicate that most teachers retire before 60 years of age since the percentage between 55-60 years of age was only 2.5%. The results also indicate that most teachers are almost qualifying for early retirement with financial benefits (at 50 years) as spelt out in TSC policies. As such, 28.8% of the teachers may rightfully retire within the next five years.

Results presented on Table 3 show that 55.1% of the teachers were holders of a Bachelor's degree, 23.7% of the teachers were holders of a Masters degree while 21.2% of the teachers were holders of a Diploma certificate. This is an indication that most public secondary school teachers (76.3%) have attained a Bachelors degree and below. Only 23.7% have attained a Masters degree and none has attained a PhD. This may be an indication some teachers who attain a Masters Degree quit teaching while it clearly indicates that any teacher who attains PhD quits teaching at high school level.

Based on the results presented on Table 3; 46.2% of the teachers had a teaching experience of 11-20 years, 28.6% had a teaching experience of 1-10 years, 22.7% had a teaching experience of 21-30 years and, only 2.5% had a teaching experience of 31 years and above. The results in table 2 also show that 33.3% of the teachers taught Mathematics and sciences, 29.2% taught languages, 28.3% taught humanities while 9.2% taught technical subjects.

Length of stay in the current station was that; 46.2% of the teachers had been in their stations for 5 years and below, 37.0% of the teachers had taught in their stations for 6-10 years, 9.2% had taught in their stations for a period of 11-15 years while 7.6% had taught in their stations for 16 years and above. As such, a good number of teachers in Kajiado County i.e.

46.2% had taught in their current schools for a period 5 years and below whereas 52.8% who the majority were had taught in their schools for more than five years and were conversant of the issues that were affecting the schools. However, it is good to note that 46.2% of the teachers had only been in their schools for 5 years and below which could be an indication of a high teacher turnover.

#### **4.2.2 Retired Teachers**

This section presents the demographic information of the retired teachers. Data collected on their background information are as presented on Table 4.

**Table 4**  
*Demographic Distribution of Retired Teachers*

<b>Variable</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	9	50
Female	9	50
<b>Total</b>	<b>18</b>	<b>100</b>
<b>Marital status</b>		
Married	15	93.3
Single	1	6.7
<b>Total</b>	<b>15</b>	<b>100</b>
Age bracket		
21-30 years	1	5.6
31-40 years	3	16.7
41-50 years	10	55.6
51 years and above	4	22.2
<b>Total</b>	<b>18</b>	<b>100</b>
Academic qualification		
PGDE	1	5.6
Bachelors degree	4	22.2
Masters degree	9	50.0
PhD	4	22.2
<b>Total</b>	<b>18</b>	<b>100</b>
Subjects taught		
Mathematics/Sciences	6	33.3
Languages	4	22.2
Humanities	5	27.8
Technical	3	16.7
<b>Total</b>	<b>18</b>	<b>100</b>
Length of service		
1-10 years	5	27.8
11-20 years	12	66.7
21-30 years	1	5.6
<b>Total</b>	<b>18</b>	<b>100</b>

According to the information presented on Table 4 above, 50% of the respondents were male and 50% were female; 93.3% of the retired teachers were married while 6.7% were single. From this finding it would seem that both genders have the same rate in quitting the profession. However, majority of the retired teachers and teachers who were interviewed reported that the number of lady teachers who retire early exceed that of their male counterparts.

The age bracket of the retired teachers were in such a way that, 55.6% of the retired teachers were between 41-50 years, 22.2% were aged 50 years and above, 16.7% were aged between 31-40 years and, only 5.6% of the retired teachers were aged between 21-30 years. Therefore, 77.9% of the early retirees deny public secondary schools between 19-30 years of service which they should offer before retirement age.

On academic qualifications, the information presented show that 50% of the retired teachers have attained a Masters degree, 22.2% had attained a PhD, 22.2% a Bachelors degree while, 5.6% of the respondents had a Post-Graduate Diploma in Education (PGDE). As such, majority of the teachers who retired early, that is 72.2%, had attained a Masters degree and above whereas some of those who held a Bachelors degree were already registered for further studies. The finding concurs with Macdonald (1999) who argues that the most highly qualified teachers may be the most likely to leave, as they can easily get alternative employment.

The finding also agrees with the results of a study carried out by Boyd, Grossman, Lankford, Loeb and Wyckoff (2009) which indicated that teachers with stronger academic backgrounds were more likely to leave teaching. It is also in line with World Bank (2005) which states that qualified secondary school teachers in both developed and developing world are quickly becoming the hardest segment of the teaching profession to attract and retain and are the most expensive to educate. Mulkeen (2010) also argues that attrition is generally higher among teachers with higher academic qualifications.

The finding is also in line with the findings of Mulei (2012) that indicated that the number of teachers quitting their jobs in Mbooni East Constituency, Kenya was on the rise, and, that the issue was linked to those who went for further studies since they got job opportunities elsewhere on completion of their studies (including taking up non teaching jobs at the MOE and

teaching in tertiary colleges). The findings also indicated that more teachers were furthering their studies in a bid to quit teaching.

The finding is also consistent with the findings of Okungu (2012) study findings; that teachers' affinity for further studies was a determinant of teacher attrition in Kisumu East District, Kenya. He found out that a number of teachers from the district were either on full time or part time studies in an attempt to get better job opportunities and quit teaching. Mulkeen and Crowe-Taft (2010) in their review of literature on teacher attrition in Sub-Saharan Africa, contend that where data is available; attrition is found to be higher among teachers with higher academic qualifications.

According to the information on Table 4, 33.3% of the retired teachers taught mathematics/sciences, 27.8% taught humanities, 22.2% taught languages while, 16.7% taught technical subjects. No one particular subject area stands out as losing more teachers than the rest. Probably the highest percentage (33.3%) is due to the combined mathematics and science. This implies that subject area is not a determinant of attrition among public secondary school teachers of Kajiado County. All subjects could be losing teachers equally. This is contrary to the findings of Wamukuru (2013) that indicated that in Kenya, mathematics and science were fields of higher attrition as teachers resigned to move to better paying jobs. The findings were also contrary to the findings by Wachira (2013); who also found out that, majority of science teachers in public secondary schools of Muranga District, Kenya would leave their jobs given opportunity elsewhere. The finding is also contrary to what Mulkeen and Crowe-Taft (2010) found out in their literature review; that attrition in Sub-Saharan Africa was higher among teachers specialized in Mathematics and science.

The results presented on Table 4 also show that, 66.7% of the retired teachers had taught for a period of 11-20 years, 27.8% had served for a period of 1-10 years, and 5.6% of the retirees had served for a period of between 21-30 years. As such, the majority of retired teachers are those in the middle of their careers. This indicates that majority of early retirees are teachers who have mastered the art of teaching and are therefore experienced teachers. Mbwiria (2010) found out that teachers in the middle of their career (up to 10 years of work experience) may have higher intentions to quit the profession than those with just a few years of experience and those nearing retirement.

As Chepkemboi (2012) reiterates, TSC employees' attrition presents the loss of experienced staff from the system especially where those who are leaving the profession are successful or more qualified workers. She further argues that it may have the effect of leaving a less capable pool of staff in the classroom. As such voluntary attrition may have the effect of compromising quality of education.

#### **4.2.3 Teachers Service Commission Staff**

This section presents the demographic characteristics of the TSC staff. It covers areas like their gender, marital status, age bracket, academic qualifications, length of service and designation. The results are presented on Table 5.

**Table 5**  
*Demographic Distribution of TSC Staff*

<b>Variable</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	6	60
Female	4	40
<b>Total</b>	<b>10</b>	<b>100</b>
<b>Educational level</b>		
Diploma	5	50.0
PGDE	1	10.0
Bachelors degree	3	30.0
Masters degree	1	10.0
<b>Total</b>	<b>10</b>	<b>100.0</b>
<b>Length of service</b>		
5-10 years	4	40.0
11-20 years	3	30.0
21-30 years	3	30.0
<b>Total</b>	<b>10</b>	<b>100.0</b>
<b>Designation</b>		
County HRO	1	10.0
County S/O	1	10.0
District HROs	4	40.0
District S/Os	4	40.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

According to the data presented on Table 5 above, 60% of the TSC staff was male, while 40% of the respondents were female. This shows gender balance in these positions with percentage of female workers just a little lower than the male workers.

Information on academic qualifications revealed that; 50% of the TSC staff constituted individuals holding Diploma certificates, 10% of the TSC staff had a Post Graduate Diploma in Education (PGDE), 30% of the TSC staff held a Bachelors Degree while 10% of the respondents had a Masters Degree. None of the TSC staff had a PhD. Again this is a clear indication that those who attain PhD retire early/resign from TSC jobs whether teachers or TSC staff.

Of all the TSC staff, 40% had been in service for 5-10 years, 30% had been in service for 11-20 years while 30% had worked for 21-30 years. These workers were therefore experienced enough to articulate issues that led to early retirement of teachers.

In terms of their designation, 10% of the TSC staff was a county human resource officer, 10% of the TSC staff was a County staffing officer, 40.0% of the TSC staff was made up of individual who were District Human Resource Officers (DHROs), while 40.0% of the respondents were district staffing officers. These are well informed officers with enough information on issues affecting teachers leading to their early exit from the profession.

### **4.3 Presentation of Findings by Research Questions**

This section presents findings of the study according to the research questions as stated in chapter one of the study.

#### **4.3.1 Trends of Early Retirement of Public Secondary School Teachers**

This section presents findings on trends and patterns of early retirement of public secondary school teachers. It looks at whether the number of teachers retiring early/resigning are decreasing or increasing. It also looks into whether there is any subject(s) losing more teachers, whether new or more experienced teachers are leaving and academic qualification of the retirees. The section presents views of teachers, retired teachers and those of TSC staff.

#### **Teachers**

The researcher posed questions to teachers on trends of early retirement of public secondary school teachers and the results were as presented on Table 6.



**Table 6**  
***Views of Teachers on Trends of Early Retirement***

Trends of early retirement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
There is an increased number of public secondary school teachers retiring early	39	33.1	45	38.1	13	11.0	14	11.9	7	5.9
Teachers who attain Masters degree retire early	30	25.2	52	43.7	9	7.6	23	19.3	5	4.2
Teachers who attain PhD retire early	82	68.9	24	20.2	5	4.2	7	5.9	1	0.8
In my school there are teachers who retired early/resigned	25	21.9	39	34.2	16	14.0	20	17.5	14	12.3
Teachers who retire early are male	11	9.3	26	22.0	21	17.8	43	36.4	17	14.3
Teachers who retire early are female	7	5.6	38	31.9	26	21.7	32	26.7	17	14.2
Teachers who retire early teach Mathematics	5	4.3	17	14.5	26	22.2	43	36.8	26	22.2
Teachers who retire early teach Sciences	8	6.8	18	15.4	30	25.6	38	32.5	23	19.7
Teachers who retire early teach Languages	7	6.1	20	17.4	28	24.3	41	35.7	19	16.5
Teachers who retire early teach Humanities	8	6.8	20	17.1	30	25.6	41	35.0	18	15.4
Teachers who retire early get jobs outside education field	37	31.1	54	45.4	13	10.9	10	8.4	5	4.2
Teachers who retire early teach in other educational institutions	35	29.7	53	44.9	12	10.2	13	11.0	5	4.2

**Key**

SA- Strongly Agree; A-Agree; UD-Undecided; D-Disagree; SD-Strongly Disagree

According to the results presented on Table 6, 71.2% of the teachers agreed that there were an increased number of public secondary school teachers retiring early while only 17.8% disagreed with the statement. On interviewing retired teachers, retired teacher three said that the number of teachers retiring early is increasing since teachers now have more opportunities for part time studies as opposed to when TSC controlled them by granting very limited opportunities for paid study leave. Retired teacher one confirmed this trend during the interviews. He was quoted saying:

The number of public secondary school teachers leaving TSC is definitely going up.

We left teaching three teachers from the same school in the year 2007 and I have since met several teachers who have quit teaching in Kajiado County for one reason or another.

Retired teacher one's comments and the information from Table 5 give a strong indication that voluntary attrition is on the rise among public secondary school teachers of Kajiado County. But voluntary attrition is not unique to teachers of Kajiado County alone. For instance, the finding is in line with what Mulei (2012) found out that the number of teachers who were quitting their jobs was increasing in Mbooni East District, Kenya.

Also, a study by Wamukuru (2011) found out that teacher attrition in Kenya had been increasing over time from 3849 teachers in 1996 to 8289 in 2007 which was an increase of 115.6%. He said it was worth noting that teacher attrition between 1996 and 2007 was 14.6%. It was established that resignation and dismissal contributed to 13% of the attrition in Kenya. As such it is clear that the trend needs to be closely monitored by the ministry of education and the TSC to ensure teacher retention; which has a lot of benefits to the education system.

Concerning the academic qualifications of the quitters, 68.9% of the teachers agreed that teachers who attain a Masters degree normally quit teaching in secondary schools while 23.8%

disagreed with the statement. On whether teachers who attain a PhD normally quit teaching at secondary school level, 89.1% strongly agreed (it is worth noting that 68.9% strongly agreed and 20.2% agreed) while only 6.7% disagreed. An interview with some of the retired teachers confirmed that those who left are majorly those who have advanced their education. When interviewed, retired teacher five (RTr5) said that most of those who retire early are holders of a Masters degree and above, or are already pursuing Masters or PhD. During the interviews, principal five (P5) said:

Unfortunately it is the experienced teachers who leave the teaching profession. As a matter of fact, it is the top cream of the teaching fraternity that leaves; people who have high academic qualifications and have mastered the art of teaching.

The finding is a very strong indication that; in Kajiado County, public secondary school teachers who attain a Masters degree and above are highly likely to quit teaching at secondary school level. Those who attain a PhD will definitely quit teaching in high school. As suggested by International Task force on Teachers for All (2010), there is a higher attrition within the ranks of teachers with the highest qualifications. This implies that a strategy for retention of such teachers is required given that they are the ones who have the highest academic qualifications and are most likely to be the most experienced teachers in their fields, as well as having been the most expensive to train.

