

Influence of multiple career paths as a professional development dynamic on teacher attrition in public secondary schools in Mombasa county, Kenya

Rebecca B. Arogo· Ruth Thinguri & Mary Mugwe

ABSTRACT

The study focused on analyzing the influence of multiple career paths as a professional development dynamic on teacher attrition in public secondary schools in Mombasa County. The study was guided by the Human Capital theory, the Burnout theory, and the Appeal Theory. The study used the mixed research methodology and the con-current triangulation design. The target population involved 1,544 respondents comprising of 1,487 secondary school teachers, 45 principals, 6 Teachers Service Commission (TSC) human resource officers and 6 education officers in public secondary schools from the coastal region. The sample size involved 11 principals, 225 teachers, 3 TSC Human Resource Officers (HRO's) and 4 Education Officers. Stratified random sampling was used to select the various public secondary schools from their strata. Primary data was collected using questionnaires and interview schedule. The study concludes that delocalization policy greatly influenced attrition of teachers while deployment pattern greatly influenced the rates of teachers exiting the teaching profession. The study recommends that the TSC needs to improve its remunerations/benefits, provide conducive working environment and improved terms of service for teachers in public secondary schools if it has to continue attracting new employees and retaining its current employees who are in service. The study further recommends TSC to adhere to the latter the recommendations by the parliamentary education committee that recommended the total banning of the delocalization policy, which was so unpopular with many teachers.

Keywords: Professional advancement, teacher attrition, multiple career path, teacher turnover, labour market opportunities.

Email of the corresponding author: bwarirebecca@yahoo.com

Introduction

Teacher attrition is a worldwide challenge because in many circumstances it is a major setback when it comes to the allocation of resources and personnel planning at the higher

levels and these impacts negatively on the quality of education (Waititu, 2010). However, through attrition varies from continent to continent, country to country, the major pull and push factors range from individual to institutional factors. Therefore, teacher turnover has gained much attention globally. For example, compared to high achieving nations like Finland, Singapore and Canada, the United States attrition rates of teachers is high hovering near 8% over the last decade and much higher for new teachers and teachers in high poverty schools and districts (Sutcher, Darling-Hammond & Carver-Thomas, 2019). Every year, there are reports of teachers leaving the school for different destinations and different reasons.

In the developing countries in Africa, voluntary teacher attrition is also a matter of concern. Countries such as Nigerian, Zambia, New Guinea and Malawi have reported high rates of voluntary teacher turnover, while in Gambian there is a considerable exit of teachers from the career owing to such factors as inadequate salaries, allowances, housing and promotion. Teacher attrition is influenced by several factors such as organizational factors; personal factors and community factors (Ingersoll, 2014). In addition, the quest for professional growth can also be attributed to teacher attrition. A report by United Nations Educational, Scientific and Cultural Organizations (UNESCO, 2010) conducted across 15 countries revealed that the status of teaching as a profession has declined. A study by Obike, Ukala and Nwabuze revealed that the teaching profession in secondary schools in Nigeria seems to envisage the highest form of attrition compared to any other profession. As a result, the secondary schools are losing employees whose performance,

skills and qualifications are valuable resources, hence attrition causes drainage to school and the whole education system.

In Kenya, there are many schools in the education system without qualified teachers, yet there are many qualified teachers who are not employed the reason being due to budgetary constraints or leaving the service due to various reasons (Wamukuru, 2011).

The situation in Kenya has seen increased supply of teachers graduating from universities and colleges yet teacher recruitment has been minimal. Attrition of teachers from the teaching profession has increasingly become a big challenge in the 21st Century due to teachers seeking better career opportunities, heavy workload, huge classes due to the subsidized free secondary education and bad policies by the TSC like the delocalization policy.

