

**INSTITUTIONAL FACTORS CONTRIBUTING TO HIGH RATE OF TEACHER
TURNOVER IN PRIVATE SCHOOLS IN THIKA SUB COUNTY, KIAMBU,
KENYA.**

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DECLARATION

DECLARATION

This research project is my original work and does not been presented for award of a degree in any other institution.


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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	v
ACKNOWLEDGEMENT	vi
LIST OF TABLES	Error! Bookmark not defined.
LIST OF FIGURES	Error! Bookmark not defined.
ABBREVIATIONS AND ACRONYMS	ix
OPERATIONAL DEFINITION OF TERMS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION.....	1
1.0. Introduction.....	1
1.1. Background to the Study.....	1
1.3 Purpose of the Study	6
1.4 Conceptual Framework.....	7
1.5 Research Questions	8
1.6 Objectives	8
1.6.1 General Objective	8
1.6.2 Specific Objectives	8
1.7 Significance of The Study.....	8
1.8 Delimitations or Scope of Study.....	9
1.9 Limitations	9
CHAPTER TWO LITERATURE REVIEW	10
2.1 Introduction.....	10
2.1 Compensation, Benefit and Teachers Turnover.....	10
2.2 Work Environment and Teachers Turnover	11
2.3 Teachers Workload and Turnover	12
2.4 Theoretical Framework.....	13
2.4.1. Institutional Theory.....	13
2.5 Identified Gaps in the Literature Review	13
CHAPTER THREE: RESEARCH METHODOLOGY	15
3.0 Introduction.....	15
3.1 Research Design.....	15
3.2 Study Area	15
3.3 Target Population.....	15
3.4 Sampling Techniques.....	16
3.5 Sample Size.....	16
3.6 Measurements of Variables.....	17
3.7 Research Instrument.....	17
3.8 Validity	17
3.9 Reliability.....	18
3.10 Data Collection Techniques.....	18
3.10.1 Data Analysis	18
3.9.2 Logistical and Ethical Consideration	18
CHAPTER FOUR: FINDINGS AND DISCUSSION.....	20
4.1 Introduction.....	20
4.2 Questionnaires' Return Rate	20

4.3 Compensation and Benefits	20
4.3.1 Satisfaction with Current Salary	20
4.3.2 Adequacy of Healthcare Benefits	21
4.3.3 Satisfaction with Retirement Benefits	22
4.4 Work Environment.....	23
4.4.1 Sufficiency of Teaching Resources	23
4.4.2 Effectiveness of Communication between Administration and Teachers	24
4.4.3 Supportiveness of Administration.....	24
4.5 Teacher Workload.....	25
4.5.1 Adequacy of Time for Planning.....	25
4.5.2 Balance of Teaching Responsibilities and Other Duties.....	26
5.1 Introduction.....	27
5.2 Summary	27
5.3 Conclusions.....	27
5.4 Recommendations.....	28
5.5 Suggestion for further research.....	28
REFERENCES	29
APPENDICES	31
Appendix 1: Questionnaire	31
SECTION A: PERSONAL DATA.....	31
Section B: Technical Questions.....	31

DEDICATION

I would like to dedicate this project to my parents who have greatly supported me in my education in terms of financial, encouragement and moral support. I would also like to dedicate this work to my friends with whom I had wonderful times and memories throughout my staying at the university

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I would also like to give thanks to Dr. Phoestine Naliaka for all the support and effort she has given to ensure the success of this project. I would also like to give my thanks to all the tutors for the academic guardianship they have given to me.

LIST OF TABLES

Table 3.1: Number of reported cases of teacher's turnover	16
Table 3.2: Measurements of Variables	17

LIST OF FIGURES

Figure 1.1: Conceptual Framework	7
Figure 4.2: Satisfaction with Current Salary.....	21
Figure 4.3: Adequacy of Healthcare Benefits.....	21
Figure 4.4: Satisfaction with Retirement Benefits	22
Figure 4.5: Sufficiency of Teaching Resources	23
Figure 4.6: Effectiveness of Communication between Administration and Teachers.....	24
Figure 4.7: Supportiveness of Administration	24
Figure 4.8: Adequacy of Time for Planning	25
Figure 4.9: Balance of Teaching Responsibilities and Other Duties	26

ABBREVIATIONS AND ACRONYMS

ASE Administrative Support and Environment

TTF Teacher Turnover Factor

WLB Work Life Balance

OPERATIONAL DEFINITION OF TERMS

Attrition - refers to departure of employees from the organization for any reason voluntary or involuntary.

Burnout- a state of physical or emotional exhaustion that also involves a sense of reduced accomplishment and less of personal identity.

Remuneration – refers to the total amount given to an employee include salary, commission and bonus

Retention- refers to the process by which a company ensures that its employees does not quite their jobs.