When the researcher posed a statement on whether teachers agree that in their schools there were cases of teachers who had resigned, 56.1% of the teachers were in agreement while 29.8% of the teachers disagreed with the statement. This was a strong indication that voluntary teacher attrition was real in public secondary schools of Kajiado County and that most of the

participating schools had lost at least a teacher to early retirement at one particular time or the other. Voluntary attrition was hence a reality in schools of Kajiado County.

Based on gender, 50.7% disagreed that most teachers who retire early are male while 31.3% agreed with the statement. On whether most teachers who retire early were female 40.9% of the respondents disagreed while 37.5% agreed with the statement while, 21.7% of the teachers were also undecided on the matter. As such, teachers were clear that most of those who retire early were not male, but unclear on whether most early retirees were female. During interviews, some of the retired teachers suggested that in Kajiado County more women teachers resigned than men. Retired teacher two (RTr2) said that since quitting teaching in the year 2010, she has interacted with more than ten teachers who have also quit teaching in Kajiado County for one reason or another; majority of who are women. Retired teacher seven (RTr7) also had this to say:

Of the early retirees I have met, the majority are lady teachers. More women are leaving than men due to women empowerment drive in the country. In Kajiado County the bulk of teachers are women especially in schools situated in towns and regions close to Nairobi.

The retired teacher seven's comment points to the fact that regions of Kajiado County closer to Nairobi could have more female teachers seeking to work around just to be closer to their spouses' place of work. When transferred to remote hardship areas far away from family, such teachers are left with no alternative but to resign from TSC. The commission should therefore adhere to the policy of keeping teachers' families together as long as it is practically possible.

Considering subjects that are taught by most quitters, 59.0% of the respondents disagreed that most teachers who retire early teach Mathematics while 18.8% agreed. It is worth noting that quite a good percentage that is, 22.2% of the teachers was undecided on the matter. The percentage of those undecided was higher than that of those that agreed.

On whether the majority of the quitters taught sciences, 52.2% of the teachers disagreed while 22.2% agreed. The percentage of those who were undecided was 25.6%. That most teachers who retire early teach languages had 52.2% respondents disagreeing and 23.5% agreeing. Also, 50.4% of the teachers disagreed with the statement that most teachers who retire early teach humanities and 23.9% agreed with it. One of the retired teachers (RTr3) said this during interview; "... subject area the trends are changing; it is no longer mathematics, sciences and the languages losing more teachers but all subjects alike."

The above finding is an indication that subject area is not a predictor of early retirement in Kajiado County, and that all subjects are losing teachers equally. The finding is contrary to what other researches came up with as indicated in the literature review. It is contrary to some studies carried out elsewhere, for instance; in the United States, secondary mathematics and science teachers along with their bilingual education counterparts leave at higher rates than those in other fields (Quart et al. 2005:492 as cited by Pitsoe and Machaisa, 2012). They further state that in the UK, English, Music and Physical Education teachers also appear to leave at higher rates.

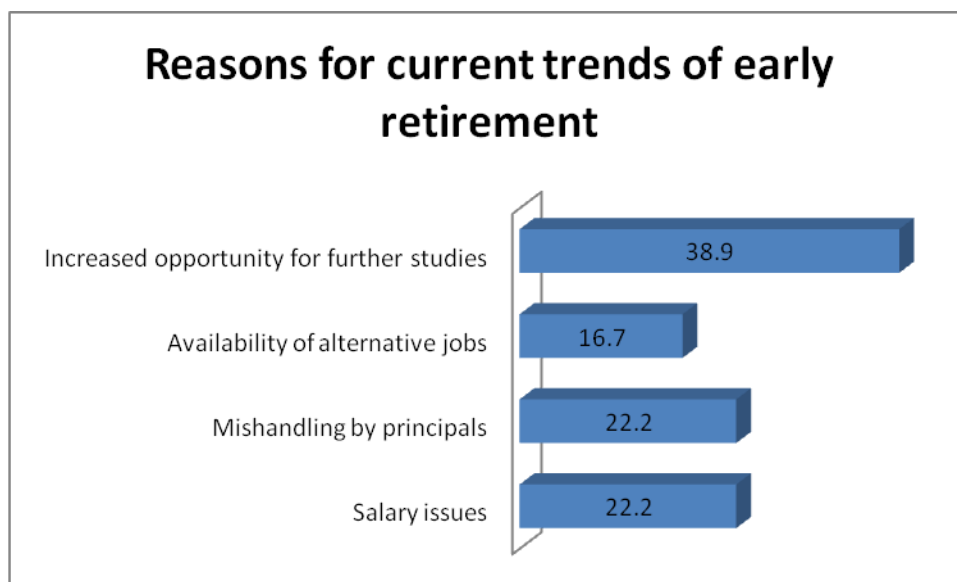
The finding also contradicts that of Wachira (2013) whose findings indicated that majority of science teachers in Muran'ga East District would leave teaching given an opportunity. The finding also contradicts that of Wamukuru (2011) that looked at voluntary teacher attrition in Knya. One of the major findings was that mathematics and sciences were the

fields of highest turnover as teachers resigned to move to better paying jobs. Probably the contradiction stems from the fact that Kajiado County being a hardship area is quite unique and causes of teacher attrition are different from those of other regions of the country. Hardship conditions affect teachers across all teaching subjects.

Based on the results presented on Table 6, there were 76.5% of the teachers who agreed that teachers who retire early get jobs outside education field while 12.6% of the teachers disagreed with the statement. A similar result was obtained for statement on whether teachers who retire early get teaching jobs in other educational institutions; whereby 74.6% agreed while 15.2% of the teachers disagreed. This is an indication that teachers who retire early work both in other educational institutions and in other fields outside education. Teachers fit in many other fields. The International Task Force on Teachers for All (2010) suggested that the attrition of secondary school teachers is higher than that of primary school teachers simply because their higher qualifications lead to greater labor market opportunities.

### **Retired Teachers**

The researcher posed questions on trends of early retirement of public secondary school teachers to the retired teachers as well. Data on trends of early retirement were collected, analyzed, and results presented as shown on figure 2.



**Figure 2**  
*Reasons for increase in cases of early retirement*

The researcher posed a question on whether the number of teachers leaving the service early was increasing or not and all the retired teachers were in agreement that the number was increasing. Results presented on Figure 2 show that 38.90% stated the cause of the trend as increased opportunities for further studies; 22.20% of the retired teachers said the trend was due to salary issues, 22.20% said it was due to mishandling of teachers by their principals; and 16.70% tied the issue to availability of alternative jobs for teachers.

The findings on Figure 2 imply that teachers who further their studies get jobs elsewhere hence leave teaching. As such pursuit of further studies, salary issues, issues of teacher management by school principals and availability of alternative jobs all influence teachers' decisions to retire early/leave the service before attaining the required retirement age.

Interviews with retired teachers and principals also supported this view. Principal six (P6) said that more teachers were leaving because opportunities for further studies were now open for all teachers; given the online courses, evening classes and the holiday based courses

available. Retired teacher ten (RTr10) attributed the matter to more opportunities for further studies saying; "... many teachers are now able to take courses online, in the evening or during holidays and, many universities, university campuses and tertiary colleges have come up where teachers easily get teaching jobs."

Therefore, views of retired teachers agree with those of teachers on trends of early retirement/resignation of teachers, implying that the number of teachers retiring early is actually increasing and more lady teachers are quitting compared to men.

### **Views of Teachers Service Commission Staff**

The researcher posed questions to TSC staff on trends of early retirement of public secondary school teachers and the results were as presented in Table 7.



**Table 7**  
**Views of TSC Staff on Trends of Early Retirement**

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
There is an increased number of public secondary school teachers retiring early/resigning	3	33.3	3	33.3	-	-	3	33.3	-	-
Teachers who attain a Masters degree early/resign from TSC	1	10	5	50	2	20	1	10	1	10
Teachers who attain PhD retire early/resign from TSC	7	70	2	20	1	10	-	-	-	-
Teachers who retire early/resign are male	-	-	3	30	1	10	4	40	3	30
Teachers who retire early/resign are female	-	-	3	30	1	10	4	40	2	20
Teachers who retire early/resign teach Mathematics	-	-	2	20	2	20	4	40	2	20
Teachers who retire early/resign teach sciences	-	-	2	20	2	20	5	50	1	10
Teachers who retire early teach languages	-	-	1	10	2	20	6	60	1	10
Teachers who retire early/resign teach humanities	-	-	2	20	2	20	5	50	1	10

**Key**

SA- Strongly Agree; A-Agree; UD-Uncertain; D-Disagree; SD-Strongly Disagree

Concerning the number of teachers leaving jobs before attaining retirement age, 66.6% of the TSC staff agreed that there were increased number of public secondary school teachers retiring early/ resigning before attaining retirement age, while 33.3% of the TSC staff disagreed with the statement. This was an indication that cases of early retirement were increasing among

public secondary school teachers in Kajiado County. The finding concurs with the views of teachers.

On academic qualifications of the quitters, 60% of the TSC staff agreed that teachers with Masters Degree normally resign from TSC, while 2 representing 20% disagreed with the statement; 90% of the respondents strongly agreed that teachers who attain PhD normally resign from TSC (70% strongly agreed and 20% agreed). None of the respondents disagreed with the statement. This further confirms the views of teachers that after attaining a Masters degree teachers are likely to leave teaching at high school level; and that, any teacher who attains PhD would quit teaching at secondary school level.

On whether most teachers who retire early are male; 30% of the TSC staff agreed while 70% of the respondents disagreed. On whether they are female, 30% of the TSC staff agreed while 60% disagreed. This indicates that early retirement is not likely to be influenced by gender. Both male and female teachers may retire early or may have intention to do so. This was also indicated in the views of participant teachers.

Based on teachers' subject area, 20% of the respondents agreed that most teachers who retire early are those who teach Mathematics while 60% of the respondents disagreed with the statement; 20% of the TSC staff agreed that teachers who retire early are those who teach sciences while 60% of the respondents disagreed with the statement. On the other hand, 10% of the TSC staff agreed that most teachers who retire early are those who teach languages while 70% of the TSC staff disagreed with the statement. Also, 20% of the TSC staff agreed that teachers who retire early are those who teach humanities while 60% of the TSC staff disagreed.

The findings on subjects taught by early retirees indicate that early retirement of public secondary school teachers of Kajiado County was not influenced by subjects a teacher taught or,

that subject area is not a predictor of early retirement of public secondary school teachers in Kajiado County. Any teacher teaching any subject may retire early and subjects lose teachers at the same rate. This was also the view of teachers who participated in the study.

#### **4.3.2 Factors Influencing Early Retirement of Public Secondary School Teachers**

This section presents results on views of the respondents concerning factors that influence early retirement of public secondary school teachers in Kajiado County. Some of the factors that were considered included workload, salary issues, posting in hardship areas, parenting, joining spouses in area of residence, poor relationship with school principals, socio-cultural issues, political interference in school management, transfer issues, promotion issues and need to pursue further studies.

#### **Teachers**

The researcher posed questions on factors influencing early retirement of public secondary school teachers to the teachers of Kajiado County and the results are as presented in the Table 8

**Table 8**  
***Views of Teachers Concerning Factors Leading to Early Retirement***

Reasons for early retirement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Workload	16	14.0	31	27.2	6	5.3	38	33.3	23	20.2
Salary issues	61	53.1	39	33.3	2	1.7	13	11.1	2	1.7
Posting in hardship area	51	43.6	37	31.6	10	8.5	17	14.5	2	1.7
Unresolved conflicts with school principals	33	28.9	45	39.5	10	8.8	16	14.0	10	8.8
Joining their spouse in their area of residence	22	19.0	44	37.7	14	12.1	26	22.4	10	8.6
Parenting	12	10.3	21	17.9	17	14.5	34	29.1	33	28.2
Taking care of sick loved ones	9	7.6	21	17.8	20	16.9	29	24.6	39	33.1
Transfer issues	31	26.1	75	63.0	8	6.7	3	2.5	2	1.7
Need to pursue further studies	23	19.3	47	39.5	16	13.4	23	19.3	10	8.4
Stagnation in one job group for a long time	45	38.8	40	34.5	10	8.6	16	13.8	5	4.3
Unfriendly working environment	54	45.8	41	34.7	10	8.5	9	7.6	4	3.4
Socio-cultural issues	8	7.8	33	28.7	16	13.9	29	25.2	29	25.2
Political interference in school management	20	16.9	42	35.6	13	11.0	25	21.2	18	15.3

**Key**

SA- Strongly Agree; A-Agree; UD-Uncecided, D-Disagree, SD-Strongly Disagree

Based on the results presented on Table 8, 53.5% of the teachers disagreed that workload was a factor influencing early retirement of public secondary school teachers in Kajiado County while 41.2% agreed with the statement. This is an indication that workload is not a predictor of early retirement of public secondary school teachers in Kajiado County. Probably teachers

would not mind having to work extra if other issues like hardship conditions and pay packages are improved.

On salary issue as a factor influencing early retirement of public secondary school teachers, 86.4% of the teachers strongly agreed (53.1% of them strongly agreeing and 33.3% agreeing), while only 12.8% of the teachers disagreed with the statement. This is a very strong indication that salary issues predict early retirement among public secondary school teachers of Kajiado County.

When interviewed on reasons that made her to quit teaching in high school, retired teacher ten (RTr10) said that the salary she earned was hardly enough to meet her needs. On the other hand retired teacher seven (RTr7) said; “I thought that my retirement benefits being a function of the low Salary I earned would not be able to sustain me in old age...”