The lack of promotion for teachers who have acquired higher qualification, the TSC replacement of the graduate scheme of teachers by the career progression guidelines coupled by poor teacher management, teachers' internship programme and the increased teachers' workload due to the Competency Based Curriculum (CBC) has resulted to low teachers' morale making the teaching profession to lose its allure. The increased work pressure and the lack of monetary gain, which does not match, has left many teachers opting to leave the teaching profession in search for greener pastures due to labour market opportunities available to them and lack of job satisfaction.

Literature shows that, there have been a few if any interventions to improve recruitment, retention and retraining of secondary school teachers that have yielded any positive

results (Wamukuru, 2016). Therefore, in any educational system, tailored policy interventions can play a role in addressing the key factors that drive teachers away from their schools, stabilizing and ultimately improving the teacher workforce so that it can serve all students well (Carver-Thomas & Darling-Hammond, 2017).

A report by Kenya National Union of Teachers (KNUT) in 2015 revealed that 76% out of 260,000 teachers in public schools are unhappy with their job. A similar report by the Kenya Secondary Schools Heads Association (KESSHA) in 2010, established that schools lose an average of 6,000 teachers per year as a result of brain drain, when teachers opt to change professions (Orina, 2014). The shortages of teachers appear to be linked with a several factors that reduce supply and increase demand (Wamukuru, 2011). Some of the reasons why these teachers leave are known, while others are not known.

Many teachers interviewed in the study said that they were ready to leave the Teachers Service Commission should an opportunity arise. The report further identified the failure to meet the teachers' professional and personal needs as some of the factors that attributed to their dissatisfaction with teaching. According to Orina (2014), there has been a noted trend of secondary school teachers exiting the service and this may affect the quality of teaching and learning. Teacher shortages in public secondary schools are likely to have a negative impact on quality of education and delay in attainment of vision 2030 (Wamukuru, 2016).

In Mombasa County, attrition of teachers has resulted in the loss of the most qualified teachers and those with qualifications in Mathematics and Science (UNESCO, 2010). A

similar study conducted in Kisumu East District (2019) revealed that many teachers left the service and joined banking firms, insurance firms, sugar industries, fishing firms and NGOs among many other job opportunities. Mombasa County offers teachers a wide range of job opportunities from the hospitality industry, tourist attraction sites, Kenya Ports Authority, fishing industry, County Governments, businesses and NGOs among others. These sectors attract many teachers from the teaching service resulting to attrition of teachers. If the trend continues, the resources that the government invested in the training of teachers as well as in the education sector all will go to waste.

There are no studies conducted in Mombasa County that examined the influence of multiple career path as a professional advancement dynamic on teacher attrition hence presenting a knowledge gap that needs further inquiry in order to be filled. This study therefore focused on analyzing the influence of multiple career path professional advancement dynamics on teacher attrition and the findings will fill the knowledge gap that exists.

Professional Advancement Concept

Professional development serves the important functions of implementing curriculum change and enabling teacher growth among others (Seyfarth, 2008). It has been viewed as a means by which teachers are able to “keep up” with new development in the fields. Literature shows that, there are many disciplines teachers can specialize in as they climb the professional ladder in their careers, which largely depends on one’s aggressiveness as well as educational qualifications attained.

This implies that the most skilled teachers are the most likely to leave, because they can secure alternative employment as a result of the labour market opportunities open to them. This they do so as not to remain frustrated and self-contained in the classrooms where they have been teaching for decades. Teachers holding higher degrees left for better jobs in the education sector or within organizations that met their needs with greater flexibility (Mabeya, 2019). Quite a number left the teaching profession due to other reasons. Hence, the trends of attrition of teachers in a county are therefore worth monitoring and studying.

The Concept of Teacher Attrition

Teacher attrition is a global phenomenon. The concept of attrition concerns the permanent or temporary loss of teachers from the teaching profession. In this study, the term teacher attrition has been used to refer to temporary and permanent loss of secondary teachers through retirement (early voluntary or after achieving the mandatory

age of 60), transfers (requested or not), resignation, delocalisation and turnover through other means such as promotions and secondment to other institutions. According to Mainga (2012) Kenyan teachers, leave teaching citing dissatisfaction with their jobs due to poor salary and working environment, promotions and the distance from school. Teacher attrition could therefore be permanent or temporary (Hassan, 2013).