Turnover- refers to the rate at which employees leave a company and are replaced by a new hire

ABSTRACT

The research concern is on the institutional factors affecting teacher turnover in private schools in Thika sub county. The study particularly sought to establish how employer, employee and external related factors affect teacher turnover. The study is a prompt of the overwhelming teacher attrition in most private schools in Thika sub county. Private schools have higher teacher turnover than government schools but ironically, the former constitute the biggest percentage of schools in Thika sub county. In fact, half of private schools' staff leave within the first five years and this obviously has negative consequences on students' performance. his study therefore investigated the institutional factors responsible for this revolving door also called teacher turnover in private schools in Thika sub county. The study was conducted using the qualitative research design where by this survey was used because the population to be studied is too big and this study design proves to be less costly and time saving. Simple random sampling was used to select the respondents which comprised of school management, teachers and students. Data was collected with the use of interview guides, questionnaires and document check lists. Descriptive statistical techniques was used for analysis and presented in the form of pie charts, while some aspects like teaching resources and healthcare benefits receive mixed but generally satisfactory feedback, there are clear areas for improvement such as salary satisfaction, retirement benefits, workload balance, and administrative support enhances teacher satisfaction and effectiveness, it was recommends that Conducting further research to delve deeper into specific concerns such as salary levels, workload distribution, and improving communication channels between administration and teachers. Addressing these issues comprehensively could lead to a more supportive and productive educational environment Based on the survey data gathered from teachers, several key insights into their compensation, benefits, work environment, and workload emerge. Regarding compensation, a notable 45% of teachers express dissatisfaction with their current salary, while only 30% are satisfied.

CHAPTER ONE: INTRODUCTION

1.0. Introduction

This chapter focuses on the background of the study, statement of the problem, research questions, research objectives, hypotheses, the purpose of the study, significance of the study, conceptual framework, delimitation of the study, limitation of the study, and assumption.

1.1. Background to the Study

In the context of human resource and employment, Turn over refers to the rate at which employees leave a company and are replaced by a new hire. According to (Armstrong 2006) Turn over refers to the rate at which employer gains and loses employee in an organization. Globally it is quite understandable that the compensation and benefit factor that makes many employees consider leaving their current employer. In china, to make their employees stay, companies have to increase the wages they pay by an average of 10% every year.

Pay and benefits: Compared to their public-school competitors, private schools frequently struggle to offer competitive pay and benefits packages for their teaching staff in China and India. Teachers in private schools frequently make less money and may not have access to services like health insurance, retirement plans, or opportunities for professional growth. Private schools, particularly those with lesser budgets, find it challenging to provide their teachers with competitive pay and benefits in China, for example (Wang & Bao, 2023).

According to a 2015 study by Chavan and Patil in India, teacher turnover was strongly impacted by poor pay and the absence of benefits like gratuities and provident fund contributions in many private schools. Dissatisfaction among teachers may result from this pay gap. Workplace is another factor that can affect teacher retention in private schools' dissatisfaction among teachers can be

attributed to a number of factors, including poor infrastructure, a lack of instructional tools, and little opportunities for professional development.

A study conducted in India by Tooley et al. (2007) brought attention to the difficulties posed by insufficient facilities and supplies at low-cost private schools, which may cause teacher attrition. Teachers' Workload: High turnover rates in private schools may also be significantly influenced by the amount of work that teachers must do. Due to understaffing, private school teachers occasionally have to carry a tremendous workload, which can result in burnout and a higher rate of turnover.

Private schools in China and India occasionally struggle to find and keep enough teachers, which increases the duties of the current personnel. Teachers may look for fewer demanding roles elsewhere as a result of their increased workload, which can cause weariness and lower job satisfaction (Hu, 2020). In conclusion, a combination of issues relating to pay and benefits, the work environment, and other factors may be to blame for the high rate of teacher turnover in private schools in China and India.

In South African private schools, a substantial problem with teacher turnover affects both institutional stability and instructional quality. High teacher turnover rates can sabotage the educational process and impede students' academic advancement. This study's background examines the institutional causes of high teacher turnover in South African private schools, with an emphasis on pay and benefits, the workplace, and teachers' workload. Pay and Benefits: In South Africa, private schools frequently find it difficult to offer teaching personnel competitive pay and benefits packages when compared to their public-school counterparts. Typically, private school teachers get less money and may not have access to necessary services.

According to a study by Chinchaga (2016), inadequate remuneration in private schools were a major cause of teacher turnover. The survey made clear that a lot of South African private school instructors were drawn to better-paying positions in public schools or other businesses, which resulted in high turnover rates. Workplace: In private schools, the workplace has a big impact on the retention of teachers. Private schools in South Africa have a wide range of facilities and supplies. While some private schools thrive in terms of resources and facilities, others struggle to keep up with the necessities.

Private schools with poor infrastructure and few teaching resources may cause teachers' dissatisfaction with their working conditions. Lack of assistance and resources may make it frustration and attrition (Chinchaga & Mbeya, 2016) result instructors' Workloads: High turnover rates are also a result of the heavy workloads placed on instructors at private schools. Private schools in South Africa can occasionally struggle to find and keep enough teachers, which would increase workloads for current employees. When teachers are overworked, they may experience burnout, reduced job satisfaction, and eventually start looking for fewer demanding jobs elsewhere. The difficulties of teacher attrition in South African private schools are highlighted by research by Moala and Papalim (2013) due to the stress associated with demanding workloads. In conclusion, institutional factors associated with pay and benefits, the workplace, and teachers' workload can be blamed for the high rate of teacher turnover in South African private schools.

In many nations, including Burundi and Malawi, teacher turnover in private schools is a serious issue that has serious ramifications for both educational quality and institutional stability. It's crucial to comprehend the institutional elements that lead to significant teacher turnover in private schools. This study's background explores these variables, concentrating on pay and benefits, the

workplace, and the workload of teachers in Malawi and Burundi. Pay and benefits: Compared to public schools, private schools in Burundi and Malawi frequently struggle to offer competitive pay and benefits packages for their teaching personnel. Teachers in private schools usually earn less money and receive fewer perks, such as health insurance.