The findings on salary concur with the findings of Motari (2011) that the main reasons for early separation of teachers from TSC included poor pay package, frustration of teachers by TSC and its agents, promotion related issues and poor working conditions. Another research that agrees with this finding is that done by Okungu (2012) on determinants of public secondary school teacher attrition in Kisumu East District. The study revealed that poor schemes of service highly influence occupational attrition in comparison with other determinants. Some other studies have also had similar findings including Waititu (2013) Wachira (2013) Gathuita (2012) and Curtis (2012).

Salary issues are therefore of great importance to teachers. Teachers in Kenya have always felt that their pay is low compared to their peers working for the civil service and those in the NGO world. According to Adams' Equity theory of motivation which is a social comparison theory, teachers compare their salaries with those of their peers in the civil service. Feelings of

inequitable treatment then results to dissatisfaction despite the fact that salary reviews are still underway. This dissatisfaction influences teachers to seek other jobs due to perceived inequity in treatment. Probably this is why there have been many teacher strikes in Kenya concerning salary issues.

The study finding concerning pay is also consistent with that of Chepkemboi, Nyangechi and Iravo (2012). They found out that public secondary school teachers in West Pokot District felt that they were not given adequate and fair pay for the work they did; the pay did not compare favorably with what they could earn elsewhere, and pay increases were not handled fairly in comparison to other organizations. Just like in the current study, participants had indicated that the pay did not make them happy and the benefits package they received did not compare well with those in other organizations. This study finding is in line with Adams Equity theory which is a social comparison theory. Equity in pay package is seen in comparison to others and not in absolute terms.

According to the results presented on Table 8, 75.2% of the teachers strongly agreed (43.6% strongly agreed and 31.6% agreed) that posting in hardship area is a factor influencing early retirement of public secondary school teachers in Kajiado County. Only 16.2% of the teachers disagreed. This is a very strong indication that teachers posted or transferred to hardship areas are likely to retire early as opposed to those posted to other areas. During interviews with principals, Principal one (P1) said:

“Some schools in this county are located quite interior where roads are poorly developed and there is electricity, no clean water and other social amenities. Some Teachers when posted to such schools just decide to resign and call it quits”.

Principal two (P2) confirmed that teachers resigned when posted to remote hardship areas. She said:

“...this is a remote hardship area. Many teachers sent here never report but seek alternative posting from TSC...Some of them end up resigning when TSC insists on sending them here ...they cannot imagine how to survive in such conditions as a teacher. We have fourteen teachers but only a few of them are TSC employees...”

The question on whether or not poor relationships with principals influenced early retirement among public secondary school teachers had 68.4% of the teachers agreeing and 22.8% disagreeing. Most retired teachers who were interviewed indicated that their relationship with the principals of their schools were not good. For instance retired teacher four (RTr4) recounted her experience with her school principal:

“There is a year our school produced 27 straight A’s and 21 of them came from my class, yet even then I was not promoted. According to the principal, ‘the school would lose a good teacher’. The following year my class had 28A’s in the mock and was expected to perform better in KCSE that same year. To prevent me from taking the ‘glory’ the class was given to another teacher just before KCSE exams. I simply could not figure out more injustice than that. I resigned”.

Retired teacher six (RTr6) also said she was constantly in conflict with her principal due to differing opinion on school matters. She asserted that, school principals, not only in Kajiado County but generally, have a big man’s syndrome which makes them reject teachers who attain higher academic qualifications than theirs or who are more materially endowed than them.

The finding indicates that teachers who have poor relationships with their principals were more likely to retire early compared to those who enjoyed a good relationship with their school

heads. This concurs with what Mutinda (2003) found out in his study; 22% of the respondents cited frustration by their superiors as being a big threat to their stay in the profession. It also agrees with findings of a study done by Youngs and Pogodzinski (2012) that indicated that the most important factor influencing commitment was teachers' perception of how well the principal worked with the teaching staff as a whole. They found out that this was a stronger factor than the adequacy of resources, the low salary, the extent of teacher's administrative duties, the manageability of his/her workload, or the frequency of professional development opportunities.

The findings also agree with what Tierney (2012) on Young's survey. According to Young, one obvious upshot of this research is that training programs for principals in university or professional-development programs need to emphasize interpersonal skills as well as leadership skills. The focus, he said, would be on how principals could increase their knowledge of setting a healthy, productive school climate and understanding ways that their actions and leadership can impact new teachers' attitudes and outcomes.

On whether teachers retired early to join their spouses in areas of residence, the results presented on Table 8 show that 56.7% of the teachers agreed while 31.0% disagreed. This is also an indication that teachers who are posted in areas away from their spouses are likely to retire early/resign from their jobs. Retired teacher two said that, having previously worked away from her family for a long time, she could not afford to be separated from them again by an irregular transfer.

Teachers do not agree that parenting is an issue that can make a teacher to retire early/resign. Only 28.2% agreed while 57.3% of teachers disagreed. This indicates that teachers



do not retire early because of parenting. In the Kenyan context, the role of caring for children and house-keeping is still largely in the hands of house helps and other dependent relatives.

Looking after the sick was also looked into as a factor influencing early retirement of public secondary school teachers. Results presented on Table 8 showed that 57.7% of the teachers strongly disagreed (33.1% strongly disagreeing and 24.6% disagreeing), while only 25.4% agreed. This strongly indicate that looking after sick loved ones does not necessarily make a teacher retire early hence is not one of the predictors of early retirement of public secondary school teachers in Kajiado County. On the contrary, teachers who have sick members in their families are bound to work hard to be able to cater for hospital expenses.

On transfer issue as a factor influencing early retirement of public secondary school teachers, 89.1% of the teachers agreed while only a very small percentage 5(4.2%) disagreed with the issue. This is a very strong indication that transfer is an issue that influences early retirement of public secondary school teachers in Kajiado County. Probably this depicts the manner in which transfers are carried out. When interviewed on reasons for retiring early, retired teacher three (RTr3) said; “I was transferred to a place that is unworkable without any transfer request. I appealed and when the TSC reposted me it was done in a more remote area, farther from my permanent residence and away from family”

Considering if the need to pursue further studies is a factor that influences early retirement of public secondary school teachers, 58.8% of the teachers agreed with the statement while 27.7% disagreed. This indicates that the need to pursue further studies may cause a teacher to resign from his/her job. This finding was contrary to what the researcher had expected given that there are holiday programs and evening classes for teachers in many universities across Kenya. However, it is worth noting that most schools in Kajiado County are located in

remote parts where accessibility is a big problem given the state of most roads and communication network. As such, teachers may not be able to access part time study programs.

Stagnation in a job group was also considered as a factor that could make a teacher retire early. Results on Table 8 show that; 73.3% teachers strongly agreed (38.8% strongly agreed and 34.5% agreed). Only 18.1% of the teachers disagreed with the statement. This was a strong indication that lack of promotion pushed secondary school teachers to retire early or to resign and look for other jobs. An interview with retired teacher four (RTr4) further emphasized promotion as a factor influencing early retirement of teachers.

I resigned because of stagnation in job group L. I was a class teacher and internally appointed HOD languages. My subject always had a mean grade of 10 and above yet I could not be promoted because according to the principal; 'the school would lose a good teacher'. So I remained in job group L for the rest of my teaching life in that school.

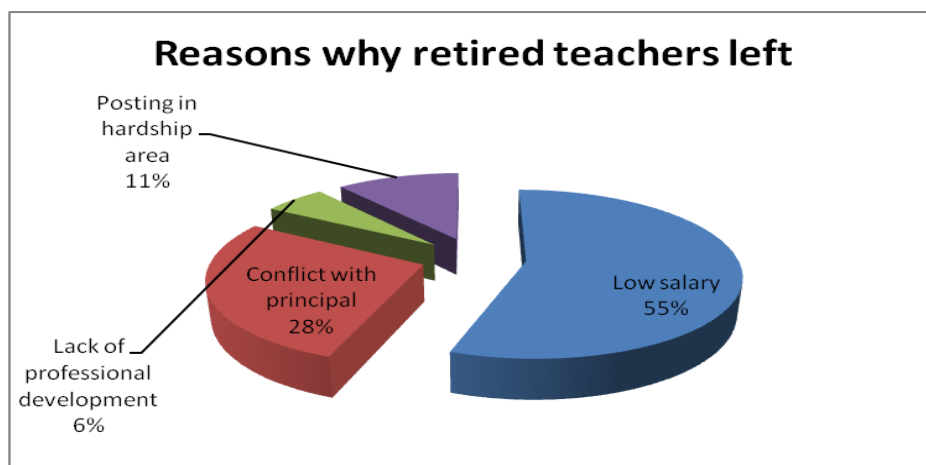
Considering whether unfriendly working environment was a factor that influenced early retirement of public secondary school teachers in Kajiado County, the results presented in Table 7 show that 80.5% of the teachers strongly agreed (54 corresponding to 45.8% of the teachers strongly agreed while 34.7% agreed). Only 11.0% of the respondents disagreed with the statement. This was a very strong statement to the effect that unfriendly working environment pushed teachers to early retirement. The findings agree with Moon (2007) who argued that, despite some improvement, for example in respect of the status of primary school teachers in some parts of the world, millions of teachers are working in simply appalling circumstances. Unfriendly working conditions however may extend to hostile school communities, hostilities shown by school administration/staff and students plus physical insecurity.

Socio-cultural issues were also considered whether it led to early retirement of public secondary school teachers or not. The results presented in Table 8 show that; 50.4% of the teachers strongly disagreed (25.2% strongly disagreeing and 25.2% disagreeing) while 36.5% agreed. This indicates that socio-cultural issues do not predict voluntary teacher attrition among secondary school teachers of Kajiado County.

The study also looked into whether political interference in school management was a factor that led to early retirement of public secondary school teachers. The results show that 52.5% of the teachers agreed while 36.5% disagreed with the statement. This indicates that political patronage of schools contributed to early retirement of public secondary school teachers. From the comments of retired teacher one (RTr1), due to secret influence of the political leadership of the area, students who were academically weak would be sneaked in during admissions which made his work very difficult and frustrating. This coupled with the fact that pressure is always piled on the teacher to produce results, went a long way in de-motivating him. He ended up resigning from service.

### **Retired Teachers**

When asked reasons that made them resign from their jobs, retired teachers responded as shown in Figure 3.



**Figure 3**  
*Reasons why teachers retired early*

Results on Figure 3 show that 55% of the retired teachers said they retired early/resigned due to low salary, 28% retired early because of poor relationship with their principals, 11% retired early due to posting in hardship area and 6% retired early due to lack of professional development. This indicates that in order of priority, salary issues, conflict with school principals, posting in hardship area and lack of professional development pushed teachers to retire early/resign in Kajiado County.

Retired teacher one (RTr1) said this during interview; “... I was fed up with under payment and always felt that the salary was not commensurate to the services I offered”. Retired teacher seven said; “...low salary keeps teachers worried about their future survival since it has a spiral effect-low pension benefits, low quality of life in terms of where your children go to school, hospitals that you can afford, where you live, shop...”

The findings of this study on salary issues agree with findings of Kobakhidze (2010), where most of the participants mentioned low salaries as the biggest problem in the teaching profession; and also lack of professional development as one of the reasons teachers left the

teaching profession. It also concurs with the EFA Monitoring Report (2005) that states:

“countries that have achieved high standards of learning have invested heavily in the teaching profession. But in many countries, teachers’ salaries relative to those of other professions have declined over the past two decades and are often too low to provide a reasonable standard of living.

A follow up question was posed to the retired teachers on whether given an opportunity they would go back to teaching in high school. All the respondents answered that they would not go back to teach in high school. This indicates that teachers who retired early had lost interest in teaching long before resignation or had better things to occupy them hence were not contemplating a return to teaching. Buchanan (2012) in his study found out that none of the participants appeared to be considering returning to teaching. The findings also concur with findings of Smithers and Robinson (2003), that when leavers were followed up one or two terms after leaving, nearly all of them were sure they had done the right thing and were not willing to go back to teaching.

When asked to indicate reasons why they would not go back to teach, the retired teachers responded as indicated on Table 9:

**Table 9**  
***Reasons why retired teachers would not go back to teach in secondary school***

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Better paying job and returns from business	9	50.0
Moving higher in the career ladder	2	11.1
New challenges and opportunities for research	3	16.7
TSC doesn't listen to teachers	1	05.6
More interesting job compared to the monotony of previous duties	2	11.1
Unfair treatment of Masters and PhD holders	2	11.1
Now working closer to home	1	05.6

According to the results presented on Table 9, teachers were not ready to take back their jobs in high school even if opportunity was availed to them. The reasons given were that; they were earning better salaries from their jobs and /or getting better returns from their businesses (50%), some had new challenges and opportunities for research (16.7%), some teachers were glad they were moving up the career ladder (11.1%), some had more interesting jobs (11.1%), some more cited unfair treatment of masters holders (11.1%), others were working closer to family (5.6%) and lastly, some cited lack of a listening ear by the employer (5.6%).

This finding again indicates that salary is the one most important issue that if well taken care of would enhance teacher retention in schools. It concurs with findings of Sung-Hyun and Cohen-Vogel (2011) on their study of reasons why teachers quit teaching. The overall findings suggested that leaders concerned about reducing the rate at which teachers quit to take jobs outside of education; and about keeping good teachers in the classroom can take steps to improve

teachers' job satisfaction by enhancing salaries and improving conditions in which teachers work. The findings emphasized what was said by teachers.

Other reasons for the unwillingness to take back jobs as public school teachers include the fact that some retired teachers now had new challenges and opportunities for research; some were moving up in the career ladder, others had more interesting jobs compared to the monotony of their previous jobs, some saw teaching as a career where teachers with Masters degree and above were treated unfairly, while some were now working closer to their homes. This is an indication that even though salary is one of the most important factors when it comes to commitment of teachers to their jobs, teachers' commitment is also affected by promotion policy especially as regards teachers who hold a masters degree and above. Also, posting issues affected teachers when posted far away from family and from permanent residence.