Accordingly, Crandell and Howell (2009), defined attrition a teacher moving to a different school (transfer attrition), teacher leaving the teaching profession for an alternative occupation (exit attrition) or teacher leaving the labour force completely (retirement). The shortage of teachers' is worsened when teachers leave the profession before they reach the retirement age (Mulkeen, 2007 cited in Orina, 2014). Since the freezing of employment of teachers went into effect, the TSC has only been hiring new teachers to restore those who are living service (Kwamboka *et al*, 2008 as cited in Silyvier, 2017). Mutune and Orodho (2014) noted that overworking and poor working conditions have demoralized serving teachers and created a lot of despair amongst teachers.

Therefore, those who have advanced their careers leave for greener pastures since most of them feel uncomfortable working in primary or secondary schools. Lack of provision of commensurate remuneration for similar qualification across the civil service and TSC staff coupled with a feeling that teaching primary school lacks prestige, has led to mass attrition of teachers who attain higher education to other sectors.

Multiple Career Path and Teacher Attrition

A teacher plays an integral role in modern society hence no school can function without teachers. Teaching is a noble profession, which provides teachers with the opportunity to serve God through education and training of children. However, teachers can specialize as they climb the professional ladder in their careers, which largely depends on one's aggressiveness as well as educational qualifications attained in many disciplines. Therefore, the upward mobility of teachers motivates them professionally because there are rewards that come alongside such advancement. Many teachers have taken to going for further studies for professional growth and development to increase their marketability. Mulkeen (2010) posit that, teacher attrition is a statistical loss that represents the loss of knowledgeable teachers from the system.

As a result, those with good academic background see no reason of not leaving the profession when they can actually advance their career somewhere else. Grissom (2011) cited in Mabeya (2019) established that high teacher mobility rates have a negative proposition in the learning environment because it interrupts stability and stability in the teaching and learning process. Teachers are increasingly breaking way from employment TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths. Education is a field, it is a profession, and hence a teacher can enter other fields and take a career path with the same qualifications one had acquired as a teacher.

Kizito ((2004) cited in Wamukuru (2011) observed that search for better paying jobs, further studies and deaths had greater influence on secondary school teachers attrition than retirement, interdiction and poor working conditions. There is no sole, linear pathway or profession trajectory for teachers. Instead, career paths are often cyclic and even recursive (Ingersoll, 2011). Harter, Schmidt and Hayes (2012) further suggested that individuals might leave their current employment based on several factors including both internal and external. For example, some may opt to go due to frustrations from within, attainment of higher academic qualifications, and some may decide to take longer holidays in order to enjoy themselves.

Wamukuru (2011) established that, attrition was found to be high in older and more experienced teachers as they near or reach retirement age and in novice teachers in their early years of employment when they realize that the profession was not offering them what they had expected. That is why; they change careers and go to fields that are more attractive. To some, teaching has been a stepping-stone to other job opportunities. Teachers will remain in the teaching profession when they can access that which appeals to them. According to Carver-Thomas and Darling-Hammond (2017), teachers cite a number of reasons for leaving their school or profession. The most frequently cited reasons were dissatisfaction with teaching, accountability pressures, lack of administrative support, dissatisfaction with teaching career, including lack of opportunities for advancement and dissatisfaction with working environment.