In Tanzania, private schools sometimes struggle to offer competitive salaries and perks to instructors, which causes unhappiness and turnover (Mobeni, 2017). In Tanzanian private schools, Loga and Kamba's (2015) study found that poor pay and little benefits were the main causes of teacher turnover. In Tanzanian private schools, poor working conditions—including a lack of instructional resources and classroom space—were linked to higher teacher attrition, according to research by Rutabaga and Mushagalusa (2016).

According to a study by Suleiman (2018), a prominent cause of teacher turnover in Tanzanian private schools was an excessive workload, which included teaching numerous topics and classes. Private schools in Kenya might have financial pressures to maintain low expenses and high profits, which could result in paying teachers lower salaries and providing fewer services which would increase teacher discontent and turnover (Kagendo, 2016).

According to research by Onsomu and Rotich (2015), low pay and perks were a major contributor to the high rate of teacher turnover in Kenya's private schools. There may be issues with poor infrastructure, a lack of instructional materials, and crowded classrooms in some private schools in Kenya, which can lead to negative working conditions (Okumbe & Kariuki, 2017).

Studies by Kigali (2018) showed that a greater teacher turnover rate in Kenyan private schools was related to poor working circumstances, such as a lack of teaching resources and inadequate facilities. Due to longer class periods, heavier workloads, and a variety of tasks, teachers in private

schools in Kenya may experience burnout and higher turnover rates (Mugambi & Mbugua, 2016). According to a Kimani (2019) study, teaching many courses or classes or having an excessive workload was a major cause of teacher attrition in Kenyan private schools

In Thika, Kenya, a key problem with serious implications for educational quality and institutional stability is teacher turnover in private schools. We will look at pay and benefits, the work environment, and teachers' workload in the context of Thika in order to identify the institutional elements causing significant teacher turnover in private schools. Pay and Benefits: Compared to public schools in Thika, private schools frequently struggle to offer competitive pay and benefit packages for their teaching personnel. In Thika, private school teachers often earn lesser salaries and receive fewer perks, like as health insurance, pension plans, or chances for professional advancement.

According to a study done in Kenya by Gichuru (2016), low pay and little benefits are the main causes of teacher turnover in private schools. High turnover rates are a result of teachers in Thika's private schools being drawn to better-paying employment in public schools or other industries. Workplace: In private schools, the workplace has a big impact on the retention of teachers. Private schools in Thika have different resources and facilities. While some private schools may have top-notch facilities and instructional resources, others could struggle to keep up with the necessities.

In conclusion in Thika Kenya, institutional variables associated with pay and benefits, workplace, and teachers' workload can be blamed for the high rate of teacher turnover at private schools. Taking care of these issues is essential for enhancing teacher retention and sustaining Private schools with few teaching resources may cause teachers' dissatisfaction with their working conditions. This unhappiness might make it difficult for them to deliver high-quality instruction, as well as cause frustration and attrition (Gichuru 2016).

1.2. Statement of Research Problem

High rate of Teachers turnover is a global problem and can significantly impact student's performance in various ways. Teachers are expected to be motivated and fulfilled in their roles, committed to long-term engagement with their schools and students. However, this paints a different picture as a factor contributing to the real problem of teachers frequently leaving their positions. These factors encompass organizational challenges, such as inadequate support from administration professional issues like a lack of opportunities for career advancement and personal considerations including workload and stress. This study sought to examine and analyze the factors influencing teacher turnover, thereby contributing to the development of stable and dedicated teaching.

1.3 Purpose of the Study

The study was to examine institutional factors that contribute to high rate of teacher's turnover and to identify how compensation and benefits, work environment and teachers work load influence teacher's turnover.