### **Teachers Service Commission Staff**

The researcher posed questions on factors influencing early retirement of public secondary school teachers to TSC staff. The responses are as indicated in Table 10.

**Table 10**  
*Views of TSC Staff on Factors Leading to Early Retirement*

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Workload	-	-	1	10.0	1	10	4	40	4	40
Salary issues	5	50.0	4	40.0	-	-	1	10.0	-	-
Posting in hardship area	3	30.0	3	30.0	1	10.0	-	-	3	30.0
Unresolved conflict with principal	1	11.1	2	22.2	1	11.1	3	33.3	2	22.2
Joining the spouse	2	20.0	3	30.0	1	10.0	3	30.0	1	10.0
Parenting	-	-	1	11.1	1	11.1	5	55.5	2	22.2
Taking care of the sick	-	-	1	11.1	1	11.1	4	44.4	3	33.3
Need to pursue further studies	1	12.5	1	12.5	1	12.5	3	37.5	2	25.0
Stagnation in one job group	3	30.0	2	20.0	1	10.0	2	20.0	2	20.0
Unfriendly working environment	2	20.0	3	30.0	2	20.0	3	30.0	-	-
Socio-cultural issues	-	-	2	25.0	1	12.5	1	12.5	4	50.0
Political interference in school management	-	-	2	20.0	1	10.0	4	40.0	3	30.0

**Key**

SA- Strongly Agree; A-Agree; UD-Uncecided; D-Disagree; SD-Strongly Disagree

According to the results presented on Table 10, 80% of the TSC staff disagreed with the statement that high workload influenced early retirement of public secondary school teachers while only 10% of the TSC staff agreed. This indicates that workload is not a predictor of early retirement and agrees with the views given by teachers and retired teachers.

Results presented in Table 10 shows that 90% of the TSC staff strongly agreed (50% strongly agreed and 40% agreed) that salary issues lead to early retirement of public secondary school teachers. Only 10% of the staff disagreed that salary issue was a determinant of teacher early retirement. This is a very strong indicator that voluntary teacher attrition is majorly



influenced by salary issues. It concurs with the views of teachers and retired teachers that salary is the major factor influencing early retirement of teachers

Based on the results on Table 10, 60% of the TSC staff agreed that posting in hardship areas determine early retirement among teachers while 30% disagreed with the statement. This is an indication that teachers posted in hardship areas are more likely to retire early as compared to those posted elsewhere. Teachers' views also agree with this.

According to the results 55.5% of the TSC staff disagreed with the statement that unresolved conflict with head teachers led to early retirement of public secondary school teachers in Kajiado County; while 33.3% agreed with the statement. This implies that poor relationship between teachers and their principals/bosses do not influence their resignation from TSC. This conflicts with what was said by teachers who took part in the study, and from views of the retired teachers who have themselves quit the service. This could be an indication that TSC staff and teachers may be reading from different scripts or that, TSC staff may not be privy to what teachers are going through at school level.

The views of TSC staff concerning relationship between teachers and their principals were contrary to the findings of Youngs and Pogodzinski (2012). In their study on why so many teachers quit their jobs. Findings indicated that it was because of a poor relationship with their bosses. They found out that teachers' perception of how well the principal worked with the teaching staff as a whole influenced their commitment to the profession. This was found to be a stronger factor than the adequacy of resources, the low salary, the extent of teacher's administrative duties, the manageability of his/her workload, or the frequency of professional development opportunities.

Based on the results on Table 10, 50% of the TSC staff strongly agreed that teachers retire early to join their spouses in their place of residence while 40% of the TSC staff disagreed. This is an indication that separation from their spouses is a factor influencing voluntary attrition among public secondary school teachers in Kajiado County and is in agreement with the views of participant teachers and retired teachers.

According to the results presented on Table 10, 78.2% of the TSC staff disagreed while 11.1% agreed that teachers retire early because of parenting. The results also show that, 77.7% of the TSC staff disagreed while 11.1% agreed that teachers retire early to take care of the sick family members. Both of these findings agree with views of teachers and retired teachers who participated in the study. This is an indication that teachers neither retire early because of parenting nor due to taking care of the sick. In Kenyan context, teachers who have sick loved ones have a reason to work to meet their medical expenses.

The results presented on Table 10 show that 62.5% of the TSC staff disagreed with the statement that public secondary school teachers retire early due to the need to pursue further studies while only 25% of the TSC staff agreed with it. This is an indication that the need for further studies is not a predictor of early retirement among public secondary school teachers in Kajiado County. This view however, differs from that of teachers who agreed that further studies as a factor influenced early retirement of public secondary school teachers in Kajiado County. Probably the TSC staff is of the view that teachers have an option of joining holiday programs, attending evening classes or taking online courses.

According to the results, 50% of the respondents strongly agreed that teachers retire early due to stagnation in one job group (30% strongly agreed and 20% agreed) while 40% of the respondents disagreed. This is in line with the views of teachers who strongly agreed that lack of

promotion is a predictor of early retirement among public secondary school teachers of Kajiado County.

According to the results on Table 10, 50% of the TSC staff agreed that teachers retired early because of unfriendly working conditions while 30% of the respondents disagreed. Teachers who took part in the study also agreed that unfriendly working conditions lead to early retirement of teachers.

Concerning socio-cultural issues as a factor influencing early retirement of teachers, 62.5% of the TSC staff strongly disagreed that dealing with socio-cultural issues made teachers to retire early (50.0% strongly disagreed and 12.5% disagreed) while 25.0% agreed with the statement. This is an indication that socio-cultural issues do not influence early retirement of public secondary school teachers in Kajiado County; a view that is also shared with teachers who took part in the study.

Results on Table 10 show that, 70% of the TSC staff disagreed that political interference in school management influenced early retirement of teachers while 20% of the respondents agreed with it. This indicates that political patronage of schools does not influence public secondary school teachers to retire early. This view differs from that of teachers who participated in the study but is what the researcher had anticipated. However, political interference in school management may take place indirectly and may not be known to outsiders like the TSC staff.

#### **4.3.3 How Early Retirement of Teachers Influence Teaching and Learning**

This section presents results on how early retirement of public secondary school teachers influence teaching and learning in secondary schools of Kajiado County. The section presents views of teachers, retired teachers and views of TSC staff concerning the phenomenon.

## Teachers

Teachers were asked questions on how early retirement of public secondary school teachers influenced teaching and learning in the affected schools. The results are as presented on Table 11.

**Table 11**  
*Views of Teachers on how Early Retirement Influence Teaching and Learning*

Early retirement of teachers;	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Increases teacher shortage in schools	72	60.0	37	31.1	2	1.7	2	1.7	6	5.0
Increase workload of remaining teachers	72	60.0	40	33.3	1	0.8	2	1.7	5	4.2
Affects curriculum implementation in schools	37	31.4	55	46.6	7	5.9	13	11.0	6	5.1
De-motivates other teachers	27	23.3	52	44.0	19	16.4	14	12.1	5	4.3
Leads to poor performance in KCSE	27	22.9	34	28.8	15	12.7	33	28.0	9	7.6
Denies the concerned teachers financial benefits	16	13.4	33	27.7	18	15.1	31	26.1	21	17.6
Affects attitude towards the profession among youths	36	30.3	51	42.9	8	6.7	13	10.9	11	9.2
Interferes with teacher balancing in schools	54	45.8	45	38.1	6	5.1	9	7.6	4	3.4

### Key

SA- Strongly Agree; A-Agree; UD-Uncecided; D-Disagree; SD-Strongly Disagree

According to Table 11, 91.1% of the teachers strongly agreed that early retirement increases teacher shortage in schools (60% strongly agreed and 31.1% agreed). Only a small percentage of 6.7% disagreed that early retirement increases teacher shortage in schools. This

was confirmed during interviews with retired teachers and principals. Principal ten (P10) said; “Those principals whose schools lose teachers will tell you that they wait for ages for replacements and end up relying on BOG teachers.” Retired teacher two (RTr2) had the following comments to make concerning the matter; “... I left my station in 2009 and resigned officially in 2010. To date I have not been replaced even though there has been need for an extra teacher forcing the school to hire BOG teachers”.

The comments given above show the burden schools and parents have to bear when a teacher resigns. Hiring BOG teachers has its own limitations. It has cost implications for the parents and may undermine the government’s policy for Free Secondary Education.

The BOG teachers work for a short time and leave for other appointments, creating a high teacher turn over for the concerned subjects. Some of the BOG teachers have no training in the subjects they teach and may lack experience as well. This definitely has an effect on performance.

The finding is a very strong indication that apart from other factors, teacher shortage in public secondary schools of Kajiado County could be a function of early retirement/resignation of teachers. The above finding is supported by Ingersoll (2001) who said that, staffing problems are neither synonymous with, nor primarily due to teacher shortage in the conventional sense of a deficit in the supply of teachers. Rather, school staffing problems are primarily due to excessive demand resulting from a “revolving door” where large numbers of teachers depart their jobs for reasons other than retirement- majorly voluntary resignations. Teachers of Kajiado County may not be leaving in large numbers but if those leaving are not replaced immediately then the effect will be the same.

The finding also agrees with Pitsoe and Machaisa (2012) who argue that, attrition plays part in teacher shortage problems, and that, efforts to improve retention must be informed by an understanding of factors that contribute to the attrition. They further posit that, this is the reason why policy makers in Sub-Saharan Africa must rethink their teacher retention and attraction policies.

Table 11 shows that 93.3% of the teachers strongly agreed (60% of the teachers strongly agreed and 33.3% also agreed) that early retirement of public secondary school teachers increase workload of the remaining teachers while only 4.2% disagreed. This further confirms that teachers who retire early are not effectively replaced by TSC resulting in teacher shortage in their subject area which leads to the remaining teachers shouldering the extra lessons.

Results show that 78.0% of the teachers agreed that early retirement of teachers affect curriculum implementation in schools while 16.1% disagreed. This indicates that students may go without a teacher for a long time and miss out on the expected syllabus coverage and other activities like symposia and sports. Principal one (P1) supported this view during the interviews by saying that, two female teachers who resigned from his station in the year 2010 had three years down the line, not been replaced and the school had been forced into hiring BOG teachers to handle the extra lessons. Retired teacher eight (RTr8) said:

Learners lose a lot ... they are forced to go without a teacher for a whole year or even longer. Schools may be forced to hire BOG teachers to shoulder the burden when TSC delays in replacing the quitting teacher...the burden of paying BOG teachers is always transferred to the parents

The findings show that 67.3% of the teachers agreed that early retirement of teachers demotivates the remaining teachers while 16.4% disagreed. Retired teacher one (RTr1) said; “Other teachers were influenced by my resignation and two of them followed suit the same year. Since then, several teachers contemplating resignation from the same school have been referred to me...” This may imply that a school that loses a teacher to early retirement is likely to have teachers with low motivation and commitment to teaching. The school is also highly likely to lose another teacher to early retirement/resignation.

Concerning performance, 51.7% of the teachers agreed that early retirement of teachers contributes to poor performance of students in KCSE examinations while 35.6% disagreed. This finding is contrary to what the researcher had anticipated but was also supported by views of retired teachers. For instance, from the words of retired teacher six (RTr6); “Learners may go without a teacher for a very long time, get an inexperienced teacher or even fail KCSE... especially if it is a senior class like form four”

The findings concur with Xaba (2003) who argues that, “turnover translates amongst other things, into shortage in educator supply, costs in recruitment, training and mentoring, poor learner performance due to disruption of planning programs and continuity, as well as overcrowded classes.

Whether or not early retirement denies the concerned teachers their financial benefits, 43.7% of the teachers disagreed while 41.1% agreed. This is an indication that teachers were not sure on whether or not early retirement denied the concerned teachers their financial benefits. This could be due to the fact that those who resign may do so on marital grounds, parenting and health issues to be able to get their financial benefits from TSC. On the other hand, those who

resign before attaining a specified age and without citing some convincing reasons lose their benefits.

The majority of teachers (73.2%) agreed that early retirement of teachers affect attitude towards the profession among the youth while just a small number (20.1%) of the teachers disagreed. Majority of the retired teachers that were interviewed indicated they would only recommend the teaching profession to the youth as an interim profession to other fields. Asked whether she could recommend teaching as a profession of choice to the youth, retired teacher four (RTr4) said; “No, I can’t encourage young people to opt for teaching as profession of choice... my child will rear chicken instead of teaching under TSC. During the interview retired teacher nine (RTr9) said that attitude towards the teaching profession is slowly but negatively changing; threatening to make it to slowly become an interim profession.

Based on the results presented on Table 11 and the comments from retired teachers, it can be concluded that attitude towards teaching as a career is changing and if the trend is sustained then, sooner or later the youth will get into teaching as an intermediate profession and use it as a stepping stone into other jobs. Such a trend could have very negative effect on the education system as it could lead to high teacher turnover for schools. As such, teacher retention should be prioritized by both TSC and the ministry of education.

On teacher balancing, 83.9% of the teachers agreed that early retirement of teachers interfere with teacher balancing in schools while only 11.0% disagreed. This is an indication that early retirement of public secondary school teachers undermine efforts made by the TSC to balance teachers in secondary schools of Kajiado County. It explains why some schools lack teachers in some subject areas for very long periods of time.



These findings on how early retirement of public secondary school teachers influence teaching and learning imply that, early retirement/resignation of teachers has a spiral effect in the affected schools. It interferes with teacher balancing and leads to teacher shortage, which in turn increase workload of the remaining teachers. This in turn affects curriculum implementation and may lead to failure in KCSE examinations. It could also de-motivate other teachers and influence their decisions to retire early.

The findings are supported by a study done in Nairobi by Motari (2011). The findings of her study showed that teacher shortage, poor morale among remaining teachers, loss of experienced and skilled staff, increase in work overload, stress on the remaining teachers, poor student performance, low quality teaching, poor coverage of syllabus and indiscipline among students were the results of early separation of teachers from TSC.

