INFLUENCE OF TEACHER ATTRITION ON STUDENTS’ ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UASIN-GISHU COUNTY, KENYA

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DECLARATION

I, the undersigned, declare that this dissertation is my original work and has not been presented to any university or institution for the award any degree or any academic credit.

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DEDICATION

I dedicate this work to my parents, my late father Mr. Philip B. Mabeya and late mother Sabina B. Mabeya (may God rest your souls Mum and Dad in eternal peace for being my initial teachers) and for your unconditional love and support. My parents were a great foundation and inspiration to my studies since I was a child.
ABSTRACT

The education sector has experienced occasional confrontations on teacher retention in schools. In an effort to address the aspects, the present study sought to establish the effects of attrition of secondary school teachers on students’ academic performance in selected public secondary schools of Uasin- Gishu County, Kenya. The study was guided by the following research questions: What are the trends of teacher attrition in public secondary schools in Uasin-Gishu County? Which factors contribute to attrition of teachers in the County? How does teacher attrition influence students’ academic performance in the area under study? What challenges face public secondary schools in retention of teachers in Uasin-Gishu County? What could be implemented in public secondary schools to retain teachers in the profession? The study was anchored on the Equity Theory by Adam Smith. The study employed the convergent mixed methods design that employed the use of qualitative and quantitative approaches. A total of 656 respondents that included head teachers, teachers, students and Education officials were sampled using both purposive and simple random sampling techniques. The teachers and students were selected using stratified random sampling methods while principals and education officials were selected through purposive sampling methods. The study also used snowball sampling technique to sample teachers who had left the profession. Data collection instruments included teachers and students’ questionnaires, principals and education officials’ interview schedule and document analysis data were analysed both thematically and by use of inferential statistics. Independent t-test and Karl Pearson correlation was used to test hypothesis. There was a negative correlation between teacher attrition and students’ academic performance. Qualitative data were analysed and reported in narrative form. Findings showed the trend of teacher attrition in the county was on an upward movement in the past five years. The study revealed that most of the teachers affected had master’s degree and above and were mainly of male gender. The study further found out that attrition rate was higher in boys’ schools followed by girls and the least was in mixed day secondary schools. Secondly the study found out that the need for career progression, poor remuneration, and unfriendly working conditions were the major factors that caused attrition in public secondary schools. The results indicated that ethnicity and mismanagement of teachers were the major challenges that faced secondary schools. The study recommended the aligning of teachers’ salary with that of other civil servants, school administration need to be impartial in teacher management and the Teachers’ Service Commission should be considerate when posting teachers where there is a lot of hostility for aliens. These findings can be used by The Teachers’ Service Commission, Researchers on teacher attrition and the Ministry of Education, to develop appropriate policies on teacher retention and develop more in-service packages for teachers’ academic development in order to retain them in the profession.
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## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATL</td>
<td>Average Teaching Load</td>
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<tr>
<td>CBE</td>
<td>Curriculum Based Establishment</td>
</tr>
<tr>
<td>CDE</td>
<td>County Director OF Education</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<td>ELRC</td>
<td>Education Labour Relations Council</td>
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<td>HSRC</td>
<td>Human Sciences Research Council</td>
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<tr>
<td>IALEI</td>
<td>International Alliance of Leading Institutes</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NCTAF</td>
<td>National Commission on Teaching and America’s Future</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>SDGs</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>TOD</td>
<td>Teachers on Duty</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
</tr>
<tr>
<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organisation</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Teacher attrition issues in education are not only of great concern to the school environment but also among all other stakeholders in Education system (Goldring & Taie, 2014). Teacher turnover is a component of Attrition, in which teachers either voluntarily or involuntarily leave teaching (Armstrong, 2009). In this case, teachers who voluntarily leave the profession have an alternative job market while those who involuntary leave results from the age factor. In this research, it refers to permanent loss of teachers from secondary schools (different from natural attrition). It involves the aspects of; early retirement, voluntary resignations, transfers and migration.

Mulkeen (2010) argues that teacher attrition does not have a single suitable classification until one explains the policy or study context in which it is applied. Several scholars apply various classifications as conditions of departure, exit, transfer, shortage, turnover, migration and brain drain to widely define the term. In current study, attrition was used for all teachers who leave the profession particularly from secondary schools for whatever reasons and included those promoted to the other positions (away from teaching), such as County Directors, Staffing Officers and Quality Assurances and Standards Officers (Maku & Begi, 2017).

In the school environment, teachers comprise the central part of the system, an issue confirmed globally to have an effect on the students’ academic performance (Barnett, 2017). They facilitate the learning process of learners as well as the quality and retention of children in schools. The need for qualified, well-inspired and maintained teachers is an important factor for student’s school learning environment. Quality teaching and learning sturdily controls the learners’ consumption in their academic achievement (Ingersoll & May, 2011).

According to Darling-Hammond (2010), education is fundamental to socio-economic development of a country as it imparts skills and knowledge in learners and prepares them to take up roles in national development. Craig (2014) established that deficiency of well competent personnel in schools is an important aspect in students’ learning processes in countries that are both urbanized and those that are in the process of urbanization. According to Ndoye, Imig and Parker (2010), teachers who are effective in
teaching are significant to the contribution of quality student accomplishment. However, it has become increasingly difficult to retain them in classrooms due to resignation and migration to other professions an issue that affects performance in the Education. In particular, secondary schools around the world continue to experience, teacher attrition and shortages an issue that has become critical and of great concern for policymakers and school administrators.

The experience of teacher turnover in both developing and developed countries is a phenomenon that worries all those that participate in management of schools. In this case, it needs urgent attention and address if the economic status of a nation has to develop (Ingersoll, 2012). According to Saleem and Gul (2013), a critical phenomenon is experienced worldwide when the most qualified and knowledgeable instructors leave the occupation in great numbers. This according to Agezo (2010) puts the most vulnerable learners at a risk in failing to realise quality education for their future career opportunities. Dalgic (2014) on the same view established that a good number of learning institutions have suffered educator turnover which definitely has serious negative effects on students’ academic achievement.

In order to plan for teacher recruitment and employment, the factors that contribute to attrition issues need urgent consideration. In a study by Ingersoll (2012), established that unchecked teacher turnover does not only affect the academic achievement of the learners but interferes with the effectiveness of the school organization well. However, there is more concern on the disruptive effects of the underlying problems on how healthy schools can be organized, maintain quality teachers and improve learners’ academic achievement (UNESCO, 2016).

In addition, the most important factor in schools is to warrant that excellence teaching and learning extensively accredited to learners. However, even stable education systems of the most developed countries encounter phases of deficiencies and excess distribution of teachers. Globally, there is growing concern on shortage of personnel in the teaching profession in various countries. In comparison in America, the teaching profession has the highest number of members which outweighs that of registered nurses and five times that of lawyers (Darling-Hammond, 2016). Unfortunately, the number of teachers leaving the teaching profession is higher than all other professions. The UNESCO report (2011), established that in Pakistan teacher attrition surfaced as a significant problem, which affected school performances. A survey on staffing in schools by the National Educational statistics Centre (2012), a third of newly employed teachers
was established an adequate proof in America left teaching in their first three years of employment while more than half left during the first five years.

Teacher turnover, shortages and migration is of great concern in a number of countries as reported by an OECD (2014). For instance, a qualifying number of new teachers in Australia were not sufficient to meet the projected demand of 70% by the end of 2010 (UNESCO, 2016). Consecutively to meet the enrolment targets in Finland, there were difficulties in getting qualified in science related subjects, mathematics including computer science and agriculture (Lindqvist, Karin & Carlsson, 2014). The projected output of newly qualified teachers in the United States knocked down 8% of the needed number of teachers over the following decade from the 2.5 million newly trained (Craig, 2014). In order to curb the issues of teacher shortages in schools most developed countries lowered the requirement policy on teacher training courses. In the process countries like Luxembourg and other developed countries reported 80% of fully qualified teachers employed on permanent terms OECD, 2014). While some OECD countries have an oversupply of experienced teachers resulting to a huge unemployed number of teachers, others experienced serious shortages.

In Chicago, the National Commission released report (2010) on teacher migration established that exit of both new and experienced teachers within the early of employment was a great challenge for principals and other school managers as it habitually comes along among critical negative detriments. The report further established that teachers left the profession with various reasons which makes any new professional development and induction programmes for teachers to end up having little time to take effect. Therefore, most of the school management Boards are forced to overstretch the budget and time on recruitment, hiring and induction of new members (Schleicher, 2012). In Britain Lambert (2006) noted that mobility of teachers sandwiched between schools and colleges was a significant threat to the education sector leading to the loss of a huge number of human resource. Still in UK, The Sutton Trust (2011) found out that some teachers kept on changing schools while a number switched jobs from the teaching profession to other lucrative jobs due to comparatively lower pay as well as poor working conditions.

A survey conducted by Mizala and Nopo (2012) in the Latin America on teacher satisfaction with salaries that they were being paid for. The study was a comparative research between teachers’ salaries and other professional technical training occupations. They established that 15.7% left teaching to take up different jobs while 40% of those
sponsored for further studies did not want return to the teaching profession which had a lot of negative effect on learners. According to McKenzie (2012), when teachers who are involved in critical projects exit teaching in the middle of the year, learning, teaching and one-time school activities are disrupted. Ingersoll (2011), in support of Finlayson’s views expressed, that instructor erosion had a great deal of influence on the students’ academic performance and general school programs. An extensive interaction with learners and the production process are prone to suffer when subjected to high teacher shortage in an institution.

In China, Buchmann (2012) distinguished lack of clear policy on teacher retention, as a great problem that raised concern for all stakeholders. With an increase of alternative career paths, there were various labour markets opening for skilled and potential teachers who made comparisons in their decisions before exiting. However, teachers who are holders of higher degrees moved to better jobs either within the education sector or within other organizations that congregated their demands with greater flexibility. In a literature reviewed by OECD (2012), 50% of teachers highly qualified in china within five years left the teaching profession, which was quite high although recorded rates vary widely between countries.

A study by Darling-Hammond (2010) in the USA, established that attrition rates was 30% contained in the first three years of entering the profession. The attrition rates in OECD countries varied from 12% to 24% year on year, in the midst of Korea having the lowest rates due to better working conditions there and the highest in the USA due to different factors. Individual countries’ rates vary over time for example the attrition rates of primary school teachers in New Zealand, rose from 8.5% between the years 1996-1997 to 10.4% in the next two years 2000-2001, while in public secondary teachers in USA rose from 5.6% to 8.4% (Dobbie, 2011). The attrition (wastage) rates in United Kingdom, for both secondary and primary schools were 10.0 % and 7.2 % respectively (Smithers & Robinson, 2008). In Britain, teacher attrition was declared a national crisis (Schaefer, 2013). Lindqvist, Karin and Carlsson (2014) in their study reported that teacher attrition was worse in Sweden but observed the situation was currently of concern in both developing countries and those that have developed.

De-Angelis and Presley (2011) on their part argue that many other countries like Australia have the same problems in schools each year. Ingersoll and Merrill (2010) argue that recruitment programs cannot solve problems on teacher attrition in schools but instead retention and organizational causes first need be addressed. The United Nations
Education, Scientific and Cultural Organizations (UNESCO, 2011a) statistics raised a worrying concern over the popularity of the teaching profession, which appeared to be a less professional choice for young people due to the high number of teacher exit every year. The report further expressed that the teachers’ roles in schools have become more complex and the learners’ needs have also become more diverse yet teaching in most countries, is less respected than it once was. In order to achieve the educational goals and the whole moral development of learners, instructors have to be responsible for and remain up to date with emerging knowledge in their subjects and fields in order to succeed.

In relation to high teacher attrition rates in the education sector, some countries have implemented a variety of compensation program like individualized salaries, incentives for teachers in hardship areas and allowances based on student performance in national examinations aimed at improving teacher retention in public schools. Grissom (2011) observed that high teacher mobility rates have a negative implication in the learning environment as it disrupts stability and continuity in the teaching and learning process. Many countries, for instance hire applicants who lack proper qualifications to key in gaps caused by attrition. In countries that are developing, the problem as pointed out in the subsequent section is comparatively serious.

A survey study by International Task Force on teachers for EFA (2010) revealed that in developing countries, even though there is lack of detailed data, the situation is critical as other countries that are developed. The collection of data on attrition of teachers and storage in many countries is inadequate, meagre which does not require the level of analysis to be carried out. The reliable data under attrition is hard to get and most numbers published are on rough calculation estimation. A study on teacher attrition some countries that are developing, where Kenya was included by UNESCO (2016) established that the capacity of data collection was hard to verify, as it was seriously limited and tampered with. Most of the schools did not keep proper records on reasons and destination of teachers who affected by attrition. Furthermore, the data collection procedures always contained insufficient details on particular subject-teachers, or clear qualifications of teachers.

In Namibia, UNESCO (2016) established that a total number of teacher attrition rate was of 11.7%, while other reports from the World Bank indicated that between (2006 and 2007) attrition ranged from 2.0% to 10.0% (Mulkeen et al, 2010). In Ghana, the report by the World Bank (2012) found increase of 60% in teacher attrition rates of
secondary school teachers and gradually the proportion dropped to 53% from 72% in 2013. The state in order to assist keep more children in schools, hired untrained teachers to assist keep and lower the Pupil Teacher Ratio (PTR), which was perceived as endangering the quality of education. However in Rwanda, qualified number of teachers improved from 49% to 96% in 2012 while the ratio of Pupil Teacher was at 59:1. Murnane and Willet (2011) argued that in order to produce valuable and excellent learners that will contribute to the country’s future development, highly qualified and talented teachers or key teaching staff are crucial in schools.

In an effort to take action on the road towards urgent needs, to an increased enrolments in schools (Schaefer, 2013) observed that most developing countries, should launch comprehensive employment projects occupied within the extensive engagement of teachers on contract terms on quality emancipation predominantly in sub-Saharan countries and South West Asia. In contrast, Kingdom, Aslam, Riwal, and Das (2013) raised serious concerns over the quality of delivery of contract teachers without any pre-service training in the profession as compared to permanent teachers. According to them, the lower salaries paid, working conditions and surety of job security may be some factor that dissatisfies their delivery. Contract teachers for instance in Niger, earn only half of the civil servants wages, which does not cater even for their basics (Pole de Dakar Database, 2014).

The UNESCO Report (2016) indicated that teachers employed on temporary terms include those with minimum levels of professional qualification and formal education but working on interim periods. The employment engagement terms in this case, vary from one institution to another. Accordingly, one employer might want to improve the professional qualifications for the purpose of quality and development in professional status. However, other scholars like Duflo, Dupas, and Kremer (2012) established that where parental or community involvement in the learning processes, contract teachers are more effective than teachers engaged on permanent terms. For instance, in Mali scores of grade 2 and 5 in number work and activities in language were consistently higher when they were taught by contract teachers whom the locals closely monitored.

In both countries that have developed and those that are developing, teachers who are qualified are not only hard and expensive to retain but also to attract them to the teaching profession (World Bank, 2010). According to Maganga (2016), an impediment to growth in the education system is teacher attrition, particularly for public schools.
Schools can successfully retain teachers in the profession when only satisfied with issues related to their job, and this will definitely lead to quality performance and therefore enjoy the profession in the long run. Literature has shown few interventions on how to improve retention of high school level schools, which has yielded significant, affirmative results (World Bank, 2010). Teacher attrition has broad implications for schools where it could be both destructive and positive in the cohesion of the teaching and learning in schools. The devastating impact could be positive if the new teachers bring in new and productive ideas or negative if significant institutional knowledge is lost.

In Sub-Saharan Africa, Ekundayo (2010) reported that Nigeria relegated the teaching profession to the background and discovered occupation of instruction was not accorded the respect it deserved. A good quality of teachers quit the profession annually to jobs with satisfaction based on various reasons. The teaching profession In Nigeria, therefore, the teaching profession was characterized by continued mobility, migration and stumpy morale due to the pitiable working environment (Adunola, Musibau, Ogbari & Adeyeye, 2016). According to Pitsoe (2013), the problem of teacher attrition has almost reached a catastrophic stage in countries that are underdeveloped. Different incentives have been employed as incentives in most of these countries to increase teacher retention but to no success (Kavenuka, 2013). For instance, Mozambique a system of financial bonuses for teachers who relocated to rural areas and worked in shifts was employed , in Kenya, flush additional benefits per month was paid to teachers who located to areas curved as hardship zones (UNESCO, 2010a). Similarly, in Uganda, teachers who worked in hard to reach Zones were given a 20% hardship allowance in order to maintain them, which did not work (Mulkeen, 2010).

The International World Declaration on Education for All put forward that data collection and dissemination in many Sub-Saharan Countries is inaccurate, difficult to analysis and gives reliable results (UNESCO, 2014). However, there was significant evidence that every year approximately one and a half million teachers were recruited to fill up the gap created by attrition due to poor remuneration as compared to the other profession (Albert, 2012). The United National Education Scientific Cultural Organizations (UNESCO, 2011a), supports the views that there are countries experiencing higher teacher attrition rates but have rarely well recorded data. According to Egu (2011) attrition in the South Western part of Nigeria was at 1.5 % in 2004 estimating to 10% migration of teachers to other professions in the initial stage of the profession.
In a study by Hedges (2008), on teacher attrition in six countries, established that the attrition rates in most of these countries stood at 4%. In Ghana, about 33,185 representing 7.9% of the teachers abandoned their teaching profession and sought alternatives jobs while in Kenya, an estimation of about 10,000 teachers (80%) left the classroom due to several factors ranging from the profession to personal factors (Agezo, 2010). On the other hand, Syearmithers and Robinson (2009) established that attrition problems vary in different countries and is a worldwide concern.

In Uganda Candle (2010) research on the influence teacher turnover in private secondary schools, established that for schools to provide quality Education for academic excellence, there must be quality in the training given to the teaching staff. The duration period taken is a school determines the teachers’ competence. The study therefore recommended that teacher development program needed to be encouraged consecutively to improve the accomplishment of the country's vision and mission. Candle’s revelation seems to be in agreement with Egu (2011) views that teachers’ the qualifications and experience greatly contributes excellent presentation of students.

In the Kenyan context, given myriads of innumerable dynamics that affect public secondary school teachers, the situation is not much different. According to Onwonga (2012), Kenyan teachers remonstrate of confrontations encountered in their profession such as poor working conditions, strain relationship with sponsors, insecurity, workload stress and inadequate resources, threats from both parents and politicians that leads to professional dissatisfaction, which end up contributing to making decisions of quitting the profession altogether.

The quality teaching is of great value and teachers need to be appreciated in the role played in the provision mentorship. In order to appreciate the importance of teachers, the government of Kenya has engaged various institutions to enhance relevant skills in teachers and invested more resources in teacher training colleges (Republic of Kenya, 2011). However, in an empirical study by Katula, Mutune and Orodho (2014) observed that although the government seems to allocate resources to teacher training institutions and programs before the underlying reasons that contribute to the phenomena are addressed, the situation remains the same perspective as both global and regional. The major impact in Kenya lies on the allotment and exploitation of the teacher resources.

Education for global citizenship has become increasingly important as the world has become more interconnected through globalization. The belief behind this education is that education which promotes nationalism or patriotism to a specific country is
limiting, and can be a source of conflict. For instance, a study in Kisumu City-Kenya by Kizito, Chumba and Kindiki (2010) raised key concerns on the management, supply and demand of teachers that cannot be solved by simply training and employing new instructors to substitute those who quit the profession but on how to attract and retain competent teachers. The study found out that elements such as environmental sustainability and social justice, with skills such as non-violent resolution and critical awareness and respect, to shape learners to be well rounded and conscientious citizens of the world should be emphasized in schools. This means that learners will be able to understand the impact of teachers and actions on populations around the society and work for change that promotes the greatest good for everyone, not simply for them. Teachers should therefore assist the students to appreciate the interdependence of the neighbourhood. In another study by Mangicho (2014) established that education that is connected with the day to day realities of children can bring new ideas and practices for an important improvement in the instruction processes. Mangicho observed that teachers should take the role of guide rather than imparter of all knowledge. On the other hand, the high attrition rates of experienced and qualified teachers have a negative association in education. Therefore, a child growing in Kenya should be helped to appreciate the fact as a citizen of the world, has different strengths and capabilities to benefit from the knowledge of their teachers. According to Mulkeen (2010), a variety of teacher strategy adjustment could give break down such rates which include improved working environment for teachers, cordial management of teachers by principals, factors on deployment and proper use of the local personnel.

The most important resource input in the education system is a teacher where competent utilization of the supply is significant in the overall administration (MOE, 2005a). Oketch and Ngare (2012) argue that a huge number of teachers, leaving the profession to other professions have created teacher shortage in public secondary schools across the country. Though the current Kenyan policy of teacher recruitment in public secondary schools through advertisement of vacancies aims at rectifying the uneven distribution of teachers there are loopholes that needs to be addressed. On the same view, Ngala and Nyakwara (2017) argue that the policy mostly addresses only replacements of teachers of natural attrition and normal retirement. An indication that the Government does not budget sufficiently for teacher recruitment and this has an effect on the learners.

Teachers in Kenya, are perceived to be poorly remunerated in comparison to all other professions and lacks assurance of job security; in fact, most people assess teaching
as a profession for the less qualified persons without financial security, and it capitulates inferior income than operation of an unceremonious trade. Teachers’ salaries as attested by Vohya (2012) should enable one obtain social and economic needs and improve their status in society. In an empirical study by Onsomu (2014), teachers make critical evaluations on several options before considering leaving the profession but primarily remuneration and the perception society has on teachers that is always mirrored through the several demonstrations by teachers on the streets in pursuit for better remuneration.

Oyaro (2008) observed that the aspect of respect for teachers in Kenyan schools goes beyond being human not an animal and it is not government given but God. Teachers must therefore respect and protected. The study reveals that between January and June 2008, the teaching profession lost 600 teachers for greener pastures. UNESCO (2012) report placed the teacher shortage in Kenya for both primary and secondary schools at 61,235 approximately. That although the recommended ratio of 45:1 had been achieved, there were still regional disparities in ratio as high as 53.1 and 63.1 in the Coast and North Eastern provinces respectively.

Salil (2012) raised great concern over an enormous number of Public secondary school teachers in Kenya that leave the profession of instruction. In a similar observation by Ojwang (2002), revealed that teachers in Kenya protest of poor wages, indiscipline among students and lack of clear policies on job security in the profession. This according to the observation exposed teachers’ job dissatisfaction and movement to other institution that meets their needs and satisfaction. The UNESCO report (2016) indicated the attrition rates for teachers migrating to other labour market at between 7,000 and 11,000 annually. This contributes to the persistence in national teacher shortage and consequently a serious effect on the quality of learners’ academic achievement. According to the Kenya Educational Sector Report (2012), to address the deficit of educator deficiency in public institutions, 33,079 instructors will be needed to cater for free day secondary school education (Wekesa & Nyaroo, 2013).

In Kenya, while it is laudable that TSC is temporary solving the teacher shortage by hiring teachers on contract, the notable challenge is that the teaching fraternity splits its human resource into groups expected to give the same output with varied inputs. The TSC permanent and pension able group, the contracted group by TSC and the Board of Management (BOM) group with very different scheme of services but are treated equally. In this case those entrusted to look after the welfare of teachers find it difficult to use viable means to cater for them (Education, Vol. 041, 2011). The focus on the problem of
attrition associates it with high quality teachers who transfer services or resign from the profession altogether.

The pandemic of attritions are crucial factors that require action by both educational planners and policymakers in education sector (Boyd et al., 2011). On similar views, Muriithi (2010) observed that teacher shortage was a critical aspect in the provision of quality education public institutions in Kenya which needed urgent address if the country had to achieve the Sustainable Development Goals (SDGs) and Vision 2030. A study on causes of pitiable students’ educational performance in secondary schools in Mwimbi Division Mara Sub – County by Reche, Bundi, Riungu and Mbugua (2012), revealed that the region within a year experienced a high attrition rates of almost 50% teachers that sought transfers from the district. The study used only a questionnaire to collect while the current used a questionnaire, document analysis and interview guides to collect information from respondents.

An empirical study by Ariko and Othuon (2014) in Suba-District, established that the rates of teacher attrition was at 16.5%. This was high and above the national annual average of 5.0% which was a critical aspect on the learners’ academic performance. The study collected data from teachers only while the present study used teachers, students and the sub-county education officials. In another study by Mangicho (2014) in middle level and colleges on the constant change of instructors revealed that the turnover rate were at 50%, and had a critical effect on education sector. The study as a result recommended that the Kenyan government should review teacher retention policy in education in order to maintain teachers in the profession. The study was carried in a different geographical set with different aspects of attrition than the current study.

Ingersoll, Merrill and May (2014) established that teacher attrition was a common problem that faced both private and public schools in the education sector. However, the value accorded to the teaching profession is a phenomenon that has increasingly become debatable. Frequent attrition reduces the quantity of teachers available in the Education sector aggravating to the professional shortage. Attrition at the same time had a serious impact on the quality of instruction, especially when the instructors who exit are the most qualified ones. Among other studies (Koech, 2011; Ingersoll, 2012), organizational consensus that employee turnover can either be beneficial or detrimental depending on the aspects that contribute to the turnover. However, in most instances, some of issues can be very upsetting and expensive when their outcome and originality are not acknowledged early on and maintained. Once acknowledged, would then assist in
retention of the best workforce in the occupation and productivity improved (Kimaro, 2015).

The Education Ministry in Kenya (MoE, 2011), during an Education Day in Eldoret Town, raised a lot of concern on the rates of teacher attrition in the county despite it having high socio-economic indicators that could possibly influence teachers’ stability in schools. This according to them contributed to poor students’ academic achievement in the national evaluation results. According Toft (2011), education in any country is a major socio-economic development cornerstone. Thus, for quality education; training is per law an international convention right for all Citizens. Furthermore Kasau (2012), observe that Kenya’s commitment to free day secondary education is a positive move as from 2008 but due political ambitions which are strongly linked to the economic growth of a country, the commitment has not been achieved due to the inadequacy of staffing in public secondary schools.

The big roles of policymaking, resource mobilization, provision of quality assurance and teachers by the Ministry of Education are credentials to the quality of education. Ingersoll (2010) postulates that the key concern of attracting teachers in the system is managing the supply demand of teachers. According to Ingersoll if the policy put in place is not well defined and teachers’ needs satisfied, opportunity for better pastures will influence migration. Chumba (2014) on the other hand emphasises that apart from the impediment of teachers’ disillusioned by the experiences encountered, leaving prematurely the profession equally contributes to heavy financial and related expenses. In support of Chumba’s views, The Kenya National Union of Teachers (KNUT) maintain that teacher attrition problems may not be solved even though the teachers’ service commission (TSC) replaces teachers who have left the service through natural attrition and employs more to fill the retirement gap. This is because the number of teachers employed against those leaving is negligible which has caused serious problems of under staffing and shortages of teachers in all public schools in the country. The problem is crucial as it denies learners a need for quality education in the Country (The Kenya Teacher Magazine, 2009).

With an increased rate of teacher attrition in schools, students’ academic achievement in national examinations has been on a decreasing rate over the past five years (2012-2016) in Uasin- Gishu County (Uasin Gishu Education Report, 2017). The performance of public schools in KCSE examination from 2014 to 2017 has been on a decreasing trend: 2014 (M=5.0176), 2015 (M=5.0013), 2016 (M=3.5213) and 2017
It was not known whether the decreased academic performance by students (due to reduced number of students being admitted to universities) could be as a result of teacher attrition. The study therefore tried to inspect the outcome of attrition on the performance of the students’ academic in Uasin- Gishu County public secondary schools.

1.2 Statement of the Problem

Academic performance of students in secondary school is an important factor in achieving national goals of a country. The Kenyan government is committed to ensure that all learners gain entry to tertiary colleges and universities so that they can participate in the country's economic development. However, recent statistics have shown that the trend in student academic performance in KCSE has been on a downward trend in majority of schools in the country (Gatemi & Thinguri, 2018). The most important aspect in shaping a student’s academic achievement is the retention and quality of his or her teacher (UNESCO, 2016). The education sector has a serious problem of losing thousands of dedicated personnel to other sectors consistently, putting most students at risk and vulnerable to fail (Sribayak, 2017).

In Kenya, the Teachers’ Service Commission (2016) recognized that over 1,000 teachers lost annually hindered curriculum implementation, disrupted continuity in the learning process and negatively affected learners’ academic achievement. The commission’s worry on the brain drain of teachers to foreign countries for better-paying jobs and teacher resignation was on the rise. Other teachers who go for further studies both within and outside the country do not return to the teaching profession.

In Uasin-Gishu County, the general teacher attrition is overwhelmingly high leading to teacher shortage in most public secondary schools. The attrition rates seem worsened with the emergence of many Universities in the county and introduction of school-based programs where most teachers opt for career development then seek employment within the institutions or look for green pastures elsewhere (Onsomu, 2014). The data from the Education office indicated serious shortage of teachers in public schools in Uasin-Gishu (Uasin-Gishu County, 2017). The established data showed that in 2012 the number of teachers who had left was 10% while a combination of 2013 and 2014 was 17% and in the years 2015 and 2016 the figure was 12%. The increase of the attrition rates in the county raised some concern during an education day as shown in the report (Uasin-Gishu county 2017). The (KCSE) examination analysis results also
reflected a significant decrease in performance of schools in the four years that were accessible as shown: in 2014 (M=5.0176), 2015 (M=5.0013), 2016 (M=3.5213) and 2017 (M=3.2049).

In order to address the contemptible results in the institutions, a number of Board of Managements (BOMs) have resulted into the employment of contract teachers to counter the deficiencies. However, the performance of these schools remains low. The concerns the researcher raised is the competence, experience and qualifications of the contracted teachers in replacing the ones who leave. Further, some of these contract teachers work for a short period and leave once they get an employment anywhere else. This creates high turnover of teachers in schools. Most of these teachers also have no experience in subjects they teach which definitely affects performance. This is a threatening scenario has it has financial implications for the parents and undermines the government’s policy for Free Secondary Education. The study, therefore, tried to investigate whether teacher attrition had any effect on the students’ academic achievement in public secondary schools of Uasin-Gishu County, Kenya. The purpose of the study was to develop and propose mechanisms on how to retain teachers in the teaching career.

1.3 Research Questions
The study was guided by the following research questions;

i) What are the trends of teacher attrition in public secondary schools of Uasin Gishu County?

ii) Which factors contribute to attrition in the public secondary school teachers in the study area?

iii) How does teacher attrition influence students’ academic performance in public secondary schools of Uasin-Gishu County?

iv) What challenges do public secondary schools face in retention of teachers in the County under study?

v) What measures could be implemented in schools to reduce attrition in secondary school teachers of Uasin Gishu County?
1.4 Research Hypotheses

The following hypotheses were tested in the study.

**H₀₁**: There is no significant relationship between teacher attrition and students’ academic performance in Uasin Gishu County.

**Hₐ₁**: There is a significant association between teacher attrition and students’ academic performance in Uasin-Gishu County.

**H₀₂**: There is no significant difference between locality of a school and attrition of teachers in Uasin Gishu County.

**Hₐ₂**: There is a significant difference between location of school and attrition of teachers in Uasin Gishu County.

1.5 Significance of the Study

The study findings are anticipated to be essential to different stakeholders in the Education area in the country. The school administration, policy makers, educational planners, the Ministry of Education and other stakeholders in the Education sector on the magnitude the attrition of teachers has on the instruction and knowledge in public secondary schools. In the teaching career, the problem is escalating on implausible rates, which puts the educational achievement of the learners at risk. This agrees with several previous studies, which have established that teacher attrition has effects in students’ academic achievement (Craig, 2014; Tehseen & Ul-Hadi 2015). Saint-Ulysse (2017) also established that the whole education sector rotates on the inhabitants’ ability to retain highly competent instructors in the teaching occupation. In this regard, the study will be of assistance to the foregoing mentioned stakeholders.

The findings of the study are of critical value to the Teachers Service Commission (TSC) as seen from previous studies that some of the issues on teacher attrition can be controlled and wastage managed. The TSC will be assisted to streamline the management of teachers in correlation to the attrition rates. Through understanding the aspects of attrition in public secondary school teachers in Uasin Gishu County, TSC will be able to develop better mechanisms of handling teacher problems other than castigatory approaches. Further the study will assist the quality Assurance and standards officials to re-evaluate their approach on supervision of teachers in schools that can create amicable operational affiliation in the learning environment.

Information on influences of instructor attrition on learners’ educational performance adds value to the existing body of knowledge references, and the
recommendations would hopefully be useful to scholars who may be interested in carrying out the same research in a different study area for the purpose of comparison. The results could also be of great use to other stakeholders like sponsors, politicians, and School Management Boards as it will act as a springboard for creating awareness and demarcation on their roles in management of schools and avoid interferences in teacher management.

The research would also benefit the Ministry of Education and all other stakeholders in the education sector to examine what is affecting the teaching profession even after issues of remuneration have been addressed and suggest strategies that can be implemented to retain teachers in public secondary schools in Uasin Gishu and Kenya as a whole. This is very crucial as retention of experienced teachers will improve the quality of teaching and learning in secondary schools.

1.6 Scope and Delimitation of the Study

The study was confined to only public secondary schools in Uasin-Gishu County that had sat for the Kenya Certificate of Secondary Education examinations (KCSE) for more than five years. Whilst numerous other aspects could affect the academic achievement of any learning institution, this study investigated the relationships between teacher attrition and students academic performance, attitudes held by teachers and students, the competency of teachers, availability of resources and institutional support in the retention of teachers in the profession. The county has 166 public secondary schools. Due to the big number of schools, 30.0% of the schools participated in the study. The study sampled principals, teachers (present and those who had left the profession) and education officials as respondents. Out of the total school population this study sampled form 3 and 4 students who have stayed in the schools long enough. The two classes were also considered grown-up and conversant enough to respond to the study instruments correctly.

The inclusion of principals was due to their roles as chief executive officers in the sampled schools and therefore placed in better positions to explain aspects related to teacher management and the academic performance of the students. The teachers were included in the study in order to examine their perceptions on the effects of teacher attrition in the instruction and education in institutions.

The study was restricted to the sampled public schools in Uasin-Gishu County. It was not achievable to include all the stakeholders involved in education, that is the local
community and the faith based organizations form the sample to be studied. Consequently, the findings debarred their equally significant contribution on the aspects of attrition on educational achievement of the students. One of the extraneous variables which may affect academic performance in schools is the local politics which could not be controlled in this study. A preamble on the questionnaires requested the respondents to be objective and dispassionate in their responses. The multi-cultural nature of the study area also limited the freedom with which the participants freely expressed themselves on the aspects of teacher attrition in schools. While efforts were made to make clear the purpose of the research, it was difficult to gain total freedom of expression. Discussion on the aspects of attrition is reasonably controversial, and the respondents may have withheld constructive information, although efforts were made to reassure them of the confidentiality that the information given was to be treated with.

1.7 Theoretical Framework

The study was grounded on Adam’s Equity Theory of motivation (1963), which was applied to analyze the data and present the findings. The theory is concerned with the perceptions on how people are treated as compared to others. According to the theory, it is assumed that job discontent in teachers is a type of behaviour associated with attrition in schools. Previous studies on teachers’ motivation have applied the theory and found it successful (Bennell & Akyeampong 2007; Gemeda & Tynjala 2015a). The study was concerned with motivation and behaviour of teachers in the study; reasons behind attrition, the effect of attrition on the learners’ academic achievement and possible propositions on how to increase satisfaction of their needs and retention in the teaching profession. According to the theory, the centre of human behaviour is associated with creation of satisfaction and motivation of employees in their work environment which made equity theory applicable for analytical framework in this study.

John Stacy Adams, as a psychologist first presented the theory in 1963, when working in a general emotional corporation for behavioural research service. The corporation imposed an hourly 11% cut wage on the workers and required them to give up their scheduled pay elevations. The employees were to be retained by the company for three years to ensure fulfilled job security, with the provision of all the required resources. The workers’ morale and productivity dropped; as the pay reduction was perceived inequitable in comparison with other companies therefore, resigned.
To induce equity and equality, Adams (1965) carried out an experiment on three sets of students in a publishing company for a proof reading test. The first set did not qualify to earn but still were paid for the reading rate. The second set of students did also not qualify but paid a lower rate than the first set. The last set of students qualified for the reading rate and earned accordingly. The results verified the equity theory of fair treatment. The implication is that teachers prefer working in situations where balance between individuals’ ability is drawn rather than being treated equitably.

The Equity Theory contends that employees in this case teachers seek to maintain equity between their input in the teaching profession such as education, work performance, experience, commitment and skills. Others are loyalty, personal sacrifice and trust in their employer with the pay they receive like promotion and allowances in terms of work services and assurance of job security, against the perceived treatment of other employees from other ministries or organisations. Teachers as any employee will not be committed in teaching when their needs are not satisfied and therefore will make decisions to quit.

The main components of the theory are the assumptions that individual teachers assess social relationships within the school environment in terms of working conditions and economic transactions, and then make a comparison of their situation with others in different environments. Failure to find capital balance leads to various actions including opting to leave the profession, transfer services, migrate or relax in the teaching processes. Sachau (2007) argues that motivation in human behaviour remain the foundation for ‘excellent professional doctrines that include quality qualification, retention and satisfaction of teachers. Convincingly, the context reflects the description of Uasin-Gishu County.

The comparison in most occasions is based on similar positions. For instance, a principal in a public secondary school makes comparisons with one in a private school, with similar characteristics for instance job description, managerial skills, experience and level of education. The equitable treatment in this case is felt on the ratio of their contributions and reward. The issue of inequality in teachers is apparent at what time either party experience the balance portion. Most of the time public secondary school teachers perceive that the working conditions in other institutions or organizations are better than in the teaching profession. In this case, equity is judged in relative terms rather than absolute terms. For instance, a teacher in a public secondary school makes
comparison with one in a private school or an institution of higher learning without considering the agreement made by the employer particularly in terms of job security.

According to Spector (2008), underpayment induces anger, when a teacher feels unfairly treated he/she may resort to become hostile towards the school management including the surrounding, becomes ineffective in the assigned duties and eventually decides to quit. Once there are conflicts and hostility within the working environment, the quality of activities is compromised. As Spector puts it, the prediction from the equity theory is that once a teacher discovers that she/ he is not justifiably rewarded, tend to take remedies of the inequity by either engaging in unprofessional activities or relinquishes the contract. For instance, teachers can result to incite students into participation of destructive and disruptive activities such as strikes, burning or destroying school property and exam cheat.

The Equity Theory criticises school managers and all stakeholders on teacher treatment, especially in determining their working environment, social status, and respect, involvement in making major reforms, promotion and creation of cordial working relationship in schools. Such perceptions of unequal treatment and de-motivation of teachers, leads to low morale in their teaching activities i.e. working fewer hours, refusing to take additional responsibilities, showing disinterest in any school programs, including constant absenteeism or demand for better remuneration. In most occasions, these could be some contributing issues for many teachers’ strikes in the country, which definitely have an effect on the students’ academic performance. In the event of such efforts to meet their demands, some individual teachers make decisions to quit the profession altogether.

Sass (2006) contends that to explain a strong theoretical rationale in employee and employer engagement The Equity theory is the best. The teachers in public secondary schools make decisions based on perceived professionalism and the level of their education, content mastery in specialized disciplines, experience and time spent in other school activities apart from the actual teaching. These and many other factors then make teachers to make comparisons of benefits given with those received by their colleagues in different professions either public service sector, private institutions or in non-teaching institutions. This assumption seems to affirm that teachers evaluate several benefits in the teaching career before opting to quit from the profession. The Equity Theory was therefore ideal for the study as it evaluates the variables in the study.
1.7.1 The strengths of the Equity Theory used in the study

The Equity theory confirms that once an individual (in this study a teacher) feels unfairly treated, resorts to non-productive, non-committal, destructive and other disruptive practices that lead to exit from the teaching profession, which actually has an effect on the learners’ academic achievement. Gill et al. (2010) observed that just a mere token of recognition for work well done is an act of appreciation that will make an employee develop a feeling of satisfaction and hence build an ergo of worthwhile, acceptable, trust worth and develop a positive attitude the system.

In a school situation, it contends that all teachers despite their grades or ethnicity should be given equal treatment. Once both the employee (teacher) and the employer (TSC) are in collaboration, the academic performance of the learners would be improved, increase the working relationship, create teamwork and reduce mobility. The equity theory indicates that in an organization both employees who get “too much” and those with “too little” feel dissatisfied. In a school situation, a teacher who has special treatment by the school management may not be a favourite to the rest of the staff members as he/she feels isolated, and the one who receives too little feels frustrated and humiliated. Furthermore, when a teacher perceives that the school management is treating him/her unfairly attempts to eliminate the distress by quitting. The more pain people feel the more they try disfiguring the contract in order to restore equity (Boe, Bobbit, Cook, Whitener & Weber, 2007).

Alternatively, teachers do not need to receive equal treatment in the teaching career, as the decision to join the occupation with a specific interest was their own manipulation. Therefore, individual teachers have different skills, experiences, attitudes and specific interests and skills in subjects they teach. In this case, an old teacher could use experience to produce good academic results while a newly employed teacher uses commitment. Furthermore, in school environment, teachers handling compulsory subjects devote more of their time in class work activities on top of other responsibilities than those of humanities but unfortunately may be treated equally. Curtis (2012) acknowledged that restrained relationship is adjustable to individual factors that affect each person’s assessment perception on the association.

Perceptions on fair treatment and comparison of rewards received by teachers with those in other professions are a symbol of motivation that should increase commitment to the instruction and knowledge process. In contrast, failure by the government to provide satisfactory earnings in exchange for the commitment is likely to
result into a decreased commitment. From this perspective, the equity theory was ideal in examining teachers’ responses as perceived from the factors that contribute to attrition in public secondary schools and the effect on learners’ academic achievement. Some of the factors contribute to certain alternative decisions and behaviours that are either beneficial or non-beneficial to the school setting. Equally, to retaliate against dissatisfying conditions, teachers turn to engagement in negative work attitudes such as laxity, inadequate classroom preparation and non-commitment to any school function. This eventually leads to lack of morale in teaching as a profession and opt to quit through either resignation or transfer of services.

The theory recognizes individual inputs such as education, experience, skills, time spent, commitment and other personal efforts need acknowledgement in order to experience equity. In this situation, the theory urges all stakeholders in education that teachers like any human being need motivation, fair and equal treatment in schools in order to perform their duties well. As Spector (2008) puts it, satisfied workers perform better and likely to remain in the profession. According to Barnett (2017), one of the inducements for dissatisfaction is underpayment; in this case, teachers evaluate many factors in the teaching profession in comparison with their counterparts in other organizations before making a decision to quit.

1.7.2 Weaknesses of Equity theory

However, just as other theories of motivation The Equity theory is without weaknesses. According to the critiques Gill et al. (2010), the theory does not predict the overpayment conditions and universally apply to inter-organizational relationships. This implicates that positive inequity will not have harmful effects if only an organization can induce members to be equitable in behaviour to relate more equitably than inequitably. Thus, the Teachers’ Service Commission is right in rewarding professionalism in teachers and recommended for punishing those involved in unprofessional activities.

For instance, an employer cannot apply fair treatment to an employee who is committed to his / her duties as stipulated by the employment Act to one who is not. In this case, the one-dimension concept of fairness and distribution of fairness token emphasized by The Equity Theory ignores the procedure of fairness. Certain criteria regarding an individual’s contributions and role played in a particular setting could be analysed in the process. In this situation, the theory does not consider that Individual teachers have specific skills or knowledge in a given subject they teach and so the
performance of students’ achievement can be different. Therefore, the theory only conceptualizes perceived justice or fair treatment solely about a merit principle without considering the reward distribution and ignores the procedures that generate the final distribution of the reward.

The theory exaggerates the importance of fairness in social relationships and ignores, aspects of job security, school location, working environment, responsibility, students’ discipline and resources. Therefore, the concern for fairness is only one aspect motivation amongst numerous factors that controls social perception and behaviour of individuals and this makes fairness a weaker force than others do. According to the inequitable perspective, employees in this case teachers exchange their identification, loyalty, and attachment to the teaching profession, in return for incentives given. However, it is still not yet known whether the teachers loyalty to their schools influence their decision to stay or quit the profession. It is an area that the study wanted to prove.

1.7.3 Justification of using equity theory in the study.

Despite all weaknesses, the equity argument is justified to examine the variables in this study as it admonishes employers for a fair and equal treatment in determining rewards for their workers, which, is a universal basis for fairness. In the study the theory assisted the researcher to examine why teachers, like any other employee in an organisation, feel fairly/unfairly treated in their professional career and makes comparisons with their counterparts in other organization and quits the career. For instance, trained teachers promoted to work in the Education sectors as County Directors, Staffing Officers or other profiles in the Teachers’ Service Commission, are compared with those in classrooms in terms of remuneration/ wages, working conditions, incentives and job status. Such perceptions of inequitable treatment lead to job dissatisfaction and a teacher resorts to the termination of the contract, which has an effect on students’ academic performance.