Research Gap

Teachers are increasingly breaking way from the traditional career path characterized by full-time permanent employment by the Teachers Service Commission (TSC) in Kenya and are seeking out employment elsewhere following the emergence of positions and alternative career paths. Literature reveals that, there are many disciplines that teachers can specialize in as they climb the professional ladder in their careers, and which largely depends on one's aggressiveness as well as educational qualifications attained. Burn out occur when teachers no longer feel rewarded. Because of the many obstacles to learning and professional advancement in the teaching profession and the fact that many other professions can easily absorb teachers, many teachers therefore opt to pursue other careers outside the teaching profession. No study has been done in Mombasa County to examine the influence of multiple career paths on teacher attrition in public secondary schools. This study strives to fill that knowledge gap.

Research Approach

The study was guided by a survey research design based on the convergent mixed method approach that involved integrating quantitative and qualitative research in a single study (Creswell, 2003). The data from one method of the study complemented the other method by expounding what was found by cleansing the outcome. The use of mixed methodology in this study was appropriate because according to the researcher, the quantitative methods cannot adequately describe what the situation is on the ground in relation to the

multiple career path influence on professional advancement dynamics and attrition teachers in the public secondary schools. The quantitative method approach gave a better insight on the problem of teacher attrition, while the qualitative method approach provided a detailed and in-depth awareness of the same. The study utilized a con-current triangulation research design and descriptive survey research design.

Quantitative data was analyzed descriptively and inferentially. Descriptive statistics was analyzed using frequencies and percentages and presented using tables. Inferential statistics was analyzed using multiple regressions and presented in tables. Qualitative data was analyzed thematically and presented in narrative form and direct quotations. Qualitative data that could be quantified were quantitatively analysed and summarized descriptively by use of frequency and percentages. The descriptive survey research design enabled the researcher to collect data with the intention of identifying, comparing and determining the relationships that exists between specific events (Orodho, 2019).

Sampling Procedures and Techniques

The researchers employed the use of the probability random sampling procedures to get the required number of principals, teachers, TSC human resource personnel and education officers to represent the target population. Random sampling was also preferred because it permitted the researcher to apply inferential statistics (Orodho, 2017). Purposive random sampling technique was used to select the principals according to gender (male and female), simple random sampling to select teachers, census to select the TSC human resource personnel and education officers while stratified random sampling

was used in the selection of the secondary schools from the various stratum such as county, district and national secondary schools. Stratified random sampling also enabled the researcher to divide the schools into strata of boys boarding secondary schools, girls boarding secondary schools and mixed day and boarding secondary schools. The researcher then selected schools to represent all the other schools in each stratum.

Data Collection Tools

Primary data was collected by use of questionnaires and interview guides. The researcher employed the use of a structured questionnaire for teachers and interview schedules to collect primary data from principals, Education Officers and County Human Resource Officers. The choice of the questionnaire and interview guide was influenced by the adoption of the mixed method approach. In addition, the number of respondents scattered across the area of study was another reason for using the research tools. The questionnaires were self-administered in two ways. One in the presence of the researcher if the respondents so wished, and secondly in the absence of the researcher. The researcher made sure to reach an agreement with the respondents on the time of collection of the questionnaires.

The other sections of the questionnaire were arranged in line with the study objectives starting with content oriented professional advancement to a section on organizational factors. A section on the dependent variable was also presented. All these subsections were in the form of a Likert scale of 1-5 meaning responses were in ordinal form and the

respondents picked one of the choices depending on its suitability. Questions presented in these sections were close ended. The study employed the use of unstructured interview guides to obtain information in actual words from the respondents since it gives more room for further probing (Orodho, 2017).

Data Analysis Techniques

The quantitative data from the questionnaires were edited, coded in numbers and keyed into SPSS (V.23) to create a data sheet that was used for analysis. Responses were assigned numerical values that were consistent with numerical codes and SPSS (Version 23) was used to analyse the data. Results were presented in form of frequency distribution tables and as percentages. Descriptive statistics was analysed by frequencies and percentages and presented in tables, while inferential statistics was analysed by use linear regressions. The qualitative data was analysed in themes and sub-themes according to the questions of study. The researcher then coded the themes from the interviews before proceeding to cluster the ideas around the objectives so as to get to the knowledge, perceptions and feelings of the participants on the issue of teacher attrition and professional advancement. Qualitative data was presented in narrative form and quotations. The two forms of data generated in this case (qualitative and quantitative) complement each other.