Mulkeen and Crowe-Taft (2010) posit that teacher attrition results in a requirement for replacement. They further argue that attrition results in a loss of experienced teachers, and a sselective loss of the teachers with the highest academic qualifications. According to Buchanan (2009), the departing teachers carry away considerable knowledge, skills and experience. The findings also concurs with Ingersoll and Perda (2010), who state that early attrition from the profession is a major but overlooked factor behind the shortages of teachers.

### **Teachers Service Commission Staff**

The researcher posed questions on how early retirement of public secondary school teachers influenced teaching and learning in secondary schools of Kajiado County to TSC staff. The results are as presented on Table 12.

**Table 12**  
***Views of TSC Staff on How Early Retirement Influence Teaching and Learning***

Early retirement/resignation of secondary school teachers influence teaching and learning by:	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Increasing teacher shortage in schools	4	40	3	30	-	-	2	20	1	10
Increasing workload of the remaining teachers	2	20	4	40	1	10	2	20	1	10
Affecting curriculum implementation in schools	2	20	3	30	-	-	2	20	1	10
De-motivating other teachers in the affected schools	1	10	3	30	1	10	2	20	1	10
Contributing to poor performance in KCSE	2	20	2	20	1	10	3	30	-	-
Denying other teachers opportunity for further studies	1	10	3	30	1	10	4	40	1	10
Affecting attitude of the youth towards the profession	2	20	3	30	2	20	1	10	2	20
Interfering with teacher balancing in schools	3	30	4	40	-	-	3	30	-	-

**Key**

SA- Strongly Agree; A-Agree; UD-Undecided; D-Disagree; SD-Strongly Disagree

Based on the results presented on Table 12, 70% of TSC staff agreed that early retirement of public secondary school teachers increase teacher shortage in schools while 30% disagree.

This concurs with the views of teachers.

The results presented on Table 12 show that 60% of the TSC staff agreed that it increases workload of the remaining teachers while 30% disagreed. This finding is in agreement with views of the teachers.

On issues of curriculum implementation, 50% agreed that early retirement of teachers affect curriculum implementation in schools while 30% disagreed. Teachers were also of the same view as TSC staff.

The results on Table 12 reveal that (40%) of the TSC staff agreed that early retirement of public secondary school teachers de-motivate other teachers in the affected schools. Only (30%) of the TSC staff disagreed with the statement while a good number (30%) were undecided on the matter. TSC workers were quite undecided on whether early retirement of public secondary school teachers de-motivated other teachers in the affected schools. Probably they argued that the decision to retire early was made individually and had no effect on other teachers, but group psychology cannot be ruled out from any work place.

On the other hand, the results on Table 12 show that (40%) agreed that early retirement of teachers contribute to poor performance in KCSE while (30%) disagreed. This indicates that TSC Staff were not clear on whether or not early retirement of teachers contribute to poor performance in KCSE. This view is contrary to the views held by teachers and retired teachers. But early retirement of teachers has a spiral effect on the education system based on how effectively the concerned teacher is replaced by the commission. It may lead to understaffing, increase workload of teachers, interfere with curriculum implementation, and eventually lead to poor performance in examinations.

The majority of TSC staff (50%) disagreed that early retirement of teachers denies other teachers opportunity for further studies while (40%) agreed. This was anticipated by the researcher and perhaps reflects the readily available holiday programs, online programs and evening classes as an alternative arrangement for teachers to further their studies.

Results on Table 12 show that, 50% of the TSC staff agreed that early retirement of public secondary school teachers negatively affects attitude towards the profession among the youth while 30% disagreed. The finding is an indication that in the views of TSC staff, by teachers quitting their jobs before retirement age, the youth perceived that teaching is an interim profession and that even those less interested can get into it as a stepping stone to other professions. This implies that with time teaching is going to be one of the professions with the highest turnover of human resource. This view was also stated by teachers

Majority of the TSC staff, that is, 70% agreed that early retirement of public secondary school teachers interferes with teacher balancing in schools while 30% disagreed. This agrees with the findings as suggested by teachers and retired teachers.

#### **4.3.4 Policies Governing Early Retirement of Teachers in Kenya**

This section presents views of participants on policies that influence early retirement of public secondary school teachers in Kenya.

##### **Teachers**

Questions were posed to teachers on TSC policies that influence early retirement of public secondary school teachers and the results are as presented on Table 13.

**Table 13**  
***Views of Teachers on Policies that Govern Early Retirement of Teachers***

TSC policy on;	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Early retirement of secondary school teachers is unclear	49	41.2	18	15.1	12	10.1	20	16.8	20	16.8
teacher promotion discriminates against teachers who attain Masters and PhD	56	46.7	40	33.3	8	6.7	6	5.0	10	8.3
early retirement of teachers need revision	36	30.3	57	47.9	15	12.6	5	4.2	6	5.0
Five-year bonding at first posting encourages early retirement	44	37.0	39	32.8	14	11.8	17	14.3	5	4.2
bonding after study leave encourages early retirement	26	22.2	31	16.5	25	21.4	28	23.9	7	6.0
Secondary school teachers who attain a masters degree should be promoted automatically	79	66.4	31	26.1	5	4.2	3	2.5	1	0.8
Secondary school teachers who attain PhD should be promoted automatically	93	78.2	17	14.3	5	4.2	2	1.7	2	1.7
early retirement denies the concerned teachers their financial benefits	66	55.0	40	33.3	10	8.3	2	1.7	2	1.7

**Key**

SA- Strongly Agree; A-Agree; UD-Undecided; D-Disagree; SD-Strongly Disagree

According to the results presented on table 13, the majority of the teachers (56.3%) agreed that the TSC policy on early retirement/resignation of teachers was unclear, while a smaller number (33.6%) disagreed. This is an indication that the policy needs revision for the sake of clarity. A follow up question on was posed on whether or policy on early retirement

needs revision. Results presented on table 13 show that 78.2% of the teachers agreed while, only 9.2% disagreed with the statement.

Most teachers (80%) strongly agreed that TSC policy on teacher promotion discriminates against teachers who have advanced their studies beyond a Bachelors degree (46.7% strongly agreed and 33.3% agreed), while only a smaller percentage (13.3%) of the teachers disagreed with the statement. This is a strong indication that teachers who further their education beyond a masters degree could be resigning from their jobs due to the promotion policy which they perceive as biased.

On whether the promotion policy should be reviewed to enable teachers who attain a Masters degree to be automatically promoted, 92.5% of the teachers strongly agreed (66.4% of the teachers strongly agreed and 26.1% of the teachers also agreed). Only 3.3% of the teachers disagreed. On whether the promotion policy should be reviewed to allow for automatic promotion of teachers who attain PhD, 92.5% of the teachers strongly agreed (78.2% of the teachers strongly agreed and 14.3% agreed). Those who disagreed were only 3.4% of the teachers. Retired teacher eight(RTr8) said this during the interview; "...after attaining Masters degree, teachers feel that the promotion policy is unfair to them as there is no automatic promotion even after taking masters in education in line with ones subjects". During an interview with school principles, principal five (P5) had this to say:

Many teachers after attaining Masters Degree find the promotion policy is unfair...still having to attend promotion interviews and having to prove that they are performers using student results. They find themselves having no option but to look for alternative jobs and positions that measure up to their level of education.

The findings strongly indicate that the promotion policy should be revised to allow for automatic promotion of teachers who attain Masters and PhD in order to retain at least some of them. A strategy for retaining such teachers is therefore needed. This is in line with the findings of a study by Kobakhidze (2010) on Teacher incentives and Merit-Based Pay carried out in Georgia. One of the major findings was that teacher's responses regarding whether teachers with M.A or PhD should have higher salaries showed that a majority of teachers (72.09%) favored the idea.

According to results on Table 13, 69.8% of the teachers strongly agreed (37.0% of the teachers strongly agreed and 32.8% agreed) that the five year bonding at first posting of teachers encouraged early retirement. Only 18.5% of the teachers disagreed with the statement.

Teachers were divided and others were uncertain whether bonding after study leave it really encourages early retirement of teachers. Those who agreed were 38.7% of the teachers, those who disagreed were 29.90% while 21.4%) were undecided about the matter. Probably this finding indicates that those who opt for paid study leave do it being aware of the conditions attached. On the other hand, those who opt for self sponsored programs are not bonded after study leave.

Results on Table 13 show that 88.3% of the teachers strongly agreed (55.0% of the teachers strongly agreed and 33.3% of the teachers agreed) that the TSC policy on early retirement denies the concerned teachers their financial benefits. Only 3.4% of the teachers disagreed. This is an indication that teachers who retire early may not have financial benefits paid to them and hence face a difficult time in old age including dependence on other members of the society. The researcher interviewed retired teachers concerning this policy and retired teacher thee (RTr3) said; "...many teachers who retire early forego their retirement benefits and

the government is of the opinion that ‘that’s their own problem’. I beg to differ because the aging teachers will once more be dependent on the other members of the society for support in old age”.

The finding on early retirement policy denying teachers their financial benefits implies that the policy may need review. Even though the policy is meant to deter early retirement/resignation of public school teachers, they still retire early and some of them go home empty handed to depend on other members of the society. This defeats logic since the focus of vision 2030 which is Kenya’s development plan is poverty reduction. Everyone who stops working at any stage of their career for whatever reason deserves their hard earned benefits. It therefore implies that TSC should revise the policy to ensure all teachers get their financial benefits based on the number of years they have served.

### **Teachers Service Commission Staff**

A question was posed to TSC staff on policies governing early retirement of public secondary school teachers and the responses are as presented in the Table 14.



**Table 14**  
***Views of TSC Staff on Policies Governing Early Retirement of Teachers***

TSC policy on:	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Early retirement of secondary school teachers is unclear	1	10	3	30	2	20	2	20	2	20
Promotion is discriminates against teachers who Masters and PhD	3	30	3	30	-	-	3	30	1	10
Early retirement/resignation of teachers needs revision	2	20	3	30	2	20	1	10	2	20
5-year bonding at first posting encourages early retirement/resignation	3	30	3	30	1	10	1	10	2	20
Bonding after study leave encourages early retirement/resignation	1	10	2	20	1	10	2	20	4	40
Promotion should be reviewed to enable automatic promotion of Masters degree holders	3	30	2	20	1	10	2	20	2	20
Promotion should be reviewed to enable automatic promotion of teachers who attain a PhD	3	30	4	40	-	-	2	20	1	10
Early retirement/resignation denies the concerned teachers their financial benefits	4	40	3	40	2	20	-	-	-	-

**Key**

SA- Strongly Agree; A-Agree; UD-Undecided; D-Disagree; SD-Strongly Disagree

Based on the results on Table 14, (40%) of the TSC staff agreed that TSC policy for early retirement of teachers is unclear while (40%) disagreed. This is an indication that the policy requires revision which was also the view of teachers.

The findings on Table 14 show that (60%) of the TSC staff agreed that the policy on promotion discriminates against teachers who further their studies beyond a Bachelors degree

while (40%) disagreed. This indicates that the policy needs review to enable promotion of such teachers, and hence agrees with the views of teachers.

On whether the policy on early retirement/resignation of teachers needs revision or not, 50% of the TSC staff agreed while 30% disagreed. This is a confirmation that the policy requires modification just as suggested by the teachers.

The five year bonding policy was cited by 60% of the TSC staff as encouraging early retirement while 30% disagreed. Bonding after study leave was rated by 30% of TSC staff as encouraging early retirement while 60% of them disagreed. This was also the view of participant teachers.

On whether or not the promotion policy should be reviewed to enable automatic promotion of teachers who hold a masters degree, 50% agreed while 40% disagreed. On the other hand, 80% of the TSC staff agreed that the policy for promotion should be reviewed to enable promotion of teachers who attain a PhD while none of the TSC staff disagreed. These were the same as findings from data collected from the teachers.

Results on Table 14 show that 70% of the TSC staff strongly agreed (40% strongly agreed while 30% agreed) that policy for early retirement of public secondary school teachers deny the concerned teachers their financial benefits. None of the TSC staff disagreed. This finding is the same as that got from data collected from the teachers.

#### **4.3.5 Strategies for teacher retention**

This section presents findings on challenges public secondary school teachers face in Kajiado County; which might influence their decision to retire early.

## Teachers

Teachers were asked to list down challenges that public secondary school teachers of Kajiado County faced which could influence their decision to retire early/resign. The responses are as presented on Table 15.

**Table 15**  
*Views of Teachers on Challenges Faced by Teachers in Kajiado County*

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
Low salary	36	30.0
No promotions	28	23.3
Poor working conditions	28	23.3
Poor accessibility	22	18.3
Poor relations with principals	26	21.7
Limited teacher empowerment	11	9.2
Transfer related issues	15	12.5
Hardship conditions	38	31.7
Too much workload	23	19.2
Unfair treatment of teachers by TSC	4	3.3

According to Table 15, results show that 31.7% of the teachers cited hardship conditions as the major challenge teachers face in Kajiado County; 30.0% cited low salary; 23.3% cited lack of promotion; 23.3% cited poor working conditions, 21.7% cited poor relations with principals; 19.2% the teachers talked of too much workload; 18.3% cited poor accessibility to remote schools; 12.5% mentioned transfer related issues, 9.2% mentioned limited teacher empowerment; and 3.3% mentioned unfair treatment by TSC.

From the results on Table 15, the major challenges teachers face in Kajiado County in order of their importance are hardship conditions (posting in hardship conditions, poor working conditions, poor access to remote schools and transfer related issues), followed by low salaries,

stagnation in job groups, poor relations with principals, and too much workload in upcoming schools. These issues if attended to would decrease early retirement of teachers.

The researcher asked teachers to list down strategies that could be used in order to maximize teacher retention in Kajiado County. The results are as summarized on table 16.