The central tenet of Equity Theory belongs to the social exchange where people make social decisions based on perceived costs and benefits. To determine the benefits people obtain out of social relationship as perceived, teachers evaluate possible settings before leaving the profession, which affirms the assumption. In this case, a teacher examines an environment that helps his social security and personal human dignity, which in itself is a motivation factor in work production. For instance, a teacher will be productive if he/she feels respected, appreciated and recognized as a member of the
school community. As Tanaka (2010) puts it, trust, loyalist, and mutual commitments are essential in a social setting. In this case, a teacher’s social life is a factor for stability and influences his/her learners to improve on their academic achievement.

Sass (2006) notes that an individual repays an organization through a constructive engagement level. In this case, a teacher will engage self to all varying degrees in school environment to commit to quality academic production of learners. That is, does the environment warrant conducive working conditions, such as security, respect, appreciation, trustworthy and involvement in decision-making? Since the theory affirms these favourable terms and conceptualizes on ideas that are competent in relation to teacher retention the researcher acknowledged the Theory as the best for this study.

In order to mitigate the weaknesses in the equity theory, the study used Human capital theory which establishes that employee in this case individual teachers assess both monetary and non-Monetary benefits associated with their career before making decisions of leaving the occupation. Therefore the advocating of the equity theory of teachers making comparison with others in order to quit holds no ground. In these case teachers in their teaching occupation do not only consider salary when making decisions to leave the career but many other conditions like security and the working environment. The theory further advocates that teachers original reasons for entering the profession could influence the exit. On similar sentiments Chapman theory of Career decision articulates that vocational satisfaction, stability and achievement depends on one’s personality and work environment. In this case an individual teacher may evaluate in absolute terms and another on relative conditions of treatment and therefore decides to leave the occupation. Further Chapman’s theory propounds that genetic endowment and specific abilities, environment conditions and experiences influences attrition. So these mitigated the equity theory weaknesses that could have affected the study negatively.

1.8 Conceptual Framework

The study conceptualized the framework based on the examination whether teacher attrition influences students’ academic performance. In this study, the independent variable is teacher attrition while the dependent variable is students’ academic performance. In this framework, various variables have been examined and their role in the influence of attrition. This includes; personal characteristics, motivation, socio-economic, work related, internal and external environment. The framework illustrates the indirect result that the attrition of teachers has on student educational
attainment. The behavioural tendencies according to Rothstein, Paunonen, Rush and King (2011), reflected in personality traits affect certain habits that have an influence among learners’ educational success (Rothstein, et al., 2011).

According to the writers “Evaluation of academic performance”, characteristic approach of behaviour influences perseverance, precision, self-esteem and governance in a learner. Therefore, individual differences in specific personality traits can be theorized on relation to academic success. Frunham and Chamono-Premuzic (2007) noted that cognitive ability reflects what a student can do, while personality traits reflect what a student will do. These are long-term processes, which may accurately be a measure of maximal performance such as cognitive ability scale. The relationship between the different variables is summarised in the figure below;
According to the framework in Figure 1 as shown, the first part of the conceptual framework clearly presents the independent variable and constitutes aspects that trigger friction such as; demographic (marital status, gender, experience and education), attitude (decision, perception, satisfaction and career choice), social political (accountability, government policy, working condition and security) social economic (salary, non-monetary, living standards, accommodation and responsibility allowances). It is also evident that there are the intervening variables that also have impact on academic performance such as behavioural tendencies, academic performance trends, teacher characteristics and cognitive ability of the students, Government policy and type of neighbourhood where the school is situated.
The academic criterion of achievement tends to shift from abilities of cognitive (critical thinking) in favour of motivational variables or personality, for instance domain knowledge (Ackermann, 2007). In addition, there is need to develop an academic performance trend for instance emphasis on improvement of K.C.S.E Examinations mean score and favourable working conditions. In this case, teachers need to be empowered to participate in school decisions and rewarded accordingly in their professional activities. Therefore when all these intervening variables are put together provide a strong negative influence between attrition and academic performance, hence need to control them.

The dependent variable for this study was students’ academic performance. The Kenya Certificate of Secondary Education (KCSE) Examination schools’ mean score was the key variables that reflected the outcomes of the students’ academic performance. With regard to final outcomes (impact of the above relationship), it is expected that there would be improved enrolment in secondary schools, improved teaching and learning process and improved policies on teacher staffing in schools. At the end the goal of provision of quality secondary education would be provided.
1.9 Operational Definition of Key Terms

The key terms in the study are operationally defined:

**Academic performance**: the term interchangeably is used with academic attainment to refer to students’ exhibition of learning as measured by the school’s average score obtained in the Kenya Certificate of Secondary Education (KCSE) Examinations.

**Attrition**: Refers to a gradual workforce reduction without dismissal of employees. In this study, it meant permanent loss of teachers from the teaching career (excluding natural attrition) in secondary school level. Further it referred to migration, transfer, resignation, curriculum based establishment, mobility, turnover, voluntary / early retirement and promotion.

**Board of Management**: In this study, it refers to a statutory Body that the Ministry of Education in Kenya has delegated the responsibility of secondary school management.

**Competence** – in this study is the quality of being competent or capable of performing an allotted function. The quality or condition of being legally qualified to perform an act. Competence as used in this study means the possession of knowledge, skills and appropriate attitude towards peace education and favouring its teaching in primary schools.

**Education**: Any process, whether in schools or in informal or non-formal educational contexts that develops in children or adults the knowledge, skills, attitudes and values leading to behaviour change.

**Influence**: Refers to the force behind the achievement of academic performance of students in KCSE examinations as a result of teacher attrition. In the study, it referred to working conditions, job dissatisfaction, career progression, remunerations and interrelationships.

**Work satisfaction**: Is a power that stirs a teacher to in the profession

**Mixed secondary school**: refers to high schools where both girls and boys learn in the same institution/ classroom.

**Motivation**: It referred to a cause or aspect that drives an internal behaviour in an individual teacher to act on a particular assignment in a certain way to achieve the required goal?
Multi-cultural: In this study it means developing skills, attitudes and knowledge needed for people of different ethnic background to co-exist and interact positively in a friendly manner.

Principal: Is the head of an organization/ institutions. In this study, it meant the head teacher of a secondary school.

Public secondary school: A school in which the government or local authority accepts general financial responsibility for maintenance including deployment of teachers.

Resignations: Is the withdrawal of service-induced in an employee before the attainment of the obligatory retirement age or the end of the bound provision agreement in an organization to which he/she has been serving. In the study it referred teachers leaving the teaching career before retirement period.

School Management: The act of monitoring, directing and controlling the school affairs that is geared towards the achievement of the set policy.

Teacher transfer: It means change of service from the teaching profession to a different career and those who move to other stations for various reasons.

Trend: In this study, it means the patterns of teacher attrition whether increasing or decreasing for the past five years.

1.10 Summary of the chapter.
Chapter one of this study has outlined the various concepts of the chapter that are discussed. These included the discussion of the background of the study, the statement of the problem, research questions, significance of the study, scope and delimitation of the study, theoretical and conceptual framework of the study and finally operational of key terms used in the study. The next chapter presents the literature review.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The related theories reviewed and relevant empirical research to the study is presented in this chapter. In these critical research methods, employee’s needs have been addressed as advanced by some scholars. The chapter is structured into two key sections. The first section is on the review of related theories, second section describes the themes that have been drawn from research questions, and the summary of the created gap provided at the end to demonstrate on the knowledge gap.

2.2 Critical Review of Theories related to Variable under Study

The section reviews theories that are related to the study. Two theories that were considered are; the human capital theory and Chapman theory of career decision the theories examines that factors makes employees choose an occupation and how the aspects influence in the career. The issues raised assisted the study to evaluate the factors that influenced attrition of teachers in the study area.

2.2.1 Human Capital Theory

Human capital theory as advanced by Grissmer and Kirby (1987) cited in Kavenuke 2013), is another way to examine and understand better concept of teacher attrition and why teachers make decisions of leaving the teaching profession. The framework for analyzing one’s choice of occupation is provided by theory and expounds on the shift with the purpose of happenings when one no longer feels empowered in the occupation (Rickman & Parker, 1990 in Knauer, 2014). The theory puts forward that individuals in a chosen career consider the benefits and disadvantages of staying in that occupation before making a final pronouncement (Kirby & Grissmer, 1993). Understanding the advantages and disadvantages in education is essential to understand the problem of teacher attrition.

Relating to human capital theory, individual teachers assess financial and non-financial benefits related to their profession in order to make discernment. The theory assumes that when making decision to leave the occupation, teachers do not only consider salary but also evaluates other non-financial variables associated with teaching career such as working conditions and security and relationship (Wang, 2007; Greenlee & Brown, 2009).Daft (2010) estimates the determination of an individual’s appropriateness
of the working conditions whether it is favourable or unfavourable as contented. The favourability of the working conditions could be analysed as regards the relationship quality between the teacher, school administration, and general school community. According to Ingersoll (2007), the teaching force is accredited to being a source of human capital in schools.

To examine teacher attrition and its variables through the lens of the theory, two types of Human Capital are recognised: broad and definite. Broad, which is transferred to most occupations; definite capital focuses on a particular profession (Kirby & Grissmer, 1993), such as instruction. Based on definite capital, Tehseen and Ul-Hadi (2015) observed that teachers with less experience in life are more likely to quit the profession than those with enough experience in the profession because at the end of the day experience motivates them to stay longer in the profession due to their pension dues. Experienced personnel have not only made more investment in the occupation, but are also able to use their life experiences to assist them through certain situations. In this case new teacher attrition becomes a major problem, particularly when the profession is used as a stepping ladder to other professions (DeAngelis & Presley, 2010).

Kirby and Grissmer (1993) support the views that teacher attrition occurs when a teachers’ original reason for entering the field shifts. Most teachers do not stumble upon education as a field; education is a chosen profession. If one wishes to get into the area of education, one must take a specific educational path. Thus, exploring a faster assessment concerning the initial teachers’ pronouncement through a human capital microscope permits one to understand why teachers’ imagination shifts the profession and whether it is financial, non-financial or situational aspects that account for that change.

Grissmer’s and Kirby’s (1987) theory of human capital present a framework for explaining teachers’ choices to enter and leave the teaching occupation. A couple of researches conducted confirm this; Knauer (2010) investigated on the influence of teacher attrition and causes of termination of contracts at North Anderson High School in US. Waddell (2010) researched on nurturing interactions to increase teacher retention in urban schools while Kavenue (2013) investigated on aspects that kept good teachers in Tanzanian schools in the profession. Fullan and Hargreaves (2016) found that teachers who are empowered feel valued and committed to their profession, a positive relationship are paramount. To increase teacher retention through building professional relations, fair treatment and other related factors as reward system can make teachers feel valued. To
reduce attrition, the school management needs to involve teachers in school decisions and encourage teacher-teacher interaction for teamwork, loyalty, trust and mentoring.

The human capital theory major limitation is that the process of finding and accepting an occupation in an organization is a reality but suppositions that individuals in this case teachers have model information concerning remuneration, earnings, but the non-economic aspect of the work is uncertainty. Both the employee and the employer have incomplete information of other employment alternatives and each other. This makes the theory to explain fresh information concerning the expenses and remuneration of the permanent employment against temporary.

The position as characterised by inspection which could be achieved without experience of the job description but is apparent simply after understanding the job. The features of search are the wage benefits and job satisfaction, while examples of experience characteristics are students’ discipline and behaviour, type of neighbourhood, responsibilities and working conditions, which includes support from colleagues and other stakeholders. If a teacher finds the value experience characteristic in the employment lower than a number of critical levels he/she will quit the profession. In this case job acceptance is restricted. However if an individual’s performance or character turns out to be unacceptable the employer fires the teacher since they have no information about the teacher’s attributes at the time of hiring. The school or county at the time of hiring are only told about a new member of staff in their jurisdiction.

2.2.2 Chapman Theory of Career Decision

Theories on worker turnover have been advanced by different researchers. Ruhland et al (2009) cites the theory, and hypothesizes that professional contentment; steadiness and accomplishment depend on the resemblance between one’s behaviour and occupation location (Chapman, Burton & Werner, 2010). Saint-Ulysse (2017) cites Career Decision Making (CDM) which advocates that aspects like hereditary endowment and extraordinary skills, ecological situations and proceedings, knowledge experiences and work approach skills give details why persons change professions in their lives. Ruhland et al (2009) further applies the theory to build up a community school teacher retention model. According to the replica, teacher attrition and retention is a utility of the teachers’ personal description, social and professional integration into instruction, instructive preparation, and first commitment to teaching, value of initial teaching experience.
In Pakistan, Saleem and Gul (2013) studied the subsequent as drivers in public sector organisations turnover intentions specifically uncontrollable and controllable aspects of the teacher personality. The aspects included age, gender, education, and occupancy, and marital status, professional and non-administrative positions. Uncontrollable aspects are the noticed choice of service prospect and occupation-change. Controllable aspects included recompense, nature of employment, assessment, organizational obligation, distribution and industrial impartialities. In New Zealand, Dalgic (2014) used the organizational commitment theory and posited that the level of teachers’ engagement is nonflexible by their insight and treatment by the school organization’s goals and importance, then the willingness to put forward a sturdy attempt on behalf of the school and keep up partisanship. Inferior obligation to the school organization affects both the helpfulness of the institution's activities, reduces teachers’ interests and manipulates attrition.

Ingersoll (2012) draws an argument from the theories and advocates that teacher attrition is a utility of aging and increasing number of student which is best perceived by probing the directorial description and conditions of the school. In this case, the description put emphasis on improvement in hard circumstances such as earnings, improved support from the school administration, reduction of student discipline problems and improved instructor participation in decision-making which would contribute to teacher retention.

Other theoretical explanations of aspects that influence attrition seem to verify school organizational issues as critical in teacher attrition. As Ingersoll (2012) USA study attributes aspects such as supervision, teaching career itself, rewards and incentives, all relate to occupation contentment. In Egypt Abdelfattah (2012 study established institutional description like; school culture, teacher autonomy, leadership, ethnicity, and unfair treatment are frequent concerns that directly or indirectly influence teacher attrition.

Chapman, Burton, and Werner (2010) applied Krumboltz’s social learning theory on teaching careers and established that certain issues in order to be understood need to be accounted for. These causes include; educational progression, personal characteristics, original commitment, quality of initial employment, integration into teaching, external issues, and career satisfaction. The personal characteristics are the actual hereditary aspects of the person while the Educational preparation includes items such as the competence of the teacher-training program, the learners’ academic ability, and the
amount of education one has acquired. Integration into teaching includes the person’s social inclusion, professional integration, values, skills, and abilities plus the accomplishments.

In order to test his model, Chapman used a discriminate analysis to study differences on the suggested measures among three groups of participants: those who enter and remain in teaching, those who come and subsequently leave teaching, and those trained for but never enter the teaching profession at all. The model was “for the most part supported that nearly 70% of all cases were classified correctly into one of the three categories, based on the factors (Chapman, 1986 in Lemons, 2013).

The initial test of Chapman’s model reported that those who began teaching and then left predisposed to be older and female, while those who taught continually had higher commitment first to teaching but a less motivation and believed that their educational experiences were well utilized, but reported less satisfaction with their job and overall life satisfaction (Chapman, et al., 2010). Finally, those who had never taught reported higher life satisfaction with more occupation mobility. This theory has been diagrammatically conceptualized as can be seen in Figure 2.

Figure 2: Chapman Theory of Career Decision
Source: Chapman et al., (2010)
Champions’ theory of career decision presents key strengths by describing employee professional satisfaction and advocates that, accomplishment and stability is the resemblance between one’s traits and work surroundings. However, selection of career, which promotes aspects like hereditary endowment and extraordinary abilities, ecological circumstances, learning experiences, events and job approach skills, describes reasons as to why individuals’ change professions throughout their lives. Employee retention and attrition are generally caused by different characteristics such as; educational preparation, societal and skilled integration in the occupation and exterior influence as an aspect (Chapman et al., 2010; Ruhland 2009). The theory assisted the study as most of issues are relevant and covers elements, which are the innermost concern for the study.

2.3 Reviews of Related Empirical Literature

The section presents the review of empirical literature arranged according to derived themes from research questions. The issues include; the trends of teacher attrition in public secondary schools of Uasin-Gishu County, Factors that contribute to attrition of teachers in public high schools; Influence of teacher attrition on students’ academic performance; challenges faced in retention of teachers, measures that could be implemented to retain teachers in the profession.

2.3.1 Trends of Teacher Attrition in Public Secondary Schools

A component of turnover and in this study; means the permanent loss of teachers from the teaching career is a predicament that has plagued the occupation of instruction for a lifetime. Mayer and Furlong (2010) refers to teacher attrition as an important concern that educators should understand during the process of planning, recruitment and supply of the teaching personnel. The forces beyond control influence are some symptoms for the exit of community school instructors and the pattern of educator attrition is a predicament that is influenced by numerous forces some being monetary, societal, educational and personal teacher preferences.

In the United States, Ingersoll (2012) compared the rates of teacher turnover with those in other occupations. The study found out that education had higher rates than other occupations (professors), and about the same as comparable semi professions (nurses) but lower than some lower-status of occupations (federal clerical workers) (Ingersoll, 2012). Statistics from Sweden showed that the annual attrition rates are about the same for teachers and nurses (Lindqvist, Karin &Carlsson, 2014). In other professions, even
though the level of turnover could be comparable with the rates in the teaching occupations, the significance of teachers leaving the career lied on its costs and effects on large number of pupils. Educational and organisational disturbances results from a less stable teaching force.

Research has indicated that a harmful effect on student achievement, especially in poorly performing schools is created by teachers exit from the career, which has negative effect on students and teachers who remain in the same station for a long period. In this case, both teachers who leave and stay are somehow wounded by attrition as revealed by an exploration in the USA (Boyd et al., 2011). The researcher conducted an investigation among teachers located in New York City. A comparison of data showed that teacher attrition was higher compared with other professions. The study found out that economic expenditures also accompanied teacher attrition. In an American study by Borman and Dowling (2008) established that the total cost of replacing teachers in public schools who dropped out of the profession was nearly $2.2 billion in 2001. An important issue for both policy and research is developing knowledge about teacher attrition.

The heterogeneity in the professional group of teachers and comprehensive image of attrition during the first five years make available grounds to discuss whether the idea of rational action ignores the role of destiny in people’s career decision-making (Hallqvist & Hyden, 2014). In a research conducted by Rinke (2013) in Sweden, interviews with white collar workers were used from two outplacement agencies. The study found out that some employees who leave the profession have certain temperaments that give them an investigative attitude to quite. However, it is not just passively relying on luck; instead, they remain open to new and unexpected opportunities. Hurley-Hanson et al. (2013) in a similar observation established that decisions in career are not only understood in terms of one’s personal characteristics but are also made within individuals’ horizons.

A research carried in the US by Ingersoll (2012), on teacher turnover and migration in state schools; found out that of those who left because of job frustration most of them linked their attrition to low earnings, lack of student incentives, student discipline problems and lack of teacher participation in decision-making. According to the study, only 30.0% of those teachers who left the profession in the year 2007 alone, attributed to students’ discipline and behaviour, 70% left the profession for green pastures elsewhere. The same teachers mentioned that they had a better balance between their personal and professional life in the other organizations/ ministries. Although the study took into clarification the sentiments of teacher’s turnover and migration grounds, the study
adopted survey design and made use of questionnaires as the main instruments of data collection. The present study filled the gap by the use of several tools namely Questionnaire, Interview schedule and Document analysis for the purpose of triangulation. Some of the issues in the review were found the same in the study area for instance students’ behaviour as an aspect of attrition.

In Finland, a study by Bonsdorff (2009) was conducted under the title examining teacher turnover; teacher Exit, teaching Area, Transfer and school Migration. The study quantified teacher turnover trends into three components, in order to investigate excessive claims of migration as a predominant source of teacher shortages. Survey data was collected from five sampled state schools on attrition. The research further revealed that the transfer rates and teaching area were comparable in particular and general teaching increased significantly from (1991-1992) and from 2000 to 2001 School migration was stable over the years, but was higher in exceptional institutions than public education. Although annual turnover was high and increased to 1 in 4 teachers 25.6% by 2000 to 2001, turnover was found to be lower than in other professions. From the substantiation, it shows that attrition was likely to increase if there were no important enhancement in the organization, administration, and financial support of public schools. The study contends that the trend of attrition in Finland and other global areas is on the rise. Particularly issues of teacher migration and transfers assisted the researcher make conclusions whether the same issues were the same in Uasin Gishu.

The study examined the attrition concerning teaching region, migration and transfer within the Commonwealth countries where the respondents were drawn from a wide neighbourhood including Canada, Australia, New Zealand, and South Africa which have different geographical characteristics that may not apply to the present study. The study exclusively adopted survey design, employed structured questionnaires as data collection instruments and administered them online. The current study intended to bridge the gap by applying a questionnaire that was both closed, open-ended and rating scales to be discrete and exhaust the possible responses by the respondents at a time. The researcher administered the questionnaire among other tools for data collection instruments in person. The study also examined influence of teacher attrition on students’ academic achievement in Kenya a developing country.

A research on teacher attrition and retention was conducted by Borman and Dowling (2008) in United States. It was a meta-analysis study that consisted of 34 research studies and sixty three attrition moderators. This meant that the data was
collected from published works. They found out that, personal characteristics of teachers were important predictors for teacher turnover. Attributes of teachers’ schools, including organizational characteristics, student body composition, and resources (instructional spending and teacher salaries), are also key moderators. In their study, only quantitative research design was used while the present research applied both quantitative and qualitative research approaches. The researcher prepared and conceptualized the moderators of teacher turnover into professional qualifications, work conditions, work rewards, teacher and family dynamic while the current research examined the trend/patterns, aspects and effects of attrition of teachers on students’ academic achievement.

Accessibility and availability of extra opportunities for teachers’ development in education is an aspect that influences teacher attrition in public secondary schools. Teachers, especially fresh teachers, quit the profession for a massive amount of dissimilar reasons (Craig, 2014). According to the article, the teaching career does not offer promotions and the salary increase though minimal, is earned on yearly basis solely pegged on duration of knowledge. The earnings are also not competitive with other professions where workers with the same qualification are examined on presentation contracts. The article further revealed that teaching has its own challenges in maintenance of the standards, the pressure of assessment of students in crowded classrooms among the extra responsibilities outside instruction schedules (Barnett, 2017). This was just an observation made and therefore did not qualify to exhaust the present study on the factors that contribute to teacher attrition in Uasin-Gishu county secondary schools.

A research on international migration of teachers and commonwealth teacher recruitment protocol in the United Kingdom by Miller, Ochs, and Mulvaney (2008), examined the influence of teacher migration on quality of instruction in public secondary schools. The study found out that the enrolment of students was high as compared to the number of teachers, particularly in supply. In the order of 1 million fresh teaching positions were to be advertised in the region to factor in attrition. That despite the strides and significant progress made by various higher education institutions to bridge teacher shortage gaps and increase the supply, teacher attrition remained a catastrophe. The study recommended that to improve teacher retention, attraction policies in the teaching career were needed.

The study adopted a qualitative approach and was exploratory in nature. The sample population was drawn from a wide outer and inner range of Europe. The data
using a semi-structured questionnaire was collected and administered online. The participants were from Ghana, Nigeria and Southern Africa, Canada and New Zealand. The findings showed that teacher migration had an influence on teacher shortage, school stability and disrupted continuity of the teaching processes. This study looked at teacher attrition as a composite factor and influence on students’ academic performance. The sample size was drawn from all government run secondary schools in Uasin-Gishu County; Kenya, which was not the case in Miller et al study too.

A study carried out by Candle (2010), on aspects that have an effect on turnover of teachers in private secondary schools in Wakisho District, Uganda. The main purpose for the study was to establish how employer, employee and external related factors affected teacher turnover. The study used a descriptive research design where a cross-sectional survey to select the population was used. The respondents who comprised of school heads, teachers and students were selected through simple random sampling. Data was collected with the use of interview guides, questionnaires and document checklists. Data was analysed using a descriptive statistical technique and presented in the form of tables, frequencies and percentage distributions. The chi square technique was employed to test the research hypotheses. The study did not point out the determinants on the effect on students’ academic achievement. This study therefore was timely in assessing the determinants on the effect performance.

Numerous conclusions were made regarding the study, but most distinguished of these were; poor working situations, loss of group organization, reduced earnings, deprived administration and management that were categorized under employer related aspects which significantly affected teacher turnover in private secondary schools in the District. The study further revealed other aspects that affected teachers were employee related. Various teachers joined the teaching professions with many expectations that were not met; this increased their discontent in the career causing deficient in of commitment, and results into resignation. Lastly, the study found out further that external aspects like competitive conditions elsewhere and school locality also contributed to teachers leaving the career. The study concluded that employer, employee and external factors significantly affected teacher turnover in the District.

The study used the same data collection tools as the present study; however, it was carried out in Uganda where the characteristic of the factors influencing teacher attrition may not be the same as where the current study was carried, Kenya. The study also focused mainly on factors that influenced private secondary school teachers’ turnover,
which is a different perspective from the current study that looked at the pressure of attrition in public secondary school teachers on students’ academic performance.

In Kenya, Kasau (2012) conducted a study on aspects that influenced attrition of teachers in public secondary schools of Mbooni East District, Kenya. The most important aim was to investigate what influenced teachers to leave the profession in Mbooni East District. The research sought to verify the extent to which working situations, education levels of teachers, remuneration packages for teachers, workload and instructors’ discipline influenced teachers’ exit from the occupation.

The findings revealed that attrition rates were on an upward mobility and most of the teachers who had left were undertaking further studies. The study further made a projection of teachers needed for the increasing number students due to Free Day Secondary Education program. The study further established that teacher shortage was significantly high in Mathematics, Sciences and Languages.

The study concluded that Mbooni secondary schools were badly shortage of male teachers. However, the study by Kasau (2012) looked at one trend of teachers who transferred outside Mbooni district an aspect of attrition that is not permanent, while the present study looked at attrition as a permanent entity and the effect on learners’ academic achievement. The research was also carried out in Mbooni District, which has different political, geographical and economic factors on management of schools.

Onsomu (2014) conducted a study on the influence of teacher transfer on students’ educational performance in public secondary schools in Manga sub-county, Nyamira County. The Purpose of the study was to establish whether teacher transfer had any influence on students’ educational performance in the County. In particular, it sought; to describe the teacher transfer characteristics; the original causes for teacher transfer requests and the extent to which teacher assignment influenced the provision of quality Education. The study was grounded on the Human Capital Theory. The researcher used a survey research design with population of 91 public secondary school teachers and principals. Both systematic random sampling and purposive techniques were used to select participants. Both descriptive and inferential statistics methods were utilized to analysis data and a questionnaire was to collect data.

The findings revealed that teacher mobility was mainly transfers in the area; hence, the area didn’t lose to other professions, and the transfers were within the county. The study further established that teaching staff had cordial relationship among themselves as much as they had with the school principal. According to the study, this
was the greatest motivator for teacher transfer. However, the study revealed a disparity in treatment of teachers among the staff members, which contributed to teacher transfers. The study indicated that most teachers who sought for transfers were the most experienced ones which made suitable replacement to take time and had the effect on the eminence of presentation in the schools. The study therefore recommended that the County Director of Education office should be keen on posting teachers to the area in order to avoid constant transfers. It was further recommended that school managements should look for better approaches in solving staff problems be partial in the treatment of members of staff in schools.

This study employed the Equity Theory to examine aspects that influenced attrition in public secondary schools on performance in general while the present study used the same theory but examined the influence of attrition on students’ academic achievement Uasin- Gishu County. The majority of the inhabitants in the area of study by Onsomu were all local natives, unlike the current study, which is inhabited by different communities making it a cosmopolitan. In certain instances posting of teachers to some areas has witnessed resistance from the local natives (Chumba, 2014).

Eng’airo (2010) investigated aspects on human management in Nairobi and in that influenced turnover of teachers in public secondary schools. The purpose of the research was to establish a relationship between teacher turnover and occupation confronts. The study sought to establish whether leadership styles and students’ characteristics in schools had any effect on teacher turnover. The findings revealed that the students’ description such as discipline, class size, socio-economic makeup and entry behaviour influenced attrition of teachers. The study further revealed that school characteristics such as organizational attributes, support from administration and parents, lack of involvement in decision-making and professional development opportunities influenced teacher attrition.

A descriptive survey research design was used in the study and both probability and stratified sampling techniques was employed to sample the schools to participate in the study. The researcher used one set questionnaire to collect data, which did not capture all the information required for the survey. The questionnaire was in structured form and research assistants were used to collect information from the field. The current study filled the gap by using various tools to collect Data for the purpose triangulation. The study used a descriptive survey design while this study used a convergent mixed methods approaches where both quantitative and qualitative design. However, the study also leaves questions regarding validity and reliability of the study instruments hanging. For
instance, the study does not in any way suggest how piloting was done and how the instruments were validated.

Chumba (2014) examined the effects of principals’ mobility on examination effectiveness as perceived by teachers in secondary schools, in the North Rift valley. The study used ex-post facto exploration design on mobility and determines the perceived outcomes of principals’ mobility in secondary schools. The respondents were teachers and school principals who had experienced transition mobility, Simple random sampling was used. The questionnaire and interview schedules were the main instruments for data collection in the study. The instruments were piloted through test-retest and reliability coefficient calculated by means of Cronbach’s coefficient of Alpha, and a coefficient of 0.815 obtained was rendered sufficient and reliable. Content and face validation were tested by experts in the area from the school of education. Descriptive statistics to determine and explain proportions was used. One way ANOVA and Multiple Linear Regression was utilized to find the significance level of the identified aspects that influenced mobility and their relationship between the principals’ mobility and teacher/school characteristics. One sample t-test was used to find out the types and aspects of mobility.

The research established that physical school environment, location, school type, neighbourhood, religious affiliation, security and mismanagement were significant aspects that influenced mobility of school Principals. The study established that change in school headship was healthy for the improvement of the teachers’ morale and teamwork. The study recommended that the Ministry of Education in Kenya should develop a policy that governs the transfer of principals to a term limit of 5-6 years. Further that change of school principals should be done at regular intervals to avoid physical conformation on the education atmosphere and the instructive accomplishment in schools. Although the study was in the Rift Valley province, it employed a descriptive survey and collected data from only classroom teachers in secondary schools while the present study used several participants to collect data including teachers who had left the occupation. The study also examined the effect of public secondary school teacher attrition on students’ academic achievement in Uasin- Gishu County while Chumba’s (2014) study examined the effect school principals’ mobility on examination effectiveness.
Summary

It is evident that a substantial amount of research has shown that sky-scraping levels of teacher attrition experienced by many countries have critical implications on the educational attainment of students (Darling-Hammond, 2011; Ingersoll, 2012; Mulkien, 2010; Pitsoe & Machaisa, 2012). These studies failed to show the manifestation of attrition on the following areas; early retirement, transfers, migration, job transfer among others that were key indicators of trend of teacher attrition in this study.

2.3.2 Factors that Contribute to Teacher Attrition in Public Secondary Schools

Occupation contentment and motivation in teachers’ profession are restrained by various aspects. Many of the aspects are causes of teacher attrition in the education sector. Some of them could be related to issues of demographic, socio-economic and socio-political factors and even attitude held towards teaching as a profession. A study conducted by Agomah (2016) observed that for an individual to make a decision to remain in an institution or make off depends on the intensity of contentment derived from the employment place. McKenzie (2012) cited grounds behind a personality unscrambling an institution as partial appreciation and praise, reward, limited involvement in decision-making or little pace of promotion and individuality conflicts. Although the two studies provides an important background to aspects of attrition they did point out clearly sources of such factors, which this study collected and examined the views of people who had significant experience (teachers who had left the profession) on the variables in question.

The teachers movement between private and public institutions, teacher career development, work-related attrition (teachers leaving the profession to take up other jobs), at intercontinental resettlement are on the rise (Grissom, 2011). At international level, there is a lot of anxiety about teacher brain drain from Low profits Developing Countries to those that have already developed and other Organisation for Economic Cooperation (OECD). Brain drain of teachers, according Curtis (2012), negatively affects educator supply and retention in developing countries. The result of the phenomena leads to poor performance in schools. The research investigated whether the issue of brain drain caused poor academic performance of schools.

There is overall evidence that the effect on supply and demand of teachers in most Low earnings Developing Country is expected to stay behind in the near future due to improved number of universities. As Mangicho (2014) observes majority of the teachers
in Kenya who work in universities as part-time lecturers are from public schools due to salary dissatisfaction. In addition, accomplishment, possibility of development, progression, wages, poor personal relation, technological supervision, responsibilities, institutional policy and management, operational conditions and occupation itself, aspects in personal life, positions and job security are other grounds for occupation satisfaction (Borman & Dowling, 2008). Barnett (2017) branded eight features of work satisfaction, namely disburse, endorsement, administration, extreme profits, assignments, rewards, collaborators, environment of employment and message. Tanaka (2010) established that there is a critical significant correlation between occupation contentment and performance.

Alternatively, in India, Gupta et al.(2010) established that occupation contentment is an amalgamation of psychological, physiological and ecological circumstance that can grounds a person to be content. The occupation satisfaction level seemed to have some aspects of relation with employment activities such as accident, non-attendance, turnover and low productivity. Less satisfied employees in most instances are more likely to quit the professions than more content workers. Previous studies, such as Ingersoll and Merrill (2010) study established that inherent psychological needs individuals have with respect to the function of their lives that include autonomy, competence and association should be content. In this case, autonomy regards the sense of agency in the persons’ actions and competence is an impulse in self to develop meaningful connection in society.

Teachers are strongly stimulated to persuade these basic needs. If they are not fulfilled, they are likely therefore to become discontented with their work and which leads to making quick decisions in search of other opportunities. Concentration of educators starts with a deficiency in either physiological or psychological needs that activates behaviour. It is a behavioural condition, which develops when there is apparent incongruence in workers’ needs and prospects (Hurley-Hanson, Giannantonio, & Sudek, 2013). Employment stimulus refers to the psychological processes that affect an instructor’s performance with respect to the accomplishment of employment place activities. However, measuring the determinants and consequences of labour inspiration is multifaceted because the processes are not directly observable and there are abundant managerial and environmental impediments that can affect attainment of the set responsibilities as found in the study area.

A surplus of reasons have been highly developed for teacher turnover sometimes also known as attrition worldwide with various reasons for leaving the profession
(Armstrong, 2009). In many countries that are developing, the education force is disheartened and fractured (Hurley-Hanson et al., 2013). In study by UNESCO (2010a) in Sub Saharan African countries on conditions of teacher employment, revealed that belated compensation of wages, accommodation scarcity, inadequate upgrading specifications, lack of education resources, a turn down of inspectorate services and deficient in teacher participation in policy making influenced attrition. However, Ingersoll (2010) argues that there is a distinction between voluntary and involuntary teacher turnover in US. In voluntary turnover, an employee initiates termination of the employment while involuntary, termination occurs from the employer (Ingersoll, 2010). The empirical review assisted to determine whether aspects of voluntary teacher retirement and turnover were also evident in Uasin Gishu county public secondary schools.

Teacher attrition by its nature, is a global challenge and, a tremendously composite occurrence attributed by numerous aspects like organizational, personality and community factors (Gomez-Mejia, Ballcin & Cardy; 2010, Fisher & Shaw 2009). Research has revealed that teacher turnover in developed countries is a common problem and according to Ingersoll (2012), the phenomenon is on the rise in the developing countries. McKenzie (2012) established that stable associations were characterised by low worker turnover and customers’ abilities kept. He further argued that this could only be attained if the institutional roles and the complete development of management based on administration preparation improve the occupation on what satisfy the worker and influences retention. This assisted the study to investigate whether the school environment in terms teacher and school leadership relationship influenced attrition in the teaching profession in Uasin- Gishu County.

Mulei (2012) established that schools’ situations with high rate of educator turnover have a negative influence on the operations and interrupts the steadiness and permanence of instruction. It also poses confrontations on the entire education system to manage and retain teachers. Besides, teacher attrition inflicts costs on school systems in substitution, recruitment and redeployment of new teachers characterized by long delays of replacement. This ultimately affects the superiority of education the learners acquire and even affects those who may decide to seek transfers to well-staffed schools or join other institutions of high learning. Most of the sentiments viewed seem to be similar to those found in Uasin- Gishu County where the study took place.
Several scholars have reported various reasons that contribute to teacher attrition in education globally. For instance, Smithers and Robinson (2008) carried a study on aspects of teachers’ decisions to leave teaching in England. The study was quantitative in nature. Interviews and questionnaires were used to collect data. The research established that some of the factors were controllable while others were uncontrollable. The study found out that most of the factors were related teachers’ personal characteristics and nature of work. However, the study leaves queries concerning validity and reliability of the study instruments incomplete. For instance, the researchers do not in any means suggest how piloting was done and how the instruments were validated. Besides, a sample of the respondents for interview and questionnaire were not specified.

OECD (2012) observes that the Global Campaign for Education (GCE) for Education for All goals was to prioritize sufficient basic need for teachers but has not been achieved. Accordingly, teacher inspiration and self-esteem stayed in a persistent condition of decline. The study cited key concerns for the situation as huge class sizes, wearing down in the quality of educator training, the employment of provisional instructors as alternatives employment aspects to discontent amongst teaching occupation. However, grounds for educator attrition diverge from one nation to another but annual attrition rates worldwide range from 2 percent to 14% annually. This was a significant aspect of attrition as most of the issues were handled in the study and therefore assisted in the recommendation for proper mechanisms to be laid down.

A study by Nasongo (2011) on the Effect of Inter-tribal Post Election Violence Conflict and Trauma on Academic Performance among Secondary School Students in Uasin-Gishu District, Kenya. The study revealed that teacher attrition was prevalent in rural areas as transfer requests by instructors from the County were above the national average of 5%. Nasongo’s study further established that the inter-tribal conflicts within the area had a lot of effect on the school environment. Most of the teachers who were alien in the county felt unselfconfident and opted to quit from the profession or requested for early/ voluntary retirement. According to Armstrong (2006), a high turnover in an organization is a sign of a problem in that organization and has a negative implication and exposure of the community. This was a crucial aspect in the study as aspects of ethnicity and security were found to be some key factors that influenced teacher attrition in Uasin-Gishu County.


2.3.2.1 Demographic Factors and Teacher Attrition

Demographic factors refer to personal characteristic that includes age, sex, and level of education and experience of an individual. Literature has shown that instructor background description and occupation experience influences teachers’ departure from the occupation worldwide (Boyd et al., 2011). For instance, young and old teachers are most likely to quit their jobs than the middle-aged ones (Lindqvist et al., 2014). A study in India by Gupta (2010) established that there is a significant correlation between age and job satisfaction of an individual. Persons in the advanced age stage tend to become more satisfied probably because they have adjusted with their job conditions. However, there is a spiky decline after sometime perhaps may be one wish for greener and impressive professions in the remaining years of life and therefore become dissatisfied with the prior profession.

The study conducted a systematic review of extent literature covering attrition of teachers. Among the impediments unearthed with regards to turnover of instructors in universities in India included; lack of qualified lecturers to working conditions and lack of relevant resources customized for the needs of the local context; and lack of employability for graduates from the universities.

The use of systematic review to examine impediments to teacher attrition provides the advantage of synthesizing results of a multiplicity of primary studies which in essence minimizes biases and random errors (Clarke, 2007). However, Gupta fails to clearly list the context from which the reviewed studies are drawn from and their number raising suspicion with regards to the validity of the findings. The present study therefore sought to utilize both qualitative and quantitative approach in assessing factors that influence teacher attrition in secondary schools of Uasin-Gishu County.

Several studies conducted globally on teacher attrition have various observations and conclusions. In the United States, Ingersoll (2011) established that females are less satisfied than male due to fewer work opening for females but they could be more satisfied due to their lower work-related aspiration. The study further revealed that teachers with higher educational qualifications had a propensity to be less content with their careers due to their higher aspirations in positions. The observation made here is that occupation contentment increases with increasing years of experience but could decrease after considerable years of experience particularly among those individuals who have not realized their occupation anticipations.
On the same view, Johnson (2005) study established that the number of teacher turnover intentions was amongst those with high credentials calculated by their own quantity attains. However, those less effective skills by measuring the test score gains of the students are less intended to leave the job (Wyckoff et al., 2011). On the contrary, other researchers refuted the significant relationship between gender and age of an educator and turnover (Dalgic, 2014). The two studies did not indicate any possible suggestions on how to retain teachers in the profession. This study therefore was appropriate in giving possible measures that can be implemented in schools to retain teachers in the profession.

As Ingersoll and May (2012) assets, the issues of teacher attrition and turnover occur during the earliest few years of their career. According to Organisations for Economic Co-Operation and Development (OECD) (2014), attrition of teachers is not random, but rather a reflection in many occasions of conscious decision to leave the profession. Mulkeen (2010) cites the greying inhabitants of educators and the possible retirement age as one of the main aspect teacher attrition. Macibi (2006) shares similar sediments that one third teachers leaving the career in public secondary schools is due to retirement. The sediments agree with the study findings that age of the teacher is not an aspect of attrition.

According Noor (2015), the best-qualified teachers with rare skills that are most valued in the work market do leave the profession, most probably because of the more attractive alternative opportunities available for them. At the other end of the scale, there is often higher attrition of unqualified teachers on informal contracts and those posted to the least attractive locations. In general, attrition rates are higher for teachers with greater academic qualifications presumably reflecting the greater labour market opportunities open to them. Similar patterns are reported in sub-Saharan Africa (OECD, 2014).

In Namibia, Lesotho, Uganda, Malawi and Zanzibar, teachers with higher levels academic training have the highest rates of attrition while it’s both for qualified and unqualified teachers in Namibia, and in Lesotho, Uganda, Malawi and Zanzibar, the rates of attrition of secondary teachers were higher than those for primary teachers (UNESCO, 2010a; Candle, 2010). In addition, there were anecdotal reports in Lesotho and Malawi of higher attrition rates for teachers with degrees than those with diploma qualifications (UNESCO, 2010b). The Data in Tanzania reveals that public school teachers with degrees were leaving the occupation (voluntary resignation) four times with the diploma level qualifications rates. (Mdeme, 2014). The issues addressed in the forgone literature
assisted the study to examine the experience and qualifications of teachers that leave/have left the profession in the study area and found it applicable.

A study by Hanushek and Rivkin (2010), on factors influencing teacher migration and turnover in the United Emirates, found out that teacher characteristic such as age, qualifications and subject specialization caused teacher migration and turnover. The study reported that young teachers changed schools within the first five years of their teaching profession than the older and experienced teachers. The study further established that market labour demand and better remuneration influenced teachers’ migration for greener pastures. A study on factors that influenced exit of teachers in South Africa, conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC) in 2005, rated female teachers at 68% of the attrition rates, while male teachers were at rated 35%. The reasons cited for the disparity included workload stress, low salaries, lack of discipline among students and lack of career advancement. The female teachers had other reasons for attrition, which included joining their spouses. There was negative perception on teaching the profession in the society.

In Georgia, Kobakhidze (2010) established that the teaching profession no longer commands high status and that teachers are undervalued by the society. He observes that people join teaching profession as a waiting place or a transitional profession. This makes them leave teaching as soon as they get an opening. In Tanzania, Ngimbusyi (2011) on the other hand postulates that deployment of teachers from universities and teacher colleges to regions that most of them never chose is a factor that makes young teachers report to the schools and leave immediately because they are not accustomed to the new environment. In most cases, those who accept to stay in such deprived areas are those whose all options even leaving teaching has failed due to lack of secondary alternatives.

Egulet et al., (2011) in a study in Nigeria, discovered that young teachers who do not have adequate experience in the teaching profession easily leave teaching for one reason or another. The oldest and most experienced teachers had the lowest probability of leaving teaching unless they had reached retirement age. In line with that, numerous studies such as Utah Foundation in RAND report no. 676 of, 2007 reveal that the youngest and least experienced teachers had the highest degree of leaving the teaching profession because they have nothing to lose in terms of fringe benefits such as pension given their few years of service in the profession. On the other hand, attrition of old aged teachers may not be natural as it could from failure to meet the expectations from their experiences particularly high salaries and favourable working and living environment.
Failure to meet their expectations leads to demoralization and hence lack of commitment (Mfaume, 2012).

In a similar assertion, Dalgic (2014) study found out that demoralization and lack of commitment unquestionably make young teachers find themselves implicated in incidents such as excessive alcoholism, absenteeism, sexual affairs with students and/or generally overlooking the teachers’ code of professional ethics. Failure to comply with the rules and regulations governing teachers’ profession, irrefutably leads to terminating them from teaching.

In Ghana, Agomah (2016) examined the factors that influence turnover intentions, the effects of turnover intentions on teachers’ commitment to Ghana Education Service (GES) and the teaching profession and how to reduce turnover intentions among teachers in the Bolgatanga Municipality. Using the descriptive research design and a sample of 75 teachers and, 599 students, the study concludes that gaps exist in terms of gender in institution of learning. The findings indicate that more male teachers than female teachers view teaching as a stepping-stone to other professions. The study further established that male teachers were more likely to quit teaching, than female teachers in the Municipality were. The reasons cited were low salaries, delay in promotions, and the lack of incentives. The study no doubt opens up a frontier to further explore ways of retaining teachers in the profession.