Research Findings and Discussions

The study examined the influence of multiple career paths on teacher attrition in public secondary schools in Mombasa County, in Kenya. Data was collected from four sampled

groups of respondents' namely secondary school teachers, principals, Educations Officers and Human Resource officers from the Teachers Service Commission. Questionnaires and interview schedules was used by the researcher. The research findings are presented in the following tables.

Teachers views on ways multiple career path influence on teacher attrition

Attrition of teachers has resulted in the loss of the most qualified teachers. The views of teachers on ways multiple career path influence on teacher attrition is presented in Table 1.

Table 1: Teachers views on ways multiple career path influence on teacher attrition

Responses	Yes	%	No	%
Job Mobility	180	74.1	63	25.9
Marketability	156	64.2	87	35.8
Job satisfaction	183	75.3	60	24.7
Income streams	185	76.1	58	23.9

Table 1 shows that income streams at 76.1%(185) was selected by majority of the secondary school teachers as a way in which multiple career path influenced teacher attrition, followed closely by job satisfaction at 75.3%(183) and job mobility at 74.1%(180). Lastly, 64.2 % (156) cited job mobility as an influence of multiple career path. On the

contrary, 35.8% (87) of the secondary school teachers did not agree that marketability as a way in which multiple career paths influenced teacher attrition. Job mobility at 25.9% (63), job satisfaction at 24.7% (60) and income streams at 23.9% (58) followed this. A study by Wachira (2013) in Muranga East revealed that 82% of Science teachers would leave the teaching profession if given an opportunity to serve other department within the formal sector. This was attributed to poor pay and dissatisfaction with the teaching profession. This is an implication that, many teachers leave the profession to other greener pastures that pay well above what they were earning. These can be linked to the mismatch between the expectations of teachers and the professional realities being faced by many teachers. According to Locklear (2010), teaching like any profession should take place in a stable and satisfying environment.

Influence of multiple career path on teacher attrition

Attrition rates for teachers with higher education qualifications are high presumably due to the great labour market open to them. The influence of multiple career paths on teacher attrition is presented in Table 2.

Table 2: Teachers views on the influence of multiple career paths on teacher attrition

Statements	S/Agreed		Agreed		Undecided		Disagree		S/Disagree	
	#	%	#	%	#	%	#	%	#	%
Job mobility influence rates of teachers exiting	81	36	94	41.8	33	14.7	13	5.8	4	1.7
Marketability influence high academic qualification acquired	95	42.2	77	34.2	34	15.1	14	6.2	15	6.7
Job satisfaction influence job market opportunities outside teaching requiring similar educational level	63	28	104	46.2	35	15.6	18	8	5	2.2
Income streams/flexible schedules influence job market opportunities outside teaching requiring similar educational level	88	39.1	94	41.8	26	11.6	11	4.9	6	2.7

Table 2 shows that, overall 80.9%(182) of the teachers agreed that multiple career paths influenced teacher attrition in public secondary schools when income streams/flexible schedules influenced job market opportunities outside teaching requiring similar educational level. This was followed by job additionally, mobility at 175 (77.8%) influenced rates of teachers exiting; followed by marketability at 76.4% (172) influencing high academic qualification acquired and lastly job satisfaction at 74.2%(167) influenced job market opportunities outside teaching. Overall, 12.9% (29) of the teachers disagreed that marketability influenced high academic qualification acquired. This was closely followed by job satisfaction at 20.2% (23) and lastly income streams 7.6% (17) and job mobility at 17.6% (17) respectively.