1.4 Conceptual Framework

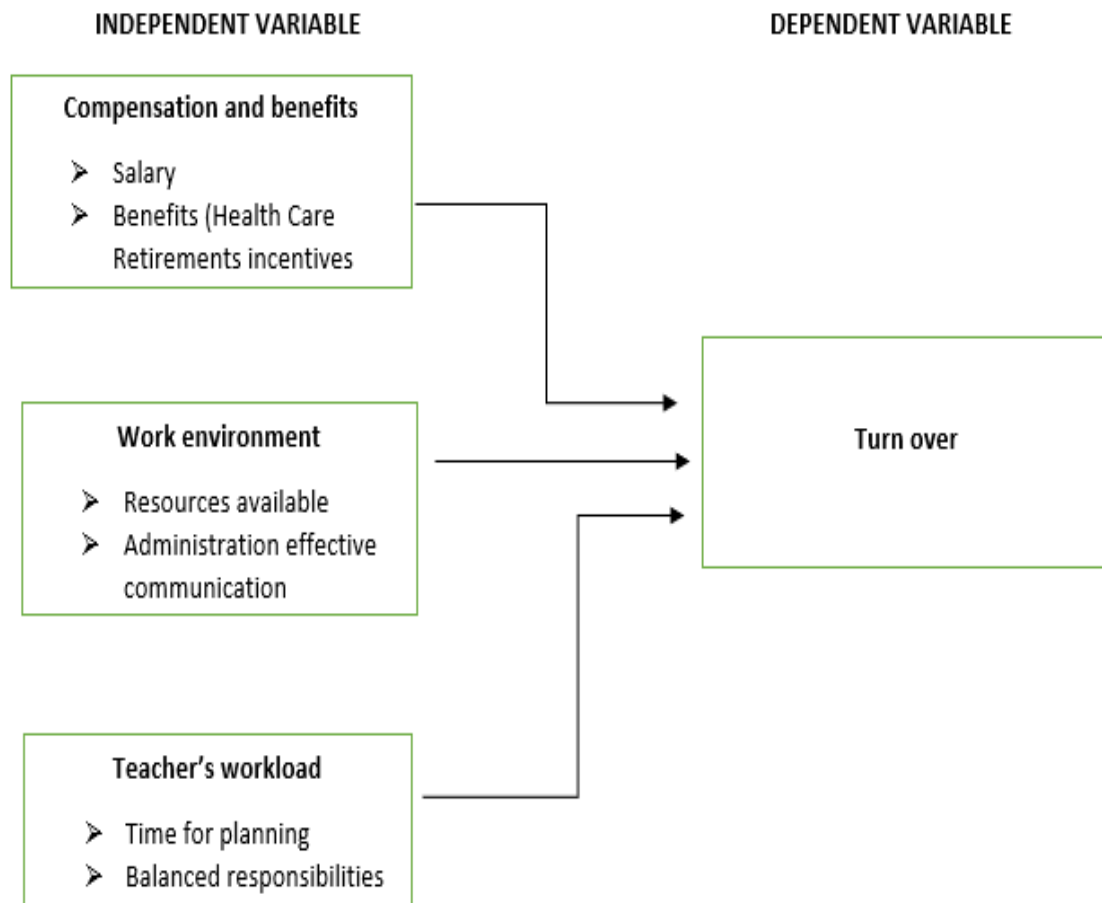


Figure 1.1: Conceptual Framework

1.5 Research Questions

The study sought to address the following research questions:

- (i) How does the working environment influence teachers turnover in Thika sub-county?
- (ii) What is the relationship between work load and teachers' turnover rates in private schools in Thika sub-county?
- (iii) How do the compensation and benefits packages offered by private schools influence teacher turnover rates in Thika sub-county?

1.6 Objectives

1.6.1 General Objective

The aim of the study was to examine factors contributing to high rate of teachers turn over in private secondary schools in Thika sub-county Kiambu county Kenya.

1.6.2 Specific Objectives

The study was guided by the following objectives:

- (i) To identify the influence of teachers work load on the high rate of teachers turn over in Thika sub-county
- (ii) To establish how working environment contribute to high rate of teachers turn over in Thika sub-county
- (iii) To examine how compensation and benefits contribute to high rate of teachers turn over in Thika sub-county

1.7 Significance of The Study

This study aimed at informing the government on the gaps in education that need bridging for the smooth realization of the national education goals both in private and public schools. The study

aimed to improve the quality of education in private schools and hence learners in private schools will not feel disadvantaged.

The education policy makers were advised to put private schools in mind even as they make education policies.

1.8 Delimitations or Scope of Study.

The research was limited to Thika sub-county, Kiambu county only. The research was only investigating on issues like compensation and benefits, work environment and teachers work load that contribute to high rate of teachers turn over in private secondary schools.

1.9 Limitations

Some of the constraints faced during the study was that some of respondents refused to give information in the questionnaire while others filled wrong information.

These constrains could be reduced by keeping the participants information confidential and assuring them that the information would remain private to ensure they feel safe and secure.

1.11 Assumptions of the Study

The study assumed that:

- (i) That the respondent would accept to participate in this study
- (ii) That respondent would give accurate and reliable information

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

The chapter assesses institutional factors contributing to high rate of teacher's turnover in private schools. Literature is reviewed by the following topics: compensation and benefit, work environment and teacher's workload

2.1 Compensation, Benefit and Teachers Turnover

Teacher turnover has long been a problem in the field of education, with serious consequences for the standard of instruction and the performance of students. The effectiveness of the remuneration and benefit packages provided to educators is a significant factor contributing to this problem. This review, intends to assess the effect of pay and benefits on the high rate of teacher turnover.

The monetary remuneration that teachers receive in exchange for their labor is referred to as "objective compensation." Numerous studies have emphasized the connection between low pay and high teacher turnover rates. According to Darling-Hammond and Sykes (2003), inadequate pay for teachers is a major factor in turnover because they frequently look for more lucrative chances in other professions. This assertion is further supported by data from a study by Ingersoll and Strong (2011), which found that teachers who feel their salaries are inadequate are more likely to quit their jobs.

Benefits Package: Another critical factor affecting teachers' work happiness and retention is the benefits package provided to them. According to research by Fruchter, et al. (2017), access to comprehensive healthcare coverage and retirement plans has a favorable correlation with teachers staying in the classroom. Additionally, Bryk et al. (2010) identified parental leave and flexible

scheduling as factors promoting job satisfaction and lowering turnover. These supports for work-life balance have also been discovered.

Teacher turnover is significantly influenced by pay disparities between teachers and other occupations with comparable educational requirements. According to Allegretto and Tojerow's (2014) research, teachers get much less money than professionals with comparable educations, which might be a demotivating factor that results in attrition.

2.2 Work Environment and Teachers Turnover

Teacher turnover is a problem that affects educational quality and student outcomes significantly in systems of education around the world. work environment, which includes physical circumstances, educational resources, and administrative assistance, is one aspect that has an impact on this occurrence. work environment may play a role in the high rate of teacher turnover, as this review goes into the body of existing literature to investigate.

Physical Conditions: Retention and job satisfaction for teachers are substantially impacted by the physical conditions in schools. According to research by Earthman (2002), instructors who work in insufficient physical conditions, such as packed classrooms or outdated facilities, are more likely to become burned out and quit their jobs. Additionally, Kyriacou and Sutcliffe's (1978) research indicates that unfavorable and unhealthy working conditions have a negative effect on teachers' commitment and morale.