A research on assessment of factors leading to early retirement of public secondary school teachers in Kajiado County, Kenya conducted by Adhiambo (2014) established that mainstream of the instructors who took voluntary retirement had high qualifications in education and were female teachers in the middle of their career. The study concentrated on aspects of teacher voluntary retirement but attach it effect on academic performance. The study used the phenomenology design and purposive sampling to identify respondents for the study sample. Among key recommendations of the study was for the need for ministry to increase teachers’ remuneration. The gap created in this study was that Adhiambo focused on manifestation of attrition based on early retirement but this study evaluated whether other indicators of attrition were influenced by teachers’ level of academic qualification. The geographical factors in Adhiambo (2014) study may not be applicable to the area of study too.
2.3.2.2 Working Conditions and Teacher Attrition

In the teaching profession, certain factors are beyond the control of the teacher and fall within the institution of teaching fraternity. Such factors include working environment, policies on discipline, policies on teacher transfer, amount of workload each teacher is assigned, teacher management and supervision among many others. As Chang, et al. (2010) puts it, understanding the effect of working conditions on the teachers’ day-to-day professional activities will have the power to provide precise, explicit, and measurable goals to work toward. They further observed that some working conditions would have a positive effect on the teachers’ commitment, whereas others have a negative effect. A study by Kayuni and Tambulasi (2007), established that for the past 10 to 20 years working conditions emerged as the major source of teacher job dissatisfaction and attrition in public secondary schools in Malawi.

Other studies confirmed that teacher’s perceptions on favourable working conditions are related to higher job satisfaction in terms of salary, fringe benefits, administrative support, school management and leadership, as well as workload. It perceived that teachers are lowly paid as compared to other workers in other organizations with the same level of education. In a cross-country study, World Bank (2010) revealed that, teachers in sub-Saharan countries are not motivated because of poor remuneration. Good remuneration is an explanation for deterioration of teachers’ morale and motivation in the profession. The decline of self-esteem and motivation in Africa is a result of having responsibilities that cause teachers to search for green pastures in private institutions. Other studies have shown that despite some increment in salary in some countries, most primary and secondary school teachers, particularly in relatively high-cost urban centres, are simply unable to meet their basic household needs. As a result, many are forced to find other sources of income and it is impossible to earn an additional income go down into poverty.

In addition, UNSCO (2010a) investigation observes that in countries with implementation of instructive programs which influence the teachers’ contentment, it is essential to discover the views of the instructors on their operational situations, and the effect of the conditions on their job gratification. The educators’ profession satisfaction has insinuations for the quality of education provided. This information could assist shareholders in education, curriculum implementers and other significant partners to make evidence-based decisions on the application of the school-operational environment.
and maximise constructive outcomes for children, teachers and general school environment.

Teachers’ wages countries that are developing have declined in both unconditional and virtual terms. According to Gupta (2010), schools have been expanded in many countries, yet teachers’ remunerations are eroded which has a direct effect on the turnout, inspiration and performance of teachers which consequently attributes to reduced quality of learning. Earnings and wages in the teaching career should be in line with other equivalent occupations in other career; otherwise the education sector would not attract and retain competent personnel (Gupta, 2010).

The working conditions could be physical and psychological factors so long as they surround the teacher’s job, which in their nature act as motivators in the working place. Therefore, in missing such motivating factors teachers will quit the profession. A study by Goldring and Taie (2014) revealed that a good teacher is a key to student success and the school environment conditions can enhance a teacher’s performance and increase retention. Employee engagement includes elements within the workplace environment that, attract, focus and keep the most talented employees (Boyd, et al., 2011). According to Darling-Hammond (2010), a good working environment include teacher support, mentoring administrative efforts to create positive school culture that provide opportunities for teachers to engage in collegial collaboration focused on instruction and working conditions that provide teachers with resources.

A study by Maicibi (2006) established that common reasons for employee as; poor management and supervisors who provide poor leadership to employees like inequality, unfair treatment among others, even though salaries are important, working conditions are seen as extremely important in teacher turnover. On similar observation, Haldar (2010) indicates that leaders with coercive type of supervision create in employees’ feelings that they are not trustworthy. In such incidences when the phenomenon is consistently applied, it obvious becomes de-motivation and the work interest eroded. If supervision is too coercive, the morale of the teacher is affected hence poor performance.

A considerable school principal creates confidence in his/her juniors to participate in major school decision-making processes. According to Buchanan (2012), indicators for de-motivation in a teacher include low output and productivity, frustration and unrest in the work place, deviant and violent behaviour, and frequent confrontations with their school principals, incitement and violent demonstrations and finally increases excessive teacher turnover. Buchanan further observes that when employees work under poor
management conditions, tend to behave like caged animals looking for the slightest opportunity to escape from such a situation when an opportunity opens whether less than the present job they leave without regret.

In another study by Swars, Meyers, Mays and Lack (2009), on perennial problems leading to teacher turnover, it revealed that attrition had roots in the intense stress that many teachers face on a daily basis. According to the study, attrition leads to job burnout, which pushes many new teachers out of the profession and that teacher retention in schools with a stable leadership was higher as compared to schools with changing principals. Adequate teaching and learning resources builds confidence and competent in teachers.

In the United States, Curtis (2012) carried out a study to examine the reasons why mathematics teachers never entered the teaching profession and compared those reasons with their reasons for leaving the profession of instruction. The study indicated that mathematics and science teachers, along with teachers of special and bilingual education, left the teaching profession at higher rates than those in other fields, while in the UK, English, music, and physical education teachers also appeared to leave at higher rates. The reason cited was due the poor working environment, lack of resources and strained relationship with the school management. The current study filled the gap by finding the critical factors besides the mentioned ones that contribute to teacher attrition in Uasin-Gishu County public secondary schools.

A survey carried out by Ladd (2011) on teachers in North Carolina to establish the connection between teaching staff working conditions, and teacher mobility concluded that teachers’ perception of their working conditions could be used to project attrition. That includes two components of teachers’ work, which are the environment, and socio-economic makeup of the school population. The study further revealed that the high rates of teacher turnover in public schools was caused by poor standards of students’ behaviour, that is, the general indiscipline and violent behaviour from the community, which made teachers leave the teaching profession.

The teachers’ living condition is not attractive due lack of appropriate accommodation in school environment and walking long distances which sometimes contribute to absenteeism, lateness and attrition. The research examined whether the above reasons influenced teacher attrition in Uasin Gishu County public secondary schools. Mulkeen (2010) observed that some schools’ physical structures are not attractive and that the class sizes are very large. Although the ideal average Pupil-
Teacher Ratio (PTR) at secondary school level is 40:1; they vary from school to school depending on the location of the school, the sufficiency of classrooms and the number of teachers. Those with enough teachers especially in urban areas, have relatively low PTR and subsequently small class sizes. In Kenya, Mulei (2012), established that schools in Mbooni East District few classrooms, several streams of the same class are combined to form one class which is very large and results to unhealthy learning and teaching environment.

Lack of cooperation from all education stakeholders creates unfavourable working environment in schools. Bryk and Schneider (2005) in a study on factors contributing to teacher attrition in the education sector, found out that the quality of relationships (trust) that exist between teachers, students, and the school principal are some of the issues that determine the academic achievement and performance of the students. Rockoff (2004) in a similar study found out that high teacher turnover rates contribute to school instability and continuity in learning, making it hard to have coherent instruction. This weakness becomes particularly problematic in schools, which are trying to implement reforms, as new teachers coming in each year are likely to repeat mistakes, rather than improve the participation in the reform implementation processes.

Adera and Bullock (2010) cites poor teacher management practices as one of the major causes of teacher attrition. When teachers are not given the right guidance, positive appraisal, personal problems understood within the school set up or they are frustrated or stressed by unfavourable conditions and eventually lose morale and low job satisfaction which fuel their desire to quit or look for alternative employment. The study here wished to establish to what extent the mode of supervision from the principals and to some extent, the education officials in the county influence teacher attrition.

Several studies have been conducted in Kenya on issues related to attrition. Okungu (2012) established that working circumstances determine principals’ administration styles and high political resemblance is an aspect of occupational attrition among teachers. He found out that when teachers worked for long hours without appropriate overtime payment and the inconsistent in the administration styles of principals created poor working conditions, which contributed to the influence of teacher attrition. In similar study, Cherop (2014) found out that increased workloads made it difficult for the teachers to cope with the career and thus opts for career switch in a bid to look for better occupations that are less cumbersome.
The researcher here wished to establish the workload for teachers from different departments with a view to determine whether this was one of the aspects of attrition. Most schools have high expectations on the teachers’ productivity. This accountability to parents, school heads, the county and national government influences attrition when the expectations cannot be achieved. According to Salifu (2014), poor measures for accountability leads to poor working conditions, creates strained relationships, which affects the quality of teaching and learning.

In yet another study, Obiri (2015) focused on how labour policies and practices on remuneration, workload and work conditions influence teacher turnover in private secondary schools in Embakasi Sub-County, Nairobi County, Kenya. The study was descriptive survey design. A total of 410 private school teachers formed the population for the study. The study was conducted because it was estimated that there existed rampant teacher attrition in the Sub County. The study found out that the level of remunerations to large extent influenced teacher attrition. Majority of teachers were not contented at all with their current remuneration rates and declared intentions to quit the occupation if a better opportunity presented itself. The researcher revealed that work surroundings and workload were among the key variables that influenced teacher attrition in most schools in Embakasi Sub County. The study by Obiri was carried in private schools although in Kenya. The respondents in the study were mainly teachers from private secondary schools while this study focused on public secondary schools in Uasin Gishu County and used teachers, students and education officials as respondents. The study by Obiri (2015) focused mainly on labour policies on remunerations and working conditions but did not have a conclusive solution on the policies.

Ngala and Nyakwara (2017) explored the school related factors influencing teacher attrition in schools in Kengeleni zone’ Mombasa County. The study was guided by descriptive survey design. Interviews and questionnaires were used to collect data. The study found out that when the politicians interfere with the education in schools, it affects nearly all aspects of occupation related aspects including employment, promotion, deployment and administration. This creates a very harsh working atmosphere for both instructors and students. The study further established attrition was originated from numerous school related factors, including poor school administration, inadequate resources and poor supervision skills. However, the study by Ngala and Nyakwara (2017) does not explain the execution of validation and reliability of the study instruments. Besides, a sample of 1,599 students for interview is rather too large and does not factor in
the saturation point in sample size beyond which more data may not lead to more information (Mason, 2010). The study was also carried out in Mombasa with different geographical factors from those in the study area. The researcher however, was to establish whether reasons identified by Nyakwara (2017) in Mombasa were similar to the ones found in Uasin Gishu County public secondary schools.

2.3.2.3 Professional Development and Teacher Attrition

According to the reports of OECD (2014) professional development is defined as activities “that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher (p.49)”. McKenzie (2012) attributes lack of adequate professional development opportunities to teachers’ discontentment. Keigher (2010) in an observation pointed out that a lot of emphasis on follow-up activities and administrative support of teachers should be considered to avoid work discontent and burnout. According to the observation, there is need for open forums for teachers to share their career development experiences in order to cultivate constructive and collaborative team relationship. The opportunity will help instructors bond their personal education with career development and for this reason boost their self-confidence and fulfilments in the occupation.

In Georgia, Kobakhidze (2010) established that adequate professional development activities could help reduce the teaching burden; enhance the teachers’ commitment, facilitate learning, and build collegiality. The study further established that in developed countries, most of the professional development activities do not accomplish the needs of the teachers. The researcher observed that many of these professional development programs fail because they do not address the mainly basic and appropriate needs of the instructors. Kobakhidze further established that career development highly depended on the instructors teaching experience. Experienced teachers need refresher courses to update their knowledge. Using a qualitative case study that employed interviews, observations and content analysis, the study established that the use of a comprehensive teacher attrition approach that brings on floorboard local partners can alongside building responsiveness on issues affecting teachers; also cultivate a culture of teacher retention in the profession. While the study justifies the need for a comprehensive approach to teacher attrition issues, use of a case study design could not guarantee external validity to the findings. Orodho (2009), disputes that case studies lack systematic
procedures and therefore fail to present methodological guidelines. Moreover, the use of the qualitative approach raises concerns of the reliability in the study (Kothari, 2012)

In a related research by Boyd and Folajimi (2009) on teacher incentives and the future of merit-based pay in America, examine Georgian perception on factors that contributed to teacher inspiration to stay in the occupation. The study assessed aspects of monetary and non-monetary incentives and strategies used to retain teachers in the occupation. A mixed method research with both quantitative and qualitative approaches was employed in the study. A three-stage design was used to select the districts, schools, and teachers. Purposive and convenient samplings were used to recruit public secondary schools and faculty employee personnel. Questionnaires and focus group discussion guides were the two main instruments used to collect data.

The findings revealed that many teachers intended quit the occupation for any new opportunities that could be availed. However, most of the respondents indicated that they were not ready for any career development in the occupation and could never give recommendations for any youthful person to join the teaching career. Most of the participants indicated mentioned low earnings as the biggest problem in the teaching occupation. The study further found out that ethnicity in school environment, political interference, lack of proper learning facilities and inappropriate curriculum were other aspects of teacher attrition. The findings assisted the current study to examine the strategies that were put in place to retain teachers in public secondary schools in the county.

In refining the basic human capital principle theory, Grissmer and Kirby (1993) came up with two types of human capital theory generic human capital, which makes a teacher to transfer to other professions easily because of multiple experiences one has from diverse fields and/or disciplines. On the other hand, there is a specific human capital, which makes a teacher not to leave the profession because of the Institutional or specialized knowledge. In the same view, Mdeme (2014) argue that the more teachers have the greatest amount of knowledge and experience characteristics, the greater the probability of them exiting from the profession. Another standpoint is that, the more the amount of specific capital, the less probably it is that such teachers will even consider leaving the profession.

In contrast, Ingersoll (2012) study found out that those governments and other education providers who think that teachers do not need either on-job training or continuous professional development programmes are misleading the society. The
provision of these programs to teachers, equip them with generic human capital, which exposes them to a greater amount of experiences. The study further established that teachers with high academic credentials are the most group that are likely to leave the profession various reasons other than retirement reason. The study recommended that there should be a policy on teacher management issues the influence teacher retention. The study used a survey design and a questionnaire for data collection. The instrument was administered online which created a gap for the study. The sample population in the study also consisted of only high school teachers from one state of Chicago. However some of the factors raised assisted the current study examine the respondents’ qualifications.

In United States, a study by Ingersoll (2012) on the examination of teacher supply, demand, and quality from an organizational perspective, looked into teacher turnover and compared to other professions and the role of school characteristics and organizational conditions. The data gathered through nationally representative Schools, Staffing Survey (SASS), and Teacher Follow-up Survey (TFS) in coordination with the National Center for Education Statistics (NCES). The results showed that teacher turnover strongly correlated with the individual teacher characteristics and the decisions of leaving teaching were related to the age. They consistently found out that younger teachers have very high rates of leaving the profession than teachers who are close to their retirement. The study by Ingersoll was in USA while this study was conducted in Uasin- Gishu County to establish whether characteristics of teachers related with attrition. The data collection instruments were different from those used in the study too.

In Nigeria, Lawal (2012) study on teaching occupation in Nigeria established that teachers as compared to other professional careers the occupation received sovereignty. Adunolaet al. (2016) in an observation attributed the teacher career distinction on the huge annual intakes in primary colleges where candidates opted for occupation courses as the last option. The observation made by Adunolaet al. (2016), further expressed that even instructors already in the career do not seem to encourage their children to aspire teaching as an occupation. The sentiment however from the observations concentrated on the value awarded to the teaching career but ignored the measures to be implemented to retain instructors in the profession. These were clearly articulated in the present study.

A study by Hargreaves and Glynn (2011) among some high school teachers in the United States revealed that supportive school policies like provision of learning
opportunities including mentoring of new teachers and other plans for professional development were highly correlated with teachers’ commitment, retention, and attrition. The implication was that teachers are more likely to leave their jobs in circumstances where their schools do not provide opportunities for professional growth (career progression or employee development). Similarly, Dalgic (2014) on another research revealed that teachers feel disillusioned to work in an environment where opportunities for personal growth are not encouraged.

The study investigated the extent to which employee career progression influenced teacher turnover. However, Abdelfattah (2012) argue that individual teacher factors stem from within individual teacher’s choices on whether to remain or quit. Teacher turnover therefore is influenced by individual factors just like any other job. The teachers themselves can choose to remain or quit teaching depending on various factors ranging from their age to the level of education among others. This study addressed age, gender, level of education and discipline of the teachers in relation to attrition in public secondary schools. Scheopner (2010) observed that teacher attrition is a loose-gain game in which case, regrettably affects teaching profession when knowledgeable and skilled teachers leave altogether but profitable to institutions where such knowledgeable and skilled teachers go. This means that teacher attrition is profitable for other economic sectors as teachers with sound knowledge. The researcher failed to connect with how teacher attrition influenced academic performance of schools, a focus of this study. The reviews of the above studies have brought out issues on teacher professional development and attrition in United States, Europe and Middle East, Nigeria but none of it in Kenya. Therefore, this created a gap to examine whether professional development of teachers in public secondary schools influenced their decision of quitting the profession in Uasin Gishu.

2.3.2.4 Job Satisfaction and Teacher Attrition in Public Secondary Schools

Several scholars have come up with job satisfaction; Saleem and Gul (2013) defines job satisfaction, as a state of mind encompassing all those feelings determined by the extent to which an individual perceives his/her job-related needs are met. Similarly, McKenzie (2012) refers job satisfaction as to how an individual understands the degree of attractiveness of a job if both positive and negative outcomes are weighed up against each other. It is an affective reaction to a job that results from the person’s comparison of the actual outcomes with those that are desired, anticipated or deserved (Gedefaw, 2012).
Concerning teacher job satisfaction, Grissom (2011), refers it as a function of the perceived relation between what the teacher wants from teaching, and what the teaching offers.

Occupation contentment is a variable associated with affirmative worker motivation, performance and productivity. High levels of employee satisfaction have been highly associated with more employee work performance and less absenteeism. The teacher occupation contentment was an important attribute in current study. The variable had been significantly correlated with constructive productivity. Studies have also correlated the principals’ transformational leadership and educator work contentment. In the current study, the students and teachers’ perceptions on teacher attrition were simultaneous with students’ academic achievement.

In a study in Australia, Ladd (2011) established that in the contemporary world, work satisfaction has become an essential element for the preservation of the workforce numbers of any institution. The study further established that in the teaching career, teachers are the most important resources key figures for any changes (educational reforms) needed in schools. There was a general observation that the quality of teachers in their commitment, pleasure and inspiration are the determinant aspects for students to benefit from the education system. The study employed a descriptive research design and a sample of 72 educators and, 456 students were sampled for the study. Data was collected using a questionnaire and observation. The study used research assistants to collect data. The data was analysed quantitatively and reported in frequencies. However the study did not discuss factors influencing attrition in learning institutions in Australia. This study therefore sought to assess the factors of attrition in schools.

While focusing on teacher education and American future, Darling-Hammed (2010) stated that to increase teacher motivation in terms of incentives have been found to be unsuccessful in increasing motivation. The study was qualitative in nature but failed to show how satisfaction by teachers influenced intentions of attrition. On the same views, Barnett (2017) true job contentment is derived from gratification of higher-order needs, “social relations, esteem, and actualization” rather than lower-order needs. The current study sought to establish the influence of teacher attrition and students’ academic achievement while at the same time exploring the effects of teacher turnover on the quality of teaching and learning. This is because when teachers are happy and content with their work, they tend to understand their contribution towards the attainment of the school objectives.
Curtis (2012) in similar study on “Who leaves” in middle and high school in the USA, established that teachers’ who stay long in a given station positively relate to job contentment and there was a relationship between job satisfaction and the teacher’s length of service. The study observed that when teachers spent a considerable period of years in one school, they have sufficient opportunities to develop their skills and accept the challenges of the school environment. They also create a positive working relationship with the administration, colleagues and their students. The study snowball in selecting the sample sizes and the participants were 10 teachers from middle school and 10 teachers from high school. In United States, Ingersoll and Merrill (2010) also in a paper entitled ‘The wrong solution to teacher shortage’, found that about 29% of the sample’s participants indicated dissatisfaction with teaching profession while more than 75% of those who quit teaching because of their dissatisfaction with their jobs reported low salaries as the main cause.

The study by Curtis (2012) provides an important background to teacher attrition in the United States discussing clearly effect of work satisfaction on the school environment; the present study finds issues with sampling techniques used. Phenomenological research could have been a better design as it seeks to examine views of people who may have experienced the phenomenon in question.

Another study by Goldwater, Gross, and Player (2014) found out that a source of job dissatisfaction was lack of correlation between the pay and the performance of the teacher, working conditions, which included unprofessional administration, lack of support from the parents and neighbourhood, excess of paperwork, and indiscipline among students. The study indicated that conditions of work environment were a significant locale that influences teacher turnover. According to the study the working conditions and job satisfaction are correlated. The study further established that lack of teacher job contentment results into frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work which leads to negative results and poor quality teaching. The study did not point out the determinants for implementing teacher retention in schools which the present study looked at.

UNESCO (2010b) contend that teachers in Malawi moved to greener pastures over the years due to job dissatisfaction while those who did not get better alternatives sought other supportive sources of income. Studies by Darling-Hammond and Rothman (2011) observed that the British agencies aggressively poach African teachers in order to
address the severe shortage in their country, with at least 4000 teachers making their way into Britain. In some other countries, there is migration to non-teaching posts, particularly by secondary school teachers. In Zanzibar, 9.0% of attrition was recorded as “transfer to other government posts.” In Uganda transfer to non-teaching posts accounted for 16.1% of secondary school teacher attrition (Candle, 2010). In Malawi, the figures 15.0% of teacher attrition were evident in secondary schools (UNESCO, 2010b). Given the heightened stress levels, the potential stress factors that have been considered include: meeting deadlines, workload, limited time, continuous change (current), records of achievement and organizational restructuring (Rohland & Robertson, 2009).

There are factors that contribute to staff crisis proportions in the teaching occupation. For instance, a study by Goldring and Riddles (2014), Finlayson (2006) in Ireland established that stress in the teaching profession in Scotland, was major cause of ill health, absenteeism and other related problems which deprived the government about 43 million pounds a year. The study recommended among other things the government should introduce measures that will reduce stress in order to improve performance. The study further indicated that teachers underperform due to lower levels of motivation and higher levels of stress than other professional groups. They noted that less than 50 per cent of the teachers less interest of remaining in the profession due to stress. The viewed factors assisted the current study as they seemed to fit the Kenyan context in particular helped in evaluating the variables under study.

The study used focus group discussion in collecting quantitative data, 390 respondents were involved where 34 were head teachers 351 teachers and five education officials. The data collection instrument was one questionnaire. The data collection procedure was quit hectic. The instrument was pre-tested and piloted at the same time however the study although was carried out in a developed country the findings were in line with the present study.

Beaugez (2012) study assessed aspects linked to educator attrition and the level of teacher contentment that motivates instructors to stay in the occupation. The established that teachers are concerned with issue of occupational security based on learner examination performance and the immensity associated with obligatory responsibilities, scheduled rules and regulations, and performance ranking for students when combined, predicted instructors levels of career stress. In another empirical study in Afghanistan, Aslami (2013) researched on causes of attrition of teachers in public secondary schools. The research utilised a mixed method approach where questionnaires, interviews and
observations were used to collect data. A total of 44 current teachers and 18 former teachers were asked to respond to the questionnaires, while 2 current teachers, 3 former teachers, a principal, a student, and a member of Information Education Management Information System (EMIS) were interviewed. The study discussed aspects that influences attrition but underscored the measures of retention in the occupation.

In Ethiopia, A research conducted by Gedefaw, (2012), on teacher occupation contentment and discontent in metropolitan school teachers, in Addis Ababa, showed that teachers’ work contentment was related to aspects that are inherent to the task of instruction in terms efficiency and competent. In particular, Gedefaw’s (2012) study established that teachers were drastically displeased with their work Wages and fundamental profits which came out as the most important frustrating factors of all the work associates. According to the study, other foundations of discontent could be associated to lack of prospects for sponsorship in the career and the supervision approaches by the principals. This study was

In Nigeria, Akiri and Ogborugbo (2009) examined aspects of teachers’ contentment with their instruction career in public secondary schools. The study established that majority 72.5% of the teachers were generally discontented with their salaries. They revealed that in comparison to present cost of living in the country; the teachers’ salaries and allowances were low. It further indicated that teachers in public schools were underprivileged when compared with those in the private institutions. The study focused on the teachers’ discrimination with respect to remuneration in Nigeria, employed descriptive survey to examine the issues but overlooked the triangulation of the information. The sample size comprise of 20 teachers, 2 education officials and 15 head teachers. The study obtained the content validation at 0.825 which implied that 82.5% of the items in instruments were valid. This study clearly underscored the need of other aspects of dissatisfaction in the teaching career which the present study captured. The study also computed the study’s reliability at 0.5 which created the gap.

In Malawi, Mtika and Gates (2011) reported that trainee instructors perceived teaching as a low remunerated career, with no other privileges. The beginner teachers argued that the teachers’ low earnings and the lack of incentives are attributes of teachers’ dissatisfaction and thus engage in other income-generating activities, which limit their commitment in instructional services. What is more the discontent leads to absenteeism, and motivates teachers to leave the profession altogether. The apparent low remuneration
also portrays negative features in the professional status of instruction within the centre of population (Mtika & Gates, 2011).

Several studies have been conducted in the Kenyan context on teacher attrition. For instance, Katula, Mutune and Orodho (2014) study established that the main grounds for educator turnover were occupation discontent, meagre compensation and inadequate support from school management. The study therefore recommended to the Ministry of Education in corroboration with the Teachers’ Service Commission (TSC) to increase teachers’ earnings in order to increase productivity, constancy and efficiency in the career. The study used the phenomenology design and purposive sampling to identify the participants. The human capital theory anchored the study. Data collection instruments were document analysis and a questionnaire. The study examined the factors in Mbooni District without suggestions on how to keep teachers in the profession and also the study did not examine the trends of attrition in Mbooni.

A study carried by Waititu (2013) on aspects of teacher attrition in public secondary schools in Limuru district, found out that a great percentage of instructors were discontented with their career due to the perception held by the society that teaching occupation is for those who failed in their general examinations, are incompetence and are underprovided for in progression in the career. The study concentrated on factors that contribute to attrition ignoring the effect on the academic performance. It is imperative to note however that effective teaching does not guarantee aspects of attrition but the availability of an instructor. However Waititu study fails to address strategies put in place to address issues on attrition in schools.

Kasau, Kaloki, Kitoo, Mutinda and Kalai (2016) sought to establish aspects of teacher attrition in public secondary schools of Mbooni East Sub-County. The findings exposed that uninterrupted teacher attrition was due to pitiable salaries, underprivileged working atmosphere, and indiscipline among the teachers.

The study sampled 202 participants including, two Sub-County Director of Educations, 29 school principals and 171 teachers. The study used questionnaires, document analysis and interviews as data collection instruments. Besides, an interview schedule was administered to the education officials through a research assistant.
2.3.3 Influence of Teacher Attrition on Students’ Academic Performance

Teacher attrition is a numerical loss that represents the loss of experienced teachers from the system (Mulkeen 2010). This is particularly in cases where those who are leaving the profession are the most successful or qualified teachers. A study by Xaba (2003), established that amongst other things, the turnover of teachers and attrition are translated, into shortage in educator supply, expenditure in recruitment, education and counselling, poor student performance due to disruption of planning programs and continuity, as well as overcrowded classes in South Africa. This to him poses a major challenge to the education sector in managing and retaining teachers. Several approaches have also been used to address the concept of performance, as an assessment on a students’ academic failure. Some of the approaches have negative connotations on the learners themselves and the school at large. However, according to Ingersoll (2012) there are different measures that could determine success or failure in the learners’ academic achievement.

Grissmer (2006) describes students’ academic performance as any performance that falls below or above the desired standard. According to Grissmer, apart from the presence of a teacher the class size creates student – teacher bonding which seems to have a positive effect on student success. A World Bank Report (2010) on school and classroom influence on student learning in Thailand reported schools with the support of all stake holders perform better than where there are wrangles within the system.

In the education arena, the ability, hard work and commitment of teacher contributes to quality of teaching and learning in schools. If a teacher detaches self from the current rapid scientific technology and educational developments becomes redundant, inefficient and ineffective in the arena (Salifu, 2014). A teacher’s professional advancement entails achievement of new skills and expertise for career advancement and personal fulfilment.

A research study carried in USA by Ingersoll, Merrill and May (2014) on how teacher preparation influence their decision to leave the profession. Data for the study was collected from US National Centre for Education Statistics (NCES) survey report. They found out that high rate of teacher mobility had a negative impact on the efforts schools put on improvement of quality of teaching and learning in the education system as it disrupted the stability and continuity of teaching. The report further revealed that teacher mobility, which involves teacher transfer, was strongly associated with teacher turnover.
in schools. This was of great concern in the United States and needed urgent address. The study reported that America was spending over a billion dollars on teacher retention.

A study by Craig (2014), on whether teacher turnover affects students’ academic performance in the United States. The study was conducted in urban schools. The study was mainly in qualitative form. Craig found out that those schools with the highest rate of teacher turnover responded to the shortage by employing ineffective teachers at the prevailing wage to fill the vacant positions.

Koech (2011) postulates that there is consensus among scholars that organization’s which experience employee turnover either benefit or suffer the cost depending on various factors that influence the turnover. In most cases, these factors are very disruptive and costly when their effects are not identified and really maintained to a minimum. However, if maintained, the quantity of teachers will assist improve the learners’ academic achievement and subsequently enhance productivity in the organization. Armstrong (2009) argues that a high turnover in an organization is a sign of a problem in that organization and brings about negative publicity to the organization creating dissatisfaction amongst employees. However, employee turnover is a common organizational problem facing both the public and the private sectors but in recent years, this phenomenon has increasingly become important in debates about the teaching profession. He observes the reason is that turnover reduces the quantity of teachers available in many schools, and hence aggravating professional teacher shortages. At the same time, it affects the quality of teachers, especially if the best teachers are the most likely to leave.

In an assessment study carried out on teacher attrition and mobility in the United States by Goldring and Riddles (2014) revealed that levels of teacher attrition had unyielding implications on the quality of teaching. In addition to all this, a limited supply of teachers increases the need and likelihood for out-of-field teaching, where teachers teach subjects in which they are neither prepared in nor qualified to teach. This obviously leads to poor academic performance and creates redundancy in students who want to specialize in certain professional careers and creates a detrimental effect on the teachers’ morale and, indeed, leads to a loss of public confidence in the teaching profession generally.

In the United States, NCTAF (2007) established that due to high teacher attrition, high-need of teachers in both urban and rural schools were staffed frequently with inequitable under-prepared, inexperienced teachers who are left to labour on their own to
meet the needs of their learners. This isolation had an effect on the new teachers who felt overwhelmed by the challenges they faced. They also in turn left after few years of working under a frustrating environment with lack of mentoring. These teachers either moved to better schools that had induction programmes, but in most occasions, abandoned the teaching profession altogether. However, after leaving, the gap took long to be filled and a host of problems encountered by the enthusiastic young teachers assigned to take over the positions, which ultimately affected the academic performance of the institution.

In Pakistan, Noor (2015) assessed how teacher transfer influenced students; academic performance, found that high rate of teacher transfer influenced students’ academic performance an issue that threatened the education system of Pakistan. The study further established that transfers of natural science teachers were higher than of social sciences. This created an assumption that science subjects are more complicated and demanding than social science subjects, which can be taught by less skilled personnel. Thus, lack of natural science teachers dilutes the performance and which makes the recruitment for the science teachers insufficient and does not fulfil the students’ career development. The researcher used one instrument to carry out the study and was quantitative in nature.

In contrast, Ingersoll (2012) argues that some teacher turnovers (attrition) are good for schools that do not help students achieve their academic goals should leave the classroom. Unfortunately, ineffective teachers are not the only ones who exit through the teaching’s revolving door, but high quality teachers who struggle to improve the students’ academic achievement are among those that mostly leave. Seen from the perspective of systems theory, an increase in the attrition of the teaching staff in sub-Saharan African public schools, which are subsystems of an open system, places the education system at risk of lower teacher quality. The greater inequity in student opportunities, an increased inefficiency as more funds are diverted to recruiting and training new teachers.

In South Africa, Pitsoe (2013) alluded that high teacher attrition can cause problems on educational quality, equity and efficiency. Utah Foundation (2007) contributing to the same issue attributes that the high number of inexperienced teachers in the classrooms is contributed by teacher attrition. In addition, attrition contributes to unequal distribution of quality teachers across learning institutions. Ingersoll (2012) observes that the most disadvantaged students attend schools with the highest number of teacher turnover are replaced with the lowest quality teachers. The observation seems to
support Meyer and Furlong (2010) who articulates that the quality of a teacher has a lot of influence on the academic achievement of a learner than any other school-related factor.

Mulkeen and Crowe Taft (2010) established that schools find it hard to replace teachers who have left the profession and forced to operate at least for a period, with a reduced number of staff before the gap is filled. The scale of the disruption caused by attrition is enormous. IEQ (2009) carried out a study in Malawi on the effect of teacher migration on students’ quality of learning. The study found that, of the 188 teachers who began the school year, almost 50 percent were not teaching the same class nine months later. Some had moved to other schools or left the profession; others were no longer in their classrooms due to illness or other temporary absences. These finding clearly shows a disruptive effect on the academic performance and the damaging effect on the student-teacher relationship as well as class planning and other activities. Buchanan (2012) argues that the departing teachers carry along with them a considerable knowledge, skills and experience.

Ingersoll and Perda (2010) in their study found that teacher attrition is a major problem on students’ performance but it is often an overlooked factor behind shortages of mathematics and science teachers. It was an observation made, that due to the deployment patterns, some schools, especially those in undesired areas suffer shortage of teachers for significantly longer period given the delays in looking for a replacement. Ingersoll and May (2012) expounds that some teacher turnover issues is inevitable and even beneficial to the institution, since some teachers join the teaching profession as step gate for greener pastures. In this case, such teachers are ineffective and eventually discover that teaching is not a right profession for them; others leave to pursue administrative posts in banks or other education related roles elsewhere. National Commission on Teaching and America’s future, (2013) established that excessive teacher turnover is costly and detrimental to institutional cohesion in schools as it is not free. As such, to ensure that qualified teachers, specifically in the main subjects where all learners are involved, retention is an important concern.

In Kenya, Kizito, Chumba and Kindiki (2010) carried out a study on the trends and effects of teacher attrition on secondary school education in Kenya: A case of Kisumu City. The findings revealed that a teacher who stayed in one school for a reasonably longer period was more efficient, productive and enthusiastic than those who changed schools frequently. A similar research on factors contributing to poor performance in the Kenya Certificate of secondary Education examinations in public Day
secondary schools in Mwimbi Division by Reche, Bundi and Nthia (2012), established that teacher transfer, be it classroom or administrative had a great influence on learners’ achievement in terms of team work, cohesion in the teaching processes. It also revealed that when a school principal’s work becomes exceptionally regulated, a host of inadvertent negative performance occurred which resulted to job dissatisfaction, burnout, and loss of self-esteem. The two studies dealt much on factors that affected performance in schools not specifically on academic of the learners which the present studies captured.

A study on the effect of head teachers’ turnover on teacher performance by Ruto, Kapkiai and Kiprop (2016) was carried out in public primary schools in Turbo Division. The study was guided by the Hertzberg’s motivation-hygiene theory of job satisfaction. It adopted descriptive survey design and targeted 684 teachers and 85 head teachers. The study found out that there was a statistically significant relationship between head teacher’s turnover and teacher performance in primary schools. The gap created by Ruto et al. research was that their study focused on head teacher attrition and teacher performance in turbo which is one of the six sub-counties in Uasin-Gishu County but downplayed to give suggests on what could be implemented to retain teachers in the profession.

In another study, Gatemi and Thinguri (2018) critically analysed the frequent teachers’ attrition on coverage of syllabus in Kenyan schools. The study methodology was qualitative one using critical analysis of the problem. The research relied on secondary data sources. Their result revealed that constant teacher attrition influenced syllabus coverage which ultimately affected students’ academic achievement at the end of their education cycle. Gatemi and Thinguri outcomes showed that teacher turnover is a common problem affecting Kenyan schools; the gap created from their study is that they did not show the qualitative measurement of syllabus coverage and relied on secondary reports. This study departed from Gatemi and Thinguri research by examining how teacher attrition influenced academic achievement in Uasin Gishu public secondary schools.

### 2.3.4 Challenges faced by Secondary Schools in the Retention of Teachers

An enormous role is played by teachers in the provision of Education globally. As Toft (2011) puts it, a main input to profitable expansion of any country is education which is directly correlated to Economic growth. However, the education sector faces various challenges in trying to retain teachers in schools. Donaldson and Johnson (2011)
observed that teachers’ position a significant aspect in determining basically the quality and efficiency of numerous schools worldwide. Nevertheless, the imperative reason could be intensified to an extensive variety of confrontations. The important participation of teachers in school programs can be negatively affected by factors as accommodation restrictions, uncertain policies, and mismanagement of property, and poor relationship with stakeholders among others.

Auguste, Kihn and Miller (2010) established that teachers as educators are responsible for young citizens’ education, culture development, and societal values. In a school situation, teachers are responsible for the accomplishment of several tasks in their teaching career. However, schools face a numeral challenges in their effort of teacher retention for the provision of excellence instruction in the direction of the society (Tucker, 2011). Teacher management are some significant responsibilities bestowed upon principals in charge of schools for the purpose of quality instructions. However, most school principals do face challenges in the execution of such responsibilities as poor relationship with their teachers, political and sponsor interference in schools.

According to Borman and Dowling (2008), school’s effectiveness in assisting or supporting teachers regarding student discipline, curriculum implementation and adjustment to the school environment is the responsibility of the school management. Effective administration plays a fundamental role in school leadership practices which includes the four proportions of vision building, specific objectives’ development and priorities in offering individualized support and development of the school culture (Leithwood & Sun 2012). According to Weiss and Boyd (2014) confirms that efficient organizational support plays a significant role in retention of teachers. The information captured from the literature reviewed assisted the study to examine whether administrative support was an aspect of teacher retention in the county under study.

Hirsch, Emerick and Loeb (2007) in a survey research found out that teachers’ greatest challenge was lack of administrative support from principals and other stakeholders in the retention of their teaching career. Accordingly, the study revealed that teachers need assistance for professional development programmes in their field of study in order to relevant in the contemporary society. A study by Ladd (2011), established that school leadership and the working situation had significant contribution’ on job contentment and teachers’ intention to stay in occupation. As Mulkeen (2010) puts it, committed teachers seek satisfaction from the accomplishment of their students and displeasure by circumstances from that wedge achievement. Therefore, teachers are
significantly successful in their responsibilities when supported by the school principals to stay their professional career.

In a study by Harrell and Jackson (2004) on teacher management in public schools established that political interference was a major challenge in schools, which influenced teacher attrition. Numerous studies have established that high political association influences teacher management in education which leads to occupation discontent. A study by Liu and Meyer (2005) revealed that a critical aspect to teachers’ job dissatisfaction is political interference in school management. Further it is also attributed to the contribution of classroom management and student behaviour and teachers’ intention to leave the occupation. In many instances lack of student discipline are the main grounds designed for teachers leaving school (O’Brien, 2006).

Public secondary schools originally were well equipped in terms of learning resources but presently most schools do mismanage these facilities due to incompetence in management skills. A study Leu and Bryen (2005) revealed prevalent evidence on a soaring attrition of teachers in schools where resources are mismanaged. According to the study school managers are involved in corrupt productions in the procurement processes of schooling materials in terms of the 30% discount. Conversely, the principals revolve to be very arrogant to an extent of mismanagement of teachers an aspect that contributes to high rate of attrition.

Ingersoll and Merrill (2010) study in Pakistan established that transfer of teachers caused a big challenge for schools as it affected overall performance; schools faced a lot of student dropout, suffered of poor examination results caused by the shortages of teachers in compulsory subjects and definitely the excellence of instructions. As a result, many students migrated to other better schools, which was a big challenge to the school in enrolment.

Noor (2012) examined aspects directly concerned with institutional credibility within the community where the school is situated. They study used a mixed research design where in-depth interview and a questionnaire was used to collect data from the participants. The study established that constant instructor transfers affected efficiency and competency of the teachers in terms of performance. When a teacher is transferred from the current station to a new school many issues of adjustment are involved (distance, social-cultural issues and delay in salary delivery) and the remaining teachers face many problems that damage their delivery.
The findings from the study found out that distribution of subjects had a lot of disparity. Further the study established that the policy on transfer was an aspect of attrition in the region. The study therefore recommended to the Ministry of Education to review the policy from time to time in order to retain teachers in the career. It was also reported some schools were situated in regions considered hostile where individuals take up the positions but abandons it after few months. The study concluded that about the dangers to the teaching occupation, status of teachers, the right to exercise education and education as a public good.

Lack of proper skills in resource management mechanisms creates room for locals, teachers and students to steal school property and selling them. Cases of students stealing, and other destructive and disruptive activities have become common in our schools today. This means that teachers are disadvantaged in acquisition of vital instruction facilities in schools a factor that contributes to attrition. Darling-Hammond (2016) conducted a research in the United States and established that lack of teaching and learning resources was a big challenge to teachers as it affected overall schools’ performance. The schools face a lot of student dropout; suffer from poor examination results caused by the shortage of teachers in certain subjects and definitely the quality of teaching and learning.

Noor (2015) in another study examined factors that influenced teachers’ performance and retention. The study established that constant locals’ interference in schools, political interference and poor accessibility affect efficiency and competency of the teachers in terms of performance. When the school community ambush teachers in term of strangers, teachers seek for transfers and that Teacher development was another area of concern among teachers in public secondary schools. A regular updating of teaching skills with constant developments in the profession necessitated retention. However, the study revealed that schools have several problems that hamper the efforts in trying to meet this development programs. Noteworthy, constraints of unsupportive policies cannot sufficiently support constant teacher development in the occupation of teachers.

In a practical sense in order to initiate, any academic program several issues have to be involved in the implementation by school principals. May it be indoor seminars, short-term training, on - job training among others. For these programmes to succeed, finance will be required which happens to be a challenge facing a significant number of schools. Salifu (2014) in support observes that transfer of teachers has serious
institutional and financial implications on the recruitment and hiring of teachers. Further it consumes time and is an expensive process, which requires institutions to shift financial and human resources away from other programmes. According to Skaalvik and Skaalvik (2015), in order attract replacement experienced teachers, high attrition rates forces schools to devote attention, time and financial resources in the exercise. The costs extend from funds that schools directly invest in induction and professional development for new members to those largely hidden in tuition.

Kangethe (2012) study established that higher teacher attrition rates, is connected with the damaging costs added to the long list of challenges already faced in institutions of learning. The schools re-route the already set budget to recruit contract teachers to replace teachers who have resigned. There is disparity in the distribution of resources, interferes with the already established programs and at this level affects the quality of instruction and knowledge in schools. In another empirical study by Koech (2011) on the same view observed that the transfer policy should be reviewed from time to time to address the emerging issues that include students and teachers’ discipline. This will improve stability in situations where schools are in hostile regions but teachers take up offers because of lack of employment. The study used Hertzberg’s Theory of motivation and adopted simple random and stratified methods to collect the sample size for the study. Data collection instruments were questionnaires and interview guides that were tested by only the supervisors for Validity and reliability.

Ariko and Othuon (2012) study revealed that constant transfer demands interfered with the stability and continuity of instruction and knowledge in schools. The study further revealed that transfer requirements were related to schools that were situated in inaccessible areas where teachers faced several challenges in terms of lack of transport and communication, electricity, proper teacher houses and the overwhelming ratio of teacher-student class sizes. The study employed a descriptive survey design. The target population of the study included all teachers, principals and county education officials. The sample size had 13 head teachers, 98 teachers and the county education official after 30% of the stratified population were involved in the pilot. The 3 strata were rural location, urban location and one school located within Mfangano Island, which had diverse working conditions. However, 29 (30.0%) of the teachers were randomly sampled for the interviews. The data were collected using questionnaires as well as interview guide. The findings by Ariko et al. (2012) go a long way in cementing the strategies put in schools to retain teachers in their careers. In line with Ariko’s study similar factors were
found in Uasin-Gishu country to be contributing to attrition of teachers in schools. This is an implication that most of the factors that contribute to teacher are global.

Mobegi, Ondigi and Oburu (2010) studied strategies and challenges of school principals as quality assurances in Gucha District, Kenya. The study established that regardless the government’s efforts to recruit teachers for quality education; teachers seem to be discontented with certain aspects that are beyond control. Further some school principals mostly relied on the Heads of department for subject evaluation and methods of instruction to scrutinize the quality of education. In most cases, the instructional methods recommended are teacher-centred which de-motivates learners in the education processes. In such situations teachers opt to quit due to lack of interest in learners. The study suggested to the secondary school principals to be impartial in their supervisory roles and work closely with the heads of department. The principals should not neglect their supervisory roles by delegating to Heads of Departments. The study assisted the researcher to scrutinize whether similar varieties of practices established from the global point of two regional perspectives are utilized in addressing aspects of attrition in teachers in their careerin Uasin- Gishu County schools.