**Table 16**  
*Views of Teachers on Strategies for Teacher Retention*

<b>Strategies to retain teachers in secondary schools</b>	<b>Frequency</b>	<b>Percentage</b>
Improve working conditions of teachers	30	25.0
Increase teachers' salaries and allowances and align with those of the civil servants	97	80.8
Promote teachers regularly on merit and without interviews	52	43.3
Grant more study leave slots to teachers in hardship areas	9	7.5
Employ more teachers	14	11.7
Control the way principals use powers vested in them	14	11.7
Transfer teachers in hardship areas on request after a specified period of time	14	11.7
Fair judgment of teachers' cases at TSC	1	0.8

According to Table 16, 80.8% of the teachers were of the view that TSC should increase teachers' salaries in order to enhance retention; 43.3% of the teachers were of the view that TSC should promote teachers regularly based on merit and that TSC should abolish the promotion interviews; another 25% of the teachers were of the opinion that TSC should improve working conditions for teachers in order to enhance teacher retention; 11.7% of the teachers suggested that TSC should employ more teachers to lower workload of the other teachers; 11.7% of the teachers suggested that TSC should control the use of power by school principals; 11.7% of the teachers were of the opinion that TSC should grant transfer requests of teachers who have served in hardship areas at request after a specified period of time; and 7.5% of the teachers said that

TSC should grant more paid study leave slots to teachers serving in hardship areas; 0.8% of the teachers suggested fair judgment of teachers cases at TSC.

The results on Table 16 indicate that in order of importance, strategies for retention of public secondary school teachers in Kajiado County should include; increasing teachers' salaries and aligning it to those of civil servants, dealing with hardship conditions facing teachers (improve working conditions, transferring teachers serving in hardship areas on request after a specified period of time and granting more study leave slots to teachers serving in hardship areas), and promoting teachers regularly on merit and without interviews. Other strategies were to employ more teachers to lower teachers' workload, control how principals used their powers and ensure fair judgment of teachers' cases at TSC.

### **Retired Teachers**

A question was posed to the retired teachers on challenges faced by public secondary school teachers in Kajiado County. The results are as shown on Table 17.

**Table 17**  
***Views of Retired Teachers on Challenges Facing Teachers in Kajiado County***

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Poor infrastructure for transport	6	33.3
Students not motivated hence perform poorly	5	27.8
Pressure on teachers to perform'	2	11.1
Negative cultural practices leading to student dropouts	1	05.6
Discouraging attitude of society towards teachers	1	05.6
Low salary	5	27.8
lack of adequate teaching facilities	3	16.7
Lack of social amenities in residential areas	5	27.8
Hostile working conditions	8	44.4
Conflict with principals	8	44.4
Inadequate hardship allowance	1	05.6
No room for upward mobility in careers	1	05.6

Based on the results presented on Table 17, 44.4% of the retired teachers cited hostile working conditions, 44.4% cited conflict with principals and 33.3% cited poor infrastructure for transport as the major challenges they faced as public secondary school teachers in Kajiado County. Also mentioned were; poor performance due to lack of learner motivation (27.8%), low salary (27.8%), lack of social amenities (27.8%), lack of adequate facilities (16.7) and pressure on teachers to perform despite the low learner motivation (11.1%). These were followed by lack of room for upward mobility in careers (5.6%), inadequate hardship allowances (5.6%), negative cultural practices leading to high student dropouts (5.6%) and discouraging attitude of the society towards teachers and the teaching profession (5.6%).

The results on Table 17 indicate that most challenges teachers face in Kajiado County are related to hardship conditions (hostile working conditions, poor infrastructure for transport, lack

of social amenities in residential areas and inadequate hardship allowance), followed by conflict with principals, low salary and low motivation of learners leading to poor performance. Apart from low student motivation, all the other challenges were also indicated by the teachers as being the major ones. This is an indication that if these issues are well handled then it would help reduce early retirement of public secondary school teachers and help enhance teacher retention in the area.

Retired teachers were asked to list down strategies that could be used to enhance retention of public secondary school teachers in Kajiado County. The results are as summarized on the Table 18.

**Table 18**  
*Views of Retired Teachers on Strategies of Teacher Retention*

<b>Strategy</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Develop and improve road infrastructure in remote areas	5	27.8
Motivate students and teachers	2	11.1
Streamline admissions on merit not politics and corruption	5	27.8
Sensitize communities on importance of education	1	05.6
Change attitudes towards teaching profession	1	05.6
Improve salaries and align with civil service salaries	5	27.8
Develop promotion and pay policy for Masters and PhD holders	4	22.2
Train school management on handling teachers and PR	9	50.0
Revise hardship and transport allowances and policies	5	27.8
Improve working and living conditions	3	16.7
Provide required facilities in all public high schools	1	05.6
TSC to listen to teachers	1	05.6
Consider families before posting and transfer of teachers	4	22.2
Demystify further education to teachers and school principals	2	11.1
Reduce principals' powers	1	05.6

According to the results presented on Table 18, 50.0% of the retired teachers suggested that school managers should be trained on public relations (PR) and on handling the teaching staff; 27.8% suggested that the government should develop and improve road infrastructure in remote areas; 27.8% suggested that the government should streamline student admissions and do it on merit getting rid of politics and corrupt practices; 27.8% were of the opinion that the government should improve teachers' salaries and align it with those of civil servants; 27.8% suggested that the government should revise hardship and transport allowances for teachers.

The results on Table 18 also indicate that 22.2% of the retired teachers suggested that TSC should develop promotion and pay policies for holders of Masters Degree and holders of PhD; 22.2% suggested that the TSC should consider families before deployment and transfer of teachers; 16.7% of the retired teachers suggested that the working conditions for teachers should be improved; 11.1% suggested that attempts should be made to motivate both learners and teachers, and 11.1% suggested that further education should be demystified to both teachers and principals. Further, 5.6% of the respondents suggested that; communities should be sensitized on the importance of education, there is need for change of attitude towards the teaching profession, the government should provide enough facilities in all public secondary schools, TSC should listen to teachers and that, TSC should reduce the powers invested in school principals.

From the results on Table 18, the strategies on teacher retention centre on dealing with hardship conditions (develop and improve road infrastructure in the remote areas, revise and improve hardship and transport allowances plus related policies, improve working and living conditions, considering families before posting and transfer of teachers). Other most important strategies are training school managers and principals on teacher management and public relations, improvement of teachers' salaries and streamlining student admissions.



The results imply that in order to deal with early retirement and maximize teacher retention in public secondary schools of Kajiado County, educators must deal with problems related to hardship conditions in the County, align teachers' salaries with those of civil servants and streamline student admissions. Apart from streamlining student admissions, all of the other strategies were in line with those suggested by teachers.

### **Teachers Service Commission Staff**

The researcher posed a question on challenges faced by public secondary school teachers in Kajiado County, and strategies for retention to the TSC staff. The results are as shown on Table 19.

**Table 19**  
*Views of TSC Staff on Challenges Facing Teachers in Kajiado County*

<b>Challenges facing public secondary school teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Poor communication network	1	4.34
Poor access to remote areas	5	21.74
Insufficient amenities	2	8.70
Hardship conditions	7	30.44
Poor relations with principals	2	8.70
Too much workload in upcoming schools	1	4.34
Conflict between schools and local communities	3	13.04
Political interference in school management	2	8.70

Based on the results presented on Table 19, challenges facing public secondary school teachers in Kajiado County were indicated by 30.44% of the TSC staff as hardship conditions, poor access to schools in remote areas was cited by 21.74% of the TSC staff, Conflict between schools and local communities by 13.04% of the TSC staff, followed by lack of social amenities

which was cited by 8.70% of the TSC staff, poor relations with principals was cited by 8.70% and political interference in school management by 8.70%. This is followed by poor communication net work in newly upcoming schools which was cited by 4.34% of the TSC staff and too much workload by 4.34%.

The challenges listed on Table 19 indicate that the most common challenges are about hardship conditions (hardship conditions, poor access to schools in remote areas, insufficient amenities, and poor communication network), conflict between schools and the local community, poor relations between teachers and school principals and political interference in school management. This concurs with views of teachers and retired teachers concerning challenges teachers face in Kajiado County. It is an indication that these problems should be properly dealt with so as to enhance teacher retention in schools of Kajiado County.

The researcher asked the TSC staff to list down strategies that could be used to enhance retention of public secondary school teachers in Kajiado County. The results are summarized and presented on the Table 20.

**Table 20**  
***Views of TSC Staff on Strategies for Teacher Retention***

<b>What can be done to retain public secondary school teachers?</b>	<b>Frequency</b>	<b>Percentage</b>
Grant transfer requests for teachers who've served in hardship areas	2	9.09
Promote teachers regularly on merit	3	13.63
Construct teachers houses in schools	9	40.90
Increase hardship allowance	1	4.55
Sensitize community on benefits of education	1	4.55
Sensitize communities on respect for teachers	1	4.55
Encourage locals to train as teachers	2	9.09
Ensure availability of water	2	9.09
Encourage professionalism among school principals and their deputies	1	4.55

Based on the results presented on Table 20, views of TSC staff on strategies for retaining public secondary school teachers in Kajiado County were that; 40.09% were of the view that the government should construct teachers houses in schools, 13.63% were of the view that TSC should promote teachers regularly on merit, 9.09% were of the view that TSC to grant transfer requests to teachers who have served in hardship areas for a long time, 9.09% were of the opinion that the government should ensure availability of water while, 9.09% were of the opinion that the government should encourage locals to train as teachers. Only 4.55% of the TSC staff was of the view that; increasing hardship allowance, 4.55% were also of the view that sensitizing communities on benefits of education and on respect for teachers was a good strategy to adopt. Another strategy suggested by 4.55% of the TSC staff to be adopted by the government was encouraging professionalism among school principals and deputy principals.

Most of the suggestions centered on dealing with hardship conditions that teachers face in Kajiado County. This is indicated by the need to construct teachers' houses in schools, the need to ensure availability of water, the need to increase hardship allowance, the need to grant transfer requests of teachers who have served in hardship areas for a specified period of time, and the need to encourage locals to train as teachers. Issues on promotions, sensitizing the community on education, and professionalism among principals and their deputies also featured as retention strategies. These also concur with strategies suggested by teachers and retired teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of this study was to assess factors leading to early retirement of public secondary school teachers in Kenya focusing on Kajiado County. This chapter presents a summary of the research findings, conclusions, recommendations and suggestion for further research.

#### 5.2 Summary of the Findings

The study was guided by the following research questions; What are the trends of early retirement of public secondary school teachers in Kajiado County?; Which factors influence early retirement of public secondary school teachers from secondary schools of Kajiado County?; How does early retirement of public secondary school teachers influence teaching and learning in Kajiado County?; Which policies govern early retirement of public secondary school teachers in Kenya?; Which strategies can be used to enhance the retention of public secondary school teachers of Kajiado County in their profession?

The reviewed literature did not find any study on early retirement or rather voluntary attrition of public secondary school teachers in Kajiado County. The study employed the use of descriptive survey design with both quantitative and qualitative techniques. The sample of the study was 14 public secondary schools in Kajiado County. The study sampled 126 current teachers, 14 principals, 10 TSC staff and 30 retired teachers totaling to 180 respondents altogether. Stratified random sampling was used to select public secondary schools, current teachers were selected through simple random sampling, retired teachers were selected by snow

ball sampling while principals of the participating schools and TSC staff (human resource and staffing officers) in Kajiado County were purposively included.

The instruments of data collection included questionnaires for teachers, questionnaires for retired teachers, questionnaires for TSC staff, interview schedule for principals and interview schedule for retired teachers. The researcher used the statistical package for social sciences (SPSS) software for windows to process the process the collected data. Qualitative data from the interview guides were organized into themes from which the researcher wrote descriptive narrative and an interpretive report.

Even though the study had anticipated analyzing documents on early retirement from county offices, the study got limitations in that county offices lacked proper records that could be analyzed. The records were either missing or very scanty and could not give the required information.

The analysis of the data enabled the researcher to come up with findings based on the five major research questions. The study findings on the background information of the respondents indicated that Majority 63.3% of the teachers were female while most of the principals were male. This clearly brings out the gender disparity in the administrative posts at secondary school level.

A good number of teachers (28.8%) were qualified for early retirement with benefits within the next five years as they would all be 50 years and above. Majority of the serving teachers 76.3% were holders of Bachelors degree and below with a few (23.7) either holding a Masters degree or pursuing a masters degree. There were no teachers holding a PhD. This was a strong indication that teachers who attained PhD left teaching while some also left after attaining Masters Degree.

Majority of the teachers (53.8%) had a teaching experience of more than ten years and had been in their schools for a period of more than five years. As such, they were well able to articulate issues that affected the schools.

### **Trends of Early Retirement of Public Secondary School Teachers**

The study found out that the number of public secondary school teachers retiring early/leaving their jobs from Kajiado County was on the rise. Majority of the quitters were found to be female teachers and included teachers with high academic achievements i.e. those who had attained masters degree and above, and those already pursuing a masters degree. Most of the schools had seen a teacher retiring early/resigning. Subject area was found not to be a predictor of early retirement/resignation; and teachers who retired early worked both in educational institutions and in other fields outside education.

### **Factors Influencing Early Retirement of Teachers in Kajiado County**

Factors that influenced early retirement of public secondary school teachers were found to include low salary in comparison to civil service, posting and transfers to hardship areas, stagnation in one job group for a long time, conflict between teachers and principals of their schools, the need to join their spouses in their area of residence, the need for further studies, and unfriendly working environment. High workload, parenting, looking after sick family members and socio-cultural issues were found not to influence early retirement/resignation of public secondary school teachers.

### **How Early Retirement of Teachers Influence Teaching and Learning**

The study revealed that early retirement of public secondary school teachers was influencing teaching and learning by increasing teacher shortage in schools, increasing workload

of other teachers, affecting curriculum implementation in schools, leading to poor KCSE performance, interfering with teacher balancing in schools and negatively affecting attitude among the youth.