Classroom materials: An essential component of an objective work environment is the availability and sufficiency of classroom materials. According to Darling-Hammond (2017), teachers who lack basic resources like technology and teaching aids may experience frustration and perform less well

in their positions. In addition, teachers who spend their own money on classroom supplies owing to a lack of resources may face financial hardship, which could result in attrition.

Administrative assistance: Leadership and administrative assistance are crucial for retaining teachers. According to Ingersoll and Good's (2011) research, teachers are more likely to remain in their roles when they have good support from their school's administration. On the

other hand, a lack of administrative support, such as mentoring or chances for professional development, can contribute to teacher turnover (Liu & Meyer, 2019)

2.3 Teachers Workload and Turnover

Teacher turnover is still a major issue in educational institutions all over the world. The objective teacher workload, which includes instructional hours, administrative duties, and extracurricular responsibilities, is one of the many aspects that contribute to this problem. This review tries to investigate how the objective teacher workload affects the high rate of teacher turnover.

Instructional Hours: A major element of the total workload is the number of instructional hours demanded of teachers. According to Ingersoll and Strong's (2011) research, teachers who are overworked with long school days are more likely to feel burned out and think about quitting their jobs. High instructional demands can make it difficult for instructors to deliver high-quality education, which can result in job dissatisfaction and attrition, according to a 2003 study by Johnson and Birkeland.

Administrative chores: The burden of teachers is strongly impacted by administrative chores, such as paperwork, grading, and compliance with standardized testing. Insufficient administrative responsibilities prevent teachers from spending enough time on education and meaningful

connections with students, which may result in dissatisfaction and turnover, according to a study by Darling-Hammond (2017).

Extracurricular Responsibilities: Teachers are frequently expected to take on extracurricular tasks, such as coaching, counseling clubs, or serving on committees. Although these activities can be enjoyable, they often increase the workload for teachers. Teachers who participate in a lot of extracurricular activities may have role overload, which could affect their job satisfaction and retention, according to Raudenbush and Bryk (1985).

2.4 Theoretical Framework

2.4.1. Institutional Theory

(DiMaggio & Powell, 1983) According to institutional theory, organizations—including schools—adhere to customs and procedures that have been developed in their surroundings. Schools may adhere to prevalent institutional influences in the context of teacher turnover, which may have an impact on their policies, practices, and ultimately, teacher retention.

2.5 Identified Gaps in the Literature Review

The goals of a literature review on pay and benefits, the workplace, and teacher workload often center on grasping and deciphering the salient features of these subjects in the context of the education industry. Here is a list of the typical goals for these literature reviews:

Examine how benefits affect teacher satisfaction. This goal entails looking into how perks like health insurance, retirement plans, and opportunities for professional growth might improve teachers' job satisfaction and general well-being

Evaluate how the workplace environment affects teachers' performance. The literature review aims to comprehend how teachers' capacity to provide effective teaching is impacted by the physical

and psychological work environment, including classroom settings, school climate, and administrative assistance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter looks at the research design, study area, target population, sampling techniques, sample size, measurements of variables, research instruments, reliability of measurements, data collection techniques data analysis and logistical and ethical considerations.

3.1 Research Design

The researcher used a descriptive survey design in this study. Descriptive study aims to provide a detailed account of the current status of a phenomenon, in this case, teacher's turnover. By using Surveys, interviews, and questionnaire are often used to collect data on factors contributing to teacher turnover. This design helps in identifying and describing the key variables that are employed to determine if there are correlations between factors such as job satisfaction, salary, workload, and teacher's turnover.

3.2 Study Area

The study was carried out in Thika sub county, Kiambu, county, the main reason for selecting this region to carry out the study is because it has been recording high rate of teacher's turnover in private schools. Therefore, this helped to get the required information to analyze and come up with solutions.

3.3 Target Population

The target population were teachers and administration because teachers turnover was an issue affecting them hence they would provide information on the cases of working environment, work load and compensation and benefits towards their teachers.

Table 3.1: Number of reported cases of teacher's turnover

Year	Number of reported cases
2019	61
2020	47
2021	23
Total	131

3.4 Sampling Techniques

The simple random sampling procedure was used to select the participants in this study. This technique was used to ensure that time is saved for the study. Within each school, selection of teachers would be done by simple random sampling. This would be achieved by having the names of the teachers written on a piece of paper which is folded and put in a container. After thorough mixing, the researcher would select an element, record it and put it back in the container until the required number is obtained.

3.5 Sample Size

There was a total of 620 teachers in private school in Thika sub-county Kiambu. The research focused on factors contributing to teacher's turnover, the sample size in this study was 62 teachers who would be the respondents during investigation. Mugenda and Mugenda (2003) explains a simplified formula for calculating sample size of a population that is less than 10,000 by using fishers' formula as shown below $NF = n \sqrt{100/N}$.

3.6 Measurements of Variables

Table 3.2: Measurements of Variables

Variables	Nature	of Measures	Question
	Variables		Number
Compensation and benefits	Independent	Salary, benefits and incentives	Number A
Poor working environment	independent	Availability of resources and administration effective communication.	Number B
Teachers' workload	independent	Time for planning and balanced responsibilities	Number C

3.7 Research Instrument

An interview schedule and questionnaires were used to collect data for this research project. The school management, teachers and students were interviewed using questionnaires. The interview questions aimed at finding relevant information concerning the perceived problems in the schools as well as possible solutions that could be adopted to enhance effective teaching and learning in private Secondary schools.