2.3.5 Measures that could be implemented to Retain Teachers in the profession.

A significant research reported a positive effect of a pay rise on teacher retention in the US, but increasing wages across the world may not be a practical option to boost retention (Schaefer, Long & Clandinin 2012). In similar views, Hanushek and Rivkin (2012) revealed that constituency institutions in the United States improved wages for urban teachers to 50.0% as an encouragement to persuade them stay in the occupation was unproductive. In the US, the evidence suggests that there are numeral instructor levies with non-salary involvement that can encourage instructor retention. These included: specification of induction courses for new teachers, and in meticulous individuals programs that were mentored by experienced contemporaries in institutions which created conducive working environment and teachers become positive and independence in planning and delivering services.

In another study by Hanushek, Rivkin and Schiman (2016) the national backgrounds of teachers were associated with attrition rates in the US. In particular, schools with a high proportion of African American students retained African American teachers but the marginal demonstration in instruction emerged to be adversely exaggerated by teacher-testing desires. This suggested that policies were intensified in the
minority admission to teacher preparation courses that facilitated the direction of teachers increase in retention, particularly in schools with large proportions of marginal students.

The City of New York Council (2006) recognized that school safety was significant in the improvement of school environment and minimizes transfer of teachers’ demands. They distinguished that it is fundamental for teachers to experience safety when they come into a school in turn to press on for retention. A sensation that schools are unsafe is constant amongst teachers, which contribute to discontent in the occupation. Teachers and students merit all-inclusive school protection scheme that addresses security aspects at all schools. The school safety might also be commissioned ahead of the learner restraint and the traditions of the neighbouring society.

UNESCO (2016) report recommended districts to restructure their schools into smaller units, in order to allow more high-qualified instructors to stay in those districts. The Research indicated that restructuring schools into smaller units could result to an enhanced instructional environment for students and teachers. Ladd, 2011), observed that in Chicago Public School systems, as an attempt to recover learner achievement spurred a creation of smaller schools within big schools in order to improve students’ achievement, the systems found out that the new schools in the urban city and smaller created schools out of large schools improved teamwork amongst teachers and engaged them extra contributions in the instructive restructuring processes.

Ingersoll and May (2012) study noted that provision of motivational benefits had been successful in minimizing teacher attrition. Motivational benefits make teachers serve in hardship environment for long period of time. A study by Texas Centre for Educational Research (2012) recommended that the legislature should allocate more funds to the areas of a high population density in order to retain the teachers. Some of these funds may go towards motivational benefits of teachers. A flat rate of 275 Maloti (47 USD) in Lesotho is paid to teachers who serve in hardship zones such mountainous places. Similarly, Uganda government introduced a hardship allowance of 20% of basic salary for hardship areas in 2001 (Mulkeen, 2010).

Darling-Hammond (2016) indicated that teacher career development organization is another alternative strategy for encouraging teacher retention. In many educational systems, small increments in wages make teachers to look for other avenues of career advancement either within the occupation or outside the education sector. According to Richardson (2015), rewards are given to the knowledgeable and skilled personnel who work closest to children. This enables them to be engaged in complementary roles such as
program leaders, curriculum developers, mentors, staff developers, teacher educators, and researchers while they remain in the profession.

Grissom (2011) examined the strategies head teachers used in addressing teacher turnover intentions in their schools. The study analyzed quantitative data was performed. Regression analysis was used to measure the data collected from the field. The study found out that head teachers effectiveness related greater teacher satisfaction and low probability of attrition in those particular schools. This showed that strategies that school principals may use could enhance the retention of teachers in schools through reduction in attrition rate.

A study commissioned by OECD to various countries across the world undertaken by Schleicher (2012) focused on how to prepare teachers to respond to the requirements of the 21st century. The study established that teachers who seek further studies increase attrition as most of them opt to change occupations to other professions such as law, public administration, Information Technology and so forth. On-the-job training and continuous professional development could be a strategy that retains teachers in the profession even going for further studies. On-the-career training and constant proficient development teachers will be assisted to cope with the changes in the syllabus. In a similar perspective, Komba and Nkumbi (2008) observed that continuous educator professional development programs enables teachers to acquire new instructional methods that improve and expand their skills as educators in the profession.

There are various reasons that make teachers enter and leave teaching among them is its social acceptance and appreciation. Most teachers join the profession not because it is their vocation to be responsible for the child, the community, the state and the profession itself but because it is the only available alternative or the last remedy. However, Anangisye (2011) underscore the perception and observes the most important factor is due to the academic qualifications attained from high schools and financial limitations.

On the same view, Kavenuke (2013) observes that the teaching occupation is undervalued by the society as a profession for low achievers and most teachers enter the profession as a transitional profession to better openings. In his opinion, the qualifications for entry into teaching and recruiting of prospective teachers should be raised to reduce the number of teachers going for further studies. According to Tucker (2011), Shanghai City-China raised the bar for entry of new entrants to the teaching profession where
primary school teachers are holders of diploma and most secondary school teachers have a master degree. This proved an appropriate way that made teachers stay in teaching.

On the contrary, Auguste, Kihn and Miller (2010) established that in Finland, Singapore and South Korea teaching is treated as a highly selective profession, which makes the teaching profession accorded high respect and the strategies attained sparkling results. Most of teachers in Finland and Singapore teachers are highly remunerated and working conditions improved. In this case the role of the school and particularly the teacher becomes imperative to ensure that societal values are interwoven in all lessons in class. Donaldson and Johnson (2011) on their part suggest that it is important for teachers to be recruited from the community they belong to in order to minimize teacher attrition. Under this alternative, the rationale is that it is easier to retain people who have deep roots in the community than those who may not adapt the culture. On the same view, Craig (2014) argues that recruitment of teachers from the community that they belong to or within each region, assists in the personal history and family connections which will entice them to be committed and more productive.

In United Kingdom, The Sutton Trust (2011) looked at the effective methods of improving teacher effectiveness in England. The study looked at teachers teaching in special schools. The study collected secondary data from academic published papers. The study found out that improving teacher effectiveness reduced their chances of them leaving the school. The study revealed that the teachers needed moral support from all stakeholders and model be implemented to induce teachers in the profession in terms of incentives. The survey findings indicated that teachers’ status is related to the aspects of quality education and, more specifically to socio-economic and cultural aspects of the nation. Another disturbing trend is the crisis affected countries but in many other countries as well, was the precarious work for teachers and other education workers.

Ngimbusyi (2011) observed that if teachers from universities and teacher colleges are deployed to places or regions they choose, it could help to make good teachers stay in teaching. However, where the policy is partial most teachers report to schools and immediately leaves because they are not accustomed to culture of the new environment (Ngimbusyi, 2011). Mdeme (2014) research in Tanzania revealed that in most cases, teachers who accept to stay in such deprived areas have no options due to the lack of secondary alternatives. According to GNAT and TEWU (2009), the government or the authorities should make efforts to improve the infrastructures in such deprived communities and teachers who accept to stay in such areas should be remunerated.
appreciably. Most of the measures reviewed from the global empirical literature concentrate more on restructuring of the learning institutions and overlooks those that could be implemented to retain teachers in the profession.

In Sub-Saharan Africa, UNESCO (2010a) observed a variety of strategies that have been used in an attempt to retain teachers including offering rewards for excellence in teaching, with mixed results. A scheme in Kenya offered incentive prizes ranging from 21% to 43% of monthly salary for teachers whose students achieved high performance in examinations where the impact of the financial incentives was to increase the number of preparatory sessions for the exams (Ariko & Simatwa, 2011). However, it was noted that the scheme resulted into teachers encouraging cheating in examination, or provide an incentive for teachers to ask for transfers to “better” schools. Thus, the program did not crash the levels of teacher absenteeism and retention. However, a good education is inconceivable if it fails to inculcate values, which are indispensable for holistic life.

In Ghana, an annual award for the best teacher in each region had a positive impact on morale of teachers. In Gambia, a Best Teacher Award Organized by the Gambia Teachers Union (GTU) motivated teachers. As Kavenuke (2013), puts it, one of the keys to attrition in sub-Saharan Africa, is the reluctance of teachers to accept posts in remote rural schools. According to Pitsoe (2013), many African countries, including South Africa, Botswana, Uganda, Lesotho, Zambia, Kenya and The Gambia provide an additional allowances to teachers located in hardship schools (defined in a variety of ways). While these strategies have some value, they are rarely sufficient to attract teachers to rural posts. A number of African countries have also experimented with bonding systems, where teachers are required to serve in rural schools for the first period of their career.

Hedges (2012), in contrast argues that most of strategies have been difficult to enforce. Agezo (2010) cites Ghana where a bonding scheme that required newly qualified teachers to repay a bond if they failed to remain at their posts for three years. Over time, inflation reduced the value of the bond, and enforcement became lax. As a result, the bond lost its value as a deterrent over time. On their part, Bennell and Akyeampong (2007) observed that a change on deployment policy could reduce attrition where individual schools are allowed to select the teacher to be employed. This system would favour local teachers or teachers who are believed to accept the post and therefore stay long.
In similar sentiments, Mulkeen and Chen (2007) study found out that, systems of local recruitment tend to increase teacher satisfaction, and reduce attrition. Deployment systems that allow newly qualified teachers, especially young women, to take posts in rural communities in order to feel safer and be near their relatives and posting two newly qualified teachers together to the same school, to enable them move to difficult locations seems to work well. Those posted in pairs, seemed to draw strength from the readymade friendship, especially in hostile communities, even if they had not known each other beforehand (Darling-Hammond, 2016).

The Education Management Information System (EMIS) data in Malawi reveals a strong association between the availability of housing in an area and the retention of teachers in schools and more so female teachers (Mulkeen, 2010). Similarly, in Uganda, a study on Primary School Teachers Attrition considered provision of housing to be a key factor in ensuring teacher retention especially in rural areas, while in Mozambique, the Ministry puts up directors’ houses in some schools. Mulkeen (2010) study on how to retain teachers in Lesotho, revealed that Non-Governmental Organizations (NGO’s) constructed teacher housing in an attempt to make rural locations more attractive. In other words, housing was not provided, but some NGOs and community groups have provided accommodation with some observable success on retaining teachers. Most of the infrastructures were old and dilapidated too.

In US, McKenzie (2012) established that school leaders could reduce teacher turnover and control their costs with coherent human resource policies that begin with measuring teacher turnover and understanding its consequences. Building on this knowledge, they focused on hiring well-prepared teachers and giving them a strong start with comprehensive induction programs. In order to sustain these new teachers as they progressed toward accomplishment in teaching, their schools were transformed into genuine learning organizations. These policies achieved the greatest return on the investment of the target at high-needed schools. In other words, the Policy on reducing teacher turnover focused on transforming school cultures so that schools become organizations additional favourable to knowledge and cooperation amongst teachers and all other stakeholders. The study findings evaluated whether principals were playing their role through application of various human resource policies in addressing teacher attrition in their schools.

Stewart (2012) in a profile of the earth’s uppermost-performing education organization in Canada, China, Australia, and Singapore established a strategy where
teachers are included in restructuring the education system and the Finnish norm of treating teachers as professionals with high level of responsibility and decision-making power. In China, for instance the high quality teachers with career paths were equitably distributed and in Australia, the school leadership was improved, and Singapore, a career path was built into a policy to evaluate teachers’ potentiality for leadership roles.

In addition to outstanding international test performance, Ontario, Finland, and Singapore are excellent case studies of systems with low educational inequity, highly effective teachers, and strong school leadership. Darling-Hammond and Rothman, (2011), found out that Singapore, Ontario and Finland were able to retain and attract high quality teachers since schooling is a respectable, competitive, and desirable profession. While the high cultural value placed on education played a role in these societies, deliberate policies ensured that teaching maintained its high status and appeal. Fewer than 3.0% of teachers leave the profession in Singapore each year, an attrition rate less than half that of the US; Ontario, Finland, and Singapore have oversupplies of teachers.

Darling-Hammond and Rothman (2011) further established the most important element of retaining teachers in Finland was the trust for teachers, who had high qualifications, appreciated and had gone rigorous vetting and training processes. They recommended that punitive evaluation practices that drive many teachers out of the profession should be abolished, and instead teachers are included in drafting supportive policies and rewards given to outstanding teachers through public recognition and monetary compensation.

Hargreaves and Glynn (2011) on their part argue that the financial benefits of investing in improved social working conditions for teachers greatly outweighed the costs. That changing social dynamics need not require financial investment but improved social working conditions could be less costly than the input-based interventions that target material working conditions. For example, implementation of culture-building activities that promotes collaboration in department meetings and re-structuring school schedules could make teachers’ workload more balanced and increase time for planning and collaboration, to allow teachers to be more effective and, thus, more satisfied in their profession.

Murnane and Willett (2011) on similar sentiments recommends, improving social working conditions as a comparatively effective intervention is more likely to alter the daily school experience for teachers and students than ineffective input-based interventions while Pitsoe (2013) recommends that beginner teachers be given induction
programmes as device for retention. They further revealed that as part of the induction programs, teachers are always made to visit good schools where they have the opportunity to benchmark with other top schools. The study by Pitsoe et al. (2013) was carried out in the South African schools where schools were examined as subsystems and found to have a negative implication on the quality of teaching and schooling. The study assisted to evaluate the relationship between the local communities and their perception of teachers in schools in the area.

A study by Johnson (2005) established that schools could offer teachers both inherent and extrinsic incentives and meet standards for acceptable working situations in order to retain teachers. Teachers desert the occupation when schools fail to overshadow unenthusiastic operational environment, such as large classes or pessimistic colleagues, with optimistic effective surroundings, like school protection and comfortable classrooms. Teachers’ operational environment plays a significant function in a school’s ability to attract and inspire effective teachers in the system. In relation to the views of Johnson, OECD (2014) while viewing schooling in the United States supported the observations that the working conditions, such as physical and emotional aspects surrounding a profession, differ in significance and the non-existence of such appealing aspects affects employees to exit.

Several studies have been conducted the Kenyan context on teacher attrition. Katam and Too (2013) for instance conducted a study focusing on the effects of teacher transfer. The study recommended that in order to enhance organizational stability and reduce employee turnover, stakeholders should strengthen and nurture healthy relationships amongst the members in the organization for higher productivity. They further recommended that it is important to provide sound leadership in school management. In this case, stakeholders should improve pay packages; introduce incentives and employee fridge benefit. Schools should supply energy and recover accessibility to schools by recuperating roads; school boards to make possible the accessibility of accommodation to teachers. The teacher employment should be decentralized in order to reduce shortages of teachers in schools.

Koech, Tikoko and Chemwai (2014) recommended that in order to reduce turnover, the school management should make deliberate efforts to involve teachers in school policy formulation and decision making create teacher welfare departments to address teachers’ personal problems and the school administration should empathize with their teachers whenever they have problems. Married teachers if possible are posted near
their families or spouses to avoid a lot of misconduct and concentrate on their professional duties. Their study used a descriptive survey design and questionnaires and interview guides for data collection. The instruments were piloted and re-tested in a different area of study. The study recommended that teachers should be treated fairly within the school environment in relation to the employees of other organizations. This attributes assisted this study draw the conclusion that teachers were not fairly treated in the region. Koech at el study (2014) was carried in Baringo County within the same province that this study was carried. This therefore assisted the conclusions drawn from the study.

A study by Gatemi and Thinguri (2018) recommended that transfer of teachers should not be done mid-way in the term and should preferably be done at the end of the year. Mobility of teachers should be minimized by laying out strategies for retaining highly experienced and trained teachers in all schools, early retirement and resignation should be addressed by empowering teachers’ with intrinsic motivation techniques, and a good career development plan ought to be worked out for all teachers. Their study used descriptive survey design and targeted 684 teachers and 85 head teachers. Data was collected with two instruments, a questionnaire and an interview guide only. The study examined whether the observations and suggestions from Gatemi and Thinguri (2018) were applied in addressing teacher attrition in public secondary schools in Uasin Gishu County.

2.4 Summary of the Reviewed Literature and Knowledge Gap

The foregoing chapter has discussed literature related to teacher attrition from the global, regional and local perspectives. The chapter started by discussing the diverse definitions of attrition in education. It examined teacher attrition from the globalist view point, discussed teacher retention efforts through the years, development of strategies in the World and attrition of teachers in the education arena in Kenya. More discussion was done on the trend, aspects of attrition, influence on performance, challenges and possible measures that can be implemented at institutional level, and finally a critique of research literature on teacher attrition.

Most of the studies reviewed reveal that the trends of teacher attrition in developed countries include; turnover, migration and transfer while the other reviewed literature from developing countries include; promotion, transfer and change of services.
Aspects of teacher attrition in developed countries include; racialism, teacher characteristic and attitude towards the teaching profession. In Kenya and other developing countries, the aspects of teacher attrition are: remuneration, security, ethnicity, occupation discontent, professional development, political influence and working conditions and instances of student behaviour.

The influence of teacher attrition on students’ academic performance in developed countries as reviewed translates among other aspects into shortage of educator in supply, completion of the syllabus, training and mentoring, and poor learner achievement. In Kenya, substantial research has been made on teacher turnover in secondary schools generally where, most of these studies concentrated on factors that contribute to teacher turnover than the effect on students’ academic performance. The current study tends to bridge the gap on the influence of attrition on students’ academic performance. Then suggest possible measures on teacher retention in the profession.

Generally, the literature reviewed from both developed and developing countries indicate that schools face several challenges stemming from transfer of teachers, teacher mobility, teacher recruitment, teacher characteristic, accommodation, ethnicity, political interference in school management and lack of learning and teaching facilities.

Possible measures reviewed in the literature include; teacher programs that include among others; induction and mentoring, improvement of school safety, students’ discipline, restructuring schools into smaller units, recruitment of teachers from the local community and the provision of retention bonuses. However, in Kenya the provision of financial incentives in the form of a hardship allowance, travel allowance, housing, special study leave, training opportunities have had negative influence on teacher retention. The current study therefore tends to fill the gap by suggesting other possible measures that the Ministry could put in place to retain teachers in schools.

Most of the studies reviewed have either employed qualitative or quantitative research paradigms. They have either questionnaire alone for data collection as a major research instrument while a few have employed interview schedule. 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, document analysis and questionnaires as instruments of data collection. Qualitative and quantitative data was analysed concurrently, while integration was at interpretation level.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter three deliberate on methods and procedures that the researcher applied in conducting the investigation. It is arranged based on the following sections: research design, location of the study, population, description of the study sample size and sampling methods, description of data collection tools, validity and reliability of data collection tools, trustworthiness of qualitative data, description of data collection processes, description of data analysis techniques and ethical considerations.

3.2 Location of the Study

This research was undertaken in Uasin Gishu County which is one of the forty-seven counties of Republic of Kenya, situated in the North Rift Region. Eldoret town is the county’s commercial centre and administrative for the region. It is situated in a plateau with a cool and temperate climate. It is a county that boarders; Trans-Nzoia, Baringo, Kakamega and Nandi (See Appendix XVI) counties. The county has six Sub-Counties namely; Kapseret, Ainabkoi, Kesses, Turbo, Soy and Moiben. Uasin-Gishu County hosts Eldoret International Airport. Though the County is cosmopolitan in nature, the greater population is dominated by Kalenjin tribe (Nandi, Elgeyos and Marakwets) who are the indigenous residents and is the home of the present Deputy President of Kenya. Uasin Gishu County has One Hundred and Sixty-six (166) public secondary schools.

According to the records received from the County Education statistics (2016) report, there are eighteen (18) extra- County, Twelve (12) County and one hundred and thirty-five Sub-County public secondary schools. The County has only one National secondary school which is Moi Girls high school- Eldoret. Activity of residents living in Uasin-Gishu County is agriculture. It is mainstay of 95% of the households in the county. It is also one of the major country’s (Kenya) grain baskets due to the production of maize, wheat, tea and milk (Uasin-Gishu county Education Report (2016)).

3.3 Research Design

Research design refers to a sketch and blueprint approach that enumerates specific methods and procedures of collecting data and analysis to make sure information collected enables the researcher respond to study questions in unambiguous manner. The
design provides an outline for the purpose of data collection, measurement and data (Yin, 2014). The study was guided by a survey research design grounded on Convergent mixed methods approach. A convergent mixed-methods design involves the use of both approaches in tandem so that the overall strength of the study is greater than either qualitative or quantitative research (Creswell & plan Clark, 2011; Creswell, 2014). In this instance, the quantitative and qualitative techniques complement one another, and provide for the triangulation of findings, hence better validity of the rising inferences. While the quantitative technique would give a further broad insight on the problem of teacher attrition, the qualitative approach would provide a detailed and in-depth awareness of the same.

This convergent mixed methods approach was preferred because the researcher prioritized both methods (qualitative and quantitative) equally, kept the strands independent when collecting data and performing analysis, and then matched the results when performing implementation for the whole data. It was also preferred because it enabled the researcher compare, relate data collected and analyze easily before making interpretation (Teddlie & Tashakkori, 2009). Through this technique, qualitative and quantitative data relating to teacher attrition were collected concurrently, analyzed separately, results merged and interpreted as combined results.

The qualitative approach entailed exploring and understanding the meaning(s), perception, and empirical evidence that individual teachers and students as well as groups teachers ascribe to the notion of teacher attrition. Further, important review of literature was conducted to obtain significant information on attrition of teachers in Kenya and in Uasin Gishu in particular. In quantitative approach, the conceptualised relationships between determinants of teacher attrition and its influence on students’ academic achievement were tested by probing the ability and influence of these determinants to teacher career.

The survey research design was chosen because it involves collecting data in order to test hypotheses and answer questions concerning the current status of the teacher attrition situations. Survey research deals with the frequency, allocation and interrelation of variables. The survey research enables a researcher to collect data at a particular point in time with the intention of describing the nature of existing conditions and identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events (Orodho, 2005). Surveys can also be used for explaining or exploring the status of two or more variables at a given point in time.
Survey design also enables the researcher to collect original data for the purpose of describing the quality of a population, which is too huge to be observed directly. Mugenda and Mugenda (1999), observes that descriptive survey resolves and reports the way things are, describing behaviour, attitudes, opinions, values, perceptions and attributes as precisely as possible.

The benefit of this design is that it is an extremely effective way of collecting information from a big number of sources and in a moderately short period. Gay (1992) adds that it seeks to identify the nature of aspects involved in a given situation, establish the degree in which they exist and ascertain the links between them. In this case the design chosen enabled the study to obtain the opinions and views of the various stakeholders in the education sector with a view of establishing the link between them.

3.4 Target Population

Target population refers to complete set of components from which survey data is applied to come up with conclusions. It provides a stable basis and primary move through which validity of the investigation builds the population (Korb, 2012). Any scientific study aims at a specific population from which surveys and interviews schedules are circulated to obtain the required or the expected data for analysis purposes. The research targeted 178 public secondary schools (See Appendix XVII) on the breakdown per sub County). However, the accessible population of schools were 166 public secondary schools that had been existent for more than five years. Specifically, 2732 form 3 and 4 students, 1792 teachers, 30 former teachers, 166 principals and 6 Sub County Education officials in Uasin-Gishu County formed the research population.

Teachers were chosen because they are the key participants in the learning and teaching processes in schools, while the principals are the custodians of schools they head and therefore significant in provision of information on teacher related issues and students’ academic performance. The Sub-County Directors of Education officials were chosen to provide information on the government policy, teacher shortages, teacher attrition rates and implementation plan on ensuring that teachers are retained in the profession in the county.

The target population included all public secondary school in the county all teachers, all form three and four students, principals and education officials. The researcher also included teachers who had left the profession for the purpose of triangulation. The summary is presented in Table 1.
Table 1

Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>166</td>
</tr>
<tr>
<td>Departed teachers</td>
<td>40</td>
</tr>
<tr>
<td>Teachers</td>
<td>1792</td>
</tr>
<tr>
<td>Education Officials</td>
<td>6</td>
</tr>
<tr>
<td>Students</td>
<td>2855</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4859</strong></td>
</tr>
</tbody>
</table>

Source: County Director of Education (2018)

3.5 Sampling Procedures and sample size.

Sampling assists to inform the quality of implications emanating from main finding (O’Donograghue, 2017). Kombo and Tromp (2014) informed that an efficient sample respondents need to be knowledgeable on the matter under study, accessible representative, and diverse. This is due to the fact that a sample consists of a predetermined proportion of a target population whose characteristics are investigated to elicit data concerning the entire population (Korb, 2012). The reason for diversification is to ensure richness of data collected is enhanced because people from various areas have different views. The sub-sections following explains the methods applied in study sample selection.

3.5.1 Description of the Sampling procedures.

Gall, Borg and Gall (2003) identify the following approaches to sampling namely; probability one and non-probability one. Probability sampling is known to employ randomization in order to ensure that all members in a study population are provided equal opportunity of being chosen (Creswell, 2003). Some of the techniques associated with this sampling consist of; stratified, cluster, simple random, and multi-stage and systematic sampling techniques. Whereas, non-probability sampling does not employ randomization elevating concerns of bias. Some typical examples are; convenience, accidental, purposive, modal instance, volunteers, and snowball sampling.

According to Creswell’s (2003) research design and data analysis methods are key factors in determining the sampling procedure, the current study integrated both two main sampling techniques to meet the requirements of mixed methods design. First, the criteria of teacher and students inclusion was done purposively based on whether students were in form three and form four and that the teachers. Second, purposeful and stratified random method of sampling was applied for the intention of this investigation to get the precise
representation of the population that was heterogeneous. According to Fraenkel and Wallen (2006), stratified random sampling ensures that particular subgroups or strata are represented at the sample in the fraction that they are existence in the study populace. The required sample of 379 was drawn proportionate to respective populations of respondents.

After using the stratified random sampling to obtain the respondents for each stratum, simple random and purposeful sampling were utilised to select the respondents from each stratum. Simple random sampling is ideal for obtaining a representative sample from a large population (Fraenkel & Wallen, 2006). Purposeful sampling helps to target those respondents with critical information on the issue being investigated.

### 3.5.2 Description of Sample Size

A sample refers to a small part of research population and based on and Cohen, Manion and Morrison (2007), investigated are completed to gather data from a small number of respondents who are part of the bigger group or population and that small portion is a sample. Considering the target population of teachers, students and principals is too large; a sample size was selected to act as population representative (Cohen, et al., 2007).

Creswell (2014) maintained that an investigator must resist temptations to generalize to a general population; particularly in situation where the sample is either too little or proof exist concerning its representativeness associated to perspective of the investigation. There are several formulae, propositions and even sample size determination table. Considering the large size of the study area and easier data collection, the investigator applied Krejcie’s and Morgan (1970) table to compute the sample size for teachers and students (Appendix VIII). Sub County education officials, principals and former teachers (departed ones) were selected through non-probability sampling methods.

Considering schools created the unit of this investigation, 30.0% of target was chosen to be involved in the study that represents 50 schools. According to Mugenda and Mugenda (2014) in quantitative and qualitative a sample size is significant fora research. This was the same procedure that the study utilised in selecting principals who participated in the study. In addition, the sampling for teachers and students came from these numbers of schools. The 50 schools comprised of 29 which were mixed, 11 girls and 10 boys’ secondary schools.
Table 2
Sampling Matrix

<table>
<thead>
<tr>
<th>Category</th>
<th>Accessible Population</th>
<th>Sampling Techniques</th>
<th>Expected Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>166</td>
<td>Purposive</td>
<td>50</td>
</tr>
<tr>
<td>Departed teachers</td>
<td>40</td>
<td>Snowball</td>
<td>30</td>
</tr>
<tr>
<td>Teachers</td>
<td>1792</td>
<td>Simple random</td>
<td>273</td>
</tr>
<tr>
<td>Education Officials</td>
<td>6</td>
<td>Purposive</td>
<td>6</td>
</tr>
<tr>
<td>Students</td>
<td>2855</td>
<td>Systematic &amp; simple random</td>
<td>327</td>
</tr>
</tbody>
</table>

Source: Uasin-Gishu County Director’s Office (2017)

3.5.3 Sampling of Schools

The sample size was determined by utilising primary data by using a stratified proportional sampling approach. A stratified random sampling based on Gay, Mills and Airasian (2009), entails dividing a population into various strata or levels and randomly selecting the respondents from the grouped strata (separate). So as to reach at a representative number of schools in the investigation, in all Uasin-Gishu County public secondary schools were designed into three strata according to the following on groups; county, sub-county and extra county schools. Stratified sampling refers to a process choosing a sample which comprises recognised subgroups from the population in the ration that they exist (Creswell, 2014). Based on Kothari (2012), a sample size of 30.0% from the whole population is satisfactory reliable and representative. The proportion was applied to compute out the number of schools that were sampled. The data from the Director of Education (CDE) Uasin- Gishu County statistics department showed that the total number of public secondary schools was one hundred and sixty six (166).

The investigator applied stratified random sampling procedure to choose schools. A total number of 50 schools were sampled out of the 113 eligible public secondary schools, which represented 30.0% of the total number. This according to Creswell and Clark (2011) is a significant number for a study. The same sentiments are shared by Kothari (2012) recommendations. National schools were not included because five sub-counties did not have any. The researcher also took into consideration the entry behaviour of students admitted in national schools from those to County, Extra-County and Sub-County schools. The resources and facilities in national schools on the other hand are better than those of the other category of schools are.
There were several considerations made to establish eligibility of schools that were involved in the study; whether the school had presented students for KCSE examinations for more than 5 years; the number of teachers in the schools were also to be more than ten and all employed under Teachers Service Commission (TSC). The sampled schools from each stratum were chosen by a systematic random sampling process.

To perform a systematic random sampling method, a record of schools from County Director of Education’s statistics department was applied as a sampling structure. Systematic sampling depends on organising the target population based on a certain ordering format and then choosing aspects at usual intervals by an ordered catalogue. It consists a random begin and then carry on with the choosing of each $k^{th}$ factor from then subsequently. A random sample was thereafter chosen from every set, by selecting the numbers from a pool with numbers 1-10. Then ten schools from each subcounty were selected to form the sample of 50 schools which was a required for the study.

3.5.4 Sampling of Education Officials

Quality Assurance and Standards Officials (QASOs), Human Resource personnel and Staffing Officers in the County, were purposively (through census method) sampled to participate in the study because of their direct involvement in the evaluation of standards, keeping statistics of human resource personnel, posting and transferring of teachers and any other activities as pertains to teacher management in general. Creswell (2014) affirms that one of the most significant aspects of this method of sampling is being in a position to sample cases which are rich in information. In addition Serem, Boit and Wanyama (2013), Kombo and Tromp (2014), added that this method is primarily used when there is limited number of people available to give the required information by the study. In total six (6) respondents were sampled for the study.

3.5.5 Sampling of Teachers

Teachers were incorporated in the investigation due to their direct involvement in the students’ academic performance and are in constant interaction with the environment, which places them in a better position to explain reasons behind attrition. The researcher used the list of teachers as it appeared in the staff attendance register to select teachers. Based on data from County Director of Education office, there was 1792 educators in the 166 public schools in Uasin-Gishu County (CDE Statistics Department, 2017) (Appendix XVI). The sampled records of instructors in each school (50 in total) formed the sampling
frame. The researcher utilised stratified random sampling techniques in choosing participants of the study. The technique was preferred by the researcher because it allowed each member of the populace an identical chance of being included in the sample devoid of prejudice (Bryman & Bell, 2011).

The first step in stratified random sampling in the investigation was to split population into strata. This method involves combining stratified and simple random sampling technique in selecting respondents. In the case, the investigator sampled instructors in three strata based on departments they came from as Languages (Kiswahili, English and all foreign languages), Humanities (Christian Religious studies, History and Government, geography and social studies) and Mathematics and other science related subjects (Biology, Physics, Chemistry, Computer studies and Agriculture) irrespective of their school size, gender or location. The strata were then selected to divide the populace into significant groups pertinent to interest of the research (Fraenkel & Wallen, 2009). The subsequent procedure involved the researcher to obtain a random sample in every group. By doing this manner, a randomised probabilistic model of teachers was chosen from each department.

In conducting simple random sampling, the researcher developed a record of all instructors in every department and assigned numbers to each one of them (they were in slips of paper with their departments’ codes on them). 190 teachers were expected to come from languages, 65 from Humanities and 72 from mathematics and science related subjects. The written slips of paper were folded and inserted in a trough then mixed thoroughly (churned) based on departments (written as yes). The teachers picked the papers one at a time and those with numbers between one and seven teachers per school were issued with a questionnaire to participate. A total of 273 (17.7%) from the initial target (1792) of teachers were chosen to be involved in the study.

3.5.6 Sampling of Principals

The study selected principals of sampled schools via purposive sampling technique. Kumar (2014) refers purposive sampling technique as a non-probability method, categorised through use of judgement and an intentional attempt to acquire samples that are representative through inclusion of normal areas in the sample. The sample that is non-probability does not utilise random sampling that makes the sample undesirable for generalising back to the populace. As Serem, Boit and Wanyama (2013) put it the advantage with purposive sampling is that it permits an investigator to choose
respondents or situations which are important for the study. The technique of non-probability sampling was significant to the study since principals were critical informants on teacher management issues in their respective schools as well as functions like staff establishment and students’ academic records come under their domain. The principals of the sampled schools were automatically included in the study, since they could significant information on the variables under study. The study sampled fifty (50) principals to participate in the study.

3.5.7 Sampling of Students

The form four class and three class lists from each of the sampled schools were applied to choose the learners to participate in the investigation. The two classes were included because they had stayed for longer period in the school, had taken quite a significant number of years in school and actively participated in the schools’ activities. According to Korb (2012) a sample of individuals who are or have been students at an institution under study and actively participated in the organization could give reliable information related to the environment. Systematic random sampling was applied in choosing learners for the sample size for the investigation.

In this study, students were stratified based on their form, which was form 3 and form 4 classes. Thereafter the students were allocated successive numbers from one to 8 which summed to eight students chosen from each school in every stratum. Kerlinger (1992) explains randomisation as the allocation of matters of a population to a sample (subsets) of the populace in such a method that, for any agreed task to a sample (subset), each individual of the populace has similar likelihood for inclusion in the investigation.

Random sampling is significant since it is needed to perform inferential statistics analysis. If the investigator needs to create conclusions concerning the population according to behaviour of the samples, hence random sampling need to be utilised (Gay & Airasian, 2009). The researcher then applied random sampling method to select one student from each group to participate in the study. This was successfully done by writing ten pieces of paper with codes. Among the ten pieces of paper (codes), eight were written yes. Therefore, the codes were mixed thoroughly from which the students were supposed to pick and the one with a ‘yes’ was chosen to be involved in the investigation. Therefore eight (8) students from each school were selected to form a sample size of 327 which was required for the study.
This process was lengthy, but it provided an opportunity for equal participation of students irrespective of their demographic factors. The same procedure was repeated for all schools that were sampled in the study.

3.5.8 Sampling of former Teachers (Left the Profession)

Instructors who had left the teaching careers were incorporated in the investigation. The study considered the inclusion of teachers who had left has key informants since they had been in the system and could give significant information on teacher attrition issues that the study required. The researcher used a snowball-sampling technique to select them. According to Yin (2014) in snowball, initial subjects’ features were recognised utilising purposive sampling method then the small recognised name others that they know have the needed features till the investigator gets the number of respondents needed. In the study, the researcher began with those teachers whom she knew and the data received from the sampled school principals. In meeting with the identified teachers who had left, they also assisted the researcher with either the contacts of other teachers who had quit the teaching professions or assisted in administering the interview.

Creswell (2014) says that the approach is useful when the population that possesses the features under investigation is not acceptably recognised and there is desire to discover the subjects. In this research, instructors who had left the teaching career were either absorbed in institutions of higher learning or had businesses within the central county centre. This assisted the researcher collect data in less than the expected period. The total number that was sampled was thirty (30) respondents.

3.6 Description of Research Instruments

This study utilized three main instruments to collect primary data for purposes of the study and in line with the sets of study units identified and consistent with the mixed methods research approach settled upon. These included questionnaires for students and regular teachers, interview schedule for principals, education officials and teachers who had left the profession and document analysis.

A research instrument is a format designed by a researcher through which the information sought is obtained. Identification and development of a suitable instrument for collecting the required information is a crucial step in the entire research process (Creswell & Plano Clark (2011, Creswell, 2014) Instruments are required to be selected
in a way such that validity and reliability of the data collected is given priority. The questionnaire in this study was designed to collect views from teachers and pupils on teacher attrition related issues in schools. Teachers’ attitudes, opinions, feelings and perception on teacher attrition were collected and analyzed quantitatively and qualitatively. A questionnaire consists of question items to which respondents give their responses. The question items may be structured requiring short answers or free answers. Questionnaire(s) are common instruments in research. They may be used to collect views, perceptions and attitudes on any situation being studied.

The advantage of a questionnaire is that it generates a considerable amount of data at a comparatively low cost in terms of time, money, and effort. Since it is a standard research instrument, it allows for uniformity in the manner in which questions are asked and makes it possible for the responses to be compared across respondents (Oso and Onen, 2009). The limitation of the instrument is that it does not allow face to face or two way communication with the researcher. The researcher is therefore, not in a position to clarify the meaning of responses of inadequately understood questions. To overcome this, the questionnaire was piloted with a sample of the population that was not to participate in the study, to determine the strengths and weaknesses of the question items used and to make the necessary corrections.

The first data collection instrument was the questionnaire for students and teachers (Appendix II, III) that was designed to collect respondents’ views regarding topical issues in teacher attrition and academic performance. The researcher used the questionnaire to gather large data from many respondents. Attitudes, opinions, feelings and perceptions of the respondents were collected using the questionnaire. The questionnaire was employed in this study because the variables that were under study could not be directly observed.

3.6.1 Questionnaire for Students
The questionnaire comprised of structured and semi structured statements. The first part consisted of statements which captured Demographic characteristics of the respondents. The second part of the questionnaire was developed from the research question on the section of trends of attrition, section C; factors that contribute to attrition, Section D; was on the effect of attrition on students’ academic performance. Section E; challenges that faced retention of teachers and Section F; measures that could be
implemented to retain teachers in the occupation. The questionnaire was administered in person and collected on the same day.

3.6.2 Questionnaire for Teachers

This questionnaire sought data on the demographic, trends, causes and influence of attrition of teachers on academic performance of students, challenges which face the schools on teacher retention policy and measures that could be put in place to address attrition in public secondary schools in the county. Section 1; involves structured questions on demographic data; section two was in the mode of a Likert scale. The Likert scale was arranged in a way that responses were categorised into 5 classes: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Other parts of the questionnaire involved open-ended questions, which also answered research question 4 and 5 on challenges that faced schools on teacher retention and measures that could be implemented to retain teachers in the profession. The questionnaire comprised of unstructured and structured questions. The unstructured questions gave teachers liberty to articulate their views and perhaps discover new sections that the investigator had partial understanding.

However structured questions were restraining to prevent unwanted responses because the total sample size 273 was large enough to restrict unnecessary responses (Fraenkel & Wallen, 2009). The questionnaire therefore allowed the researcher to collect more information from a great number of respondents within a short period of time (Creswell, 2014). The questionnaire also assisted the researcher to get responses from those participants who did not want face to face interview (Kothari, 2014). The instrument was administered in person by the researcher and collected on the same day.

3.6.3 Interview Guide for Teachers who had Left the Profession, Principals and Education Officials

Interview schedule consist of well thought questions organized along topical areas on the problem under study. Unlike questionnaires, the interview schedule allows the face to face interaction with the respondent, and accords the researcher an opportunity to delve deeper into the issue under study by asking questions and reframing the question(s) to get incisive answers, and seek clarifications. When using questionnaires, the response rate is not assured because of the logistical problems associated with its administration. Responses to all interviews are real time so long as the researcher gets the interviewee.
Administration of interviews is however time consuming as the researcher or his assistant must come into direct contact with the interviewee. It is therefore time consuming and can be expensive.

In this study, the interview schedule was used to solicit in-depth information which may not have been possible to obtain through the questionnaire. The Education officials, principals from the sampled schools, and teachers who had left the profession were interviewed on issues to do with aspects of attrition, effects on students’ academic performance and possible suggestions on how to retain teachers in the profession. The interview sessions were arranged individually between the researcher and the respondents drawn from either the sub-county education office or the sampled schools. The interviews were held at the convenience of the respondents, which was mainly in their offices. On one on one interaction, the researcher encouraged the respondents and probed them to give more deep insights into the research problem. The researcher equally took note of gestures, and emotions expressed by respondents. Through the respondents’ comments, gestures, facial expressions and tone of voice, the researcher acquired more information that would not have been possible through responses in a questionnaire.

The law of parsimony was applied by keeping things as simple as possible to obtain the necessary information for data analysis. By the use of an interview schedule, knowledge about teacher attrition, attitudes, and clarity of objectives, resources for teaching, teacher competency and monitoring and evaluation of effect of attrition was obtained. Each sampled respondent was interviewed for between thirty and forty minutes. The information given was taken inform of verbatim quotes and notes which were later analysed along major themes of the interview. This generated in-depth information on how both the officers; principals and teachers who had left the career view or perceive the aspect of attrition in schools was analysed. The interview was structured to solicit the necessary information efficiently in a friendly but business like atmosphere, ensuring accuracy in the responses.

3.6.4 Document Analysis Guide

Document analysis can be defined as a systematic, replicable technique for compressing many words of text into few content categories based on explicit rules of coding. (Parveen and Showkat, 2017). Kothari (2011) notes that content analysis consists of analyzing the content of all written and /or verbal materials which can either be spoken or printed. Content analysis enabled the researcher to shift through large volumes of
documents on attrition issues and students’ academic performance whose content was analyzed included the teacher attendance register, records of teacher posting letters to the schools and their departure and class attendance. This information was collected during the interview sessions with the principals and education officials.

3.7 Validity, Pilot Testing and Reliability of Research Instruments

The validity and reliability are reported to be central in the measurement of constructs. Neuman (2007) posits that the nature of constructs in social theory is such that besides not being directly observable, they are also diffused and more than often ambiguous. This in essence makes validity and reliability to remain significant. Validity and reliability are noted to be important validation techniques for establishing credibility, believability and truthfulness of the findings. This study used computation of validity and reliability of research tools for mixed methodological approach that is concurrent triangulation in which surveys, interview guide and document checklists were respectively utilised for quantitative and qualitative collection of data.

3.7.1 Validity of the Research Instruments

So as to validate the research tools, the investigator utilised the approach of face, criterion and content validity, to test the extent through which the sample of test items (in research instruments) represented content planned to calculate (Kumar, 2014). Additionally Goforth (2015) defines validity in terms of actual reality depicted by a tool. Consequently, validity is viewed to suggest truthfulness and as a measure of how well a conceptualized idea about reality matches the actual reality. It refers to the extent at which outcomes acquired from data analysis actually represents the phenomena under study (Bryman, 2016).

In the research, the investigator utilised face, content and criterion validity to determine validity the research instruments (teacher questionnaire). Content validity of the research instrument is the extent at which the test in real sense measure, or specifically related content, ideal or concept for which it was designed (Cohen et al, 2007). Face validity focuses on the judgment made based on scientific approach on whether the indicator used conforms to an expected construct (Sangoseni, Hellman & Hill, 2013). Criterion validity can either be concurrent or predictive. When the usefulness of the test is directly associated to the present measure of a known validity it is concurrent and predictive when it predicts future characteristics or performance (Bryman, 2016).
The researcher, in order to test content validity sought the assistance of judgment by panel of experts (Leedy & Ormrod, 2013). According to Bolarinwa (2015), judgmental procedure of assessing whether a tool is likely to provide content valid data is to request professional or experts in the particular field and individuals who can render an intelligent judgment about adequacy of the instruments to enable adjustments according to the experts’ comments and recommendations before administration. In this study therefore the instruments were distributed to two (2) faculties in the Department of Educational Administration and Planning and the two (2) supervisors from The Catholic University of Eastern Africa (CUEA) to critically examine substances measuring specific constructs with a view of ascertaining whether the group of substances correctly represented the variables in the investigation and whether such content was justified with the reviewed literature. The experts read, judged, made recommendations and gave the feedback to the researcher. To validate the instruments and ensure their accuracy in measurements of what they were to measure, on close scrutiny their suggestions were incorporated and final questionnaire was produced.

For interviews schedules, validity was determined through methodological triangulation. This consisted of mixing approaches of collection of data by use of questionnaires which consisted of both closed and open ended questions and interview schedules and document analysis to acquire additional data and put additional weight on the matter under study. Procedural triangulation is the application of more than one approach of data gathering. However, several writers have argued that triangulation is to increase the correctness of the study; in this instance, triangulation is considered to be one of validity approaches (Teddlie & Tashakkori, 2009). Creswell (2014) on the other hand indicates that the reliability and validity of qualitative information relies greatly on the procedural capacities; integrity and sensitivity of the research.