### **Policies Governing Early Retirement of Public Secondary School Teachers in Kenya**

Findings on policies governing early retirement of public secondary school teachers were that; policy on early retirement/resignation of teachers before retirement age was found to be unclear, denies the concerned teachers their financial benefits and needs revision. The five year bonding policy at first posting encourages early retirement of teachers, policy on teacher promotion discriminates against teachers who have attained Masters and PhD thereby influencing them to retire early. According to the TSC policy on promotion, Masters and PhD degrees are not entry requirements for any substantive grade (or job group); on attaining and forwarding such certificates to TSC, the concerned teacher qualifies for two salary increments but remains in the same job group.

### **Strategies for Enhancing Teacher Retention**

Major strategies for teacher retention in Kajiado County center on dealing with hardship conditions in the County such as constructing teachers houses in schools, developing road infrastructure, ensuring availability of water, increasing hardship allowances, considering families before effecting transfers to remote hardship areas, granting transfer request of teachers who serve in hardship conditions after a specified period of time and availing more paid study leave slots to teachers serving in hardship areas. Other important strategies include aligning teacher salaries with those of civil servants, encouraging professionalism among school administrators and promoting teachers regularly on merit.



### 5.3 Conclusions

On the basis of the findings the study concluded that, although efforts were being made by the government to retain teachers in their profession, the number of teachers retiring early/leaving their jobs before retirement age was increasing. Most of the quitters were those who had attained a Masters degree and above and had taught for more than ten years. As such, schools were losing very experienced teachers. This group of teachers is an asset to the secondary school teaching fraternity since they have been the most expensive to train, are highly qualified and are likely to be the most experienced in their subject areas. This calls for the ministry of education and the TSC to come up with better strategies to retain such teachers in their jobs.

In Kajiado County, more female than male teachers were leaving the service/retiring early; a fact that some respondents tied to women empowerment programs and to the fact that there are more female than male teachers in Kajiado County (especially in areas close to Nairobi city and in town centers). However, this issue could be linked to hardship conditions; some of which are very difficult for ladies to endure especially when working away from the family. This could call for the TSC to post teachers close to where their families reside as much as is practically possible.

The study concludes that major factors influencing early retirement of public secondary school teachers in Kajiado County include salary issues and hardship conditions. Other factors include; conflict between teachers and principals of their schools, the need to join their spouses in their area of residence, stagnation in one job group and the need for further studies. It is therefore necessary for the county government of Kajiado to focus on improving living conditions for teachers by targeting to develop infrastructure i.e. roads, information system,

provision of clean water and health services to remote areas, provision of electricity network by intensifying rural electrification program just to mention a few. The study however concluded that, high workload, parenting, looking after sick family members and socio-cultural issues are not among factors influencing early retirement/resignation of public secondary school teachers in Kajiado County.

The study also comes to the conclusion that early retirement of public secondary school teachers has a negative spiral effect in teaching and learning in the concerned schools. It influences teaching and learning by increasing teacher shortage in schools, which in turn increases workload of the remaining teachers, affecting curriculum implementation in schools, leading to poor KCSE performance, interfering with teacher balancing in schools and negatively affecting attitude among the youth towards the profession.

On policies, the study concludes that even though TSC has some of the best policies so far, some are not adhered to at the implementation stage or are ignored by the commission's agents. Early retirement of public secondary school teachers is governed by several policies including; policy on early retirement/resignation of teachers which the study finds to be unclear and to deny the concerned teachers their financial benefits. Another one is the five year bonding policy at first posting which encourages early retirement of teachers and policy on teacher promotion; which discriminates against teachers who have attained Masters and PhD thereby influencing them to retire early.

The study also concluded that strategies that could be used to enhance retention of public secondary school teachers of Kajiado County in their profession majorly centered on dealing with hardship conditions in the County, aligning teacher salaries with those of civil servants,

encouraging professionalism among school administrators and promoting teachers regularly on merit.

#### **5.4 Recommendations**

The Teachers Service Commission should constantly monitor the trends of early retirement of public secondary school teachers in Kajiado County and in the country at large to ensure retention especially of the most trained and most experienced teachers.

TSC should adhere to their policies when it comes to posting and transfers so as to keep families together. This is important since the need for spouses to be together has been found by the study to influence early retirement of teachers.

The national government and the county governments should improve teachers' working conditions by targeting hardship conditions like lack of clean water, poor road systems, housing and lack of communication network. By improving these aspects, teachers posted in such areas will be comfortable with their jobs.

The TSC should review teachers' salaries regularly and align them with those of civil servants to avoid teachers' feelings of inequity which leads to job dissatisfaction and ultimately to resignation/ early retirement.

TSC should sensitize teachers on policies that govern early retirement/resignation. Where necessary, the policies should be reviewed to reduce incidences of early retirement. For instance, policy on teacher promotion should be revised to enable automatic promotion of teachers who attain Masters and PhD in their subject area. This would help retain some of the experienced teachers who opt out due to what is perceived as lack of upward mobility.

Education stake holders (parents, school communities, the ministry of education) should be vigilant to ensure that TSC carries out its mandate and immediately replaces teachers

whenever they opt out of service or retire early. Such a move will ensure continuity in curriculum implementation in schools and prevent cases of learners missing out on lessons. This is important since the gap left by the early retirees may lead to poor performance in both internal and KCSE exams- a matter that also de-motivates teachers.

TSC and the ministry of education through the District Quality Assurance and Standards should see to it that proper records of early retirement/resignation are kept in both district and county offices. The same should be availed to researchers as this would enable them get data required to inform policy on monitoring of voluntary attrition.

Finally, the TSC and the ministry of education should come up with strategies to curb resignation of public secondary school teachers before attaining the retirement age.

### **5.5 Suggestions for Further Studies**

The following issues emerged from the study and were suggested for further investigation:

1. Effect of the reviewed teacher salaries on retention of public secondary school teachers
2. The influence of women empowerment programs on public secondary school teachers attrition in Kenya
3. The role of school principals in the retention of public secondary school teachers who achieve Masters and PhD within the public secondary school teacher work force.
4. Influence of principals' administrative style on voluntary teacher attrition in public secondary school.

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**APPENDIX 1**  
**QUESTIONNAIRE FOR TEACHERS**

QSN NO \_\_\_\_\_

**Letter of Introduction**

Dear Sir/Madam,

You have been selected to participate as a respondent in the study entitled “Assessment of Factors Leading to Early Retirement of Public Secondary School Teachers in Kenya: Focus on Kajiado County” done by Wilbrodah Adhiambo Orina. The study seeks factors influencing the decision by some public secondary school teachers to retire, resign, or leave their jobs early before normal retirement age is attained. The study is in partial fulfillment of the requirement for the completion of the degree of masters of educational Research and evaluation of the Catholic University of Eastern Africa. The findings of this study will help the Ministry of Education to come up with better policies on teacher retention and other teacher issues.

You are kindly requested to be honest in filling in the questionnaire. All the information provided will be treated confidentially and will only be used for the purpose of this academic research.

Yours faithfully,

Wilbrodah A. Orina

**Instructions**

1. Please answer all the questions as honestly as possible.
2. Do not write your name on the questionnaire so as to maintain confidentiality.

Read each statement carefully and then tick (✓) or fill in the required information.

**SECTION ONE: Demographic Information**

1. Gender: Male ( ) Female ( )
2. Age bracket 25-34yrs ( ) 35-44yrs ( ) 45-54yrs ( ) 55-60 yrs ( )
3. Academic qualifications: Diploma ( ) Bachelors Degree ( ) Masters Degree ( )  
PhD ( ) others (specify).....
4. Teaching experience: 1-10years ( ) 11-20 years ( )  
21-30 years ( ) 31 years and above ( )
5. Subjects taught: Mathematics/Sciences ( ) Languages ( ) Humanities ( )  
Technical subjects ( )
6. Length of service in the current station: 5 years and below ( ) 6-10 years ( )  
11-15 years ( ) 16 years and above ( )

## SECTION TWO: Opinion on Early Retirement

Use the key below to answer the following questions concerning early retirement/resignation of public secondary school teachers. You may give your comments on each issue.

### KEY

**5= Strongly Agree (SA)**

**4= Agree (A)**

**3= Undecided (UD)**

**2= Disagree (D)**

**1= Strongly Disagree (SD)**

<b>7.The Trend of Early Retirement of Public Secondary School Teachers is that:</b>	<b>5 SA</b>	<b>4 A</b>	<b>3 UD</b>	<b>2 D</b>	<b>1 SD</b>
a) There is an increased number of Public Secondary School Teachers Leaving the Profession/Retiring Early					
b) Teachers who attain Masters Degree normally Retire Early/Resign from TSC					
c) Teachers who attain Doctor of Philosophy (PhD) Degree normally Retire Early/Resign from TSC					
d) In my School there are Teachers who have Taken Early Retirement/Resigned					
e) Most Public Secondary School Teachers who Retire Early/Resign are Male					
f) Most public secondary school Teachers who retire early/resign are female					
g) Most Public Secondary School Teachers who Retire Early/Resign Teach Mathematics					
h) Most Public Secondary School Teachers who Retire Early/Resign Teach Sciences					
i) Most Public Secondary School Teachers who Retire Early/Resign Teach Languages					
j) Most Public Secondary School Teachers who Retire Early/Resign Teach Humanities					
k) Most Public Secondary School Teachers who Retire Early/Resign get jobs outside Education field					
l) Most Public Secondary School Teachers who Retire Early/Resign Teach in other Educational Institutions					
<b>8. Some public secondary school teachers retire early/resign because of:</b>	<b>5 SA</b>	<b>4 A</b>	<b>3 UD</b>	<b>2 D</b>	<b>1 SD</b>
a) Work Load					
b) Salary issues					
c) Posting in hardship areas					
d) Unresolved conflict with principals					

e) Joining their spouses in their area of residence					
f) Parenting					
g) Taking care of sick loved ones					
h) Transfer issues					
i) Need to pursue Further studies (Academic achievement)					
j) Stagnation in one job group for a long time without Promotion					
k) Unfriendly Working Environment					
l) Socio-cultural issues					
m) Political Interference in School Management					
<b>9. Early Retirement /Resignation of Public Secondary School Teachers influences teaching and learning by:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
a) Increasing teacher shortage in schools					
b) Increasing the workload of the remaining teachers					
c) Affecting curriculum implementation in schools					
d) De-motivating other teachers in the affected schools					
e) Contributing to poor performance of students in KCSE					
f) Denying others teachers room for further studies					
g) Affecting attitude towards the profession among the youth					
h) Interfering with teacher balancing in schools					
<b>10. The TSC Policy on;</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
a) Early retirement/resignation of public school teachers is unclear					
b) Teacher promotion discriminates against teachers who have advanced their education beyond a Bachelors Degree					
c) Early Retirement/Resignation of Public School Teachers needs revision					
d) Five year bonding at first posting encourages early retirement/Resignation					
e) Bonding after study leave encourages early retirement					
f) Teacher promotion should be reviewed to enable automatic promotion of Public Secondary School Teachers who Attain a Masters Degree (Med)					
g) Teacher promotion should be reviewed to enable automatic promotion of Public Secondary School Teachers who Attain Doctor of Philosophy (PhD)					
h) Early retirement/resignation denies the concerned teachers their financial benefits					

11a). Given an opportunity elsewhere, would you retire early/resign from your job?

Yes ( )

No ( )

(b). If your answer in 11(a) above is Yes, give reasons that may influence your decision

Low salary ( ) Posting in hardship area ( ) Conflict with the principal ( )  
Stagnation in one job group ( ) Other(specify).....

.....  
.....  
.....

12).List down the challenges you face as a public secondary school teacher in Kajiado County which may influence your decision to resign?

i. ....  
.....

ii. ....  
.....

iii. ....  
.....

iv. ....  
.....

13). In your own opinion, what can be done by TSC and Ministry of Education in order to curb early retirement/resignation and retain public secondary school teachers?

i. ....

ii. ....

iii. ....

iv. ....

**Thank you very much for your participation**

## **APPENDIX 2**

### **QUESTIONNAIRE FOR RETIRED TEACHERS**

#### **Introduction**

I am a post-graduate student at the Catholic University of East Africa (CUEA). I am pursuing a Masters degree in Educational Research and Evaluation. The purpose of this questionnaire is to gather information on the research topic “Assessment of factors leading to early retirement of public secondary school teachers in Kenya: focus on Kajiado County”. This is in partial fulfillment of the same. Please answer all the questions as honestly as you can. Your responses are very important to this study and will highly be appreciated. Your answers will only be used for this academic research and will always be kept confidential.

#### **Instructions**

This questionnaire is divided into five sections: section one is for demographic/background information, the second part will address perception of former teachers on factors influencing the decisions of public secondary school teachers to leave the profession, the third section will deal with trends of early retirement of public school teachers in Kenya specifically in Kajiado County, section four is about challenges public secondary school teachers face in Kajiado County, and lastly, part five seeks strategies for teacher retention as part of suggestions and recommendations by the participants.

**Please do not write your name on the questionnaire.**

#### **SECTION ONE: Demographic Information**

Please respond to each item by putting a tick next to the response you prefer.

1. Gender: Male (  ) Female (  )

2. Marital status: Married (  ) Single (  )

3. Please indicate your age bracket

21-30 years (  )                      31-40 years (  )

41-50 years (  )                      51 years and above (  )

4. Highest academic qualification?

Diploma (  ) PGDE (  ) Bachelors Degree (  ) Masters Degree (  ) PhD (  )

Others (specify) .....