3.8 Validity

In the validation process of this study, copies of the questionnaire were given to research support group who would go through them and ascertained the appropriateness and adequacy of the instrument. Suggestions and corrections were adopted. After the validation, a pilot testing was

carried out on the questionnaire using two school managers, three teachers and four students from two private schools in Thika Sub-County.

3.9 Reliability

The reliability of the study was ensured through a systematic validation and pilot testing process. After the research support group reviewed the questionnaire to assess its appropriateness and adequacy, their suggestions and corrections were incorporated. This process helped refine the instrument and improve its clarity. Following the validation, a pilot test was conducted with a sample comprising two school managers, three teachers, and four students from two private schools in Thika Sub-County. This pilot testing provided valuable feedback on the instrument's reliability, ensuring that the questionnaire effectively measured the intended constructs and was consistent in its application across different participants.

3.10 Data Collection Techniques

After the pilot testing and all necessary adjustments and modifications were done on the questionnaire, the questionnaire was administered directly to choose sample for the study. All copies of the questionnaire given out to be completely filled and returned. The done support group would ensure all the questionnaire copies are retrieved back and that they are all filled as required. Then data is grouped into charts. The collected data was analyzed, interpreted and then discussed.

3.10.1 Data Analysis

Data analysis was conducted using descriptive statistics by use of questionnaire and pie chart to describe occurrences and distribution of the characteristics of the phenomenon under study.

3.9.2 Logistical and Ethical Consideration

The researcher ensured the integrity and the quality of the research; the research was designed, it was reviewed and undertaken in order to ensure its quality and integrity. The researcher also

sought informed consent; the support group and the respondents were fully informed about the purpose of the study, methods intended to be used and the possible uses of the research and finally what their participation entailed in the research. The confidentiality of the respondents was respected their identity would not be exposed to the public. The participants had the freedom of choosing to participate or not, they were allowed to participate voluntarily. There was no any physical or emotional harm imposed on the participants during and even after this study by the researcher or by the methods applied.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected through the questionnaire. The data is analyzed and presented in the form of pie charts to provide a clear visual representation of the findings. The analysis is structured according to the areas of focus: Compensation and Benefits, Work Environment, and Teacher Workload.

4.2 Questionnaires' Return Rate

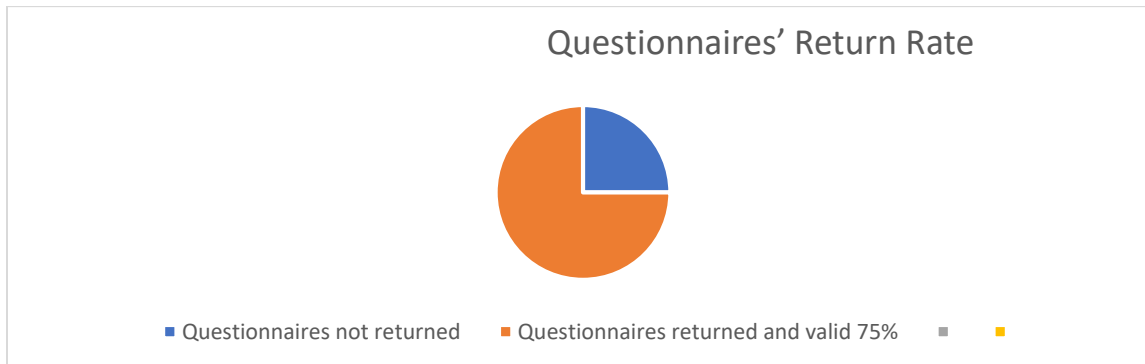


Figure 4.1: Response rate

Mugenda and Mugenda (1999) stipulate that response rate of 50% is adequate for analysis and reporting, a rate of 60 is good and a response rate of 70% and over is excellent a total of 204 questionnaires were issued and 153 of them were returned and they were valid possessing a 75 %return rate hence its findings is over excellent to be used in this study

4.3 Compensation and Benefits

4.3.1 Satisfaction with Current Salary

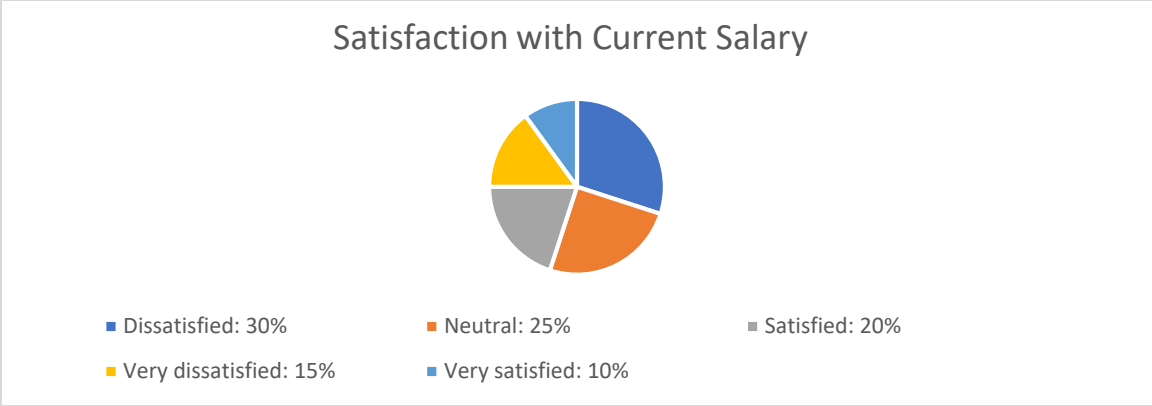


Figure 4.2: Satisfaction with Current Salary

The data shows that a significant portion of teachers (45%) are dissatisfied or very dissatisfied with their current salary. Only 30% of the respondents are satisfied or very satisfied with their salary, while 25% remain neutral. The data shows that nearly half of teachers are unhappy with their salary, while only 30% are satisfied. This suggests a significant issue with teacher compensation that could impact morale and retention. Addressing these concerns through salary increases or additional benefits might help improve job satisfaction among teachers.