3.7.2 Pilot Testing of Research Instruments

The investigator performed a pilot test of the tools in four public secondary schools in Uasin-Gishu County which did not form sample respondents. Twenty instructors, four principals and twenty students were involved in this procedure. In this case, the Interview schedule was pilot tested on four principals who were not part of the research. Respondents were to react to the items and remarked on the clearness of the directions and the importance of exclusive items. Questionnaire was issued to twenty teachers and twenty students. On the other hand, GoForth (2015) argues that a pilot study
can be done to establish whether the procedure has merit and to collect obvious flaws. Therefore, their comments helped in detecting the ambiguity, unclear statements and any inadequate contents in the study. The researcher then utilised the input of respondents from pilot testing to increase the tools. The pilot testing method was utilised to improve the research instrument validity.

3.7.3 Reliability of Research Instruments for Quantitative Data

Reliability is the extent to which a research tool produces dependable outcomes each time it is administered (Serem, Boit & Wanyama, 2013). It refers to the steadiness or stability in the measurements (Goforth, 2015). Korb (2012) noted that there exist two (2) major aspects of reliability; one is consistency over time and the other is internal regularity. Uniformity across time is the reliability of measuring instruments when it is administered to the similar individuals at various periods and the researcher is able to get the same score. Alternatively, internal consistency of measuring a tool is the steadiness at which questions are reliable to one another by operating in a similar course.

In this study, internal consistency was used to compute the reliability for quantitative research instruments. Using this statistical technique, the reliability of questionnaires involved data obtained from twenty students and twenty teachers from four schools at an interval period of two weeks. The researcher conducted internal consistency in order to determine the reliability within the instrument itself and within the questions/items within the same instrument using the Cronbach’s Alpha technique. To calculate the reliability of the instrument used in this study the questionnaire incorporated closed-ended questions to facilitate proper capturing and analysis of the variables under study. The reliability of the scales was verified through examination of internal consistency of the measures. This was achieved by computing Cronbach’s alpha coefficients on data collected through piloting of the developed questionnaires/ interview schedules among a section of students, teachers and head teachers drawn from public secondary schools.

On the sub-scales of each variable, a Cronbach alpha coefficient was calculated and whenever a value of 0.7 and above was obtained, it was considered as reliable (Kothari, 2013). After the questionnaire was corrected and adjusted for more reliability, they were used in the final study. The questions were adopted from the literature review to ensure that all the information was included in the questionnaire.
Reliability coefficients of the thirteen quantitative measurement scales used to examine the influence on attrition on students’ academic achievement (see appendix ix). The quantitative scales were therefore adjudged to be reliable in measuring the required variables (Hair et al., 2010). In the case of qualitative items, reliability focused on establishing the credibility of information given. This was achieved through the multiple accounts made by respondents during piloting.

Using this method, the questions items on Likert scale sought to identify the important aspects considered relevant in the different research questions. The questions were set using a Likert scale ranging from 1 to 5. The general Cronbach’s Alpha coefficient for all the different items was obtained. Where the index was above the 0.7 was attained as suggested by Kothari (2013) were taken to be satisfactory. This means that in all the items where the coefficients were well above the recommended cut-off of 0.7 suggested that all the items demonstrated excellent reliability. In the present study the index obtained from the items was 0.744 which made it reliable.

The link between attrition of teachers and academic performance was assessed on a scale of specific items. The Cronbach’s Alpha index for the 13 items was 0.744 (Refer Appendix VI). This reliability score is well over the 0.70 threshold recommended by Kothari hence the items were reliable. This was done to all the items in the different Likert Scales scale in the different questionnaire designed to examine the teachers’ responses. Therefore, reliability of 0.70 and above was adopted in this study for all the quantitative items in the different questionnaire instruments.

3.7.4 Trustworthiness and Dependability of Qualitative Data

Reliability is the extent to which a research tool produces dependable outcomes each time it is administered (Serem, Boit & Wanyama, 2013). It refers to the steadiness or stability in the measurements (Goforth, 2015). Korb (2012) noted that there exist two (2) major aspects of reliability; One is consistency over time and the other is internal regularity. Uniformity across time is the reliability of measuring instruments when it is administered to the similar individuals at various periods and the researcher is able to get the same score. Alternatively, internal consistency of measuring a tool is the steadiness at which questions are reliable to one another by operating in a similar course.

In this study, internal consistency was used to compute the reliability for quantitative research instruments. Using this statistical technique, the reliability of questionnaires involved data obtained from twenty students and twenty teachers from
four schools at an interval period of two weeks. The researcher conducted internal consistency in order to determine the reliability within the instrument itself and within the questions/items within the same instrument using the Cronbach’s Alpha technique. The data collected was subjected to Cronbach’s Alpha technique of reliability test where the Likert scale on attitude questions was subjected to reliability analysis. Cronbach’s Alpha functions of the mean inter-correlations of items and the number of elements in the scale. Alpha 0.7 and above was accepted as reliable (Kothari, 2013).

Using this method, the questions items on Likert scale sought to identify the important aspects considered relevant in the different research questions. The questions were set using a Likert scale ranging from 1 to 5. The general Cronbach’s Alpha coefficient for all the different items was obtained. Where the index ass above the 0.7 threshold suggested by Kothari (2013) were taken to be satisfactory. This means that in all the items where the coefficients were well above the recommended cut-off of 0.7 suggesting all the items demonstrated excellent reliability.

The link between attrition of teachers and academic performance was assessed on a scale of specific items. The Cronbach’s Alpha index for the 7 items was 0.721. This reliability score is well over the 0.70 threshold recommended by Kothari hence the items were reliable. This was done to all the items in the different Likert Scales scale in the different questionnaire designed to examine the teachers’ responses. Therefore, reliability of 0.70 and above was adopted in this study for all the quantitative items in the different questionnaire instruments.

3.7.4 Trustworthiness and Dependability of Qualitative Data

Reliability of a research tool implies the scale to which the results obtained are comparable when the tool is repeatedly used on the same respondents (Orodho, 2008). Fundamentally, reliability entails uniformity of a research tool in a study, the researcher’s style of interaction with the respondents, methods of recording, analyzing, and interpreting data provided by research participants (Richards, 2009). In qualitative studies, reliability is enhanced through sincerity, profundity, richness and breadth of the information supplied, the type of respondents invent, the degree of triangulation aspired, and the researchers’ impartiality (Mugenda, 2013). According to Mugenda (2008) triangulation involves the application of multiple data sources, points of references, and investigators to crosscheck the data and interpretations.
For this study, reliability of qualitative data was guaranteed through providing the research participants equal amount of time to provide their responses as well as the same guidelines. Specifically, the same introduction, queries, and clarifications pertaining to the exercise were utilized in order to establish their trustworthiness, conformability and credibility. Triangulation would help to reveal the investigator’s inherent presumptions, partiality or prejudices regarding the setting and circumstances of this study.

For qualitative data, the researcher established the trustworthiness of the findings by employing careful interaction with participants, triangulation of data, interpretation of perceptions, thick descriptions, and member checking, and maintaining high and prolonged presence in the field (Mugenda, 2013). Conformability is the degree to which the results of a qualitative study can be verified or corroborated by others. The researcher exercised critical reflexivity to disclose sources of bias, use triangulation, member checking and conformability audit (Richards, 2009) to realize objectivity of research findings.

Accordingly, the researcher maintained consistency during the interview processes to guarantee the quality of data obtained from respondents. In order to receive consistent answers from respondents, the researcher created a good rapport, and used more or less same questions, recording procedures, transcription procedures and analysis procedures across the interviews. The results yielded by these methods were used to validate each other in a bid to determine level of dependability through coding and recoding. Credibility was established by proving there was a connection between the data and the variables the data was supposed to symbolize (Sekaran & Bougie, 2013). The findings of the study would need to be shown to be believable or credible. The researcher used peer debriefing, triangulation, persistent observation and member checks to achieve credibility. The researcher allowed part of the respondents look at the data and tells if the interpretations accurately and convincingly represent their realities. This enabled the researcher to correct and re-interpret the data before finalizing the report.

In terms of transferability, the researcher ensured the results were generalizable. Descriptions of the research contexts were employed to enable the reader make connections with their own situations. Finally, conformability is the degree to which the qualitative results of this study can be corroborated or verified by others (Boeije, 2010). Here, triangulation was used to enhance conformability by repeating questions asked in the teachers’ questionnaires and in the interview guides. Data obtained from observation and document analysis guides were also viewed in relation to data from all other tools in
this study. Thus a variety of data collection techniques and varied sources helped verify opinions hence enhance conformability of the data. Further, contradicting findings were recorded as such. An independent person was requested to critically cross-check the data with a view of reviewing the study procedures and identifying negative instances that contradict prior observations and check whether they are accurately captured and explained.

3.8.1 Data Collection Procedures

Researcher introductory letter was acquired from The Catholic University of Eastern Africa (CUEA) addressed to the Secretary, NACOSTI, introducing the researcher as a student at the Catholic University of Eastern Africa (CUEA.) This letter also substantiated that the research was exclusively intended for academic reasons. Thereafter, the researcher sought consent to conduct research from Schools of Education, CUEA and NACOSTI (Appendix IX&X). Research permit was used secure permission to access the public secondary schools involved in the study in Uasin-Gishu County. On obtaining the permit, the investigator sought authorisation from the County Teachers Service Commission (TSC) Staffing Officer, the County Commissioner Uasin-Gishu and CDE Uasin Gishu County (Appendix XII, XIII, and XIV). The researcher with the aim of self-introduction visited all the sampled secondary schools in the six sub-counties of Uasin-Gishu.

3.9 Data Analysis Procedures

Data from the field were analysed using qualitative and quantitative methods. This was done after the data had been edited coded for totality and correctness of data at the end of each collection day before storage. Both Quantitative and qualitative data was analysis was conducted to better comprehend the effect of teacher attrition on students’ academic performance. Data was analyzed through descriptive statistics for all quantitative data. Descriptive statistics were utilised to investigate and explain the association between variables in the sample (Satake, 2015). Descriptive analysis was necessary for the investigation since it gives data summary, account and interpretation of situations during study period. Descriptive statistics were utilised to analyse various items in the questionnaire which were frequencies, percentages, means, and standard deviations. They were used because they simply relay the outcomes to most readers (Boudah, 2011).
Computer software (SPSS 22.0) was utilised to code, enter and analyse results of the study. Qualitative data was analysed via a content analysis approach whereby a thematic content analysis was utilised and feedback presented in a narrative form. According to Aljailan (2012), thematic analysis is qualitative approaches which analyzes classifications and illustrate patterns (themes) that emerge from the data. Yin (2014) argues that thematic analysis provides the opportunity to understand issues from a wider perspective. Consequently, data related to participants’ views, attitude or feelings, as is the case in this study, is best handled thematically. Data analysis is therefore combined with theory generation for the purposes of discovering common themes embedded in theory.

Inferential statistics were used to test study hypotheses at 95.0% confidence level. To determine teacher attrition effect on academic performance of students, a Karl Pearson correlation was used. According to Kumar (2014) Correlations technique is applied to determine the association between a dependent variable (academic performance of students) and the independent variables (teacher attrition).

Qualitative data from open-ended questions and interview schedule outcomes were analysed thematically and used the grounded theory processes (Strauss & Corbin, 1990). Certain data from the questionnaire was quantified and quantitatively analyzed and the descriptive statistics involving means, standard deviation, frequencies and percentages applied to summarise. Outcomes for data which were not quantifiable were presented via direct quotations, excerpts and narrations.

### 3.10 Ethical Considerations

Ethical consideration is not harmful and it provides informed consent and respects individuals’ rights in the investigation. Ethical concerns constitute a significant component of a research as far as researcher’s conduct is concerned. The researcher observed following ethical issues; anonymity, voluntary participation, and confidentiality (secrecy). The principle of voluntary participation demands that a person is not persuaded to be involved in the study. This means that research be performed with one’s approval. Informed consent ought to be explicitly approached accompanied with written or verbal agreement. The participants in the research have to be informed of about the research for them to formulate their own decision on either participate or not participate (Boudah, 2011). In this research, procedures were followed to ensure that all respondents participated voluntarily.
The second ethical conduct involved anonymity. It means that a respondent in research remains unknown all through the research (Kumar, 2014). The researcher ensured that all participants understood the study content, duration, and benefits of the study and were at liberty to answer the survey questions but their rights were protected. The Participants were handled with dignity, courtesy and were not required to write their names or that of their schools anywhere. They were addressed according to their designation that is as education officials, principals, teachers, and students. In order to protect the privacy of the respondents, confidentiality was assured that the feedback given was purely academic.

Researcher ensured that the participant’s right to privacy were guaranteed. This is the freedom of a person to establish, the place, time scope and situation through which confidential information should be shared with or withheld from others. The interview sessions therefore with the Principals, Education officials and teachers who had left the profession were on appropriate arrangement time. The interview involved face-to-face meetings to allow probing. Investigator installed measures to curb plagiarism through acknowledging all sources cited. The interview with the Education Officials and Principals was conducted in their offices during office time. The teachers who had left the profession were to select a convenient place agreed upon.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter presents data analysis and discussion of the study on the influence of teacher attrition of teachers on students’ academic performance in public secondary schools of Uasin–Gishu County, Kenya.

4.1.1 Response Rates of the Respondents.

This section presents the summary of the response rates of the participants in the study. The respondents’ responses were examined in terms of expected sample size and return in terms of percentages.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Expected sample size</th>
<th>Return</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>317</td>
<td>273</td>
<td>86.12</td>
</tr>
<tr>
<td>Departed teachers</td>
<td>30</td>
<td>20</td>
<td>67.67</td>
</tr>
<tr>
<td>Students</td>
<td>338</td>
<td>327</td>
<td>96.74</td>
</tr>
<tr>
<td>Principals</td>
<td>50</td>
<td>30</td>
<td>60.50</td>
</tr>
<tr>
<td>TSC(staff )</td>
<td>6</td>
<td>6</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>741</strong></td>
<td><strong>656</strong></td>
<td><strong>82.20</strong></td>
</tr>
</tbody>
</table>

Source: Field Data (2017)

The overall respondents’ rate of the participants was impressive. The instruments return rate was 82.2% which is high as Kaufman and Kaufman (2005) advocates that a return rate in scientific studies of more than three quarters is acceptable. It also in agreement with the recommendations by Draugalis, Coons, and Plaza (2008) that for behavioural research studies, approximately 70% return rate should be the goal of researchers.

According to Cohen et al., (2007), a rate of 50.0% response is sufficient for a study and reporting; a good quality is a response of 60.0% and rate of 70.0% and over is excellent. However, principals’ return was low as most of them appeared to be dedicated to other duties and had no adequate time for the interview. The researcher knowing that the respondents’ demographic information and unique school environment were important in the study sought a high number. The impressive respondents’ return can be
attributed to the fact that most of the data instruments were keenly administered by the researcher in person.

4.2 Demographic Characteristics of the Respondents

Demographic data entails biographical determination of information that relate to respondents involved in the research. The researcher requested the sampled participants to indicate their gender, age, educational level, experience, and length of stay in the current station, type of school, marital status and subjects taught of teachers in the study area. Table 3 presents regular teachers’ demographic data in public sampled secondary schools in the study.

Table 5
Teachers’ Demographic Data (n=273)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>117</td>
<td>42.9</td>
</tr>
<tr>
<td>Female</td>
<td>156</td>
<td>57.1</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>100</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-28 years</td>
<td>58</td>
<td>21.2</td>
</tr>
<tr>
<td>29-33 years</td>
<td>51</td>
<td>18.7</td>
</tr>
<tr>
<td>34-39 years</td>
<td>95</td>
<td>34.8</td>
</tr>
<tr>
<td>40-45 years</td>
<td>35</td>
<td>12.8</td>
</tr>
<tr>
<td>46 and above</td>
<td>34</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>100</td>
</tr>
<tr>
<td>Highest education qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>17</td>
<td>6.2</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>210</td>
<td>76.92</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>43</td>
<td>15.8</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>100.0</td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5yrs and below</td>
<td>84</td>
<td>30.8</td>
</tr>
<tr>
<td>6-10yrs</td>
<td>89</td>
<td>32.6</td>
</tr>
<tr>
<td>11-20yrs</td>
<td>57</td>
<td>20.9</td>
</tr>
<tr>
<td>21-30yrs</td>
<td>30</td>
<td>11.0</td>
</tr>
<tr>
<td>31 yrs and above</td>
<td>13</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>100.0</td>
</tr>
<tr>
<td>Length of stay in current school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5yrs and below</td>
<td>98</td>
<td>35.9</td>
</tr>
<tr>
<td>6-10yrs</td>
<td>81</td>
<td>29.7</td>
</tr>
<tr>
<td>10-14 yrs</td>
<td>34</td>
<td>12.5</td>
</tr>
<tr>
<td>15-19 yrs</td>
<td>46</td>
<td>16.8</td>
</tr>
<tr>
<td>20-24 yrs</td>
<td>14</td>
<td>5.1</td>
</tr>
<tr>
<td>25-30yrs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>100.0</td>
</tr>
<tr>
<td>Type of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls’ schools only</td>
<td>61</td>
<td>22.3</td>
</tr>
<tr>
<td>Boys schools only</td>
<td>53</td>
<td>19.4</td>
</tr>
<tr>
<td>Mixed schools</td>
<td>159</td>
<td>58.2</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>100</td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>76</td>
<td>27.8</td>
</tr>
<tr>
<td>Humanities</td>
<td>82</td>
<td>30.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>43</td>
<td>15.8</td>
</tr>
<tr>
<td>Sciences</td>
<td>42</td>
<td>15.4</td>
</tr>
<tr>
<td>Technical subjects</td>
<td>25</td>
<td>9.2</td>
</tr>
<tr>
<td>Physical Education and Sports</td>
<td>5</td>
<td>1.8</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire data (2017).
The results on gender from Table 5 show that 57.1% teachers who participated in the study were female while the remaining 42.9% were male. The results show that both sexes were fairly distributed, although there is an indication that female teachers dominated public secondary schools in Uasin-Gishu County. The findings agree with a research by Wafula. Poipoi, Wanyama and Begi (2012) which established that distribution of teachers in public secondary schools in Bungoma County was female gender dominated. Another study by Wagithunu (2014) in Nyeri-Central district established that out of 80 teachers in public schools, 35(43.8 %) were male while 45(56.2%) were females. A similar study by Dapundong (2014) in the Philippines exposed that male teachers were 32.7% a number that outnumbered females at 67.3%.

In terms of age which was subdivided into the following: 23-28 years, 29-33 years, 34-39 years, 40-45 years and 46 years and above. The age was chosen in order to verify the representation of participants in the study. Their results indicate that 33.7% of the teachers involved in the study were within the range of 34-39 years, followed by 21.2% whose age bracket was between 23-28 years, while 29-33 years was 18.6%. Accumulatively 45.3% of the respondents were between 40 and above years of age. This variable was important to the study since age is generally believed to gauge for maturity and therefore an individual is able a life decision.

Therefore, collectively 78.7% of the teachers were above 29 years an indication that most of them were mature enough to articulate teacher attrition issues in their schools. The findings also show that many teachers in the county were comprised of a youthful and energetic teaching force. The study findings also agree with Gateru (2010) who established that most teachers in schools in Nyeri were between 30-50 years where age assisted them make significant discussions. Furthermore Ganndhimathi, Jeryda and Eljo (2010) in study on awareness of learners with disabilities, revealed that majority 50.7% of the respondents fall under the age of 31-40 years.

With the reference to teachers’ qualifications, results show that majority 92.6% of the teachers had bachelor degree and above while 6.2% had diploma certificate in Education and a minimal number 1.1% had PhD. This was a very important variable to the study as it was to help in verifications of teachers’ teaching abilities. The lower number 1.1% of PhD holders is another indication that most teachers after attaining higher level of education leave the profession. The findings also imply that the government policy on the educational qualifications requirement of secondary school teachers in Kenya is flexible as it allows teachers to develop their academic qualifications
beyond the basic government requirements of either a diploma in education or bachelors’
degree.

The findings on the teachers’ qualifications agrees with one by Wafula et al. (2012) which established a significant increase in the number of Primary and secondary school teachers enrolling for higher education programmes to improve their skills. This is in line with the World Bank report (2010) that qualified teachers feel secure when well-prepared both in subject content and classroom trainings. The teachers’ level of education and training affects the learners’ academic achievement too.

According to the experience of teachers, the results on Table 5 indicate that 30.8% had been in the teaching for 5 years and below while collectively 69.2% showed that most of those sampled in the study had been in the teaching profession for more than 5 years and therefore were placed in a better position to articulate issues related to attrition in their respective schools. This was an important variable because less experienced teachers are not exposed enough to handle critical challenges in mastery of the subject content as cited by Obiri (2015). According to Cambridge-Johnson, Hunter-Johnson and Newton (2014) teaching profession settles on the level of exposure gained by the teacher. A similar sentiment is shared by Leyser and Tappendorf (2006) that teachers longer experience the profession are more effect in content delivery than those less or no experience at all.

In terms of the duration period, sampled teachers had been in their present stations, the findings indicated that on average 64.5% had been in their current stations for more than 6 years while a considerable number 36.3% had been in the station for 5 years and below. This variable assisted the study in verification of the teachers’ length of stay in the station and could determine the significance of the information. The duration also assisted to verify the effect of attrition on the quality of learning and teaching in their respective schools. As Darling-Hammond (2016) puts it, teachers are found to be more effective and efficient in their profession when they spent a considerable number of years in the same school as they develop sufficient chances to face challenges in their work environment.

The study sought the information on type of school from the teachers. The data was categorized as Boys boarding, Girls boarding or mixed day schools. This was an important variable on the study as it assisted in verification of distribution of the sample involved in the Study. The findings indicated that 58.2% of the sampled teachers were from mixed schools, 19.4% were from boys boarding secondary schools and 22.3% were
from girls’ secondary schools. This is an implication that many of the public secondary in Uasin- Gishu County are mixed secondary schools as reflected from the number of respondents. However the researcher also confirmed that all of these mixed schools were day schools and many of them shared compounds with the public primary schools in the county.

The study sought information from the respondents on their departments. This was an important variable as it assisted to elicit biases of department representatives in the study sample. According to the findings collectively 57.8% of the teachers taught languages and humanities while 42.2% taught mathematics, sciences/ technical/ physical education subjects. This verified that all subjects were captured in the sample size. However, the data shows that Mathematics and science related teachers were few than those of languages and humanities. This could imply that most of the teachers who quit the profession come from mathematics and science related subjects.

4.2.1 Demographic Data of Teachers who had Left the Profession

The study sought demographic information of teachers who had left teaching profession (TSC employment) based on their gender, age, marital status, academic qualifications, and number of years in service before leaving. The summary is in Table 6.
Table 6
Demographic Characteristics of the Departed Teachers (n=20)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>07</td>
<td>35.0</td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30 years</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>31-40 years</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>41-50 years</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>51 years and above</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>16</td>
<td>80.0</td>
</tr>
<tr>
<td>Single</td>
<td>04</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree</td>
<td>02</td>
<td>15.0</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>15</td>
<td>77.0</td>
</tr>
<tr>
<td>PhD</td>
<td>3</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time served as a teacher</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10 years</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>11-20 years</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>21-30 years</td>
<td>08</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects taught</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics/Sciences</td>
<td>13</td>
<td>38.0</td>
</tr>
<tr>
<td>Languages</td>
<td>4</td>
<td>13.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
<td>21.0</td>
</tr>
<tr>
<td>Technical</td>
<td>2</td>
<td>28.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Data (2017)

As shown in the Table 6 show that 35.0% of the teachers who had left teaching were females while 65.0% males. From the data, it could imply that most teachers who leave the teaching profession are males. In terms of marital status, majority 80.0% of the teachers were married and all male while only 20.0% were unmarried female. This is an implication that most teachers who leave the teaching profession are married. However, most of the respondents interviewed were of the observation that both married and single teachers leave the profession. The study findings disagree with Aslami (2013) that 90% most qualified and experienced female teachers in Afghanistan leave the teaching profession due to the insecurity of their job and lack of basic living facilities in the rural
areas. Ayobi (2011) on the other hand found that female teachers would work better in urban schools where they engage in personal businesses to substitute for their small earnings from the teaching profession.

The data further shows that 59.0% of the teachers who had left teaching were between the ages of 41-50 years, 23.0% were in the age brackets of 31-40 years, 10.0% were above 51 years while 8.0% were the brackets of ages of 21-30 years. It is also evident from the results that the rate of attrition is high in teachers within the age bracket of 41–50 years and least in the age brackets of 21-30 years. However, accumulatively, there is an implication that majority 90.0% of the teachers leave the teaching profession before the actual retirement age of 60 years as stipulated in the Kenya Government constitution (RoK, 2009). The 10.0% of the number of teachers who leave profession at the age of above 51 on voluntary or early retirement implies that normal retirement is not an influence of attrition in Uasin-Gishu County.

On terms of service, a considerable number 40.0% of the teachers were in the profession for between 21-30 years before quitting while 31.0% were between 1-10 years and another 26.1% for 11-20 years. Accumulatively in total 70.0% of the teachers who had left the profession, had been in service for between 20 years and above. This is an indication that most of them were very experienced teachers whose services were still significant in the learners’ academic achievement.

The study findings on teacher attrition being high between the ages of 41-50 years and least in ages between 21-30 years agrees with a study by OECD (2012), which established that young and energetic teachers could look for possible ways to quit the profession for fields to boost their economic status while older teachers close to the retirement age may voluntarily seek for early retirement due to various issues like health or family responsibilities. However, the results seem to contradict the findings by Liu (2007), who reported that in California attrition was high in the early years of the teachers’ career. Another study in Texas also established that teacher attrition is characterized by a U-shaped pattern of where it is high rates in the early years of service, followed by lower in the mid-career, and rises in late career as retirement age approaches.

On the teachers’ qualifications the data in Table 6 shows that majority 85.0% of the teachers who had left the teaching profession were holders of a masters’ degree and above while minimal number of 15.0% held a bachelor’s degree. The implication is that once teachers attain higher education qualifications, they tend to look for greener pastures outside the teaching profession. However, in an interaction with the some teachers who
had left the profession with a bachelor’s degree, had different sentiments that they did not join teaching as a profession but as a springboard for better career options.

The finding concurs with Wang (2007) study which revealed that the most qualified and experienced teachers would want to leave classroom work, as soon as they get an alternative employment. The researcher sought to establish the subject that the teachers who had left the profession were teaching before leaving. This was a very important variable in the study since it assisted in establishing subjects affected by teacher attrition. Furthermore subject area is very important in the students’ career choice so it was prudent for the study to examine the effect. In the study findings, mathematics, science and technical subjects had an average of 66.0% of the teachers who had left while humanities and languages had 34.0%. The results imply that mathematics and science related subjects are marketable outside classroom.

4.2.2 Demographic Data of Students’ Respondents

The demographic information was sought from the students in terms of gender, age, school type and class. Gender was important to control any bias in perceptions on attrition issues that could spring from the same sexes. Table 7 summarizes their responses.

Table 7

Demographic Data of Students’ Respondents (n=327)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>138</td>
<td>42.2</td>
</tr>
<tr>
<td>Female</td>
<td>189</td>
<td>57.7</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>100</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-16</td>
<td>145</td>
<td>44.34</td>
</tr>
<tr>
<td>17-19</td>
<td>180</td>
<td>55.05</td>
</tr>
<tr>
<td>19-20</td>
<td>2</td>
<td>0.61</td>
</tr>
<tr>
<td>Over 21 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>100</td>
</tr>
<tr>
<td>School type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys boarding</td>
<td>64</td>
<td>19.57</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>100</td>
<td>30.58</td>
</tr>
<tr>
<td>Mixed day schools</td>
<td>163</td>
<td>49.85</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>100</td>
</tr>
<tr>
<td>Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3</td>
<td>178</td>
<td>54.4</td>
</tr>
<tr>
<td>Form 4</td>
<td>149</td>
<td>45.6</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Data (2017)
The presentation of the findings on Table 7, indicated 42.2% of the students were male while majority 57.7% were females. This showed that slightly girls outnumbered boys in schools in the county. However, the distribution was a representative of the sample having considered at least of 30% representation of either. In order to establish the sample perception of the students on the effect of attrition, the researcher sought to verify their ages. The findings indicated that a half of the students 55.0 % who participated in the study were between the age brackets of 15-18 years followed by 44.3% who were between ages 13-16 years while only 0.6% was between 19-21 years old. The presentation was ideal, as it is an indicative that they were reliable in providing the correct data for the study.

The information on school type sought was in terms of Boys boarding schools only, Girls boarding secondary schools and mixed day schools; this variable was to assist the study on whether school type had any influence on attrition of teachers. The findings indicated that, 19.5% of the respondents came from boys secondary schools, 30.5% were from girls’ secondary schools and 49.8% came from mixed secondary schools. This agrees with the teachers’ information that most of the schools in the county were mixed day secondary schools. It further showed that that attrition rates were high in boys boarding schools which was followed by the girls boarding and lastly attrition was low in mixed day schools.

Further, majority 54.4 % of the students were from the from Form III class while 45.6 % came from the Form 4 class. However, the distribution was a representative having considered 30% representation of either sex. The two Forms were sampled because they were the most senior classes, who had long enough interacted long enough with their teachers and therefore were significant in providing reliable information on whether attrition has effect in the class work.

4.2.3 Demographic Information of Principals

The data from the principals was in terms of gender, level of education and working experience. The summary is in Table 8.
Table 8
Demographic Data of Principals (n=30)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
<td>56.6</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Level of education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>23</td>
<td>76.6</td>
</tr>
<tr>
<td>Masters’ degree</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td><strong>Working experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 years and below</td>
<td>19</td>
<td>63</td>
</tr>
<tr>
<td>11 years and above</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source:** Field Data (2017)

The gender of the principals was to establish the distribution of the sample representation. As reported on Table 8, the findings shows that, slightly more than a half (56.6%) of the principals was male while the remaining 43.3% females. There is an indication that the distribution of the principals in the county was fair considering that majority of the schools were mixed public secondary schools. The mixed public secondary schools in Kenya are headed by either gender as stipulated in the Ministry of Education policy (MOE, 2012). Therefore based on the data, most of the principals in mixed public secondary schools in Uasin –Gishu County, are male.

In order to verify the competence of the principals in handling management issues for teachers, the study sought their qualifications. The findings indicated that 100% of the principals had a bachelor’s degree and above. This verified the ministry of education policy in Kenya where a principal who heads a public secondary school expected to be well qualified and be trained in basic management in order to handle administrative issues with competence (RoK, 2010).

The findings on the working experience of the principals indicate that all 100% had worked for ten years and above, an indication that their long experience placed them in better positions to articulate significant issues related to teacher attrition and the quality of standards in their respective schools.
4.2.4 Demographic Characteristics of the Education Officials (TSC)

The demographic data was sought from the education officials in terms of gender, level of education and working experience. Sample size N=6. The findings showed that all the six sub-County Education officials who took part in the study were males. All specialized in education and were degree holders. On the working experience, two of the officials had a work experience of between 6 and 10 years while the other four had an experience of more than 10 years. The information gathered established that all the Sub-County Education officials had sufficient experience, which was relevant in narrating teacher management issues in their area of jurisdiction. However, the collected data show that none of the officials had a PhD level of education. This was an implication that even the Education officials in the Ministry quit the profession once they acquire a higher level of education.

4.3 Teacher Attrition Trends in Public Secondary Schools

This section presents trends of attrition in schools in the study area. The researcher collected information from teachers, students, sampled school principals and Education officials in the County. The researcher looked at the development of teacher attrition in the study area. The findings and discussion are presented under the following sub-topics.

4.3.1 School Location and Trend of Attrition

The study sought to look at school location and trend of teacher attrition in the sampled schools from each sub-county. This was to verify whether location had any influence on teachers’ who leave the profession from the county. Location was looked at in terms of the distance from the school to the nearest shopping centre.

The information received from the County Director’s office, was used to examine the rates on teacher attrition in percentages, from all sampled schools in every Sub-County. First, the study examined the Curriculum Based Establishment (CBE) of the sampled schools from every sub-county against the required teacher Curriculum Based Establishment (CBE) as regulated by the Ministry of Education. This was an important variable in the study as it assisted to assess the trend attrition (shortfall) of teachers per sub-County whether high or low, which was an indication of attrition rates. The summary is presented in Table 9.
Table 9
Teacher attrition per Sub-County in Uasin Gishu County

<table>
<thead>
<tr>
<th>Sub-Counties</th>
<th>CBE</th>
<th>TOD</th>
<th>Attrition</th>
<th>Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ainabkoi</td>
<td>119</td>
<td>72</td>
<td>47</td>
<td>39.5</td>
</tr>
<tr>
<td>Kapseret</td>
<td>124</td>
<td>84</td>
<td>38</td>
<td>32.3</td>
</tr>
<tr>
<td>Kesses</td>
<td>116</td>
<td>78</td>
<td>29</td>
<td>32.8</td>
</tr>
<tr>
<td>Turbo</td>
<td>125</td>
<td>80</td>
<td>45</td>
<td>36.0</td>
</tr>
<tr>
<td>Soy</td>
<td>102</td>
<td>62</td>
<td>40</td>
<td>39.2</td>
</tr>
<tr>
<td>Moiben</td>
<td>148</td>
<td>92</td>
<td>56</td>
<td>37.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>734</td>
<td>468</td>
<td>255</td>
<td><strong>36.3</strong></td>
</tr>
</tbody>
</table>

**Source:** County Director Statistics Department (2017)

**Key:** CBE-curriculum Based Establishment & TOD-Teacher on Duty

As indicated on Table 9, the number of teachers who had left the sampled schools from all the six sub-counties totalled to 255 teachers against the required number of 734 teachers. This means that on average 36.3% was the number of teacher who had left the County. This was confirmed by the report received from the school principals who indicated that the shortfall was due to teachers posted by the Teacher’s Service Commission but leave to other destinations. Based on the study reports the researcher concluded that teacher attrition rates in the county were critical issues. That unless serious preventive measures were put in place, there would be also a decline in the economic development in the County. Further the findings in Table 9, indicates that Ainabkoi and Soy Sub-Counties had slightly higher rates than the other four Sub-Counties. This was observed from the map sketch of the study area (See Appendix XVI), that the two sub-counties are located far from the town centre, which purportedly could be the cause of the high rates. This among other factors assisted the study to conclude that more teachers tend to leave rural situated areas to urban. This was confirmed by one of the education officials in the following excerpt (9);

The rate of attrition differs from one Sub County to another. For instance, schools that have inadequate number of teachers tend to have high attrition rates compared to those schools that have the adequate number of teachers. It is a problem that we are faced with. Actually many of such cases are reported in areas that away from the town centre (Interview Conducted on 19th September, 2017).

This deficiency is an implication that teachers may be more comfortable working in an environment where they can substitute their wages and earnings due to the meagre remunerations. Further as observed, teachers in such areas could be overworked and
therefore may look for ways to exit the occupation. This contradicts the policy on teachers’ workload as regulated by the Teachers’ Service commission (TSC) (2010), that on Average, the Teaching Load (ATL) for a teacher in a secondary school in Kenya is 27 lessons per week. The findings agree with a study by Nieto (2006) that teachers with heavy workloads in addition to their normal teaching, dealing with students’ behaviour, attending to parents and other exhausting responsibilities, plus unsupportive administration tend to resign or quit the profession altogether due the work stress. In an interview session with one of the Education officials, was confirmed that many of the teachers from the sub-county sought transfers to urban areas while others wished to unite with their families out of the County.

In study by Ingersoll (2011) it was established that a less stable teaching force results to educational and organizational disturbances. When employees work in an overcrowded environment, overwhelming schedules, planning programmes, and evaluating the instructional activities, they become unable to connect with other colleagues and barely have time to think about their personal and professional growth which leads to desolations. Another study by OECD (2014) established that effective professional development support from an organization helps one to deal with discontent and other personal aspects of personal traits and self-efficacy. This clearly shows that whichever rate of attrition, the results are significantly affecting the teachers’ workload thus left overwhelmed by instructional programmes and other assignments in school. This creates unhealthy work environment for the instructors and therefore increases chances of quitting the career.

In a study Ellickson (2005) it is established that when teachers perceive their workload to be unfair, the stress levels are high and work discontent increases, their commitment to the school organisation is dissatisfied, and morals are eroded and opts for exit from the occupation. The study further revealed that when educators use up their time on extra works that are unconnected to teaching itself, directs to an excessive workload, in most occasions many tend to quit or look for better alternatives.

In similar sentiments Ariko and Othuon (2012) in their study revealed that excess workload accordingly creates a high level of burn out, disheartened and coupled with the excess of other responsibilities within the school such as dealing with large number of students’ behaviour whose enrolment is high is difficult. The introduction of free secondary school education by Ministry of Education in the year2008has deprived
teachers’ freedom and the school climate and the environment has become detrimental which is a not conducive hence increased chance of teachers exiting the profession.

4.3.2 Teacher Attrition in Public Secondary Schools in Uasin Gishu County

The study sought information from the respondents on the pace at which teachers were leaving the teaching career in the county. This was an important variable as it assisted the researcher to predict the effect of the phenomena on the students’ academic performance after the years covered by the current study. The sampled teachers on service were asked to indicate the rate of attrition in their particular schools. The teachers were to indicate attrition rates as; extremely high, high, somehow high, low and very low. The responses are shown in Figure 3;

![Attrition rate of teachers]

**Source:** Field Data (2017)

*Figure 3: Teacher Respondents on Ranking of Attrition Rates in Schools.*

The findings in Figure 3, shows that accumulatively majority 63.4. % of the teachers agreed that teacher attrition was somehow high, high and extremely high while only 37% indicated low and very low. Based on the data it is clear that attrition is quite high in Uasin-Gishu County. Majority (73%) of the students who took part in the study also indicated that the rate at which teachers left their schools was either very high, high or moderate while a small number 20% reported low. This was in agreement with some of the principal respondents who reported that teacher transfer and turnover rates were high in individual schools. However, the education officials and most of the sampled school principals did not have the exact number of teachers who had left as it was reported that
some teachers could leave without any information or notice of their departure. In this case, the researcher used the teachers’ information as significant and reliable. An excerpt from one of the education official states:

At times, you are not even aware that a teacher has left. An incident at hand last year one of teachers left for Australia because he had been recruited as a trainer in athletics, the school principal and the office was not aware, only to learn later the teacher had received scholarships for studies in athletics abroad (Interview Conducted on 13th September, 2017).

The researcher sought further information from the sampled principals and teachers on the number of teachers who had left their schools in the last two years (2015 and 2016). This was to verify the information gathered in Figure 4 that attrition was very high in the study area. The summary is on Table 10.

Table 10
Teachers’ Responses on the number of teachers who had left their Schools between 2015 and 2016

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who have left</td>
<td>218</td>
<td>1.00</td>
<td>14.00</td>
<td>3.2890</td>
<td>2.14325</td>
</tr>
<tr>
<td>Valid N (List wise)</td>
<td>218</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data (2017)

The mean score was calculated using SPSS. To a higher value, 218 out of 273 of the teachers as shown on the table reported between 1 to 14 teachers had left their schools in the two years 2015 and 2016. The accumulative mean average was at (M= 3.28 and SD=2.14,) as reported by the respondents. Based on the results on average the County loses 8% teachers annually which quite high. The same information was analysed from the document analysis collected from the sampled principals’ offices and the secondary data collected from the Education officials and the report from the teachers who had left the profession. To support the study results, one of the Education officials at the TSC office observed that: Attrition was a common concern in the county which had faced many public secondary schools. That although there is recruitment of teachers every year for new vacancies to fill the gaps of those who leave the profession the shortage is imperative.

The findings agrees with Koech (2011) study that established that in Baringo county the trend of teacher attrition was on an upward movement in public schools. The study further indicated that the number of teachers needed in the schools was higher than
the recruitment number. This shows that attrition is a global issue not only facing secondary schools in Uasin Gishu County.

4.3.3 Trend Analysis of Teacher Attrition in Uasin-Gishu County

In order to examine the trend of attrition in secondary schools of Uasin-Gishu County in the years 2012-2017, the collected data from the Education officials and sampled school principals was analysed. The researcher by use of Document analysed guide extracted the number of teachers present against the letters of teachers posted to the school within the years under study. This assisted the study to evaluate the staffing situation in schools and rates of teacher turnover. The summary was analyzed and the results shown in Figure 4.

![Figure 4: Teachers Attrition in Public Secondary Schools in Uasin Gishu County.
Source: County director of Education (2017)](image)

The statistics presented in Figure 4 shows that the attrition rates were on an upward movement trend in the county for the past six years (not including death and retirement age). Based on the results in the year 2013, more than 60 teachers left the profession. In the years 2014 and 2015 the attrition rates declined significantly and in the consequent years 2016 and 2017 the rates increased tremendously to the highest peak in the two sub-counties Wareng and Eldoret East. In understanding the geographical situation in the study area, the high rates of attrition in the year 2013 was a year of election in Kenya which is also shown in the years of 2016 and 20017 which was a period of election. Based on the observation made the high rates could be attributed to three factors, one
either some of the teachers joined politics or county governments. The third and most prominent one could be that some teachers sought for transfers because of the electioneering situation in Usain-Gishu County which is considered a hot spot. This is in agreement with A Report in an Associated press (2 January, 2008) that during the run-up to the elections of 2007, the animosity that was generated in the referendum of 2005 was carried to the elections of 2007. The opposition claimed that the poll was rigged and violence erupted in parts of Rift Valley particularly in Eldoret, Coast, and Kisumu town. In a similar sentiment, study by Nasongo (2011) on the effect of inter-tribal post-election violence in Kenya, established that teachers, students and parents were traumatized during the period that lead to a huge exodus of movement from Eldoret District.

Comparison amongst the sub-counties shows that Eldoret East records highest attrition rate compared to Eldoret West and Wareng. The is in agreement that one of the aspects of teacher attrition is security (Ref. Map Appendix) the two sub-counties are near to Urban centre where violence erupts they are the first casualties. Consecutively with the study findings, the same trend of teacher attrition was reported in Baringo by Koech (2011) and Katam and Too (2013) in Nandi county. This shows that the North Rift counties continue to experience increased rate of teacher attrition.

In an interview session, one of the Education (TSC) official expressed concern over the current situation of teacher shortages and the rate of attrition in the county. Here is an excerpt from the official (1):

…Sure, teachers are posted to schools in this County but after few months they either resign or ask for transfers. As a representative of the employer who is supposed to be on the defensive side, my respective sub-county is not that much affected by teacher attrition as envisaged, but what we are experiencing is a shortfall in the number of teachers. Although we have tried to post teachers schools many don’t report or if they report few months we reports that they have left. The Ministry of education has commenced hiring and posting teachers to the affected schools we hope it will fill the gap (Interview Conducted on 20th September, 2017).

The findings as shown from the Education officials’ sentiments, is a strong manifestation that actually the study area has attrition problems, although he tried to downplay the issue as not a big problem in the county. These were similar reports received from all the sub-county education officials. However, the findings do not imply that the aspects related to attrition are unique to Uasin-Gishu County in particular. In the reviewed literature, similar sentiments are raised globally, regionally and locally. For
instance in a study carried out by Barnett (2017) established that the figure of teachers leaving the career of instruction was on the rise in United States.

Majority of the sampled principals were of the observation that the availability of opportunities for evening and school-based study programs in university had a lot of influence on the high rates of attrition as opposed to when the Teachers’ Service Commission (TSC) conditioned study leave. An excerpt from one of the key informants (principal) states the following:

The biggest problem we encounter is not lack of trained teachers, but the pace upon which experienced teachers are leaving the profession, asking for transfers or going for early retirement or some terminate their services is worrying. Such teachers are very hard to replace. Many teachers are currently in class, and eyeing greener pastures whenever they arise. In this institution, I have a shortage of 63% teachers while the school CBE should be 19 teachers. You can see the rates and most of the lessons go unattended since we don’t have teachers in certain subjects (Interview conducted on 22nd September 2017).

The principal’s observations were dependable with what most of the sampled principals in other schools reported. The findings are in correspondence with a study by Wamukuru (2011), that in 1996, 3849 teachers in Kenya left the teaching profession while 8289 teachers quit in 2007. This according to the study was an increase of 116% while the attrition rate between years 1996 and 2007 was at 15%. The study further established that 13% of teachers who had left the teaching career either resigned or changed the profession. This showed that the trend of teacher attrition in the county was either resignation or change or career. The results showed an alarming situation recommended that there was need for all stakeholders in education to address the issue in order to restrain from losing more teachers to other professions that has an effect the financial conditions on teacher recruitments.

In support of the study establishment, majority of the respondents reported that it was difficult to get suitable replacements for teachers who had left their schools. This actually served as a pointer to the effect of attrition on learners’ educational achievement for future career. The socio-economic and development of a nation needs a literate society. The study by Ariko and Simatwa (2011), reported that high teacher attrition was linked socio-economic and several other environmental factors such as, accessibility, school location, electricity as well as housing. All these factors seem to support the current study findings.
The current study found out that teacher attrition in Uasin-Gishu County within two years 2015-2016 was above the national average of 5%. The trend analysis done corresponds with the findings of the descriptive analysis. The analysis of attrition trend shows that every year, the attrition rate is on the rise. This contributes to teacher shortages in the area especially in cases where replacements are difficult to get. As a result, to bridge this gap, the school Boards of Management hire teachers for continuity.