This is an implication that income is associated with high education qualification, which up opens more labour opportunities hence a teacher can move from one job to another because of their acquired qualification. It is possible that those teachers who have acquired higher academic qualifications such as Master and PhDs are not committed to teaching simply because the TSC has remained adamant in acknowledging their qualifications. These teachers have expanded career options and labour market opportunities available to them hence; they opt to exit the service. Teachers with higher education levels are more likely to leave their jobs because of the increased awareness of job opportunities (Seyfarth, 2008).

Ways of improving multiple career paths on teacher Attrition

Failure to meet the teachers' professional and personal needs as some of the factors that are attributed to their dissatisfaction with teaching. Many teachers in public schools are unhappy with their job. Some of the ways of improving multiple career paths are presented in Figure 1.

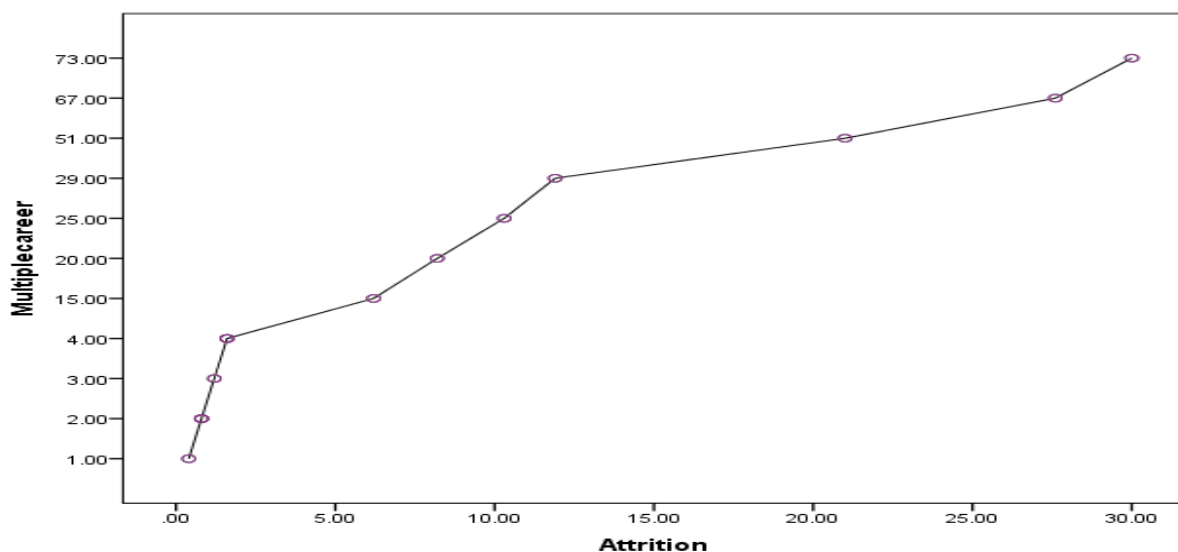


Figure 1: A graph showing linear regression analysis on ways of improving multiple career paths on teacher attrition

Figure 1 reveals that, multiple career paths and teacher attrition looks linearly related and positive from the data. Results shows that 30% (73) of the participants said that better improved salary/ remunerations/benefits is one way in which multiple career path can be improved. Other responses include improving/conducive working environment 27.6% (67), improving terms of service 21% (51) and TSC to be friendly towards career progression at 11.9%(29). From the regression results, it is more likely that those teachers who are exiting the service are no longer viewing teaching as career worth investing in or a career, which they are ready to be committed to. This is an implication that, better remuneration, improved/conducive working environment and improved terms of service translate to improved living standards and purchase power of the teachers.

As a result, teachers able to meet their financial obligations and live a comfortable life, hence the number of teachers leaving the profession will decrease. According to Ingersoll and Mary (2011), male teachers were more likely to depart than female teachers were, and Science teachers were more likely to depart than were non-science teachers. In addition, teachers in rural areas were more likely to leave teaching than teachers in urban schools. According to Madumere, Chinyerem, Chinyere & Akachukwu (2018), the shortage of teachers is an important contributing factor that broadens the equity gap in education access and learning.