4.3.2 Adequacy of Healthcare Benefits

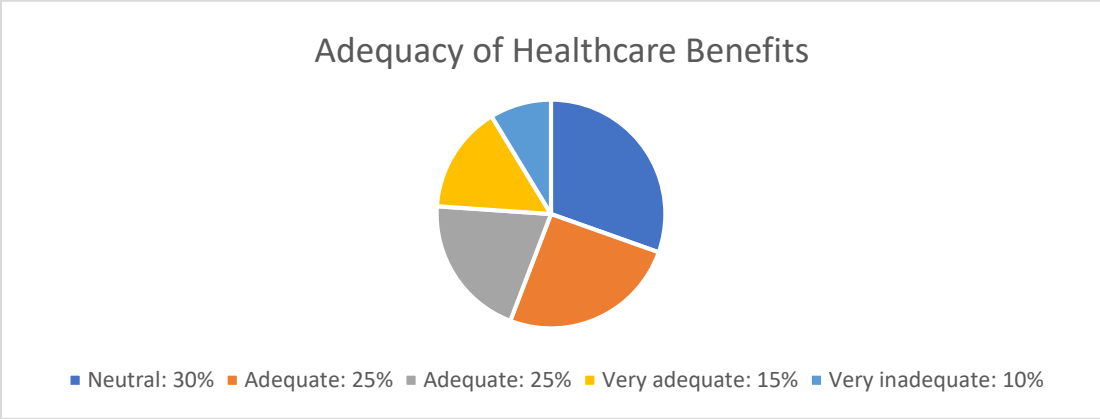


Figure 4.3: Adequacy of Healthcare Benefits

The majority of teachers find the healthcare benefits to be adequate or very adequate (40%). However, 30% remain neutral, and 30% find the benefits inadequate or very inadequate, indicating room for improvement. According to this finding there is a need to improve healthcare benefits to better meet the needs of all teachers and increase overall satisfaction. This discrepancy indicates that while some teachers are reasonably satisfied with their healthcare benefits, there is a substantial proportion who are not. Improving healthcare benefits could potentially enhance job satisfaction and reduce turnover rates by addressing a key aspect of teachers' overall compensation package.

4.3.3 Satisfaction with Retirement Benefits

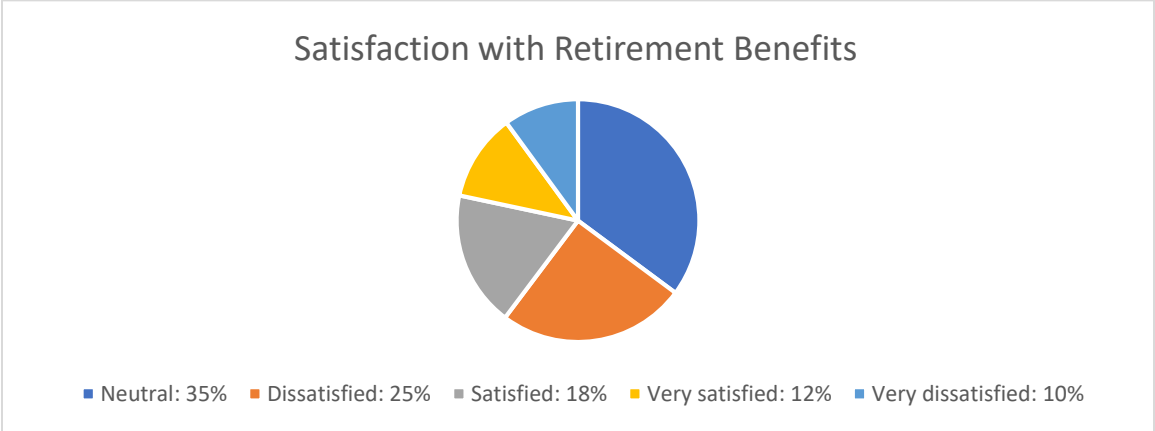


Figure 4.4: Satisfaction with Retirement Benefits

The analysis shows that a considerable number of teachers are neutral about their retirement benefits (35%), with 35% expressing dissatisfaction. Only 30% are satisfied or very satisfied with the retirement benefits offered. Retirement benefits play a crucial role in long-term job satisfaction and retention. Teachers who are dissatisfied or neutral about their retirement benefits may be less likely to stay in their positions long-term. Enhancing retirement benefits could help address this issue and improve retention rates.