According to Miller, Ochs and Mulvaney (2008), revealed teacher turnover has a negative effect on school improvement reforms for it disrupts the steadiness and stability of education. The study further revealed that the enrolment of students was high as compared to the number of teachers. Significant progress is made by various sectors despite the strides, to bridge the teacher shortage in schools and increase the supply, teacher attrition remains a crisis. Stewart (2012) further supported the findings that in China, high rates of teacher attrition had serious negative effect on the school environment.

The rate at which teachers are moving away from the profession in Kenya is on an upward trend. The study by Kasau (2012) established that the trend of teacher attrition is a critical issue that was the growth of precarious work for teachers and other education workers in the Education sector. This has led to employment of short term contract teachers as the most experienced of teachers leave. The reason being that, in order to implement the government’s policy on free Day Secondary Education program, more teachers are needed. Similar observations were gathered from all the sampled schools, where majority of them had huge number of teacher shortages (Uasin-Gishu County, Statistics’ Department, 2016).

The study findings agree with NCTAF (2007) report, which established that due to high teacher attrition rates in most of the developed countries, teachers in both urban and rural schools will be required, which will force the government to staff schools with unbalanced, underneath-prepared and inexperienced teachers who will need to labour on their own without any mentorship to meet the needs of the students. This isolation will also have a negative effect on the new teachers who will feel weighed down by the challenges they witness and in turn quit the career after few years of working under a frustrating environment with lack of mentoring.

Boyd et al., (2005) revealed that a stumpy level of teacher turnover is normal and successful in a well-managed institution while too much turnover coupled with stagnancy in organizations with effective teacher management should benefit the limited degree of
promotion through recommendation of higher performers and in order to bring in new 

blood to facilitate innovation. Alternatively, managerial analysts have also noted that 
teacher attrition vary among diversely in schools’ employees and amongst dissimilar 
types of instructors. From herein perspective, teacher turnover in schools that have 
undecided and non-routine technologies and production processes will require wide- 
ranging relations among affiliations of the staff.

4.3.4 Category of Teachers who leave the Profession

The quality of teachers in a school system is vital for any meaningful 
instructional and knowledgeable environment. Consecutively to access adequacy of the 
category of teachers in the sampled schools, information was sought on the category of 
teachers affected by attrition. This information was in conditions of gender, 
qualifications, and marital status. The findings revealed majority of the teachers (83%) 

male teachers who had been affected by attrition while considerable number (76%) 

indicated female teachers and a small 35% indicated both sexes were affected. The 

implication is that gender does not influence attrition but it depends on aspect 
surrounding the attrition since both sexes were affected. In order to complement the 
teachers’ report, the views of principals were sought in the study on the gender of 
teachers who were affected by attrition from their respective schools. Most of the 

principals had various observations on the question, slightly above average (53%) 

indicated that male teachers were affected while 47% reported females. As such, the 

findings were in agreement with the teachers’ views that male teachers were more 
affected by attrition than their female counterparts. All the County Education officials 

agreed that more male teachers had left teaching than females. The officials however 

manifested that there are certain cases where female teachers were forced to seek transfers 
or even resign.

On the academic qualifications, all the respondents agreed that teachers who had 
attained a masters and above degree level of education moved out of secondary school 

classroom than those who had bachelors’ degree or diploma. This is an implication that 
higher level of education was a predicament of attrition in schools. In terms of marital 
status, all participants in the study reported that most of the teachers who had been 
affected were single as opposed to those in marriage. This was confirmed by the 
observation made that teachers on the age bracket, 30-40 years was high compared to 
those who were above 45 years and below 30 years. This showed that young and
energetic teachers leave the profession at a tender age unlike the older teachers who could be holding on for their retirement benefits. An example of an excerpt from one of the education official respondent;

Most of the female teachers who leave far from their families ask for transfers and if the transfer is not forthcoming, they tend to resign. On the other hand, those who are single, once married tend to quit and join their spouses. A case in point is a school with six streams where three teachers both from one department requested to leave the school for various reasons (Interview Conducted on 14th September, 2017).

The observation made was consistent with what most of the sampled principals, teacher respondents and education officials in the study reported. Based on the data from the education officials, there is a clear indication that most teachers would need an urgent mobility that at times principals find it to control. The findings on marital status indicate that attrition rates are high in married teachers than those who are unmarried. This agrees with the research carried out by World Bank (2010) which established that in sub-Saharan African, many of the married female teachers prefer to work next to their family once married. Hargreaves (2011) revealed that in some cases, local the people resisted the posting of unmarried female teachers to schools in their locality. In a published report similar incidences were witnessed in Afghanistan. According to Taliban (2011), report there was a great concern on the status of women in Afghanistan where they were stripped off their fundamental rights.

The study established that majority (85%) of the teachers who had left teaching held a master degree and above while a minimal number (15%) held a bachelor’s degree. The study by Boyd et. al. (2011) established that teachers in America with stronger academic backgrounds were more likely to leave teaching than those with a lower level. Accordingly, the World Bank (2010) had the same views that in both developed and developing countries, qualified secondary school teachers were becoming the hardest fragment to be retained attracted within the teaching occupation and their education was the most expensive.

The study findings further agrees with Watitu (2013) that one factor that influenced teacher attrition in Limuru District, was the high demand for higher education in teachers who wanted to be absorbed in tertiary institutions and County Government. In line with study findings, Ladd (2011) established that teachers were more prestigious with their qualification because of alternative job descriptions and terms of preferences. The same issues have been addressed by Okungu (2012) which revealed that teachers’ affinity
for further studies had a force behind teacher attrition in Kisumu East Sub County, Kenya. The study by Okungu further established that most teachers in the district were either on part time or full time studies in the local universities an attempt to develop their careers for better work opportunities and exit from teaching career. In Sub- Saharan Africa, though limited data, several studies have established that attrition is high in the most qualified teachers (Mulkeen & Crowe-Taft, 2010) which threatens the education arena.

On the teaching experience, majority (70.4%) of the teachers out of the profession had been in service for between 20 years and above. The implication is that the education sector is losing very experienced and committed teachers needed for mentorship for the upcoming generation. According to the study by Ingersoll (2007) teachers relatively between the ages 22-30 and 41-50 brackets were more fulfilled with their professional career but the satisfaction decreased between the age brackets of 31-40 years and slightly declined in the late 50 years. However, other studies by Crossman and Harris (2004) disagreed with this assumption on the relationship between age brackets, but established that attrition was high in the age brackets of between 26-30 years and then a considerable decline in between 31-35 years, and a spring back later on in life at the range of 36-40 years. The study findings supports one by Chepkemboi (2012) that teacher attrition contributes to great disruptions in the teaching career as it snatches learners the most experienced teachers from the education system. In this perception, attrition has a critical effect on the quality of education.

4.3.5 Demographic Characteristics on Teacher Attrition

The trend of teacher attrition is a dynamic pattern affected by characteristics of teachers; social, economic or even political characteristics. There is a significant literature that associates the demographic description of teachers and teacher attrition. Among the available literature, it is manifested that there are certain teacher descriptions like marital status and gender vulnerable to teacher attrition (McKenzie, 2012). The presented data in figure 5 was collected from the principals on teachers who had left the occupation. The results are summarized in Figure 5.
The information on Figure 5 indicates that majority (85.0%) of the teachers who had left teaching career were married while 15.0% were unmarried. Based on the data the researcher concluded that majority of the teachers who leave the teaching occupation in Uasin Gishu County are married. During an interview session, this was confirmed from of the teachers who had left the profession; (Teacher No 17);

My husband was transferred to another County and this was the time I was expectant of our third born baby. The situation was very hard for us, because our whole family had to move, change schools for our children and shift our property. I found it easier to resign and move with my family but eventually have started some business while I take care of our children. Being a young couple we need to keep our family together, and avoid causing inconveniences to our children by allowing one parent bring them up (Interview Conducted on 24th September, 2017).

The study findings show that marital status was a critical aspect of attrition in the study area. The indication that majority (85.0%) of teachers who had left the teaching occupation confirmed this. Most of the teachers on duty interviewed also had the same sentiment that they preferred staying closer to their families for various reasons. Furthermore the sampled principals too reported that they found it very hard to retain married female teachers in schools. The sentiments were echoed by the County Education officials that at times they encountered a lot of resistance from schools when unmarried female teacher is posted to the county.
In relation to the study findings, a study by Hassan Aslami (2013) established that in Afghanistan marital status was strongly related to attrition than any other variable for female teachers. Although, there was no exact data about the attrition rate, especially on marriage in Afghanistan, generally speaking, majority of the newly married female teachers stopped the career after getting married. In Hassan’s study, 60.0% of the teachers were female while only 40.0% were male who took part in the study. Interestingly, women teachers were still majority in public secondary schools in Kabul city. According to the recent Ministry of Education (MoE) in Afghanistan, in Kabul city the women teachers constituted 74.0% of the instruction workforce (MoE, 2011).

According to a study by Kim (2007), the aspects of the teaching profession for instance job security, salary, the employment itself, and encouragement are important and appreciated prospects by female teachers which are dissimilar from those that are significant to male teachers, due to what both search for in the profession. The unfulfilled profession values with women are different from those of their male counterparts. Ingersoll (2012) established that women found more fulfilment in their operational existence as meaningful vocation achievement, while men perceive endorsement, reputation and esteem as public employees as the most important. Therefore, from the researcher’s observation, it is important to conclude that female teachers put more importance on fundamental rewards, whereas male teachers highly value extrinsic rewards.

In order to establish the level of significance, further analysis on gender and marital status of the teachers who had left teaching was done. The two variables correlated to test the level of significance. This was on realization that marital status influenced the rates of attrition, but the researcher wanted to find out the significant level of the gender the effect. Analysis on the variables is in Figure 6.
The study findings on gender and marital status, shows that 36.0% male were married while slightly above average (56.0%) were female. Those who are not married were 8.0% female and none male. Alternatively, the sampled principals and county education officials gave various opinions on marital status of the teachers affected by attrition. For instance most sampled principals indicated that single female teachers were more affected than males; however the county education officials indicated both married left although married female teachers left either to move next to their homes or join their husbands. The study findings show that majority of the married males leave the occupation than female teachers in the county. On the basis of the data collected from the respondents it was clear that most of teachers who had left the profession in the study area were males.

According to the World Bank (2012) report, some communities in Gambia rejected unmarried female teachers posted to schools, which created a negative impression on female teachers taking posts in rural schools. The report further observed that female teachers in Gambia found it easy to resign when incapable of finding a station appropriate to the husbands’ place of work. On the other hand, Mulkeen (2010) established that in some communities alternative labour market opportunities for women are fewer and difficult to find than males and that teaching is assumed a prime occupation for women. Nevertheless, several researchers apart from of the perspective are of the
opinion that it is easier to sustain married male teachers in schools for a longer period than women (Mulkeen 2010; Schaefer, Long, & Clandinin, 2012).

On a similar observation, Ingersoll (2012) on occupational change and departure of teachers established that majority of the married women leave the profession temporarily or altogether for various personal reasons. Mulkeen and Leu (2007) in US data, established that married female teachers in Washington, DC resigned from the teaching career at higher rates than male teachers did. The report cited pregnancy and childcare as some of most aspects that influenced attrition in female teachers. In another report by NCTAF (2007), it was pregnancy and childcare influenced almost 25% of female teacher turnover in the US.

4.3.6 Destination of the Teachers who Leave Teaching.

In order to examine more on the destination of teachers who leave the profession, the researcher sought information from the regular teachers, teachers who had left the profession, sampled principals and County education officials. This information was very significant in the study as it assisted in quantifying speculations that teachers were dissatisfied with the occupation. The information gathered from the teachers on duty is presented in Table 11.

Table 11
Destination of the Teachers who Leave Teaching

<table>
<thead>
<tr>
<th>Destination</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutions of higher learning</td>
<td>68</td>
<td>31.69</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>60</td>
<td>27.90</td>
</tr>
<tr>
<td>County government</td>
<td>21</td>
<td>9.76</td>
</tr>
<tr>
<td>Further studies</td>
<td>17</td>
<td>7.90</td>
</tr>
<tr>
<td>Other professions</td>
<td>13</td>
<td>6.04</td>
</tr>
<tr>
<td>Politics</td>
<td>10</td>
<td>4.65</td>
</tr>
<tr>
<td>Retired</td>
<td>10</td>
<td>4.65</td>
</tr>
<tr>
<td>National government</td>
<td>8</td>
<td>3.72</td>
</tr>
<tr>
<td>Disciplinary action</td>
<td>6</td>
<td>2.79</td>
</tr>
<tr>
<td>Natural attrition</td>
<td>2</td>
<td>0.93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>215</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Field Data (2017)

In terms of destination for teachers who leave the profession as reported in Table 7, it shows that accumulatively (69.35%), of the teachers who leave the profession get absorbed in institutions of higher learning, Ministry of Education and County Governments. This is in line with Buchman (2012) study in China which established that with alternative career paths, there were various labour markets opening for skilled and potential teachers who made comparisons in their occupational circle. In similar views,
Mizala et al. (2012) revealed that teachers who leave the occupation do take different positions in other careers. Therefore most of the public secondary schools in the County are forced to stretch their budgets for new trainers. However, the county education officials and the school sampled principals reported that there were few teachers who had retired on voluntary grounds and some few disciplinary cases and resignation. An excerpt from one of the Education officials (5) states:

I have been a school principal in one of the boys’ secondary schools in the province for the fourteen years. My tenure as a school principal had its own ups and downs. The local community had their own aspects on my performance. Fortunately, there was an advertisement for a quality Assurance and standards positions in the ministry. So, since I had a master in education on policy studies, I applied, was interviewed and got the position. So I was posted to this county as a sub-county quality assurance officer (interview conducted 3rd September, 2017).

Some principals had other observations on destination of the teachers from their schools. One of the principals reported that one of his only physics teachers succumbed to cancer related illness, while another principal indicated that two of his teachers had been sent to rehabilitation centres for treatment on alcohol and substance abuse. Further the Education Officials revealed that some few teachers from the county had been sponsored by an international (NGO) to be trained in athletics abroad. Based on the results, it is clear that majority of the teachers who leave the teaching profession in the study area are absorbed in institutions of higher learning and some few go outside the country for sports and related like activities. The findings are harmonious with what the teachers who had left indicated, except there were few who indicated that they were running their own business.

When some of the teachers who had left were interviewed on where they were presently, some reported that they had joined politics, few had joined teachers’ union to represent teachers’ interest and some wanted to develop and take care of the property they had acquired. However, from a general observation most of the teachers who had left were not from the local community therefore, seemingly must have either left the professions due issues related to security and ethnicity. The findings are in agreement with Kobakhidze (2010) study who established that adequate professional development performances, determined the teaching burden; improved teacher’s commitment, facilitated education, and built collegiality.

As seen in this research, teachers leave or quit teaching due to various reasons. Schaefer et al. (2012) pointed out that teacher attrition which is a component of attrition
changes from passion to hatred from year to year. Ekundayo (2010) argue that individual aspects of attrition shoot from within a personality’s preference on whether to quit the career of stay. There are those teachers whom themselves decide to remain or quit the profession on various aspects emerging from age, relationship, passion for the profession to a height of education. In view of this, Kayuni and Tambala’s (2007) study established that attrition in Malawi had increased over the years due to work discontent where numerous teachers searched for greener territories and alternatives in the midst of other supportive sources of income. Other Studies by Kavenuka (2013) and Mfaume (2012) revealed that most African teachers aggressively look for opportunities to move to Britain and other developed states for better wages and remunerations to boost their economic status in society.

The findings indicate that most of the teachers who have left the profession are employed by County government in non-teaching posts. This was revealed by one TSC officials who said that they had signed transfer of service letters from some affected teachers to the counties public services board. The finding agree with a study by Rohland and Robertson (2009) which revealed the significant number of secondary school teachers migrate to non-teaching positions in various organizations and institutions. The study singled out Zanzibar with 9% of the teachers who transferred to other government posts, in Uganda 16% transferred to non-teaching posts and in Malawi 15% moved to universities.

The study through interviews with the educational officials and some teachers further reported that most of the extra-terrestrial teachers in county worked under discriminating and potential stress levels, where they were forced to meet deadlines with limited time for students’ achievement and organizational reformation, which made the teaching profession unhealthy and staff crisis proportions. In a similar perception, Finlayson (2006) in a study observed that in Scotland stress was the major foundation in the teaching profession for poor health, teacher migration, absenteeism and other related problems, which deprived the government most experienced teachers and raised expenditure of hiring new members.

4.4 Factors Contributing to Teacher Attrition in Public Secondary Schools

Having examined the trend of attrition in the county, the researcher sought to look into the issues that contribute to attrition of teachers. Teacher attrition in government secondary schools is diverse, and each decision made by an individual teacher to leave or
remain in the occupation has different explanations. The researcher sought information from students, teachers, principals of the sampled schools and the Education Officials in the County. The presentations of the results are presented in sub-sections as follows;

The teachers on duty were asked to rate their observation on a scale as; Not Likely (1), Less Likely (2), Undecided (3), Likely (4) and Most likely (5) on what contributes to attrition in public schools. The results on the analysis are given in Table 12.
Table 12

Teachers’ Views on Factors Contributing to Attrition Rate in Schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>NL</th>
<th>LL</th>
<th>UD</th>
<th>L</th>
<th>HL</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for career progression</td>
<td>18</td>
<td>35</td>
<td>34</td>
<td>86</td>
<td>100</td>
<td>3.7875</td>
<td>1.24805</td>
</tr>
<tr>
<td>Poor remuneration</td>
<td>30</td>
<td>28</td>
<td>48</td>
<td>45</td>
<td>122</td>
<td>3.7363</td>
<td>1.39986</td>
</tr>
<tr>
<td>Unfriendly working conditions</td>
<td>48</td>
<td>44</td>
<td>36</td>
<td>79</td>
<td>66</td>
<td>3.6081</td>
<td>1.34364</td>
</tr>
<tr>
<td>Students’ behaviour and discipline</td>
<td>29</td>
<td>36</td>
<td>38</td>
<td>80</td>
<td>90</td>
<td>3.3663</td>
<td>1.55933</td>
</tr>
<tr>
<td>School leadership and administration</td>
<td>51</td>
<td>45</td>
<td>31</td>
<td>45</td>
<td>101</td>
<td>3.2601</td>
<td>1.43555</td>
</tr>
<tr>
<td>Lack of professional respect</td>
<td>48</td>
<td>44</td>
<td>36</td>
<td>79</td>
<td>66</td>
<td>3.0000</td>
<td>1.50977</td>
</tr>
<tr>
<td>Teachers are not involved in decisions making</td>
<td>68</td>
<td>44</td>
<td>43</td>
<td>56</td>
<td>62</td>
<td>2.8974</td>
<td>1.37617</td>
</tr>
<tr>
<td>Political interference in school management</td>
<td>60</td>
<td>49</td>
<td>67</td>
<td>53</td>
<td>44</td>
<td>2.8352</td>
<td>1.63327</td>
</tr>
<tr>
<td>Relationship with principals</td>
<td>88</td>
<td>44</td>
<td>28</td>
<td>61</td>
<td>52</td>
<td>2.7985</td>
<td>1.55052</td>
</tr>
<tr>
<td>New teachers lack induction and mentoring in the school system</td>
<td>89</td>
<td>48</td>
<td>29</td>
<td>33</td>
<td>74</td>
<td>2.7912</td>
<td>1.36541</td>
</tr>
<tr>
<td>Class size</td>
<td>75</td>
<td>60</td>
<td>26</td>
<td>77</td>
<td>35</td>
<td>2.7692</td>
<td>1.43801</td>
</tr>
<tr>
<td>Resources/Facilities</td>
<td>74</td>
<td>61</td>
<td>51</td>
<td>58</td>
<td>29</td>
<td>2.6593</td>
<td>1.35489</td>
</tr>
<tr>
<td>Lack of collegiality and collaboration with colleagues</td>
<td>81</td>
<td>73</td>
<td>73</td>
<td>31</td>
<td>15</td>
<td>2.5751</td>
<td>1.42549</td>
</tr>
<tr>
<td>Valid N (List wise)</td>
<td>3.0319</td>
<td>1.41553</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2017).
Key: Not Likely (NL), Less Likely (LL), Undecided (UD), Likely (L) and Highly Likely (HL)
The range of the mean in Table 11, was from (M= 3.79 to M=2.58), cumulatively on average (M= 3.79 and SD= 1.39) of the factors were extrinsic in nature. In detail, 100 (36.6%) of school teachers reported that it was high likely that some teachers moved out of the teaching profession in order to enhance their career growth while 86 (31.5%) said that this was likely. The mean statistics (M=3.78 and SD=1.24) suggests that it was likely that some teachers moved out of schools for career progression purposes. Based on the observation, it showed that teachers’ lack of development skills in their specific fields was a major factor as to why some first-class and knowledgeable teachers left the career, while those who remained whispered with the purpose of their prominence and recognition in society was unfortunate. Nevertheless, the higher standard deviation suggests that some had diverse opinions on the statement. These were similar sentiments that were received from most of the principals that were interviewed. In fact in the process of the interaction session one of the principals reported that he had received an admission for a master degree in a local University to study strategic management on sponsorship by an NGO agent. This could imply that teachers were actually out to quit the teaching career for other professions. If the statement is to make sense, then this particular principal will not come back to class after studies.

In a study by Mdeme (2014) it was found out that the more teachers had the greatest amount of knowledge and experience characteristics, the greater probability that they relinquish the profession. Further another standpoint is that, the more the amount of specific capital, the less probably it is that such teachers will even consider leaving the profession. However Darling-Hammond and Rothman (2011) in their study argued that professional development for teachers highly depends on their instruction experience. Qualified teachers need refresher courses to update their knowledge. Nevertheless, novice teachers lack the actual classroom experiences, and rely heavily on the knowledge and skills they acquired in teacher preparation colleges. This was the case in the study area that most of the teachers as from their demographic characteristic were in mid ages as the experienced and those more qualified then to leave classroom to institutions of higher learning. However, according to Johnson (2008) in developing countries, most of the professional development activities do not accomplish the needs of the teachers. That many professional development programs fail because they do not address the most basic and contextual needs of the teachers.

In contrast, Ingersoll (2012) argues that those governments and other education providers who think that teachers do not need either on-job training or continuous
professional development programmes are misleading the society. The provision of these programs to teachers, equip them with generic human capital, which exposes them to a greater amount of experiences in their career.

When asked as to poor remuneration made some teachers to leave their schools, 30 (11.0%) said that it not likely, 28 (10.3%) indicated that it was less likely, 48 (17.6%) were undecided, 45 (16.3%) said that it was likely and 122 (44.4%) said that it was high likely. The result therefore shows that most teachers agreed that poor remuneration was the likely (M=3.73 and SD=1.39) source of teacher wearing away in their schools. This happens whereby some teachers despite working for many years and getting higher education qualifications levels are not adequately remunerated by their employer (TSC) but instead are assigned more errands without any token for their workload. This is an implication that poor compensation in the teaching career is critical aspect of attrition. Most of the teachers who were on duty and those who had left cited the cost of living currently could not congregate their day to-day needs. Here is an excerpt from one of the teacher respondent (171);

With the present cost of living, one cannot overcome the high burden of expenditure; as teachers we are unable to accomplish our daily activities properly. Imagine at times one can go to class minus breakfast since you have to save for your family’s upkeep; The rising house rent, the cost of food items, costs of transportation are out of our control...all these issues are upsetting. Yet you are supposed to teach and guide the students. Our lifestyle as teachers has a direct negative connotation on the career (Interview Conducted on 31st September, 2017).

The sentiment from the teacher was in consistent with what most teachers from other schools explained. The implication is that teachers in the county lacked basic needs, which according to them their earning could not fulfil. In this case, most of them opted for alternatives with the intention of meeting their needs. The information gathered from the respondents was consistent in most of the occasions. These findings are supported by study in Nigeria Boyd and Folajimi (2009) that teacher incentives influence the future of the occupational career. Further that an instructor or a teacher will be motivated to stay in the profession if well rewarded Furthermore; the respondents were of the views that due to the insufficient earnings from the government, most of them were forced to be engaged in small private business in the school premises which supplement their monthly salary. The study findings are in line with Boyd et al (2011) an individual will be stimulated to carry out an occupation whose duties meets the day to day basic needs. On the same sentiments, one of the principals (princ.30) was keen to make a quick attest as follows;
Many of the teachers run, small shops, own Matatus and M-PESA business services. I am aware that the time for these activities is divided between class work and the business, but if teaching cannot fulfil the basic needs, then small business will boost them. I also know this extra work has an impact on the regular schoolwork [teaching] (Interview Conducted on 28th September, 2017).

The findings from the sentiments indicate that the wages paid to teachers as salary is not enough in comparison to the work they do. This is an indication that teachers involve in other activities to uphold their morale in performing classroom duties, which compromises the quality of education. The findings further indicated that promotion opportunities and practices in the County unfairly carried out with a lot of discrimination based on the social gathering affiliation or society and inter personal relationship with the management. A general comment from most teachers was that, whether one was an outstanding performer and hardworking it was not easy to be rewarded, but the reward and recognition is always given to ineffective and irresponsible individuals.

The outcomes of the study also revealed that 79 (28.9%) of teachers indicated that it was likely and 66 (24.25) indicated high likelihood that unfriendly working conditions pressed many teachers out of the profession in the county. This statement appeared to be above averagely supported (M=3.60 and SD=1.34) implying that some schools working conditions forced some teacher to seek opportunities somewhere. The unfriendly working conditions in this study included ethnicity and environmental conditions. In some cases, some conditions within the schools are not conducive for teachers to perform their work as expected in that way pressures their mass exit.

Through interviews, a vast majority of the teachers and sampled school principals reported the occupational environment did not allow them develop their potential to the full. According to the teachers, this was unfair treatment, which dissatisfied them in the profession and therefore a decision to quit. Okungu (2012) established that working conditions determine principals’ organization styles and high affinity pressures occupational attrition among teachers. Further the study revealed when teachers worked for long extra hours without appropriate overtime payment and the inconsistent management styles of principals created poor working conditions, which contributed to the pressure of attrition in teachers.

Politics in management of schools was another factor reported that influenced attrition in schools especially in terms of promotion to headship. However, as indicated on table 7, accumulatively 109(39.0) of the teachers reported as not likely and less likely.
This shows that political interference in teacher management was not an issue. The aspect of political interference was only on management of schools in the county. This disagrees with a study by Nyakwara (2017) in Mombasa, Kenya that when politicians interfere with the teaching and learning in schools, it affects nearly all aspects of job inspiration. The current study-established the foundation of teacher attrition was contributed by several school related factors which included inadequate school facilities and administrative support.

With regard to student behaviour as a cause of attrition, 90 (33.0%) said it was high likely, 80 (29.3%) said that it was likely, 38 (13.9%) were undecided, 36 (13.2%) mentioned that it was less likely and 29 (10.6%) said that it was not likely at all. The research therefore shows respondents were undecided (M=3.36 and SD=1.55). This means that in some situations, the student level of discipline made some teachers to move out of their work stations while at times it did not affect them at all. On the students’ behaviour and discipline, majority of the teachers indicated the relationship between themselves and students depended on how one treated the students. When a teacher treats students fairly, and prepares well lessons, the students’ respects him / her, and behaves well. This is a very important score as it shows that the students’ lack of discipline was not an issue on attrition in many of the public secondary schools in the county as it depended on an individual teachers’ relationship with the learners.

Alternatively, majority of the sampled principals and few teachers appeared not quite happy about the students’ behaviour and discipline. An excerpt from one of the principals’ observation as quoted states;

As a head of an institution, I know very well that I have to account for all the school property and it is my role as a principal to provide protection on my teachers. Unfortunately, the populist policies including delocalization of teachers and excessive pressure on students to deliver are making learners to vent their anger on teachers and destroy property. This type of distraction and disruptive scare teachers and even most of the upcoming generation may not want to join the teaching fraternity (Interview Conducted in 24th September, 2017).

The observation made by the principals was consistent with what all other principals’ reported. This seems to imply that certain factors might have been overlooked before the implementation of the policy. This is a very important score in the study as it showed that the students’ lack of discipline emerged from the government policy, an issue that is worthy evaluation.
The research also discovered that 101 (37.0%) of teachers believed that it was most likely that the leadership and administration practices in their institutions caused attrition but 51 (18.7%) denied this claim. In order to come with a conclusive position, mean values shows respondents being neutral (M=3.26 and SD=1.43). This shows that leadership practices in the county is a critical aspect of attrition of teachers in some public secondary schools while other times it does not in the county of Uasin Gishu. Adera and Bullock (2010) cites poor teacher management practices as one of the most important foundation of teacher attrition. When teachers are not given the right guidance, positive appraisal, personal problems understood within the school set up or they are frustrated or stressed by unfavourable conditions and eventually lose morale and low job satisfaction which fuel their desire to quit or look for alternative employment. The study further established that mode of supervision from the principals and to some extent, the education officials in the county influence teacher attrition.

When asked on whether lack of professional respect fuelled attrition in their respective schools, 48 (17.6%) said that it was not likely at all, 44 (16.1%) said that it was less likely, 36 (13.2%) were undecided, 79 (28.9%) indicated it to be likely while 66 (24.2%) said that it was most likely. This shows that the respondents were undecided on the argument that lack of professional respect fuelled attrition in schools (M=3.0 and SD=1.50) in the Uasin- Gishu. Majority of the teachers on duty and those who had left plus all the sampled principals indicated that society had reduced respect for teachers’ status. However, one of teachers who had left teaching had a keen observation to make that there was much more that needed to be done to improve teacher retention in the profession. An excerpt made by the teacher respondent ;( 54)

… in my whole duration in the teaching profession, teaching has been considered as a profession for failures, while lawyers, engineers and medical practitioners who results from the teachers’ efforts are greatly respected and valued. This lack of respect causes teachers to quit the profession and look for green pastures. We lack respect even from our own students. During open days, parents encourage their children to work hard in order to become lawyers, engineers or doctors. No parent encourages a child to emulate his/her instructor. The teachers associated lack of recognition to deprived compensation packages (Interview Conducted on 30th September, 2017).

The observation on the excerpt shows that the teaching profession does not influence society as a noble profession. The findings further revealed that the community including the learners and the government does not appreciate teachers’ participation in development programs in the society. In the contemporary society, therefore, the
worsening public’s regard on popularity of teaching career where teachers lack respect even from their own students. One of the teacher respondent echoed the foregone sentiments and retorted that he at times felt ‘ashamed’ that he was a teacher for the reason that every beginning of the school term teachers were on the streets demanding for improved earnings. The whole world sees them being chased by the police, tear gases thrown on them, beaten, harassed, frog-marched and humiliated. He wondered loudly how the students looked at them once they resumed classes or let alone how the teaching profession is looked at by those who have a passion for it. In Malawi, Mtika and Gates (2011), in an interview of secondary school trainee teachers on their profession, observed that trainee teachers perceived teaching as a low salaried, with no other incentives. The trainee teachers argued that the teachers’ low salaries and lack of incentives grounds teachers to become engaged in other income-generating activities, which limit their commitment to their schools.

A study carried by Waititu (2013) found out that a great percentage of teachers were discontented with their career due to the society’s assumption that teaching as a profession was for those who failed in their national examinations, those who lack ability and cannot have any opening for future progression in the career. Research outcomes also revealed that 62 (22.7%) of teachers said that it was most likely that involvement of teachers in decision making influenced attrition while 68 (24.9%) it was not likely at all. This shows that there exist no common agreement (M=2.89 and SD=1.37) on the lack of involvement fuelled attrition in secondary schools in the study area. The study confirms that lack of involvement of teachers to moderate extent contributed to wearing away in schools. This because in most cases, students are more prominent in school affairs compared to teachers who are significant in the implementation of policy and curriculum in schools. Most of those teachers affected by attrition strongly reputed the new policy on the students’ selection to leadership. An excerpt from one of the key informant (9)

I have been in the profession for over thirty years and loved the career. In this case what to be very honest with my observation. The Education Act 2010 that gave students much freedom in school management and administration is the genesis of numerous distractive and disruptive activities in schools. Students’ unrest is a thorny issue causing loss of property, lives and wastage of valuable study time, forcing the scholars to snap their heads to establish the causes and mitigation thereof. Actually, I left teaching because of the threats from the students I taught (Interview Conducted on 2nd October, 2017).

The findings indicate that students’ have lost direction in the academic fields and there is need for the Ministry of Education (MOE) in collaboration with The Teachers
Service Commission (TSC) to identify and post teachers to schools with no students influence. This affirms report by the World Bank (2010) in Thailand which indicated schools with the support of all stake holders perform better than where there are wrangles within the system.

Majority of teachers who were on duty and those who had left the profession indicated that most students in schools within the county had no interest in learning and cited influence of peer pressure, school climate, school leadership and teachers’ management as the most prominent issues of attrition while some other issues were instances of discipline in schools.

In many situations some students do not track their lessons attentively and at times are constantly absent from school. Furthermore the respondents indicated that the lack of interest in knowledge was based on many contributing factors, namely the education policy, the national curriculum, their family background and the contemporary life style in society. Few teachers cited unfavourable comparison remarks made by older and experienced teachers on students. For instance, some older/ experienced teachers at times compare the learners’ attitudes with their own when they were in school. This in most occasions creates poor relationships between the students and the said teachers, which influences the teachers’ decisions of quitting the school or the occupation.

Conversely, some keen teachers and principals observed that the modern students have more power than teachers do. Most of the students have more time to evaluate and report teachers’ misconduct and behaviour than showing commitment in their education. The teachers would want to teach but students’ interest demoralizes them and they quit. The general observation was that it was very hard to produce good results in certain schools within the county because students in these schools are more interested in outdoor activities than class work. An example of an excerpt as captured from a respondent;

You can imagine when one works hard to prepare lessons for a large number of students, and then in class only a few attend the rest are absent and you have idea of their whereabouts. The majority of these absentees do not have any interest in education. Their main interests are only in co-curricular activities and particularly sports. At times some can be absent from school for a whole month. Most of the time many of the students have a mentality of this slogan; “A County of Champions”. Therefore, with this type of attitude one feels frustrated and opts to quit. Teachers are accountable for the poor results. A good number of students and parents in the county believe that sports are a shortcut to an economic development (Interview Conducted on 20th September, 2017).
The findings indicate that students’ reading culture in certain schools particularly day schools in the county was a problem. The teachers’ general observation was that many of the students in the sub-county schools had no interest in education citing the most prominent aspect as lack of basic information and ability in their subject matters. Most of the learners were just in class to fulfil the yearning of the management and their entry behaviour was below the required marks, together with and many other related issues including the education policy which puts more emphasis on the development of talent outside class, the national curriculum, their family background and the society. According to the report by Asa (2018) in the Education Newspaper, is that the government has put more effort in co-curricular activities and intends to improve on funding it and other logistics to ensure more children participate in The Kenya Music Festivals in future.

With regard to ethnicity as an aspect fuelling attrition, 60 (22.0%) teachers indicated that it was not likely at all, 49 (17.9%) said that it was less likely to cause, 67 (24.5%) were undecided, 53 (19.4%) said it was likely in their school and 44 (16.1%) affirmed that this was a situation that influenced attrition in their school. Still the teachers appear to be divided (M=2.83 and SD=1.63) with some supporting while others are not supporting the statement. This shows that some schools operational areas are interfered with ethnicity and this makes teachers who feel uncomfortable with their theatrics to seek opportunities elsewhere. During an interaction with the teachers who had left, one of the teachers recalled a painful experience as a teacher in one of the schools in the county. The teacher narrated how she lost all her family members during the political unrest in the region in 2007 and that, her social interaction with the learners in the school was strictly monitored. succinctly was always treated with suspicion whenever she was seen interacting with her students, which made the teacher lose, interest working in the area and opted to resign.

In a similar instance, there was general observation from the teachers who had left that most of them had not been in any leadership positions except two teachers who had a normal retirement. One of the teacher respondents had a keen observation on the promotion of teachers as quoted;
In this county, one cannot be promoted to headship, as it is not supported by competence and knowledge only. There are other hidden criterions followed. Imagine I was in my former school for eight full years; I had attained the required job group N, in this case was qualified to be a principal or a deputy but then was assigned by the school Board of Management(BOM) several managerial positions; the Director of studies member of disciplinary panel and games master. All these were extra responsibilities minus any reward. I found it extremely hard to work without terms of preference, sought for study leave and now I run family business in town here. I preferred to quit and never wish to go back (Responses from interview on 13th September, 2017).

When asked as to whether their teacher relationship with principals fuelled attrition, 88 (32.2%) denied it, 41 (16.1%) termed it as less likely, 28 (10.3%) were neutral, 61 (22.3%) noted it could be likely while 52 (19.0%) said that it was most likely to cause attrition of teachers. this shows that are still undivided on the statement (M=2.79 and SD=1.5) with some supporting while others not supporting the statement as a cause of attrition. Nevertheless, when teacher – principal relationship become strained, some teachers apply transfer to other schools and when not given the transfer, some resign while others opt for early retirement.

The study results also showed that 77 (28.2%) of teachers said that class size was likely to be a cause of teacher attrition in schools while 75 (27.5%) said that it was not a cause. descriptive data showed that teachers were undecided on this statement (M=2.76 and SD=1.43). the research therefore shows that in some cases, when classes are overcrowded with learners, the teacher instructional work is affected and this makes some of them to consider having turnover intentions. Research result also showed that 88 (32.6%) of teachers said that lack of induction for new teachers did not influence their decision to opt out of school while 74 (27.1%) mentioned that it could be a most likely cause. the research therefore show that less than 39.2% of teachers supported this statement while the research did not. This shows that lack of induction of mentoring in some way cannot cause mass attrition of teachers in schools.

When asked as to whether resource and facility availability influenced teacher attrition, 74 (27.15) denied, 61 (22.35) said that it was less likely while 58 (21.25) said that it was likely at times. The findings therefore shows that resources and facilities availability and adequacy do sometimes (M=2.65 and SD=1.35) influence attrition while at time it does not. Nevertheless, lack of adequate and standardised facilities in schools may de-motivate and therefore increases likelihood of some of them developing turnover intentions. Teachers who had favourable views on facilities and resources emphasized the
need to address structural problems and an increase in the limited resources to facilitate quality teaching and learning. Most the data findings in Table 11, was in line with what many of the sampled principals and the teachers who had left the profession reported. In terms of lack of enough resources and facilities, most of the teachers who answered open-ended questions, reported that it was very hard to prepare students for a national examination without practical section in the schools. On their part, most the school principals agreed that their effectiveness in ensuring improved students’ academic performance in the schools enough resources were necessary. However, their hands were tired as they depended on funds from the national government. An excerpt from a chemistry teacher who had left teaching:

At times, a teacher wants students to perform well in sciences, but the school has no laboratory, no experiments are carried out and even there are no enough textbooks in the library, but all what that is demanded from you is quality results, what can one do as a teacher? It is very impractical for sure. The only option is to resign or change the profession altogether (Interview Conducted on 24\textsuperscript{th} September, 2017).

The sentiments by the Chemistry teacher was consistent with what was reported by most of the teachers sampled in the study. This was because as indicated from the demographic data of teachers who had left, most of them taught Mathematics and science related subjects. This means that if public schools do not have adequate physical facilities for science related subjects then the achievement of 2030 agenda on industrialization will not be realized and mechanisms for technical and vocational education and training will also be affected.

Teachers housing became an issue that contributed to exodus of teachers. In an open-ended statement, the teachers and sampled principals reported that in some schools it was very difficult to get a decent house to stay. One of the teachers explained on how during the rainy season, he moved into an abandoned building when the roof was falling in the rented house he lived which even lacked toilet facilities. As reported, some of those areas were insecure and teachers claimed that there were insufficient facilities in the schools. In most of these schools, principals shared offices with the staff and most of the teachers were not free. Some of the teacher respondents indicated that on certain occasions, some principals scorned at teachers in the presence of the whole staff with no regard to the teacher’s self-esteem.

The study also discovered that 81 (29.7\%) of teachers denied that lack of collegiality and collaboration among their colleagues in schools influenced attrition while 73 (26.7\%) were undecided. This means that lack of collaboration does not significantly
influence decision by teachers to move out of school in Uasin Gishu County. This shows that teamwork and consultation within the staff did not influence attrition much. According to the respondents, consultation among members of staff was looked at as a sign of incompetence.

However, there were few variations between teachers who had left and principals on other factors that contributed to attrition. This can be attributed to the fact the teachers who had left had factual factors that contributed to their departure. A considerable number cited ethnicity while majority (63.0%) of the principals cited performance pressure from the employer made teachers leave the profession. The principals observed that the performance contracting (PC), Teacher Appraisal, and Development are well intended mechanisms put by the Teachers’ Service Commission to empower teachers regain the lost glory of the profession and earn public confidence and support. However, the pressure on proper documentation on teachers’ professional records, such as checking learners’ work, lesson plan, and scheme of work, lesson observation records and others that must be updated regularly increased likelihood of teacher attrition in schools.

The teachers’ delivery is compromised where many get discouraged and leave the profession. The study findings are further in line with a study by Ingersoll (2010), which attributes class size where large population of learners contributes to teachers’ decision in quitting teaching. Goblin (2008) also found that when teachers have many learners in a class, they try to look for any possible means to leave the stations supported the study findings. All the cited factors were in line with what the teachers who had left the profession and the County Education officials reported.

The teachers who had been affected by attrition reported there were various aspects that contributed to their departure from the occupation among the many issues they cited deployment to remote areas and poor remuneration as a cause that made them quit. The teachers’ argument was that they were once deployed to areas presumed to be hardship and difficult to access basic needs for their families, social amenities, no clean water and their security was not a grantee. This was in agreement with what the Education officials in an interview session said that many teachers once deployed to areas that was perceived to be a security threat, would rush to seek for transfers or resign from the profession altogether. As reported, some of those areas were insecure and teachers claimed that there was insufficient housing.

The issue on teachers’ professional ethics seemed to be on the rise in the county. The sampled principals and the sub-County education officials reported that there were
cases of unprofessional conducts among teachers in some schools in the County. These were amongst others absenteeism, desertion, sexual harassment, insubordination and mismanagement of school resources. However, one-education official, who seemed to have had bad incidences in his sub- County, narrated how teachers were inducted into unprofessional ethos that forced the management discipline them. According to the officials’ report, the code of regulation for teachers stipulates very clearly the conduct of a teacher in the profession. In this case, once a teacher goes against the code of conduct for instance one who is amorously in relationship with learners, constantly absent from duty, faces disciplinary action. The same sentiments were in consistent with the information gathered from some sampled principals.

In most cases, once such a teacher could study the humiliation and subjection the disciplinary process will take, would make a decision to quit the career or look for an alternative work in a different occupation. An excerpt from one of the key informant states:

The best education standards are what we aspire for in this region and anything that stands on our way should be treated as a common enemy. However detached the vice of immorality on plenty of tea and plantations of maize locally called green lodgings in the area and claimed by many as hideouts for the errant adults preying on innocent adolescents. He applauded lack of parental guidance and counselling of their children (Interview Conducted on 20th September, 2017).

The study findings are in line with Goldring and Riddles (2014) who established that teacher interdiction offences vary from country to country range from desertion of duty, insubordination, and chronic absenteeism. In other occasions, summary dismissal is can be an option particularly in issues of sexual harassment and misappropriation of school funds. Most of the data collected were in line with the sampled school principals.

On other factors, all the respondents reported that drug and substance abuse and alcoholism were on the rise in the county. One of the principals narrated painfully how alcohol had ruined two of his teachers’ professions. The principal indicated that the two teachers had even neglected and deserted their families. These findings agree with the report in the education newspaper (2017) by the agency campaign against alcohol and substance abuse that Uasin- Gishu County leads in illegal brews and substance abuse. The principals raised concern over many bars opening at 10:00 am and operating until the wee hours of the morning, many teachers spending their time there at the expense of learners’ time. The County Education officials echoed the sentiments that both illicit brew and licensed alcohol hindered free day secondary education as many youths too spend most of
the study time drinking. At such most of time many are absent from school. The fight against these illegal trades in the County has received a lot of opposition and edged out.

In conclusion, most of the teachers who had left the profession and those on duty revealed that their initial interest was not to be teachers. They joined the career because there was no alternative in the job market at the time. Therefore, when there was an opening in teaching they opted for it while hopping for other better avenues. According to a study by Stewart(2012) the frequently cited sources of discontent in teachers is lack of enough learning and teaching resources in teaching institutions in most countries that have not developed. In most occasions newly qualified teachers strongly resist being posted to rural schools which results to attrition. Akyeampong (2007) study also established that instructors in educational institutions are moving away from their career due to dissatisfaction with the ailing facilities.

In agreement with the findings, Moleni and Ndalama (2004) study revealed that frequent teacher turnover and attrition in most African countries are influenced by the poor living conditions for teachers. According to the study teachers indicate disappointment with the teaching career and always wish to move away from the occupation. Further the study reported that deprived management of teachers deprived them their rightful positions raising the attrition rates in schools. Theobald (1990) and Imazeki (2004) study on the same views cited lack of endorsements, dreadful managerial practices, meagre remuneration and organizational structure as other causes of teacher attrition.