The study further analysed qualitative data from principals, education officers and HRO's in Mombasa County. The respondents revealed that job market opportunities outside teaching requiring similar educational level at 66.7% (12) greatly influence multiple career paths on teacher attrition. This was followed by rates of teachers exiting at 22.2%. One principal from a boy's secondary school admitted quite a number of teachers have attained higher academic qualification. He reported that:

"A huge number of teachers have attained high academic qualification required in the labour market" (P08, 22nd February 2022)

From the foregoing quotation, it is apparent that teachers who attain higher academic qualifications may opt to exit the teaching service due to frustrations from within especially when the TSC does not want to recognize their academic papers. Harter, Schmidt and Hayes (2012) further suggested that individuals might leave their current employment based on several factors including both internal and external. Some may opt to go due to frustrations from within, attainment of higher academic qualifications, and some may decide to take longer holidays in order to enjoy themselves. According to the Appeal Theory, teachers will leave the teaching profession if it turns out to be unappealing and unattractive. Carver-Thomas and Darling-Hammond (2017) suggests that, effectively retaining teachers is crucial to ensuring there are enough well prepared and committed teachers to staff all our nations' schools and the teachers in our classrooms have the experience and expertise to effectively serve all students.

A study by Mabeya (2019) revealed that, majority of teachers with masters and above degree level of education left the classroom than those who had bachelors' degree or diploma. Teachers with higher level of education account for the large number of teachers quitting profession. This presumably reflects on the greater labour market opportunities available to them. The Human Capital Theory suggests that teachers not only consider salary when deciding to quit the teaching profession, but also do consider a variety of nonmonetary variables, which are associated with the teaching profession. The implication is that, high level of education was a predicament of attrition of teachers in public secondary schools in Mombasa County. Qualitative analysis on some of the ways of improving multiple career paths further enriched by interviews conducted became clear as reported by one of the education officers that:

“Nurate teachers well in addition to improving on career progression as many teachers have stagnated for many years in the same level” (EO3, 22nd February 2022)

From the foregoing quotation, it is apparent that some teachers are increasingly breaking way from employment by TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths. The implication is that the TSC and the education sector at large is losing experienced, committed and educated teachers to other sectors. According to Waititu (2010), career path development influenced teachers' turnover thus leading them to quit.

Teacher shortages results to uneven deployment, as most teachers tend to avoid deployment to rural areas. Teachers posted to these less desired schools are able to “arrange for transfers”. Empty positions in urban schools are quickly filled; meanwhile vacancies in remote schools are less easily filled or are filled with unqualified teachers or by those who have not ‘greased’ the TSC offices. The implication of these views is that, the job market opportunities outside teaching requiring similar educational level influence multiple career paths by offering teachers opportunities to seek greener pastures especially those who have attained higher academic qualifications, which the TSC is not recognizing.

Similarly, many teachers have stagnated in the same job groups, which adds to their dissatisfaction with teaching, hence most result to moonlighting or “side hustles” (multiple careers) to supplement their salaries. There is need for the introduction of dynamic policies that are teachers’ friendly, policies that will put interests of teachers first, policies that will restore the dignity of teaching profession and make teaching accepted as a career of choice by the society. Some of the reasons why teachers exit the service can be linked to the bad policies by the TSC.

Conclusion

The study concludes that, multiple career paths can best be improved by improving remunerations/benefits, providing conducive working environment and improving terms

of service for teachers in public secondary schools. The TSC through the principals can also give support to teachers through positive appraisals, motivation and by making the school environment to be conducive through favourable supervision practices and effective leadership.