5. What were your teaching subjects?

Mathematics/sciences ( ), Languages ( ), Humanities ( ), Technical subjects ( )

6. Years served before resignation.

1-10 years ( )      11-20 years ( )

21-30years ( )      31years and above ( )

**SECTION TWO: Factors leading to early retirement**

7. When did you leave TSC employment?

Less than1 year ago ( );      1-5 years age ( );

6-10 years ( );      More than10 years ago ( )

8. Why did you leave your profession as a public secondary school teacher?

Low salary ( ), Conflict with principal ( ), Lack of professional development ( ),  
Posting in hardship area ( ), Other (specify)

.....  
 .....  
 .....  
 .....

9a). Given an opportunity, would you go back to teaching in public secondary school?

Yes ( ) No ( )

(b). If your answer is no in 10 (a) above, state your reasons.

.....  
 .....  
 .....  
 .....

**SECTION THREE: Trends of early retirement**

10. What is your opinion on the number of public secondary school teachers leaving their jobs?

The number is increasing (    ),    The number is decreasing (    ),

The number is constant (    )    I am not sure (    )

**SECTION FOUR: Challenges faced by public secondary school teachers**

11. State some of the challenges that you faced as a secondary school teacher in Kajiado County

i. ....

.....

ii. ....

.....

iii. ....

.....

iv. ....

.....

**SECTION FIVE: Strategies for Teacher Retention**

12. Which strategies should the TSC and the Ministry of Education employ in order to maximize retention of public secondary school teachers?

i. ....

.....

ii. ....

.....

iii. ....

.....

**Thank you very much for your input**



### **APPENDIX 3**

#### **QUESTIONNAIRE FOR TSC STAFF**

##### **Introduction**

I am a post-graduate student at the Catholic University of East Africa (CUEA). I am pursuing a Masters degree in Educational Research and Evaluation. The purpose of this questionnaire is to gather information on the research topic “Dynamics of early retirement of public secondary school teachers in Kenya: focus on Kajiado County”. This is in partial fulfillment of the same. Please answer all the questions as honestly as you can. Your responses are very important to this study and will highly be appreciated. Your answers will be kept confidential.

##### **Instructions**

This questionnaire is divided into five sections: a section for demographic/background information, the second part will address factors that influence public secondary school teachers’ decisions to leave the profession (retire early), the third section will deal with trends of early retirement of public secondary school teachers in Kenya, the fourth section will handle challenges faced by public secondary school teachers in Kajiado County. Finally, the fifth section will seek strategies for retention of public secondary school teachers.

**Please do not sign or write your name on the questionnaire.**

##### **Section One: Demographic Information**

**Please respond to each item by putting a tick ( ) next to the response you prefer.**

1. Gender: Male ( ) Female ( )
2. Highest academic qualification  
Diploma ( ) PGDE ( ) Bachelors Degree ( ) Masters Degree ( ) PhD ( )
3. Years in public service: 5-10 ( ) 11-20 ( ) 21-30 ( ) 31 years and above ( )
4. Designation (position held at work). .....

### Section Two: Factors influencing public secondary school teachers to leave their jobs

5. Which is the most common factor stated by public secondary school teachers as having influenced their decision to leave the profession (retire early)?

Low salary (    ),                      Conflict with the principal (    ),

Posting in severe hardship areas (    ),

Other (specify).....

### Section Three: Trends of and Factors Leading to Early Retirement

Use the key below to answer the questions on the table below

#### KEY

**5=Strongly Agree (SA)**

**4=Agree (A)**

**3=Undecided (UD)**

**2=Disagree (D)**

**1=Strongly Disagree (SD)**

<b>6. The trend of early retirement/resignation of public secondary school teachers is that,</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
a) There is an increased number of public secondary school teachers retiring early/resigning/leaving the profession					
b) Teachers who attain Masters degree normally retire early/resign from TSC					
c) Teachers who attain PhD normally retire early/resign from TSC					
d) Most secondary school teachers who retire early/resign are male					
e) Most secondary school teachers who retire early/resign are female					
f) Most secondary school teachers who retire early/resign teach Mathematics					
g) Most secondary school teachers who retire early/resign teach Sciences					
h) Most secondary school teachers who retire early/resign teach Languages					
i) Most secondary school teachers who retire early/resign teach Humanities					
<b>7. Some public secondary school teachers retire early/resign because of:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>

a) Work load					
b) Salary issues					
c) Posting in hardship areas					
d) Unresolved conflict with principals					
e) Joining their spouses in their area of residence					
f) Parenting					
g) Taking care of sick loved ones					
h) Need to pursue further studies					
i) Stagnation in one job group					
j) Unfriendly working environment					
k) Socio-cultural issues					
l) Political interference in school management					
<b>8. Early Retirement /Resignation of Public Secondary School Teachers influences teaching and learning by:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
a) Increasing teacher shortage in schools					
b) Increasing the workload of the remaining teachers					
c) Affecting curriculum implementation in schools					
d) De-motivating other teachers in the affected schools					
e) Contributing to poor performance of students in KCSE					
f) Denying others teachers room for further studies					
g) Affecting attitude towards the profession among the youth					
h) Interfering with teacher balancing in schools					
<b>9. The TSC Policy on:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
a) Early retirement/resignation of public school teachers is unclear					
b) Teacher promotion discriminates against teachers who have advanced their education beyond a Bachelors Degree					
c) Early Retirement/Resignation of Public School Teachers needs revision					
d) Five year bonding at first posting encourages early retirement/Resignation					
e) Bonding after study leave encourages early retirement					
f) Teacher promotion should be reviewed to enable automatic promotion of Public Secondary School Teachers who Attain a Masters Degree (Med)					
g) Teacher promotion should be reviewed to enable automatic promotion of Public Secondary School Teachers who Attain Doctor of Philosophy (PhD)					
h) Early retirement/resignation denies the concerned teachers their financial benefits					

**Section Four: Challenges faced by teachers in Kajiado County**

10. State the major challenges faced by public secondary school teachers in Kajiado County?

- i. ....  
.....
- ii. ....  
.....
- iii. ....  
.....

**Section Five: Suggestions and Recommendations**

11. In your own opinion, what can be done to enhance retention of public secondary school teachers?

- i. ....  
.....
- ii. ....  
.....

**Thank you for your contribution**

**APPENDIX 4**  
**INTERVIEW SCHEDULE FOR RETIRED TEACHERS**

**Section A: Demographic Information**

1. Gender Male ( ) Female ( )
2. Highest academic qualification.
3. Subjects taught
4. Number of years the teacher worked before leaving the profession
5. Age at resignation

**Section B: Trends of Early Retirement/Resignation of Public Secondary School Teachers**

6. In your own opinion, what is the trend of early retirement of public secondary school teachers in Kenya today? (probe)
7. In the past five years, have you encountered any teacher who has opted out of the profession? (probe)

**Section C: Factors Influencing Trends of Early Retirement**

8. Which factors informed your decision to leave teaching in public secondary school? (probe)
9. Given an opportunity, would you go back to teach in public secondary school? (probe)

**Section D: Challenges faced by public secondary school teachers in Kajiado County**

10. Did you face any challenges as a teacher in Kajiado County? (probe)
11. Would you recommend teaching in public school as a career choice to young people today?(probe)

**Section E: Strategies for teacher retention**

12. What should the government do to retain public school teachers in their profession?

**Thank you very much for your participation**

## APPENDIX 5

### INTERVIEW SCHEDULE FOR PRINCIPALS

#### Section A: Demographic information

1. Gender:  
Male ( ) Female ( )
2. Age bracket:  
20-30 years ( ) 31-40 years ( ) 41-50 years ( ) 51 years and above ( )
3. Highest academic qualification:  
Diploma ( ) PGDE ( ) Bachelors Degree ( ) Masters ( ) PhD ( )
4. Teaching experience in years: Less than 5 years ( ) 11-20 years ( ) 21-30 years ( )  
31 years and above ( )
5. Number of years served in the current station: Less than 10 years ( ) 11-20 years ( )  
21-30 years ( ) 31 years and above ( )

#### Section B: Issues on teachers leaving their jobs

6. In your own opinion, what trend is early retirement/resignation/voluntary attrition of public secondary school teachers in Kenya taking today? (probe)
7. Could you tell me some of the factors that are influencing decisions made by public secondary school teachers to resign and leave their jobs before retirement age? (probe)
8. Are there any teachers that have resigned from your station? (probe)
9. How does the phenomenon of early retirement/resignation of public secondary school teachers influence teaching and learning?(probe)
10. Can you suggest some strategies that TSC can adopt to enhance retention of public secondary school teachers?

**Thank you very much for your input**

**APPENDIX 6  
RECOMMENDATION LETTER**



**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

**Faculty of Education**

**Department of Educational Research and Evaluation**

21<sup>st</sup> August, 2013

**TO WHOM IT MAY CONCERN**

**Ref: Wilbrodah Orina A MED1017365: Master of Education Degree Thesis Research**

I am writing to introduce to you Wilbrodah Orina who is a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi - Kenya; and to request you to assist her to accomplish her academic research requirements.

Wilbrodah's Master of Education Degree specialization is Educational Research and Evaluation. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly, Wilbrodah's proposal for research has been approved. She will conduct research on the following topic:

**"Assessment of factors leading to early retirement of public secondary schools teachers in Kenya: Focus on Kajiado County"**

Thanking you in advance for any assistance you will offer to Wilbrodah.

Sincerely,

*Sr Sabina Mutisya*

**Dr. Sr. Sabina Mutisya  
Head of Department  
Educational Research and Evaluation**



# APPENDIX 7 RESEARCH PERMIT

**CONDITIONS**


- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**  
  
**NACOSTI**  
 National Commission for Science, Technology and Innovation  
**RESEARCH CLEARANCE PERMIT**  
 Serial No. **A00124**  
**CONDITIONS: see back page**

**PAGE 2** **PAGE 3**

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss Institution**  
**Wilbrodah Adhiambo Orina**  
**of (Address) The Catholic University of Eastern Africa**  
**P.O. Box 62157-00200, Nairobi.**  
**has been permitted to conduct research in**  
**Location**  
**District**  
**Kajiado County**  
**on the topic: Assessment of factors leading to early retirement of public secondary school teachers in Kenya: focus on Kajiado County.**  
**for a period ending: 31<sup>st</sup> December, 2013.**

**Research Permit No. NCST/RCD/14/013/1563**  
**Date of issue 6<sup>th</sup> September, 2013**  
**Fee received KSH. 1000**

**Applicant's Signature**  **For: Secretary**  
**National Commission for Science, Technology & Innovation**



**APPENDIX: 8  
RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787, 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

**NCST/RCD/14/013/1563**

Date:

**6<sup>th</sup> September, 2013**

Wilbrodah Adhiambo Orina  
The Catholic University of Eastern Africa  
P.O.Box 62157-00200  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated *21<sup>st</sup> August, 2013* for authority to carry out research on "*Assessment of factors leading to early retirement of public secondary school teachers in Kenya: Focus of Kajiado County*," I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **31<sup>st</sup> December, 2013**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PH.D, HSC.  
DEPUTY COMMISSION SECRETARY  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Copy to:

The County Commissioner  
The County Director of Education  
Kajiado County.

**APPENDIX: 9**  
**RESEARCH AUTHORIZATION**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

E-mail: lucykashu@gmail.com  
When replying please quote  
Ref: K/C/R.3/VOL.1/12  
And  
Date: 9<sup>th</sup> September 2013



County Director of Education  
Kajiado County  
P. O. Box 33  
KAJIADO

**The District Education Officers**

1. Kajiado North
2. Kajiado Central
3. Mashuuru
4. Isinya
5. Loitokitok

**RE: RESEARCH AUTHORIZATION – WILBRODAH ADHIAMBO ORINA**

Wilbrodah Adhiambo Orina, a student at Catholic University of Eastern Africa is undertaking research in Kajiado County on "**Assessment of factors leading to early retirement of Secondary School teachers - Focus on Kajiado County**" for a period ending 31<sup>st</sup> December 2013. She is hereby authorized to proceed with the research. By a copy of this letter, Adhiambo is required to give this office a copy of the research works.

Please accord her the necessary assistance.

A handwritten signature in blue ink, appearing to read 'Mwarania'.

**MOSES M. MWARANIA**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**KAJIADO COUNTY**

**APPENDIX: 10**  
**RESEARCH AUTHORIZATION**



**OFFICE OF THE PRESIDENT**

**MINISTRY OF INTERIOR AND COORDINATION  
 OF  
 NATIONAL GOVERNMENT**

Telegrams: "DISTRICTER", Kajiado  
 Telephone: 0203570295  
 Fax: 0202064416  
 E-mail: [kajiadocc2012@yahoo.com](mailto:kajiadocc2012@yahoo.com)  
[kajiadocc2012@gmail.com](mailto:kajiadocc2012@gmail.com)

THE KAJIADO COUNTY COMMISSIONER  
 P.O BOX 1-01100  
**KAJIADO**

When replying please quote

**Ref.No.KJD/CC/ADM/45/(4)**

**9<sup>th</sup> September, 2013**

The Deputy County Commissioners;

1. Kajiado North
2. Kajiado Central
3. Isinya
4. Mashuru
5. Loitoktok

**RE: RESEARCH AUTHORIZATION: WILBRODAH ADHIAMBO ORINA**

Ms. Wilbrodah Adhiambo Orina is a student at the Catholic University of Eastern Africa and has been authorized to carry out research in Kajiado County on "*Assessment of factors leading to early retirement of public secondary school teaches in Kenya: Forus on Kajiado County*" for the period ending 31<sup>st</sup> December, 2013.

Kindly accord her the necessary assistance.

Attached is a letter from the University for your information and necessary action.

Albert Kobia Wakamau  
 COUNTY COMMISSIONER  
**KAJIADO COUNTY**

Enclosures

**APPENDIX: 11**  
**A MAP OF KENYA SHOWING LOCATION OF STUDY**



Source: Kenya Tourist Map Ltd.

**APPENDIX: 12  
A MAP OF KAJIADO COUNTY**



Source: Kajiado North Google Map