The study findings are in line with that of Ruto (2016) that in Turbo Division in Uasin-Gishu County, Kenya, fifty (50) teachers were interdicted because of sexual relationships their students. They study revealed the attrition rates in Turbo inversely proportionate to the remuneration and attrition of teachers. This was an indication that salary was not an influence of attrition but other numeral aspects. On the contrary, Schaefer, Long and Clandinin (2012) study established that in the USA, higher salaries have been associated with lower teacher attrition and that teachers who leave the profession go for their own career development and are financed by the state. Hedges (2002) reveals that teachers from global to regional outlook sources for all possible opportunities to develop their educational skills in order to move from the education career to attractive field. Furthermore the study established that pressure from the local community was a factor that contributed to attrition of teachers.
In contrast Rivkin, Stephen, Erik and John, (2005), observed that teachers make up
an innermost part of an educational system in the contribution of the students’ academic
performance. Their contribution is globally confirmed as they facilitate all the activities
including quality mentoring and retention of children in schools. According to the study
the presence of a well-motivated, qualified and supported teacher is very important
designed for a student’s learning. Alternatively effective instructions strongly influence
expound on the acute challenges in rural areas, where teachers experience inadequate
shelter, lack of amenities which they are modified to such as clean water, electricity, and
access to healthcare and telephone coverage. Conversely the study also supported the
current study that very few schools in Gambia had staff quarters and for those that did
often only accommodated the head teacher.

4.5 Influence of Teacher Attrition on Students’ Academic Performance

The study looked at the influence of attrition on the academic achievement of the
students. The information was collected from school records on the Kenya national
examination results, students, teachers, principals and education officers. The following
sub-sections present the results.

4.5.1 Subjects affected by Teacher Attrition

The study findings from the previous sections indicate that teachers who quit the
teaching profession are experienced and highly qualified teachers. The researcher
therefore sought to find out which subject areas were affected by attrition. The teachers
who were affected by attrition were asked the subjects they taught before leaving. The
results are analyzed and presented in Figure 7;
The study findings in Figure 7 show that 40.0% of the teachers indicated mathematics and science, 25.0% said technical while 20.0% of the teachers were from humanity and 15.0% from languages. In this study, science subjects were categorized as mathematics, biology, chemistry and physics while technical subjects were business and computer studies and agriculture, humanities were geography, Religious education and history, and lastly language subjects were local Swahili, English and international languages. The data collected from the teachers who had left tallied with that from the teachers on duty and the students where majority 180 (65.9%) of the teachers indicated mathematics and sciences (Biology, Chemistry and Physics) as the most hit subjects, which was also supported by majority 203(62.01%) of the students.

On keen observation from the data collected collectively, computer studies and agriculture followed with majority 156 (57.1%) of the teachers and 206 (62.9%) of the students reporting the shortages in the subjects. Most of the principals indicated that it was very hard to teach computer studies in their schools as there were no computers in their schools what was available was for office work only.

The findings were further in agreement with the data collected from the county Directors’ statistics department by document analysis that the teacher shortage was in mathematics, science related and technical subjects. This is an implication that science and mathematics teachers are marketable outside the teaching profession than those from other areas. The study findings supports Goldwater (2007) family background of teachers.
with degrees in technical and science subjects have a high propensity of leaving the career earlier than the other instructors in the field.

According Goldwater other than the teaching career, science teachers can work in engineering companies of chemical as quality controllers and can be involved in banks easily and or even in Information Communication Technologies. Ingersoll and Perda (2010) study found out that teacher attrition is overlooked as a major problem on performance of students but it is often an overlooked feature following shortages of teachers for science.

The findings on the shortage of science and mathematics subject teachers is also an implication that Kenya as Country will lack technical skills required for industrialization as specified in vision 2030. In order to achieve this vision and the Kenyan Education Sector to have a global competition, science, technology and innovation skills have to be emphasized in schools due to their impact on industrialization (Republic of Kenya, 2007). Industrialization on the other hand plays critical roles in the economic growth of a country (World Resource Institute [WRI], 2011). In many countries, Kenya included, industrialization is viewed as the launch pad to economic growth. At the sensitivity of this industrial development are revolutionary products of education such as technological innovation and business incubators (Webb, 2010; UNESCO, 2012). Ingersoll and Perda (2010) in another study established that voluntary retirement from an occupation is a major problem, that affects the students ‘academic achievement more so when less expected by the institution.

While Kenya is applauded for emphasizing mathematics and science related subjects in the education curriculum, it is still an adopter of technologies from other countries instead of a creator of technology. According to Mayama and Nyongesa (2012) forty-eight years of independence, the faculties of engineering in the Kenyan Universities have not produced a scientist or an engineer who has made any machines for mass use. On the other hand, Koech (2011) in an article questions why Kenya does not produce T-PADS, invent planes or even build cars. Is Kenya simply stagnant? One wonders! In addition, this could be an opening for the government to scrutinize the needs of these science related subjects’ teachers in order to retain them in the profession.

At hand was also a general consent that teacher attrition was high in the most experienced and effective teachers. These findings point to the mounting need towards taking measures in obtaining suitable teachers to replace those who leave with similar competence or more importantly to stem the flow of teachers from their respective
schools. The views are in line with study by Feng (2007) who found out that the quality of a teacher is the most important input of schooling given the central role it plays in the determination of students’ academic achievement in the education sector.

The most significant aspect to understand is that those effective teachers who move to educational institutions make several comparisons on the benefits before moving. As revealed in the study, the teachers who had been affected by attrition reported that they had to make deep considerations before reaching at decision of quitting their career. This revelation supports the Equity theory used in this study that teachers make significant comparisons professional fields between the input and output before quitting. In another study by Boyd et al. (2011) it was found out that teachers with stronger academic backgrounds were more likely to leave the career than those with lower academic qualifications. Furthermore Mulkeen and Crowe-Taft (2010) also revealed that attrition is generally higher among teachers who are competent and most experienced. A study by Noor (2015) in Pakistan established that Natural Science teachers were less than those of social science teachers, which assumed that science subjects are more complicated and demanding in the teaching profession than social science subjects and could be taught by not as much of trained staff. The lack of natural science teachers makes the recruitment insufficient and does not fulfil the students’ career development dreams.

### 4.5.2 Effect of Teacher Attrition on Students’ Academic Performance

In order to find out the consequence of attrition on the academic performance of the students, all the sampled participants were asked to indicate whether attrition had any effect on the students’ academic performance. This was to be indicated as; strongly Disagree, Disagree, Undecided, Agree, strongly Agree. The summaries are in Figure 8.
The findings indicated on average majority (78.6%) of the students agreed that teacher attrition affected their academic performance; a considerable number 10.4% disagreed while only 11% were undecided. They indicated that some of them ended up performing poorly since it took some time for the teachers who had left to be replaced in their schools making most lessons remain unattended. This finding was in line with what the teachers, sampled principals and County Education officials agreed on, that attrition does not just affect students’ academic performance but the quality of instruction in schools as well. Most of the key informants observed that if the attrition issues are not maintained, then the Kenya might not attain Vision 2030 effectively as the Education sector is in danger in public schools.

4.5.4 Extent on how Teacher Attrition affected Students’ Academic Performance

Studies have shown that teachers play an important role in the students’ academic performance in the education system (Rivkin, Stephen, Ertik& John, 2000). A study by Chumba (2014) on principals’ mobility in Kenya revealed that teachers are an important resource in the teaching/learning process and their training and utilization therefore requires critical consideration. Owing to the importance of teachers’ participation in learners’ academic performance, the researcher sought to examine the extent at which attrition affected students’ academic performance. The findings are in the following sub-topics.
The teachers on duty were asked to indicate their views’ on the extend teacher attrition affected students’ academic performance. The answers were rated as; Major Effect (4.5-5.0), Moderate Effect (3.5-4.4), Neutral (2.5-3.4), Minor Effect (1.5-2.4) and No Effect (1.4-1.0) to influence academic performance of students in schools. The results of the analysis are in Table 13.
Table 13
Views of Teachers on the Effect of Attrition on Academic Programmes in Schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>NL</th>
<th>LL</th>
<th>UD</th>
<th>L</th>
<th>HL</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads to lack of syllabus completion</td>
<td>44</td>
<td>20</td>
<td>26</td>
<td>34</td>
<td>149</td>
<td>3.8205</td>
<td>1.53657</td>
</tr>
<tr>
<td></td>
<td>(16.1%)</td>
<td>(7.3%)</td>
<td>(9.5%)</td>
<td>(12.5%)</td>
<td>(54.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates teacher shortage</td>
<td>48</td>
<td>48</td>
<td>26</td>
<td>50</td>
<td>101</td>
<td>3.3956</td>
<td>1.54738</td>
</tr>
<tr>
<td></td>
<td>(17.6%)</td>
<td>(17.6%)</td>
<td>(9.5%)</td>
<td>(18.3%)</td>
<td>(37.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interferes with the school reforms</td>
<td>50</td>
<td>40</td>
<td>40</td>
<td>51</td>
<td>92</td>
<td>3.3480</td>
<td>1.51699</td>
</tr>
<tr>
<td></td>
<td>(18.3%)</td>
<td>(14.7%)</td>
<td>(14.7%)</td>
<td>(18.7%)</td>
<td>(33.7%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates negative attitudes towards the profession</td>
<td>45</td>
<td>47</td>
<td>45</td>
<td>44</td>
<td>92</td>
<td>3.3333</td>
<td>1.49591</td>
</tr>
<tr>
<td></td>
<td>(16.5%)</td>
<td>(17.2%)</td>
<td>(16.5%)</td>
<td>(16.1%)</td>
<td>(33.7%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes to lack of cohesion in teaching</td>
<td>49</td>
<td>38</td>
<td>49</td>
<td>56</td>
<td>81</td>
<td>3.3004</td>
<td>1.47201</td>
</tr>
<tr>
<td></td>
<td>(17.9%)</td>
<td>(13.9%)</td>
<td>(17.9%)</td>
<td>(20.5%)</td>
<td>(29.7%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interferes with teacher balancing</td>
<td>72</td>
<td>35</td>
<td>23</td>
<td>29</td>
<td>114</td>
<td>3.2857</td>
<td>1.49960</td>
</tr>
<tr>
<td></td>
<td>(26.4%)</td>
<td>(12.8%)</td>
<td>(8.4%)</td>
<td>(10.6%)</td>
<td>(41.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leads to heavy workload</td>
<td>61</td>
<td>51</td>
<td>30</td>
<td>45</td>
<td>86</td>
<td>3.1612</td>
<td>1.57754</td>
</tr>
<tr>
<td></td>
<td>(22.3%)</td>
<td>(18.7%)</td>
<td>(11.0%)</td>
<td>(16.5%)</td>
<td>(31.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affects curriculum implementation in schools</td>
<td>63</td>
<td>46</td>
<td>43</td>
<td>55</td>
<td>66</td>
<td>3.0549</td>
<td>1.50511</td>
</tr>
<tr>
<td></td>
<td>(23.1%)</td>
<td>(16.8%)</td>
<td>(15.8%)</td>
<td>(20.1%)</td>
<td>(24.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remaining teachers are demotivated</td>
<td>50</td>
<td>58</td>
<td>55</td>
<td>49</td>
<td>61</td>
<td>3.0476</td>
<td>1.42248</td>
</tr>
<tr>
<td></td>
<td>(18.3%)</td>
<td>(21.2%)</td>
<td>(20.1%)</td>
<td>(17.9%)</td>
<td>(22.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denies other teachers opportunities for progression</td>
<td>57</td>
<td>48</td>
<td>51</td>
<td>67</td>
<td>50</td>
<td>3.0183</td>
<td>1.41279</td>
</tr>
<tr>
<td></td>
<td>(20.9%)</td>
<td>(17.6%)</td>
<td>(18.7%)</td>
<td>(24.5%)</td>
<td>(18.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of teaching and learning is compromised</td>
<td>54</td>
<td>51</td>
<td>51</td>
<td>76</td>
<td>41</td>
<td>2.9963</td>
<td>1.36527</td>
</tr>
<tr>
<td></td>
<td>(19.8%)</td>
<td>(18.7%)</td>
<td>(18.7%)</td>
<td>(27.8%)</td>
<td>(15.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leads to poor academic performance</td>
<td>67</td>
<td>36</td>
<td>62</td>
<td>48</td>
<td>60</td>
<td>2.9927</td>
<td>1.47527</td>
</tr>
<tr>
<td></td>
<td>(24.5%)</td>
<td>(13.2%)</td>
<td>(22.7%)</td>
<td>(17.6%)</td>
<td>(22.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate preparation due to workload</td>
<td>52</td>
<td>61</td>
<td>62</td>
<td>33</td>
<td>65</td>
<td>2.9704</td>
<td>1.42959</td>
</tr>
<tr>
<td></td>
<td>(19.0%)</td>
<td>(22.3%)</td>
<td>(22.7%)</td>
<td>(12.1%)</td>
<td>(23.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Valid N (List wise)</strong></td>
<td><strong>3.2096</strong></td>
<td><strong>1.49665</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** NL-Not Likely, LL-Less Likely, UD-Undecided, L-Likely, HL-Highly Likely, M-Mean and SD-Standard Deviation

**Source:** Field Data (2017)
The findings shows that most 149 (54.6%) of teachers said that it was mostly likely that teacher attrition in schools would lead to lack of syllabus completion. The range of the mean in Table 12 shows (M=3.8 and SD=1.57), where teachers reported that to a moderate effect, teacher attrition increased the workload which led to incompleteness of the syllabus. This indicates that when teachers leave schools, the remaining teachers are unable to complete the syllabus within the required academic year. In cases where teachers leave without any record of work covered, the syllabus may not be completed and therefore leads to poor academic performance. On the syllabus coverage, some principals and county education officials gave various responses on the effects of attrition. Nevertheless, most of the observation was in line with that of students and teachers who had left the profession observed. There were few keen observations made by some key informants. For instance, one of the Education officials had this to say (9).

Syllabus coverage is affected as when a fresh instructor is posted to a school must prepare lesson plan, scheme of work and also lesson notes leading to wastage of instructional time... continuity is also not a prerequisite as some teachers exit schools without leaving any record of work covered behind (Interview Conducted on 24\textsuperscript{th} September, 2017).

The findings as gathered from the sentiments show that there are situations when a teacher decides to quit abruptly without handing over the record of work covered and when a new teacher reports, spends a lot of students’ time in preparation. On such situation, the Teachers’ Service commission also finds it difficult to bring a new teacher within that particular period more so if it is in the middle of the term. The learners at such stay long without learning and this interferes with the syllabus coverage. Success of a school depends on the syllabus as it gives both teachers and students ample time to revise.

Further, result also shows that 101 (37.0%) of teachers said that it was most likely that when attrition happens, teacher shortages happens in schools while 48 (17.6%) disagreed by indicating that it was not likely at all to create shortages. The findings therefore shows that sometimes (M=3.39 and SD=1.54) teacher attrition causes teacher shortages in schools which are understaffed unlike those that have more than the required number of teachers. This is mostly associated with schools that are located in the urban areas where distribution of teachers is high. Research also showed that 92 (33.7%) of teachers said that it was highly likely that attrition would interfere with reforms in the school while 50 (18.3%) said that it would not. The finding therefore shows division among teachers who agree and those who disagree (M=3.34 and SD=1.51). The
interference may come in situations where students were used to a particular subject teacher who left their school and some school or TSC may take time to bring a replacement thereby affecting lesson and studying calendar.

The research findings also revealed that 92 (33.7%) of teachers said that it was most likely that attrition created negative attitude towards the profession by students in schools whereas 47 (16.5%) said that it was not going to be most likely. This shows that respondents were undecided (M=3.33 and SD=1.49) on the statement. This shows that a certain number of students develop negative attitude towards choosing teaching as their future career option due to their experience of teacher attrition in their schools. Further, 81 (29.7%) of teachers said that it was most likely that attrition led to lack of cohesion in teaching while 49 (17.9%) said that it was not likely. This shows that at times (M=3.30 and SD=1.47) there lack cohesion in learning due to departure of teachers from class. This is because lesson time is lost and the new teacher given a particular subject teaches using a different methodology that students were not used to before.

The research also discovered that 114 (41.8%) of respondents said that it was most likely that attrition interfered with balancing of various activities in the school. However, 72 (26.4%) disagreed with the statement. The mean statistics indicate (M=3.28 and SD=1.19) at time attrition influence teacher attrition interferes with balancing of activities in schools by teachers (remaining) while at times it does not. The study also found out that 86 (31.5%) of respondents said that it was highly likely that attrition resulted to work overload while 61 (22.3%) denied this assertion. The findings hence shows that teachers were neutral (M=3.16 and SD=1.57) on the statement. This means that in some cases, attrition leads to heavy workload and at times it does not depending on the distribution of teachers in a particular school.

Findings indicated that 66 (24.2%) of respondents said that it was mostly likely that curriculum implementation was affected to a great extent as a result of attrition. But, 63 (23.1%) said that attrition was not likely to affect curriculum implementation process in their institutions. This shows that there existed mixed reactions (M=3.05 and SD=1.50) on the statement. To some, the teachers believe that attrition disrupts smooth implementation of curriculum while in some schools it does not bring disruption in that process. Majority of the principals’ reported that attrition had more effect on students in sub-county schools due to their entry behaviour. According to them, these students cannot study on their own without a teacher’s support. This is an excerpt from one of the principals;
constant teacher turnover creates instability, distractive and disruption of school activities. This is because some of the teachers who leave are very close to the students and therefore their departure creates restlessness in students making the situation difficult to maintain. Furthermore, the entry behaviour of most students to sub-county schools is low as compared to those to County and Extra county schools and therefore the presence of teachers in class is paramount (Interview Conducted on 24th September, 2017).

The study findings seem to accept the contribution by Daft (2010) which established that a significant figure in the students’ academic achievement is a teacher and could turn average students in schools to success. The principals’ results present a more nuance picture on why teacher attrition is a problem to the academic achievement of the learners in the learning institution in Uasin-Gishu.

The researcher also established that 61 (22.3%) of teachers agreed that it was high likely that the remaining teachers were demotivated while 58 (21.2%) said that the issue of being demotivated in the profession was less likely to happen. This is because if teachers who had departed used to encourage the ones who remain, the remaining ones feel demoralized and demotivated and may end up not performing as expected.

The study also discovered that 67 (24.5%) of respondents agreed that it was likely that attrition denied the remaining teachers to advance with their careers while 57 (20.95) disputed this assertion. The research therefore show mixed reactions (M=3.01 and SD=1.41) by respondents with regard to such statements. The outcomes suggests that teachers who desire to advance their skills had less time because of the additional responsibility given by their administration after departure of some teachers. Further, 76 (27.8%) of teachers said that it was likely that quality of teaching and learning was going to be compromised because of teacher attrition but 54 (19.85) said this kind of scenario was not likely to occur in their schools. the research therefore shows that respondents are undecided (M=2.99 and SD=1.36) that quality of teaching and learning in classroom was going to be affected as a result of teacher attrition. This implies that some schools educational output was affected due to high attrition rate of teachers while schools that had adequate or extra teachers quality of education was not going to be compromised as a result of attrition.

The findings also revealed that 67 (24.5%) of teachers said that it was not likely at all that attrition of teachers would lead to poor academic performance of students in schools. Nevertheless, 62 (22.7%) were undecided while 60 (22.0%) said that this was likely to happen. Mean values suggests that the respondents were undecided (M=2.99 and
SD=1.47). This implies that in some schools, students’ academic performance is severely affected by attrition while in some it does not. Another excerpt from the Education officials indicated that teacher attrition results to decline in academic performance in some subjects:

According to our records, we have seen a drop in some schools’ academic performance in particular cases where good and experienced teachers have left the profession. For example in one of the best schools in this county, students used to do well in English as a subject, one of the longest serving teachers considered the best and a national examiner left the profession to lecture in a university within the county. Following the performance in the subject for sometimes, we realized that the school had significantly dropped’ Interview Conducted on 17th September, 2017).

Based on the sentiment, the implication is that teachers have varied teaching approaches and therefore once a new teacher joins a school, students would take more time to adjust in order to understand the new teachers’ approaches. This hinders the smooth students’ academic progression. On a general basis, all the education officials interviewed observed that the continual loss of teachers from schools in the county had a unconstructive effect on the momentum of tutoring in the institutions. This was a manifestation that when teachers quit schools particularly if they are those experienced and effective and could have been mentoring the students, the students are discouraged. The findings implicate that attrition has serious effect on the students’ academic achievement particularly on learners who receive remedial assistant from certain teachers who leave, are automatically affected.

This also gives an impression that there are teachers in the profession who enjoy teaching as a profession and could wish their learners a bright future but because of various reasons have to quit. It is also an indication that students have preference on the pedagogy of teachers who teach them.

There were some more excerpts from the observations by the principals who on the extent at which attrition effects students’ academic achievement. For instance, one of the principals had this to say;

In a normal instance when the number teachers leaving a school are high, the students’ academic performance drops significantly. In most occasions whether the movement is for better or for whatever reason learners may not understand and therefore are de-motivated and definitely their performance declines. (Interview Conducted on 21st September, 2017)

The finding also showed that 65 (23.8%) of respondents agreed that it was highly likely that the remaining teachers preparation time was going to be limited as a result teacher
attrition. The least ranked item was that teacher attrition resulted to inadequate preparation due to workload (M=2.97 and SD=1.42), Average statistics shows that majority of the teachers were neutral (M=3.20 and SD=1.49) with regard to their perception on how attrition influenced academic performance of schools.

The findings were in line with the students, teachers who had left the profession, principals and the county education officials. The effects could be either negative or positive. However, there were some teachers, principals and education officials who disagreed and argued that the syllabus could only be affected depending on the commitment of the teacher who leaves. Another majority number (78.0%) of the teachers indicated that attrition contributed to work stress when the few teachers leave they are forced to combine classes, which made it difficult to evaluate students work and give personal to those who needed assistance. The observation from the respondents indicated that the classes were very uncomfortable for a learning environment as it was even difficult for students to write. The findings were in line with what majority (87%) of the students’ report. The students further affirmed that they found very hard to interact and consult with their teachers on personal class problems.

However, some of the principals indicated that teacher attrition didn’t affect the learners’ academic progression with various observations. An example of an excerpt from one such principal state (24);

Considering that our school has enough teachers, attrition has no big impact because there are always plans in place to ensure academic continuity when a particular teacher leaves. In most occasions, we donate teachers to deserving schools when asked. (Interview Conducted on 24th September, 2017)

The sentiment shows that some schools are overstaffed in the study area while others whether they had shortages, had put in place mechanisms to fill the gap. The findings also show staff imbalance and lack of equal distribution of teachers in schools. Majority(87%) of the interviewed principals had similar sentiments but those whose schools had consistently produced good results in the National Examinations indicated that there was much more needed to be addressed in institutions of learning in turn to improve teacher retention. Besides, there should be emphasis on the strategies that each school has put in place. An excerpt from one such principal stated (21);
To me attrition has no effect on my school operations considering that we have put in place teacher training programs to build competency and improve quality of delivery. Teachers posted here feel motivated to work since they are satisfied with the conditions created in the institution. You know competence increases interaction between teachers and learners which is a determinant to success” (Interview Conducted on 24th September, 2017)

The principals’ views indicate that the schools that try to address attrition have put certain strategies in place that motivate teachers to work and stay long in an environment where their ability and skills are valued and recognized. These sentiments came from most of the sampled principals, which is an indication that schools in Uasin-Gishu County had factored in programs that attract teacher retention. On the issue of distractive and disruptive activities, teachers were of the observation that in the absence of enough teachers in schools, student leaders run most of the affairs in the system. In the process, some student leaders usurp the responsibilities of principals in exercising power, and even possess immense power than the administrators of schools. The teachers attributed the rising cases of indiscipline in schools to certain student leaders who plan and execute bad behaviour knowing that they have the support of majority of students who are able to inflict havoc and cause serious damage. An excerpt on the observations made (14);

The new policy on student leadership in schools appears to be unclear; students are more powerful than the principal even teachers. The criteria used for selection of electoral seats has a political dimension where candidates use money to bribe students who are the electorates sees the very undisciplined candidates emerging the winners. In most occasions, they settle for most corrupt and very influential personalities (Interview Conducted on 20th September, 2017).

In line with the findings, there is a clear indication that the government did not carry out enough consultation before the implementation of the prefects’ system in selecting leaders. It could also imply that most of the teacher attrition cases in Uasin-Gishu secondary schools were influenced by the students’ behaviour.

4.5.5 Correlation of Teacher Attrition and Students’ Academic Performance

The relationship between the level of teacher attrition and students’ academic performance was sought. The researcher used document guide to collect data from the county director’s statistics department and the sampled school principals, for a period of five years 2012-2016. The study used the results obtained from KCSE school mean score as tool to measure students’ academic performance. The results are presented in Figure 9.
The results show that the analysis trend of performance in the thirty (30) sampled schools was on the downward trend while teacher attrition trend was on the uphill. The academic performance in schools in the year 2012 was very high but reduced by a significant margin mean score in the year 2016. The attrition rates increased over the study period 2012 to 2016 as indicated by a rising smooth curve from twenty five (25) teachers in 2012 to forty five (45) in 2016. The school performance alternatively, shows a trend that has dropped from a mean score of 8 in the sampled schools to a mean score of six point two (6.2). This showed that teacher attrition and academic performance in schools relationship was conversely is related. In this case when rates in attrition increase, the academic performance decreases. This is an implication that attrition has a direct effect on students’ academic performance.

The results from the analyse agree with the Teachers’ Service Commission report (2010) which indicates that the 10,000 teachers lost annually hindered service delivery, syllabi completion, and disrupted teaching and negatively affected the academic performance of the students in most Kenyan public schools. The report further established that most schools with less qualified teachers tend to lacked basic skills in certain subjects and are likely to lag behind academically. According to Beatty (2013), schools that have high teacher attrition rates tend to achieve poor results and in the process employ less experienced teachers in order to feel gap and cater for large class sizes which a negative impact on learners.
4.6 Strategies Put in Place by Schools to Retain Teachers

During interview, the principals were asked to give measures and strategies that they had undertaken to keep / retain teachers in their schools. The results are given in Table 14.

**Table 14**

*Strategies Put in Place Principals Schools to Retain Teachers*

<table>
<thead>
<tr>
<th>Strategies put in place by Principals</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing accommodation for teachers</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>Purchase and improvement in instructional materials</td>
<td>27</td>
<td>90.0</td>
</tr>
<tr>
<td>Arranging benchmarking tours for teachers</td>
<td>27</td>
<td>90.0</td>
</tr>
<tr>
<td>Purchasing revision materials for students</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>Encourage interaction between teachers and students</td>
<td>27</td>
<td>90.0</td>
</tr>
<tr>
<td>Encouraging teacher input on curriculum and administrative matters</td>
<td>25</td>
<td>83.3</td>
</tr>
<tr>
<td>Conducting fair appraisal process and giving prompt feedback</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Delegation of tasks and responsibilities to teachers</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Hiring of support staff e.g. clerks for assist teachers in clerical works</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Employment of nurses</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Setting and maintaining higher standards of discipline among students</td>
<td>23</td>
<td>76.7</td>
</tr>
</tbody>
</table>

*Source: Field Data (2017)*

A number of principals cited various mechanisms that they had implemented as an effort to reduce attrition in their respective schools. Majority 28 (93.3%) of the principals reported that they provided teachers with houses for accommodations as one of the strategies. This was reported as a strategy that required no payment from teachers except for their own household needs. The mechanism was also to encourage early coverage of the syllabus in order to have appropriate time for revision. However as observed, most of the teachers felt that these houses provided were not of standard and therefore had to look for ways to move out. A study by Darling-Hammed (2010) revealed that to increase teacher motivation in terms of incentives have been found to be unsuccessful in increasing their retention.

Most principals from boarding schools cited negative teachers’ attitude on staying in the school compound as extra responsibilities of being on duty at night without any tangible reward for the services rendered. In this case, some schools reported that they had an organized transportation program for teachers to and from the schools. This finding supports the study by Koford, Krejsler and Moos (2008) that decisions when made by the school management without making allowances for the effects on the other
members of the institution possibly will be interpreted as malicious by the affected members. This according to them is the main cause of frictions in an organization and can affect the smooth running of the programs and the cordial relationship of the members.

In order to keep up to date with the Educational technology most principals 27 (90.0%) reported that they made sure that there were materials for instruction, like provision basic computer skills, taking teachers for bench marking to performing schools, revision materials and a free interaction between teachers and their students. A report by UNESCO (2010a) indicates that an interactive school environment between teachers and their students can be very crucial for both learners’ academic achievement and fulfilment for the instructors. According to Butt and Lance (2010) teachers, value a positive and free interaction with their students greatly. The study findings further agree with a study by Nyakwara (2017), which established that teachers are content in the work environment when their relationship with the general school community and the learners is complimentary.

Another majority of the principals 27 (90.0%) indicated that they appreciated and enhanced collective contribution of teachers in major resolution making in school management. Researchers on management (Murnane & Willet, 2011) in schools revealed that collective participation in the day today programs is perceived as consultative, educators tend to own the implementation processes and feel contented than when decision making is more hierarchical. In this case, teachers feel more satisfied when their ideas are integrated in the school’s system. According to Maicibi (2003), lack of involvement in organization resolutions makes employees feel isolated and discontented and eventually leave the organisation.

A significant number of principals 26 (86.7%) reported that they had put in place a mechanism where teacher appraisal was conducted in a fair, transparent manner and immediate feedback given. The immediacy of the feedback is done in order to allow teachers with questions a free and fair discussion for any clarification. This is because most teachers’ performance needed to be recognised through rating. However, most of the teachers who had left were of the opinion that they appreciated the strategy, but could be more flexible if the school principals enhanced student discipline and created mutual interpersonal relationship with all teachers. These findings agree with the description of Mulkeen (2010) that leaders who pay special attention to all employees in an institution enhance an opportunity for self-actualization.
Most 26(86.7%) of the principals indicated that there are some teachers interested in leadership positions, but in order to help them stretch, learn and grow, they had put strategies in the provision of meaningful opportunities for leadership that are rewarded, challenging and enriching, such as Heads of Departments, Academic Mentors and Professional development leadership programs. Opportunities like these tend to increase teacher retention and investment in schools. Advancement in the teaching profession is realized when one attains an opportunity of being promoted as school principal, a deputy school principal, a senior teacher, head of department, or other level, by achieving additional educational qualifications. A report by Choi and Tang (2009) revealed that teachers believed that accessibility of career opportunities for advancement and recognition increased their input in education and economic development of their country.

Many teachers are overwhelmed with paperwork and intense job responsibilities. Some principals 18 (60.0%) indicated that in order to streamline cumbersome paperwork processes, they had put in place a secretarial office, which assists teachers in typing and printing their work. Principals also made sure that school duties were equally shared by both classroom teachers and other school staff, in order to avoid the pressure heaped on classroom and academic subject teachers. Majority of the principals were of the observation that to improve the school climate and facility, their schools had hired a trained nurse 18 (60.0%) to take care of the students and school staff health in order to promote a healthy life for busy teachers.

In some of the schools, the principals reported that the tradition was set and students must observe the highest standards of discipline and dedicate their time in school to studying and working hard, had a dedicated staff that understood the students’ call and were always given the best to ensure that they were comfortable while in school. The principals revealed that the general students’ conduct was recommendable noting that the schools had had no serious cases of indiscipline since teachers designed a good working relationship with the students. An excerpt from most of the key informant as quoted;

We have school rules that we strive to ensure the students follow to the latter, and when we realize some challenges we refer the learners to the guidance and counselling department where they are always assisted and given the second chance because we don’t want to send any child away if we can help correct them (Interview conducted on 29th September, 2017).

Based on the excerpt it is clear that some of the strategies put in most schools is a functional guidance department that re-directs the learners back to the academic field. Teacher motivation is key in a school; most of the principals indicated that their teachers
got all the meals in school free, which includes balanced diet for breakfast, lunch, ten o’clock tea and supper. This is to ensure that teachers keep time for classes and attend effectively to students while in school. According to the Maslow, theories as quoted in the study satisfaction of teachers’ basic needs are to be important.

4.6.1 Challenges facing Schools in Teacher Retention in Public Secondary Schools

The teachers who had left the profession cited some challenges that they encountered while they were in the occupation as follows. The information from these teachers was vital because they had been in the field and contributed to the significance of the variables under study. The responses are analyzed and presented in the Figure 10.

![Figure 10: Departed Teachers' Views on challenges facing Teacher Retention](image)

Source: Field Data (2017)

Figure 10 reveals that hardship conditions (25.0%), ethnicity (20.0%) and political interference (20.0%) were ranked as the most important aspects influenced teacher attrition in the area. Accumulatively (45.0%) of the teachers reported lack of teaching materials, insecurity and poor remuneration as other challenges while salary was only (5.0%) which was the least among the challenges that contributed to teacher retention in the occupation in the study area. However most of the challenges that reported were within dependable aspects that were reported by the other respondents, except that majority (66%) of the teachers on duty and 63% of the students reported mismanagement of teachers by principals and felt the way teachers were assigned positions in the school
had clear criterion. However, most principals were of the observation that some parents were uncooperative as regards to their children’s discipline, poor attitude among some teachers and students disinterested in studies, interference from sponsors and lack social amenities. In an establishment by Jaiyeoba and Jibril (2008) indicates that teachers are role models and pillars of the society who help students, not only to grow but also to be potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead. So, motivated and satisfied teachers are an important aspect in the society. Therefore the success or failure of an education system depends mainly on satisfied teachers and treatment from all stakeholders.

A couple of the principals reported inadequacy of the teaching and learning resources as a challenge, they encountered in pursuit to retain teachers in their respective schools. As reported the Ministry of Education has control of the resources in schools since the introduction of free day secondary schooling in the country according to the principals, it is one of the most important confrontation that faces our schools in trying to retain teachers as there is a calamitous need of teachers and those employed by the Board have be paid. It is also difficult to purchase resources needed for instruction and even construct facilities like science and computer laboratories due to lack of enough funds in the process teachers find it hard to deliver effectively so, opt to quit and this definitely has adverse effect on the academic achievement of the students. In an empirical study by Katula et al (2014) established modern school learning resources influence teacher retention in Mbeere County secondary schools contributed to satisfaction of teachers’ career.

During an interview interaction, one of the teachers who had left the career shared an emotional experience, as reported in this excerpt:

During my tenure as a teacher in a school in this County, I underwent a lot of torture. I had just completed my masters’ degree in linguistic and posted to this particular school. As lack has, I happened to be one of the national examiners in English language. From the school records, the school was performing very poor in English generally and had a mean score of 4.35. I was assigned to a form three class and when this particular class sat for the national examinations the mean score shot to 6.78 which according to the principal was a linkage. She went round rumour- mongering lies until I could not swallow anymore, I resigned (Interview conducted on 23rd September, 2017)

The sentiments reported by the respondent reveals that some school principals also contribute to attrition in schools. This is in line Moon (2010) study which established that respect for performing teachers was paramount in a learning environment despite a
significant school structure improvement. Further however, when some school administrators tarnish the status of respected educators in the career, morality is affected and contributes to exits of millions of instructors from institutions of learning. They make the working environment difficult and appalling whilst extended to a community that is hostile. The result is for the teacher quit the career under protest.

On their part, the Education Officials further observed that most schools in the county did not have enough decent houses to accommodate teachers. Additionally, some sponsors are very powerful when it comes to transfer of teachers. They make very harsh conditions including inciting their followers. In the event, many internal conflicts occur within the school system, no stability and this influences other teachers to make decisions to move from the wrangles. All these activities have a critical diverse effect on the academic presentation of schools. A study by Maganga (2016) attributes that a child's natural innocence has to be preserved from being side-tracked or spoilt by society. The child is the promise of mankind and has real vision, a bright little flame of enlightenment that brings us a gift. The study further notes that constructive education in moral society must aim to reform humanity so as to permit the inner development of human personality and develop a more conscious vision of the mission of mankind and the present conditions of social life. The society needs today is an education that is capable of saving humankind from the present predicament. Such an education involves the spiritual development of an individual and the enhancement of importance as an individual to and prepare the young people understand the time in which they live. At school we must construct an environment in which children can be actively engaged in learning these aspects of moral, spiritual, and personal values that are important in peaceful living Maganga (2016).

The problem cited by the officials appeared to be affecting most schools in the county. When there is no stability or a friendly learning environment in schools, the teachers are not also productive due to the wrangles. Some of the education officials indicated that some of challenges emerged from their offices where there was poor coordination between the Teachers Service commission and school principals. When for instance a principal has a strained relationship with a teacher, visits their office and requests for removal without much investigation. The communication on teacher issues was another factor, which takes quite some time ending up in frustrating and stressing up the teacher to an extent of quitting the profession.
An example of an excerpt from of the Education official’s states;

Yes, we have done much to reduce the attrition rates of teachers. One of the solutions has been making teachers comfortable in terms of salaries and allowances, though this has not worked due to the constant increase in cost of living. The challenges facing these strategies are both intrinsic and extrinsic, some can be solved but some may not be. For instance, we cannot solve the issue of insecurity and poor accessibility in the area; this is a function of different ministries. So if even remuneration and other allowances are improved, but there is insecurity in the area and lack of social amenities teachers will still want to leave such areas, or even quit the profession (Interview conducted on 23rd September, 2017).

These sentiments though reported in different phrases were in consistent with what other respondents expressed that certain issues were beyond the control of the management. Several studies do indicate that the aspect of attrition in teachers’ careers is now a global issue. For instance a study by Xaba (2003) reported that there was a crucial concern over educator turnover and attrition in the global world. According to the study the phenomenon is so critical that if no attention is given the education sector will be at stake. Yoo (2011) established the teaching occupation in Australia was uncertain when qualified and talented teachers leave the teaching career. A topical study published an article in an elementary journal that indicated that in an American state of Michigan so many teachers were leaving occupations mainly because of poor operational relationship with their administrators (Tierney, 2012). On the other hand, May (2010), observed that teachers in Africa and south Asia had a variety of views on the motivation that majority of teachers operational in schools in countries that are developing are not well stimulated by an amalgamation of deteriorating morality, contentment in place of work, be short of controls and insufficient incentives. Information on the 2000 EFA state Assessment for Pakistan revealed that appalling educator motivation is a critical predicament, which creates more powerful aspects of attrition beside political interference (Nadim, Shahzad, Nawaz and Riaz 2015).

Poor working conditions also played a pivotal role in teacher career development. Ingersoll and Smith (2003) study found out those working conditions that include school organizational support and learner restraint struggle to be deficient within devolution of resolution construction process concerning classroom teachers leaving their occupations due other reasons such as earnings. In another study Tickle, Chang, & Kim in (2011) also observed that working conditions have appeared as the critical foundation of teacher
occupation discontent and turnover. Similarly Marvel et al. (2007), revealed the significance of working conditions in retention of school teachers.

Despite the improvement in structure, a study by Mulei (2012) established that a conducive school environment is critical for instance respect of the status of teachers, and millions of inexcusable conditions which extends to hostile school communities, school management/workforce and students plus physical insecurity is all essential. Onwonga (2012), states that complains and confrontations faced by many teachers in Kenya within the course of their career include; meagre salaries, inadequate basic amenities in schools, disruptive behaviour of learners, institutional safety, substantial workload and inadequate resources which all lead to discontent contributing to high rates of exodus from the occupation.

The teachers are the least remunerated employees of all public sector workers in Kenya and with no financial security which gives the sympathetic that the profession yields lower returns than operation of an informal trade (Vohya, 2012). Sekiwu (2009) attest that to enable teachers obtain their social and economic needs; their wages should improve their livelihoods. Teachers who had left the profession found a relationship between ethnicity work environments where, ethnicity challenges the strategies put in place to reduce teacher attrition. However, several researchers established no significant relationship between gender, race, or ethnicity and teachers turnover (Allenswort 2009; Schaefer, et al., 2012). Teachers working in underprivileged schools profit from incentives in the Korean Republic as an additional take-home pay where less significant class sizes, a lesser amount of teaching instances, the possibility to choose their next school after staying in a difficult area, and greater promotion opportunities are recognized (Kang and Hong 2008). Subsequently, more qualified and experienced teachers are better accessible to the disadvantaged groups than those with many advantages in terms of resources (Luscheiet al., 2013).

4.6.2 Measures that could be implemented in schools to Retain Teachers

The measures that could be adopted to retain teachers in the profession by school were sought. The respondents (teachers, students, sampled school principals, and county directors of education officials) in the study suggested various measures as summarized in Figure 12 and subsequent sub-sections.
The respondents in Figure 12 recommended various measures that could be implemented to retain teachers in the profession. From the findings, 43.0% of the teachers were of the opinion that both students and teachers need to be motivated and salary increase for teachers. Most of the participants observed that basic needs of teachers could assist in the retention of teachers in the profession. In a study by Goldwater et al. (2014) work satisfaction is related to aspects that to the task itself namely the relationship between teacher and the learners. A cumulative number of 31.0% of the teachers reported that the local community where the school is located should be sensitized on the value of teachers in society through eradication of ethnicity. This is in agreement with a UNESCO(2014) report that violence is emerging in an unprecedented manner in human society, making any sensible people feel dismayed and disgusted, cases of wars, riots, crimes, injustice and oppression are common. The majority of humankind lives in desolate poverty, struggling for near survival. There is so much disorder and confusion in the society that one has to build, unfortunately, this disorder and confusion is affecting the children’s innocent minds. Children naturally absorb and imitate the acts of hostility that they see and hear of. The danger is that they are likely to grow to be the next generation of perpetrators of aggression.

Another 26.0% of teachers were of the opinion that the employer need to increase the number of teachers per subject so that there was no much gap when one leaves and teachers should be encouraged to attend Teachers’ Needs Assessment programs (TNA). This is for sharpening pedagogical aspects in the teachers to handle contemporary issue in society. Most of the suggestions made by the teachers who had left
were in line with what the other teachers, sampled principals and Education Officials observed, except that most of the principals felt that there should be a clear demarcation of the sponsors’ roles, politicians and other stakeholders in school management to avoid constant confrontations. This will create a conducive atmosphere where instructors will want stay long and work.

Most (63.3%) of the students’ suggestions were correlated to the information gathered from the teacher who had left the profession and the rest of the Key informants. On the other hand, most of the respondents expressed the need for principals to use their professionalism in addressing personal teachers’ issues in the presence of students during assembly. The government should ensure qualified and competent teachers are posted to schools to avoid high turnover in compulsory subjects. On the other hand, the participants’ opinion points out there is necessitate for all stakeholders in education to work together in order to sort out issues arising from each quarter. This would ensure that disputes are handled amicably without resulting to one part (teacher mostly) intentions of leaving the profession.

Therefore, the suggestion made by the respondents’ indicates teachers are an investment in the education sector that is indubitable and that the working environment for teachers in secondary schools is made favourable. The TSC needs to ensure that teachers’ salaries are proportional to the qualifications with other fields in the occupation market. Discipline appeared to be crucial issue from all respondent as it is crucial in the contribution of attrition and can as well affect the students’ academic performance. A correlation has been established between learners’ discipline and positive academic achievement in several studies. Mulkeen (2010) affirm that students’ discipline is crucial aspect and essential in the production for superiority knowledge, affable educator relationship and equal adjustment. Accordingly learners’ discipline creates a healthy class interaction and a desire to know more and attracts teachers to the environment.

According to the teachers and Principals report on cases of discipline among students and teachers, their suggestions were that the Teachers’ Service Commission in Kenya should hire trained counsellors for public secondary schools. This will curb the wave of attacks that hit public schools resulting to the destruction of school property and life. In this case, the measure will contain students’ unrest even in the absence of a teacher.

The hopelessness in life is probably the cause of the forms of youth unrests, with their antisocial attitudes and behavioural problems that are witnessed in our society. The Kenyan children and youth are in the web that has been described. In Kenya, school
strikes are common. Instances where school children turn against others are common. Students have burnt school property without making their grievance known. This is a worrying trend that can only be address through well-organized and executed trained personnel.

Besides, the respondents’ suggested that they should be equipped with basic skills in disaster management that could assist handle emergencies in schools. However, the general observations made by most respondents was that principals should be partial in their supervision and appraisal for teachers and if possible, the teachers’ service Commission should post locals to areas considered as security risky to avoid teacher threats. Further school managers should create an open forum for teachers, students and other school stakeholders to discuss issues related to academics and general school management.

One keen observation made from one County Education official on deployment of teachers. He said that as much as taking teachers to other areas away from their communities had significant importance in helping improve national cohesion and exposure to other cultures, it could also be important to consider the performance of teachers who are deployed in their own communities in some cases. To some extent, such teachers are comfortable working around home, interacting with people of the same cultures, not threatened by insecurity and political interferences, factors that lead to satisfaction hence good academic performance. The respondents suggested that the Teachers’ Service Commission should reformulate the delocalization policy, considering the age factor of the teacher. It was their observation that the policy could be more practical if implemented during the initial advertisement on vacant positions in schools by restricting, locals not to apply in their home area.