Recommendations for practice

Arising from the findings of the study, the following recommendations are made:

- i. The TSC needs to improve remunerations and terms of service for teachers if it has to continue attracting new employees and retaining its current employees since multiple career paths provide labour market opportunities in other professions that can easily accommodate teachers.
- ii. The TSC needs to acknowledge the teachers who have acquired higher academic qualifications and motivate them to stay in its payroll through promotion following the recent recommendations by the parliamentary education committee. Hence, the Career Progression Guidelines should not be used to replace the gains made by teachers who have acquired higher academic qualification.

Recommendation for Policy

- i. The TSC needs to adhere to the latter the recommendations by the parliamentary education committee that recommended the total banning of the delocalization policy, which has become so unpopular with many teachers.

- ii. The study recommends the full implementation of the TSC 2017 policy on appointment and deployment of institutional administrators without bias or favoritism to incorporate teachers in primary schools who have acquired higher academic qualifications.

REFERENCES

- Carver-Thomas, D & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute.
- Crandell, R. & Howell, J. (2009). *An analysis of teacher choices, transfers, attrition and retirement*.
- Creswell, J. (2003). *Research design, qualitative, quantitative and mixed approach (2nd ed.)*. London: Sage Publications.
- Harter, J., Schmidt, F., & Hayes, T. (2012). Business-unit-level relationship between employee satisfaction, employee engagement and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268-279.
- Hassan, A. (2013). *Teacher attrition: Why secondary school teachers leave the profession in Afghanistan*. Amherst: University of Massachusetts.
- Ingersoll, R. (2014). Teacher turnover, teacher shortages and the organization of schools. *American Educational Research Journal*, 38 (3), 499-534

- Ingersoll, R. (2011). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Locklear, T. (2010). *Factors contributing to teacher retention*. Tuscaloosa: Alabama.
- Mabeya, T. (2019). *Influence of teacher attrition on students' academic performance in public secondary schools in Uasin Gishu County, Kenya*. Dissertation: The Catholic University of Eastern Africa, Kenya.
- Mainga, M. (2012). *Influence of job satisfaction on turnover among primary school teachers in Kasarani Division, Nairobi County, Kenya*. Doctoral dissertation.
- Mulkeen, A. (2010). *Teachers in Anglophone Africa: Issues in teachers supply, training and management*. Washington D. C: USA.
- Mutune, K. & Orodho, J. (2014). Teachers turnover: What are the explanatory variables in public secondary schools in Mbeere South Sub-county, Embu County, Kenya? *IOSR Journal of Humanities and Social Sciences* Vol.19, Issue 12, December, 2014.
- Orina, W. (2014). *Assessment of factors leading to early retirement of public secondary school teachers in Kajiado County, Kenya*. Unpublished thesis: Catholic University of Eastern Africa.
- Orodho, J. (2017). *Techniques of writing research proposals and reports in education and social sciences: An illustrative approach to scholarly excellence*. Nairobi: Kanezja Publishers.

Seyfarth, J. (2008). *Human resource leadership for effective Schools (5thedit.)*. USA: Pearson Education Inc.

Sutcher, L., Darling-Hammond, L. & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Educational Policy Analysis Archives*, 27(35). <http://dx.doi.org/10.14507/epaa.27.3696>

UNESCO (2010). *Teacher attrition in Sub-Saharan Africa: The neglected dimension of the teacher supply challenge*.

Wachira, C. (2013). *Job satisfaction of science teachers in public secondary schools in Murang'a East District, Murang'a County, Kenya*. Master Thesis: Kenyatta University, Nairobi.

Waititu, G. (2010). *An analysis of factors influencing turnover of teachers in public high schools in Limuru District, Kenya*. Nairobi: Kenyatta University.

Wamukuru, D. (2016). Modelling the effects of teachers' demand factors on teacher understaffing in public secondary schools in Kenya. *Journal of Education and Practice*, Vol.7, No.3, 2016.

Wamukuru, D. (2011). *Selected factors determining secondary school teacher demand in Kenya: Trends, effects and projections*. PhD Dissertation: Egerton University, Kenya.