Training needs and other development programs related to improve the academic competence of teachers are very essential particularly with relevance to the contribution to the students’ academic performance in schools. If teachers are not adequately prepared to handle learners’ needs, translates to frustration in their service delivery. Darling-Hammond (2016) established that staff development, which rewards the knowledge and expertise of teachers in their career, is essential. The skills further will enable teachers to take up other complementary roles as school mentors and program advisers and researchers while they remain in the occupation. However, if the training needs are not met then teachers may not wish to stay in the profession since the mentioned skills may be required elsewhere.
4.7 Testing the Hypothesis

The study tested the hypothesis on the relationship between the school type and trend of attrition. This was an important variable as it assisted the study to establish whether school type influenced the trend of attrition.

H₀: There is no Significant Difference between the school type and the trend of attrition of teachers in public secondary schools.

A one way analysis of variance was used to test the null hypothesis, conducted at 99% confidence level. The results of descriptive analysis are given in Table 15 and 16.

*Table 15*
Descriptive Statistics on Trends in Teacher Attrition and School Type

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day</td>
<td>159</td>
<td>2.6667</td>
<td>.97219</td>
<td>.07710</td>
<td>2.5144 to 2.8189</td>
</tr>
<tr>
<td>Boys</td>
<td>53</td>
<td>3.3962</td>
<td>.94746</td>
<td>.13014</td>
<td>3.1351 to 3.6574</td>
</tr>
<tr>
<td>Girls</td>
<td>61</td>
<td>2.9836</td>
<td>.86587</td>
<td>.11086</td>
<td>2.7618 to 3.2054</td>
</tr>
<tr>
<td>Total</td>
<td>273</td>
<td>2.8791</td>
<td>.98334</td>
<td>.05951</td>
<td>2.7620 to 2.9963</td>
</tr>
</tbody>
</table>

*Source:* Field Data (2017)

The mean values shows that boys school experienced higher trends of teacher attrition (M=3.99) followed by girls schools (M=2.98) and the last is mixed day (M=2.66). Table 12 checks whether there exist significant differences in the above means through ANOVA test.

*Table 16*
ANOVA

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>22.015</td>
<td>2</td>
<td>11.007</td>
<td>12.332</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>240.996</td>
<td>270</td>
<td>.893</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>263.011</td>
<td>272</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source:* Field Data (2017)

Analysis of Variance (ANOVA) statistic found that a significant difference at 0.05 significance level existed. The obtained values were $F (2, 270) = 12.332, p=0.001$ and the critical values were $F (2, 270) = 3.88, p=0.05$ since $F$ values were higher than the critical
values of the null hypothesis and was rejected. The findings show that there significant difference level exist between type of school and trend of teacher attrition in public secondary schools in Uasin- Gishu County. The descriptive statistics between group analysis shows that boys’ secondary schools recorded higher rates of teacher attrition (M=3.22) followed by girls’ schools (M=3.09) and lastly mixed day schools (M=2.98). The findings therefore indicate that attrition rates were higher in boarding secondary schools than mixed day secondary schools. This was supported by the data collected from the education office which indicated that out of the one hundred and sixty six public secondary schools (166), seventy two (72) were mixed day secondary schools.

**Hypothesis 2 Testing**

**H_{02}** There is no significant relationship between the attrition of teachers and the academic performance of the students.

To test the hypothesis, a Karl Pearson correlation coefficient was computed at 0.01 significant level involving ordinal variables of trends in attrition against perception on academic performance in schools. This is shown in Table 17.

**Table 17**

<table>
<thead>
<tr>
<th>Trends in Teacher Attrition</th>
<th>Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trends in Teacher Attrition</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Teacher</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Attraction</td>
<td>N</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Performance</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
<td>273</td>
</tr>
</tbody>
</table>

**Correlations**

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

**Source:** Field Data (2017)

Results in Table 15 show that, no significant relationship ($r=-0.296$ at $p=0.01$) between trends in teacher attrition and academic performance of students in public secondary schools in the county. Therefore null hypothesis was rejected ($p<0.01$) leading to the conclusion that there exists significant negative relationship between the attrition of teachers and academic performance of students in public secondary schools in the County. The statistics indicate that an increase in the attrition rates to reduction in
academic performance of the students in public secondary schools in Uasin-Gishu. In line with the study, Maku and Begi (2017) research in Mombasa found out that teacher attrition influenced academic performance of schools in a negative way. Even in Tanzania, Kimaro (2015) found out that schools recorded decreased performance as a result of increased teacher attrition rates. The above study shows that when teachers move out of school, the performance of schools in examinations decreases significantly.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the findings, conclusions, recommendations, and suggestions for further research. The study sought to assess the influence of teacher attrition on students’ academic performance in public secondary schools of Uasin-Gishu County, Kenya. The study was guided by the following research questions: 1. what is the trend of teacher attrition in Uasin-Gishu secondary schools teacher? 2. Which factors contribute to teacher attrition in the county? 3 How does teacher attrition affect students' academic performance in Uasin-Gishu County? 4. What challenges are faced in the retention of teachers in the area under study? What are the measures that can be implemented to retain teachers in the profession? Based on the findings, conclusions, recommendations, and suggestions for further research were made.

The study employed mixed method research approach to data collection and analysis. Qualitative and quantitative approaches were employed. Data was obtained from students, teachers’ school principals and education officials. Questionnaires, interview schedules, and document analysis were major instruments used.

5.2 Summary of Key Findings of the Study.
The main objective of was to examine the effect of attrition teachers on the academic achievement of the learners in public secondary schools of Uasin-Gishu County, Kenya. The teacher attrition rates in Uasin-Gishu have been on the rise presently. The respondents sampled to participate in the study confirmed this from their responses. The researcher reviewed three motivation theories and their application on teacher treatment in the teaching profession. In this study, previous related studies reviewed were in order to establish the knowledge gaps and bridge it. The study employed a convergent mixed approach method to analyse and report the findings.

The findings on the demographic information of the respondents indicated that Majority (56.0%) of the teachers who leave the profession are male 44.0% were females. On the age brackets, 52.0% of teachers on duty were between 23-28 years of age, indicating that the current teaching force in schools was composed of young teachers. The findings further indicated that majority (75.0%) of the serving teachers had a bachelor’s degree. On the teaching experience, 44.0% of the teachers who had left the profession had
a teaching experience of 21-30 years, while 55.0% of those on duty had a teaching experience of below 5 years.

The first research question was on the trends of teachers in public secondary schools in Uasin-Gishu County. Using thematic and descriptive analysis the study found out that the trend of teacher attrition in the county was on an upward movement. Many of the schools in the county had a shortage of teachers that needed attention. The most disturbing problem found was that despite the high rate of attrition, the replacement of suitable teachers was not immediate as was reported by majority of the respondents. However, the study established the trends of attrition in Ainabkoi and soy sub-counties were slightly higher than the other four. The evaluation of the distances of the locality was from the nearest shopping centres. In terms school location and attrition rates, the study found out that all the six sub-counties were affected by attrition as the average rates stood at 35.0% respectively.

The study found out that the common teacher attrition trend in the county were transfer of services, promotion, resignation, dismissal for misconduct, early retirement and few on natural attrition. The findings also revealed for the last years the attrition rates were quite alarming. The study indicated 56% of male teachers had left the career within five years, the period when the study was carried out while the 36% female teachers. This is a threatening scenario in the education and more young citizens of Kenya a country that is developing.

Married teachers recorded higher rates of attrition as compared to single or unmarried teachers, likewise, in terms of gender; attrition rates were high in male teachers than female. The studies found out that majority of the teachers who leave the profession are experienced and have high qualification in the educational background. Average statistics showed that 60.0% of the respondents agreed that trend of attrition of teachers in public secondary schools was high. The most affected type of schools by trend of attrition was boarding and least in mixed schools.

The second research question was on what factors contributed to teacher attrition? The major factors that were established that contributed to attrition of teachers included need for career progression and were tied up with poor remuneration. That once teachers from the county sought for study leave, they never returned to their stations but looked for green pastures. The unfriendly working conditions and students’ behaviour and discipline were found to be other factors that contributed to teachers’ exit from the career. The
unfriendly working conditions were paired up with ethnicity as an aspect of attrition. Further some factors that were reported indicated that some teachers’ behaviour contributed to attrition. This emphasized that some teachers were involved in issues related to abuse alcohol and drug substances in the county and thus had to seek for rehabilitation for recovery.

A significant number of respondents indicated that family ties and school environment particularly in schools that were located in remote areas with poor infrastructure and communication contributed to attrition. It was also established that some principals didn’t respect their teachers which contributed to attrition. Further, the study revealed that negative perception on the profession by society as a career with low remuneration and earnings was an aspect of attrition. The study also indicated lack of adequate modern instructional and infrastructural resources for instruction and incidences of local community resistances on teachers and principals posted to schools another key factor for attrition. This was critical during the election period. In conclusion, to this research question, it was clear that personal characteristics alternative employment (pull factors) and push factors (dissatisfaction with teaching) influenced majority of the teachers to leave the occupation in Uasin-Gishu County.

The third research question was on the effect of attrition on students’ academic performance. Majority of the respondents who participated in the study indicated that attrition was more apparent on the science and mathematics related teachers while the syllabus completion and the students’ future career was affected. The findings further revealed that in the absence of teachers there was instability, destruction and disruption of school properties and activities observed. Another considerable number reported that learners’ time was wasted as they took time to adjust and adapt to the techniques and methods employed by the new teachers who come in. The study further found out the teachers’ workload increased and thus affected curriculum implementation and assessment of students’ progress.

On the teacher front, some principals indicated that most of the teachers who had left were highly qualified and experienced and their replacement could not match the aptitude and charisma by those who replace them. Correlation statistics also showed that there existed a significant negative correlation between teacher attrition and students’ academic performance. This was a strong indication that an increment in attrition resulted to reduction of the students’ educational performance in schools. In general, teacher
attrition significantly affected the performance of students in public schools in various aspects as discussed in chapter four of this study.

The principals were equally divided on effect of attrition on the learners’ achievement. Some principals expressed their appreciation on the strategies they have put in their schools to retain teachers and saw no effect while others felt that they attrition critically influenced not only academic performance but who school programs.

The fourth research question was on challenges that faced teacher retention in the county. The findings established that remunerations, hardship conditions, insecurity and, ethnicity and poor working conditions were among the critical confrontations that faced efforts of addressing teacher attrition. The study further found out that some principals did not carry out proper internal supervision for the purpose of teachers appraisal, descent accommodations, political interference in school management, parents, sponsors and local rejecting certain teachers and principals posted to schools made it difficult for schools to retain teachers in their schools. The criteria of promotion to senior positions and poor accessibility to some areas including technologies were other challenges that faced schools in the retention of teachers.

Nonetheless from the study findings it was established that some teachers’ demands were unrealistic and difficult to be implemented within a short period. A significant number of teachers were of the opinion that there was goodwill from the school administrators to initiate reforms but there was lack of teamwork between teachers and school administration in solving conflicts, which prohibited the strategies to be rewarding. In general, the researcher found out that most of the schools had very good strategies in the effort to retain teachers but the challenges overruled them.

The fifth and last research question was on measures that could be implemented to retain teachers in the profession. Several measures were proposed that could be implemented to retain teachers in the profession. The key measures that could be implemented as achievable by the majority of the respondents for teacher retention includes; that teachers should be involved in major decision-making particularly on issues that involve students’ academic performance and that school principals should respect their teachers more so in dealing with personal issues of teachers and that the Teachers Service Commission should generate rewards for teachers with exemplary performance and encourage schools to construct teacher house security purposes. When these
attributes are put in place teachers will be satisfied and a sense of ownership created by teachers and therefore will remain in the occupation.

Other important measures are; organization of regular workshops for teachers and students, create a policy on how to recognize and appreciate teachers with higher level of education and the current selection system of students’ leaders should be left to the school management to vet potential prefects before approval.

5.3 Conclusions

The study made conclusions based on the main objectives after reviewing several previous studies and established the knowledge gaps to fill. The researcher used library reading, evaluation of methodologies used, and choice of design, the population that was targeted, sample and sampling procedures, data collection instruments, procedures for data collection and analysis and lastly the findings and recommendations. The reviewed literature showed that attrition of teachers is a global issue. Most of the previous studies indicate that each region has its own aspects that contribute to attrition (Barnett, 2017) and has great effect on education and knowledge in schools which needs an urgent address (Ingersoll, 2012). The study concluded the retention and stability of teachers in the profession is a critical factor in learners’ future career.

The study showed that teachers were key persons in the learning processes of students’ achievement. It was clear that although the government has tried to put efforts on retention of teachers in the teaching profession, the attrition rates were still in an upward mobility. The study also found out that attrition was high among male teachers and particularly from schools located in the interior parts of the county and boarding schools compared to day secondary schools. In general, the study concluded that teacher shortages in the county were high as confirmed by the secondary data from the County Directors’ Statistics Department and the respondents report that attrition between 2015 and 2016 was high with three teachers leaving every school year. This makes a clear observation and conclusion that attrition was a problem in all public secondary schools in Uasin- Gishu County.

The study revealed that most of the teachers leaving the profession were those who had attained a Masters’ degree and above and had taught for more than ten years. As such, the study concluded that schools in the county were losing very experienced teachers who were an asset to the teaching fraternity and the society who are the providers of the raw materials (students). The cost of training and recruiting highly
qualified, most experienced teachers in subject areas is not only expensive but also have to find them after exit. Most mathematics and science related subject teachers were the most affected. The study concluded that in the near future Kenya as a country would miss the work force for the achievement of the 2030 industrialization vision.

The major aspects established in the study that influence attrition in public secondary school teachers in Uasin-Gishu County included salary issues, working conditions and school locations, security, political interference, students’ behaviour and discipline, personal characteristics, Poor school management coupled with unclear promotion criteria and ethnicity. The study therefore concluded career discontentment were the main causes for attrition.

On the effect of students’ academic performance, it was concluded that attrition had negative effect on their academic achievement as the syllabus was not completed, students lost interest in learning while others developed disciplinary behaviours, which destabilized the school programs. Computed results showed that academic performance of schools with high attrition rates dwindled as compared to those with minimal rates. The study therefore concluded that there are various causes of teacher attrition in schools.

The study found that most strategies had put in place retention in schools were not workable. This includes poor working relationship between principals and teachers, politicians, sponsors, TSC officials, accommodation, student behaviour and discipline, performance pressure and even the local community. The study further concluded that there were many intervening variables, which contributed to teacher attrition, some of which schools had no control. However, attrition had a negative spiral effect in the instruction as it increased teacher shortages and had critical impact implementation of the curriculum.

5.4 Recommendations

The following recommendations were aimed at improving teacher retention in public secondary schools of Uasin-Gishu County. They are based on the strength of the findings, discussions and conclusions. The results indicate that teacher attrition is significantly correlated to the students’ academic performance. The recommendations are derived from the key areas of the study and empirical literature reviewed.
5.4.1 The Ministry of Education

The Ministry of Education that is the Cabinet Secretary in collaboration with the Teachers Service Commission and the Principal Secretary (CS) in-charge of Education should as a matter of agency institute a devoted team to formulate workable mechanisms that could monitor the trend of teacher attrition in public secondary schools. This is in order to curb a huge exit of educators from the teaching career. The team should immediately create a unit that handles aspects of attrition in schools particularly on the most experienced teachers and advice the Ministry on the plan of action. This will ensure that the problem of brain drain does not occur in education sector.

An appropriate team that addresses teachers’ remuneration disparities could immediately be established by the Salary and Remuneration Commission in collaboration with the Ministry of Education to address the disparities in the teachers’ salaries and wages in order to create uniformities in the public sectors and improve occupation satisfaction. The inclusion of the Teachers’ Association representatives who could champion teachers’ grievances could be an added advantage. The committee would need to immediately carry out an assessment survey on the teachers’ perception on the earnings and report to the salary and remuneration commission to take action. This will incarcerate teachers’ strikes and generate a facelift in the teaching occupation. The aspect will assist in developing a good and amicable working relationship between the teachers and their employee. The wages will also be linked to the cost of living in the country. Poor remunerations have a negative repercussion on the morale, status and effectiveness of the personnel.

The hopelessness in life is probably the cause of the forms of youth unrests, with their antisocial attitudes and behavioural problems that are witnessed in our society. The Kenyan children and youth are in the web that has been described. In Kenya, school strikes are common. Instances where students burn and destroy school properties and turn against their teachers and against each other are common without making their grievances known. This is a disturbing inclination that can only be addressed through a well-organized and executed collective programme. The Ministry of Education therefore in collaboration with other stakeholders in education should immediately re-evaluate the policy on election of school prefects. The Ministry of Education in collaboration with curriculum developers should include the school time Table a lesson on Peace Education. This will assist in the promotion of nationalism or patriotism in contemporary society. This means that the students will be able to understand the impact of legislation and
actions on populations around the neighbourhood. The two Bodies that is MOEs and TSC and the stakeholders input are very crucial in evaluation of the policy.

The Education Ministry in collaboration with the County government should immediately develop workable strategies that could improve the working environment for teachers in terms of security, poor road systems, and provision of clean water, communication network, social amenities and electricity. There should be competent committee that examines the facilities available in every public secondary schools and compile a comprehensive quarterly report that is presented to the central and devolved Governments This will assist in the reduction of teacher attrition at its earliest stage and increase occupation contentment and attraction of many people to the teaching profession.

5.4.2 Teachers Services Commission

In order to improve on the timely communication or feedback to the teachers after appraisals, the Teachers Service Commission should urgently employ modern technology approaches such as information technology and online systems for teacher appraisals purposes. This will promote significant communication between teachers and employees for instance request for approval promotion and other personnel issues that does not need the approval of the school principals. This could assist to develop positive relationship between the employees, when teachers realise that their issues are handled confidentially and well integrated with the information needed. Communication delays are always also induces lack of immediate feedback in cases of emergencies in work environment. The Teacher Service Commission therefore should embark on the expansion and implementations of such critical facilities in order to enable teachers solve their problems amicably without any aspect of attrition.

The study found out that attrition was high in mathematics and science related subjects. The Teachers’ Service Commission should put into operation inventiveness geared towards preparation of teachers towards science oriented subjects. This training should be organized at departmental levels in schools and the best mentor selected to train other teachers in the county. A new teacher joining a school should be inducted by the Mentor in the Department. The training and induction programs should be emphasized and continuous. This will assist Kenya to achieve the agenda on industrialization for vision 2030 and Sustainable Development Goals (SDGs). The Government and the
Teachers Service Commission should formulate assessment tools to examine the causes of the attrition of these teachers and put immediate mechanisms that will curb the aspects.

The Ministry of Education and TSC should carry out annual training needs assessment for teachers, principals and School Board of Management in order to provide a well-structured program on aspects of attrition. The study further established that teachers are not involved in critical decision-making in schools and yet they are forced to implement them. The Ministry of Education and TSC should immediately develop a system that when there is a new program to be implemented, all teachers should be involved in the sensitizing processes. After sensitization and implementation then it could be important for the Quality Assurance and Standards’ officials to give a follow up report to the Ministry.

5.4.3 The School Management

The principals in consultation with the Board of management (BOM) should consider immediately during the planning and decision making the teachers input. A workable mechanism for non-salaried incentives including sponsorship for hardworking teachers could be implemented. In cases of income generating projects, a soft loan could be given to teachers as incentives to boost their meagre earnings. This would also reduce the rates of attrition and raise the retention rates in schools. Principals further should create a positive mechanism on how to handle teachers’ personal problems without conflict. This could be achieved by forming a committee of senior teachers who deals with issues that affects teacher management in schools.

There is need for all stakeholders in the education sector (Parents, Teachers’ Association, management Boards, sponsors, politicians, students and members of the community) to give appropriate immediate recognition to teachers, in coordination with the government officials and intensify encouragement on the teachers’ professional status, their rights and create awareness on crucial roles that teachers play in society. The appreciation and recognition given to teachers for the role played will also attract more young people to the occupation. This would create a strong constructive association to retention of teachers in the career and a significant improvement education in the country.

The study findings indicated that the method used by school principals in handling teachers’ personal issues was demoralizing and that they lacked immediate independent feedbacks on their performances. With the influence of technology to give feedback on
individual performance is immediate either through what up or short messages. The school principals should therefore use any simple technology to give immediate feedbacks to the instructors in the schools. this will create a conducive working environment and finally teacher retention.

5.5 Suggestions for Further Research

The study findings undoubtedly point out the significance of persistence research on teacher attrition. The suggestions are based on the findings for further investigations as follows;

i. This study examined the influence of teacher attrition on students’ academic achievement in Uasin-Gishu public secondary schools. For the purpose of generalization, a similar study could be carried out in private secondary school teachers in the same study area.

ii. The empirical literature reviewed established that a crucial factor to improve the students’ academic achievement in a school environment is the leadership styles and management skills that school principals display in their schools. A study therefore on the influence of school principal’s leadership styles on teacher retention need be carried out in public secondary schools of Uasin Gishu county, Kenya.

iii. The study findings indicated that ethnicity was aspect that influences teacher attrition in the study area. Therefore a study on the influence of the multi-ethnic nature of Kenya on teaching and learning public secondary schools could be carried out in any region in Kenya by any interested scholar.

iv. A similar study can be conducted in other counties that have lowest attrition rate to determine the strategies that they are using to address nutrition and establish if they are workable.
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Sr. Mary Theodorah Mabeya  
Catholic University of Eastern Africa (CUEA)  
P.O BOX 62157

Dear Sir/Madam,

You have been selected to participate as a respondent in the study entitled “Influence of Teacher Attrition on students’ Academic Performance in Public Secondary Schools in Uasin-Gishu County, Kenya”: The study seeks to investigate the trends, causes and effects of attrition on students’ academic performance. Challenges faced by schools on teacher retention and possible mechanism could be put in place to retain teachers in the profession. The study is in partial fulfilment of the requirement for the completion of PhD Degree in Education Administration and Planning of the Catholic University of Eastern Africa (CUEA). Please note that participation in this exercise is voluntary. If you agree to participate, you have the right to decline to answer any question and withdraw from the participation at any time prior. All the information provided would be treated confidentially, anonymity and will be only used for the purpose of the study.

If you agree to be part of this study, please kindly sign and return the attached consent form.

I accept to participate……………………sign……………..date

Yours faithfully,

Sr. Mary Theodorah Mabeya
Appendix II: Questionnaire for Students

Introduction
Dear respondents,
You are kindly asked to provide the information required in the blank spaces as honestly as possible. The purpose of this study is to examine the influence of teacher attrition on students’ academic performance in public secondary schools of Uasin-Gishu County of Kenya. Feel free to answer all the questions in this questionnaire. Do not write your name or that of your institution in the questionnaire. Your cooperation is highly appreciated.

Instructions: Read all the questions and fill in or tick the appropriate answer.

Section A: Demographic Information
1. Sex Male [ ] Female [ ]
2. Age 12-15 yrs [ ] 16-18 yrs [ ] 19-21 years [ ] 22-25 yrs [ ]
3. School type
   - Boarding Boys [ ] Boarding Girls [ ]
   - Mixed Day [ ] Mixed Boarding [ ]
4. Form of the respondent Form 3 [ ] Form 4 [ ]

Section B: Trend of attrition of public secondary school teachers
5. What can you say about the number of teachers leaving your school (e.g. transfers, resignation/retirement or promotion?)
   - Very high [ ] High [ ] Moderate [ ] Low [ ]
6. According to you, which category of teachers by gender mostly leave your school
   - Male [ ] Female [ ]
7. In your own observation, which subjects do teachers who leave your school teach?
   - Languages [ ] Mathematics [ ] Sciences [ ] Humanities [ ]

Section C: Factors contribute to teacher attrition in public secondary schools
8. What do you think makes teachers in your school to leave? (Tick one that is probable reason).
   - Promotion Yes [ ] No [ ] Don’t Know [ ]
   - Student factors (indiscipline) Yes [ ] No [ ] Don’t Know [ ]
   - Further studies Yes [ ] No [ ] Don’t Know [ ]
   - School administration Yes [ ] No [ ] Don’t Know [ ]
   - School location Yes [ ] No [ ] Don’t Know [ ]
   - Transfers Yes [ ] No [ ] Don’t Know [ ]
Other teachers
Yes [ ]  No [ ]  Don’t Know [ ]
Parents
Yes [ ]  No [ ]  Don’t Know [ ]

9. What other reasons do you think make teachers to leave your school?

Section D: Influence of Attrition (Teachers who leave) on Students’ Academic Performance

10. Do you agree that your academic performance is affected when a teacher leaves your school?

Strongly Agree [ ]  Agree [ ]  Undecided [ ]  Disagree [ ]  Strongly Disagree [ ]

11. In your own opinion, can you state how learning and teaching is affected by the exit of a teacher from your school?

Section E: Challenges of Teacher Attrition

12. Kindly list some of the challenges you experience when teachers leave the school.

Section F: Measures that could be implemented to retain teachers in the profession.

13. What do you think could be put in place to retain teachers in your school?

THANK YOU
Appendix III: Questionnaire for Teachers

Introduction
Dear respondents,
You are kindly asked to provide the information required in the blank spaces as honestly as possible. The purpose of this study is to examine the influence of teacher attrition on students’ academic performance in public secondary schools of Uasin Gishu County of Kenya. Feel free to answer all the questions in this questionnaire. Do not write your name or that of your institution in the questionnaire. Your cooperation is highly appreciated.

Instructions: Read all the questions and fill in or tick the appropriate answer.

Section A: Demographic Information
1. Sex  male [ ] female [ ]
2. Age Category of the Respondent
   23-28 yrs [ ]  29-33 yrs [ ]  34-39 years [ ]
   40-45 years [ ] above 46 years [ ]
3. Highest educational qualification
   Doctoral degree [ ]
   Master degree [ ]
   Bachelor degree [ ]
   Diploma [ ]
   Others [ ]
4. Years of teaching experience
   31 Years and above
   21-30 Years
   11-20 Years
   6-10 Years
   5 Years and below
5. Length of stay in current school in years
   31 and above
   25-30 years
   20-24 Years
   15-19 years
   10-14 years
   6-9 years
   5 and below
6. Type of school of respondent
   Mixed Day [ ] Boys [ ] Girls [ ]
7. Department, which the teacher belongs to
Section B: Trend of Teacher Attrition in Public Secondary School

8. On the following scale indicate how much you agree on the trends of teacher attrition in your school. Scale: 1 SD – Strongly Disagree; 2-DA- Disagree; 3-UD- Undecided; 4 – A- Agree; 5- SA- Strongly Agree

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<thead>
<tr>
<th>Statement</th>
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<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>i. An increased number of public secondary school teachers are moving to other organizations.</td>
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<td>ii. Teacher attrition in public secondary schools is most prevalent among male teachers.</td>
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<td>iii. Most public secondary school who attains a Doctor of Philosophy (PhD) degree normally seeks promotion elsewhere.</td>
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<td>iv. There are teachers who have resigned/retired from my school</td>
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<tr>
<td>v. Most public secondary school teachers who resign from the profession teach mathematics</td>
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<tr>
<td>vi. Public secondary school teachers who resign /retire from the profession teach sciences</td>
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<tr>
<td>vii. Most public secondary school teachers who resign /retire from the profession teach humanities</td>
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<td>viii. Public secondary school teachers who resign /retire from the profession teach languages</td>
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<td>ix. Teachers who attain Master’s Degree leave/resign from TSC.</td>
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<td>x. Public secondary school teachers resign and teach in other Educational institutions.</td>
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<tr>
<td>xi. Most public secondary school teachers who leave the profession are female.</td>
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<td>xii. Most teachers who leave the profession are less effective in class work.</td>
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<td>xiii. Teacher attrition is highest among the most effective teachers in the profession.</td>
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</tbody>
</table>

ii) How many teachers have left your school in the last two years?
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iii) Which subjects were those teachers who have left the school teaching?
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iv) Where did the teachers who have left go?
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v) How can you rate the trend of teacher attrition in your school?
Extremely High [ ] High [ ] Somehow high [ ] Low [ ] Very Low [ ]
Section C: Factors contributing to teacher attrition in public secondary schools.

9.i) On the following scale, indicate the factors contributing to teacher attrition in public secondary schools in this County. **Scale:** (1), Not Likely (2), Less likely (3), Undecided (4) Likely (5). Highly likely

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<th>2</th>
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<tr>
<td>i. Unfriendly working condition</td>
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<td>ii. Dissatisfaction with teaching profession as a career</td>
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<td>iii. Principals and BOMs have an upper hand on management of teachers in my school</td>
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<td>iv. There is inequality treatment of teachers in my school</td>
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<td>v. Teachers are not involved in decision making in school issues.</td>
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<td>vi. Social cultural issues contribute to teacher attrition.</td>
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<td>vii. Most teachers’ issues are not handled professionally in my school</td>
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<td>viii. New teachers lack induction and mentoring in the school system.</td>
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<td>ix. Teachers are not rewarded for working on extra hours</td>
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<td>x. Political interference in school management</td>
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<td>xi. Need for career progression</td>
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<td>xii. Lack of collegiality and collaboration with colleagues</td>
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<td>xiii. Re-deployment / promotion</td>
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<td>xiv. Poor remuneration</td>
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</tbody>
</table>

ii) Which of the factors listed in 9 (i) above influence teachers attrition most? (List three in order of most to least)

iii) Which other factors in your opinion contribute to teacher attrition in public secondary schools in Kenya.

Section D: Influence of attrition on students’ academic performance in public secondary schools.

10. i) On the following scale, indicate the extent to which teacher attrition of public secondary school teachers affect students’ academic performance. **Scale:** Major Effect (5.0), Moderate Effect (4), Neutral (3), Minor Effect (2) and No Effect (2)
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<tbody>
<tr>
<td>i. Leads to lack of syllabus completion</td>
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<td>ii. Leads to poor academic performance</td>
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<td>iii. Quality of teaching &amp; learning is compromised</td>
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<td>iv. Affects curriculum implementation in schools</td>
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<td>v. Contributes to ineffective teaching due to lack of commitment</td>
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<td>vi. Remaining teachers are de-motivated</td>
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<td>vii. Leads to heavy workload especially if replacements are not done immediately</td>
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<td>viii. Affects academic planning negatively</td>
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<td>ix. Attrition creates instability in schools</td>
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<tr>
<td>x. Contributes to lack of cohesion in teaching</td>
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<td>xi. Increases poor teacher-student ratio</td>
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<td>xii. Encourages idleness in students</td>
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<td>xiii. Interferes with the school programs</td>
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</table>

ii) What other negative effects do you think teacher attrition has on students’ academic achievement?

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Section E: Challenges that facing teacher retention in public schools.

11. a) What strategies have been put in place to retain teachers in your schools.

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b) What challenges do you encounter in retention of teachers?

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Section E: Measures that could be implemented in retention of teachers in the profession.

12. In your opinion, what measures could be implemented to retain teachers in the profession?

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13. Do you have any other suggestions that could be implanted to retain teachers in schools in the county?

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

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

Thank you
Appendix IV: Interview for Principals

Introduction

Dear sir/madam,

You are kindly asked to provide the information required in the blank spaces as honestly as possible. The purpose of this study is to examine the influence of teacher attrition on students’ academic performance in public secondary schools of Uasin Gishu County of Kenya. Feel free to answer all the questions in this questionnaire. Do not write your name or that of your institution in the questionnaire. Your cooperation is highly appreciated.

Instructions: Read all the questions and fill in or tick the appropriate answer.

Section A: Demographic information

1. Gender of Respondent  Female [ ] Male [ ]
2. Age bracket 20-30 years [ ] 31-40 years [ ] 41 – 50 years [ ] 51 and above [ ]
3. Highest academic qualification
   Diploma [ ] Bachelor’s Degree [ ] Master’s Degree [ ] PhD [ ]
4. Teaching experience in years  Less 3 years [ ] 4-10 years [ ] 11-20 years [ ] 21 – 30 years [ ] above 31 years [ ]
5. Number of years served in the current station  Less 3 years [ ] 4-10 years [ ] 11-20 years [ ] 21 – 30 years above 31 years [ ]

Section B: Issues of Teachers leaving the Profession

6. In your own observation, what is the trend of teacher attrition in public secondary schools today in your school? (Probe)
7. Which category of teachers by (gender/age) mostly leaves the teaching profession? (Probe)
8. In your observation, which are some of the factors that contribute to teachers leaving the profession before the retirement age? (Probe)
9. Are there some teachers who have resigned/Left your school? (Probe)
10. Which category (gender/marital status) of teachers mostly resign/leave the profession? (Probe)
11. How has teacher attrition affected the students’ academic performance in your school? (Probe)
12. Which subjects are mostly affected by teacher attrition in your school? (Probe)
13. In your observation where do these teachers go? (Probe)
15. What strategies have you put in place as a school to retain teachers? (Probe)

16. What challenges face teacher retention in your school? (Probe)

17. What measures do you suggest could be implemented to curb teacher attrition in public secondary schools in Kenya? (Probe)

18. Do you have any other suggestions on the issue of teacher attrition?

THANK YOU
Appendix V: Interview Guide for Education Officials

Instructions:
Dear sir/madam,

I am Sr. Theodorah M. Mabeya, a Doctor of philosophy of Education student from the Catholic University of Eastern Africa (CUEA). I am carrying out a research on the influence of teacher attrition in public secondary schools of Uasin-Gishu County. Welcome to this interview session. I am going to ask you question on the above mentioned topic. Please note that the information you provide will be treated with utmost confidentiality and will be only be used for the purpose of this study. Kindly feel free and respond as honestly as possible.

Section A; Demographic information
1. Gender of Respondent  Female [ ] Male [ ]
2. Age bracket 20-30 years [ ] 31-40 years [ ] 41 – 50 years [ ] 51 and above [ ]
3. Highest academic qualification
   Diploma [ ] Bachelor’s Degree [ ] Master’s Degree [ ] PhD [ ]
4. Teaching experience in years  Less 3 years [ ] 4-10 years [ ] 11-20 years [ ]
   21 – 30 years [ ] above 31 years [ ]
5. Number of years served in the current station  Less 3 years [ ] 4-10 years [ ]
   11-20 years [ ] 21 – 30 years [ ] above 31 years [ ]

Section B: Issues on Teachers leaving the Profession
5. Does this sub-County experience teacher attrition? (Probe)
6. What is the trend of teacher attrition in this County? (Probe)
7. Which category of teachers mostly leaves the teaching profession? (Probe)
8. What factors in your opinion contribute to teacher attrition in the County? (Probe)
9. Does teacher attrition have any effect on the students’ academic performance? (Probe)
10. What category (gender/age) of teachers mostly leaves the teaching profession? (Probe)
11. What category (gender/marital status) of teachers mostly leave the profession? (probe)
12. Which subjects are mostly affected by teacher attrition in your county? (Probe)
13. In your own observation where do these teachers go? (Probe)
14. What challenges do the county face in trying to control/retain teachers in schools? (Probe)
15. What measures could you suggest to be implemented to curb teacher attrition in public secondary schools in the County? (Probe)
16. Do you have any other suggestions on the issue of teacher attrition? (Probe)

THANK YOU
Appendix VI: Interview Guide for Teachers who had Left the Profession

Instructions:

Dear sir/madam,

I am Sr. Theodorah M. Mabeya, a Doctor of philosophy of Education student from the Catholic University of Eastern Africa (CUEA). I am carrying out a research on the influence of teacher attrition in public secondary schools of Uasin-Gishu County. Welcome to this interview session. I am going to ask you question on the above mentioned topic. Please note that the information you provide will be treated with utmost confidentiality and will be only be used for the purpose of this study. Kindly feel free and respond as honestly as possible.

Section A: Demographic information

1. Gender of Respondent  Female [ ] Male [ ]
2. Age bracket 20-30 years [ ] 31-40 years [ ] 41 – 50 years [ ] 51 and above [ ]
3. Highest academic qualification
   Diploma [ ] Bachelor’s Degree [ ] Master’s Degree [ ] PhD [ ]
4. Teaching experience in years  Less 3 years [ ] 4-10 years [ ] 11-20 years [ ] 21 – 30 years [ ] above 31 years [ ]
5. Number of years served in the current station  Less 3 years [ ] 4-10 years [ ] 11-20 years [ ] 21 – 30 years [ ] above 31 years [ ]

Section B: Issues on Teachers leaving the Profession

5. Did the school you left experience teacher attrition? (Probe)
6. What was the trend of teacher attrition in that school? (Probe)
7. Which category of teachers mostly left the teaching profession? (Probe)
8. What factors in your opinion contributes to teacher attrition in public schools? (Probe)
9. Does teacher attrition have any effect on the students’ academic performance? (Probe)
10. What category (gender/age) of teachers mostly leaves the teaching career? (Probe)
11. What category (gender/marital status) of teachers leave the profession? (Probe)
12. Which subjects were you teaching before you left the profession? (Probe)
13. In your own observation where do most of these teachers go? (Probe)
14. What challenges do schools face in trying to control/retain teachers? (Probe)
15. What measures could you suggest to be put in place to curb teacher attrition in public secondary schools? (Probe)
12. Do you have any other suggestions on the issue of teacher attrition? (Probe)

THANK YOU
Appendix VII: Document analysis (A)

SECONDARY SCHOOL TEACHER ATTRITION RATES (2011-2016)

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<th>Year</th>
<th>Number of teachers</th>
<th>Death</th>
<th>Retirement</th>
<th>Discipline</th>
<th>Promotion</th>
<th>Resignation</th>
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Document Analysis (B)

(For Secondary Schools)

B: School Academic Performance

School Type

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School Category

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Appendix VIII: Sample Size Determination Table

**Required size for randomly chosen sample**

Table for determining needed size of a random chosen sample from a given finite population in cases such that the sample proportion will be within plus or minus .05 of the population P with a 95 percent level of confidence.

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*Note.—N is population size.*

*S is sample size.*
APPENDIX IX: Reliability Analysis for Teachers’ Questionnaire

Reliability

### Case Processing Summary

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a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

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### Item Statistics

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<td>3.55</td>
<td>1.276</td>
<td>20</td>
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<td>Teacher attrition in public secondary schools is most prevalent among male teachers</td>
<td>3.45</td>
<td>.999</td>
<td>20</td>
</tr>
<tr>
<td>most public secondary schools teachers who attains PhD normally seeks promotion elsewhere</td>
<td>3.50</td>
<td>1.469</td>
<td>20</td>
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<tr>
<td>there are teachers who have resigned/retired from my school</td>
<td>2.50</td>
<td>1.469</td>
<td>20</td>
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<tr>
<td>most public secondary school teachers who resign from the profession teach mathematics</td>
<td>2.35</td>
<td>1.040</td>
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<td>public secondary school teachers who resign/retire from the profession teach sciences</td>
<td>2.75</td>
<td>1.293</td>
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<td>most public secondary school teachers who resign/retire from the profession teach humanities</td>
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<td>1.276</td>
<td>20</td>
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<tr>
<td>public secondary school teachers who retire / resign from the profession teach languages</td>
<td>2.90</td>
<td>1.334</td>
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<td>teachers who attain master’s degree level leave/resign from TSC</td>
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<td>1.342</td>
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<tr>
<td>public secondary school teachers resign and teach in other educational institutions</td>
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<td>1.309</td>
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<tr>
<td>most public secondary school teachers whole leave the profession are female</td>
<td>2.45</td>
<td>1.191</td>
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</tr>
<tr>
<td>most teachers who leave the profession are less effective in class work</td>
<td>2.60</td>
<td>1.501</td>
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<tr>
<td>Teacher attrition is highest among the most effective teachers in the profession</td>
<td>3.30</td>
<td>1.380</td>
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</table>
THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education
Department of Postgraduate Studies in Education

CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/001/June2017

8th June, 2017

The Director,
National Commission for Science, Technology and Innovation (NACOSTI)
NAIROBI, KENYA

RE: THEODORA M. MABEYA – REG. NO. PhD/1021490

I am writing to introduce to you Theodora M. Mabeya who is a final year PhD student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Theodora’s PhD Degree in Education specialization is Educational Administration and Planning. 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/dissertation submitted during the final years of studies.

Accordingly, Theodora’s research topic has been approved. She will conduct research on the following topic:

“Influence of Teacher Attrition on Students’ Academic Performance in Public Secondary Schools in Uasin-Gishu County, Kenya”.

Thanking you in advance for any assistance you give to Theodora.

Sincerely,

Dr. Marcella Momanyi
Head of Department,
Postgraduate Studies in Education

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA P.O. BOX 62157 00200 NAIROBI – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)
Appendix X: Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 25412-2132471, 25412-2220071, 25412-2320120
Fax: 25412-2415401, 25412-2415099
Email: spg@nacost.go.ke
Website: www.nacost.go.ke
What's aping: @nacost

Ref. No. NACOST/P/17/87472/17798 Date: 4th July, 2017

Theodore M. Mabuya
Catholic University of Eastern Africa
P.O. Box 62157-00209
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of teacher attrition on students academic performance in public secondary schools in Uasin Gishu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Uasin Gishu County for the period ending 4th July, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Uasin Gishu 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.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.
Appendix XI: Research Permit

CONDITIONS

1. The Licence is valid for the proposed research, research the specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licencee shall submit a progress report.
4. The Licencee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Permission to use and collection of specimens are subject to further permission from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licencee will submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

This is to certify that:
Ms. Theodora M Mabea
of Catholic University of Eastern Africa, 042-30100 Eldoret, has been permitted to conduct research in
Uasin-Gishu County

on the topic: INFLUENCE OF TEACHER ATTITUTION ON STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UASIN GISHU COUNTY, KENYA

for the period ending:
4th July, 2019

Applicant’s Signature

Director General

National Commission for Science, Technology & Innovation

PERMIT NO: NACOSTI/91/78472/1775/2000
Date of Issue: 4th July, 2017
Fee Received: Ksh 2000

CONDITIONS: see back page
TEACHERS SERVICE COMMISSION

Email: cdiruasigishu@tsc.go.ke
      uasigishultsd@yahoo.com
Web:   www.tsc.go.ke
When replying please quote
Ref. No:

UG/TSC/CD/ATTACH/GEN/Vol.116
and date

DATE: 13TH July, 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

SR. MARY THEODORAH MABEYA

This is to inform you that the above named student of Catholic University of Eastern Africa has been authorized by National Commission for Science, Technology and Innovation to carry out research on “Influence of Teacher Attrition on Students’ Academic Performance in Public Secondary Schools in Uasin-Gishu County, Kenya” in Uasin Gishu County for a period ending 4TH July 2018.

Kindly accord her the necessary assistance possible.

K. TARUS
FOR. TSC COUNTY DIRECTOR
UASIN GISHU
OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

Telegrams:
Telephone: 053-2016204
Fax No: 053–201660
Email: ccusasingishu@yahoo.com
ccusasingishu@gmail.com

COUNTY COMMISSIONER'S OFFICE
UASIN GISHU COUNTY
P.O Box 9843-30100
EILDORRET

When Replying please quote
Ref. ……PUBCC. 242 VOL-II/109………
Date 11th July 2017

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
SR. MARY THEODORAH MABEYA

This is to inform you that Sr. Mary Theodorah Mabeya of Catholic University of Eastern Africa has been authorized by National Commission of Science, Technology and Innovation to carry out research on “Influence of Teacher Attrition on Students’ Academic Performance in Public Secondary Schools in Uasin-Gishu County, Kenya” in Uasin Gishu County for a period ending 4th July 2018.

Kindly accord her the necessary assistance.

K.O. MIFWONI
FOR: COUNTY COMMISSIONER
UASIN GISHU
Appendix XIV: County Director of Education Letter

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

Telegram: “EDUCATION”, Eldoret
Telephone: Eldoret 053-2063342 or 2031-421/2
Mobile: 0719 12 72 12 / 0732 260 180
Email: cdeusngishucounty@yahoo.com
cdeusngishucounty@grrai.com

Office of the County Director of Education,
Uasin Gishu County,
P.O. Box 9843 – 30100
ELDORER,

When replying please quote:

REF: No. MOEST/UGC/TRN/9/VOL. IV/17 10TH JULY 2017

SR. THEODORAH M. MABEYA
CATHOLIC UNIVERSITY OF EASTERN AFRICA,
P.O. BOX 62157 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

This office has received a request authorizing you to carry out research on “Influence of Teacher Attrition on Students Academic Performance in Public Secondary Schools in Uasin-Gishu County, Kenya”

We wish to inform you that the request has been granted until 4TH July 2018. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this data collection.

FSINEN MICHAEL
For: County Director of Education
UASIN GISHU
APPENDIX: XV: A MAP OF KENYA SHOWING LOCATION OF UASIN GISHU COUNTY

Source: Google Map, 2019
Appendix XVI: Uasin Gishu County Map

Source: Google Map, 2019
### Appendix XVII: List of Public Schools in Uasin Gishu County

#### UASIN GISHU SCHOOLS PER SUB COUNTY

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<td><strong>Ainabkoi Sub-County</strong></td>
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<td>Kipkabus Secondary School</td>
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<td>Arnessens S.S.</td>
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<tr>
<td>3</td>
<td>Kapnetuny High School</td>
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<td>Kiambaa Secondary School</td>
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