4.4 Work Environment

4.4.1 Sufficiency of Teaching Resources

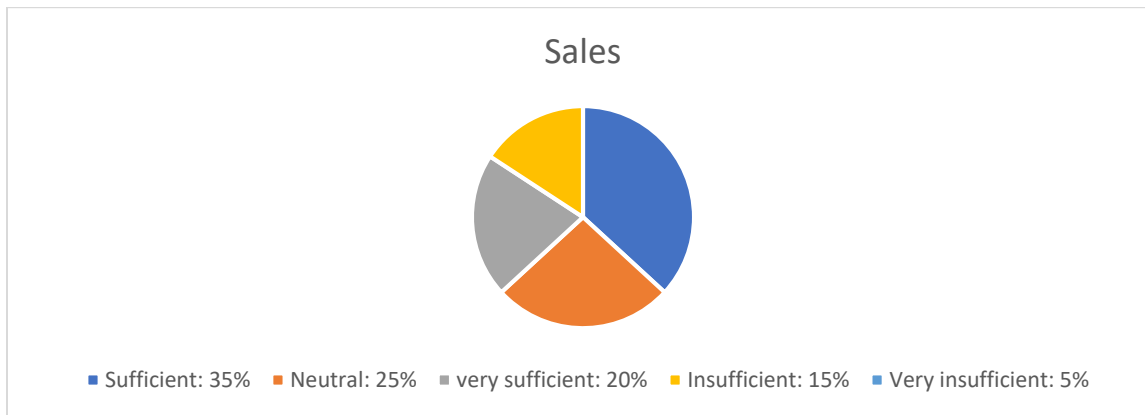


Figure 4.5: Sufficiency of Teaching Resources

A majority of teachers find the teaching resources to be sufficient or very sufficient (55%). However, 20% believe the resources are insufficient, and 25% remain neutral. While the majority's positive view is encouraging, those who find resources lacking might experience increased stress or frustration, which could contribute to turnover. Ensuring that all teachers have access to adequate teaching resources is important for maintaining a positive work environment and reducing turnover.

4.4.2 Effectiveness of Communication between Administration and Teachers

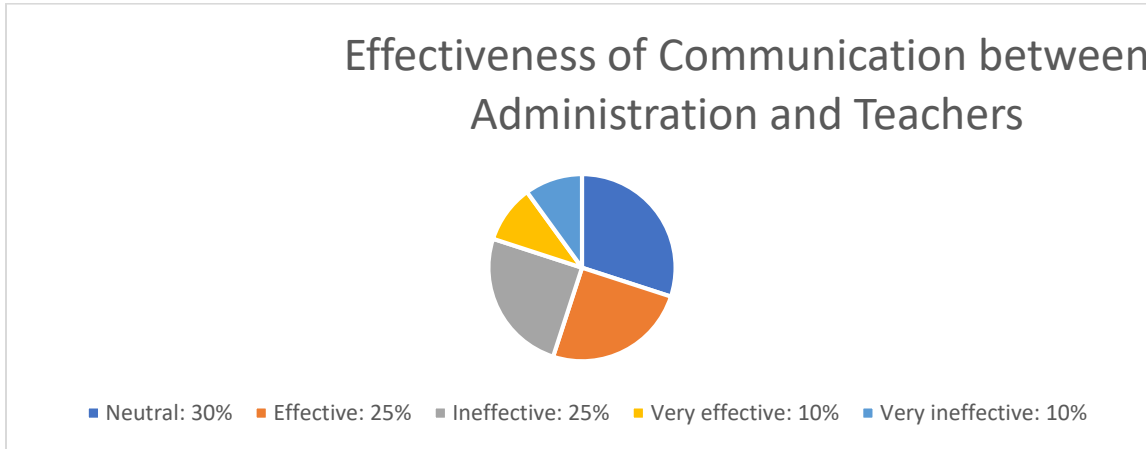
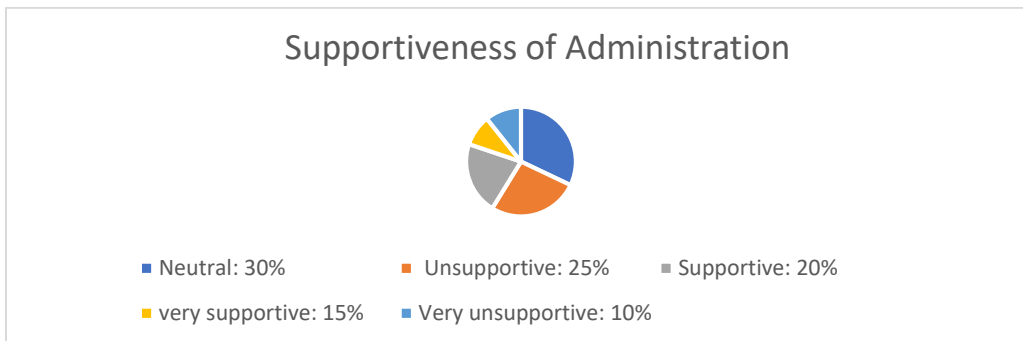


Figure 4.6: Effectiveness of Communication between Administration and Teachers

The effectiveness of communication between the administration and teachers is seen as neutral by 30% of respondents. 35% find it effective or very effective, while 35% find it ineffective or very ineffective. This polarized view suggests that communication issues within the school could be a contributing factor to turnover. Improving communication channels between administration and teachers could enhance job satisfaction and reduce misunderstandings or feelings of being undervalued, which in turn might help in reducing turnover rates.

4.4.3 Supportiveness of Administration

Figure 4.7: Supportiveness of Administration



The administration's supportiveness is rated as supportive or very supportive by 35% of teachers, with 35% finding it unsupportive or very unsupportive. 30% remain neutral on this issue. This indicates that the perception of administrative support varies significantly among teachers. Strong administrative support is crucial for teacher morale and retention. Efforts to ensure consistent and meaningful support from the administration could address one of the factors leading to high turnover

4.5 Teacher Workload

4.5.1 Adequacy of Time for Planning

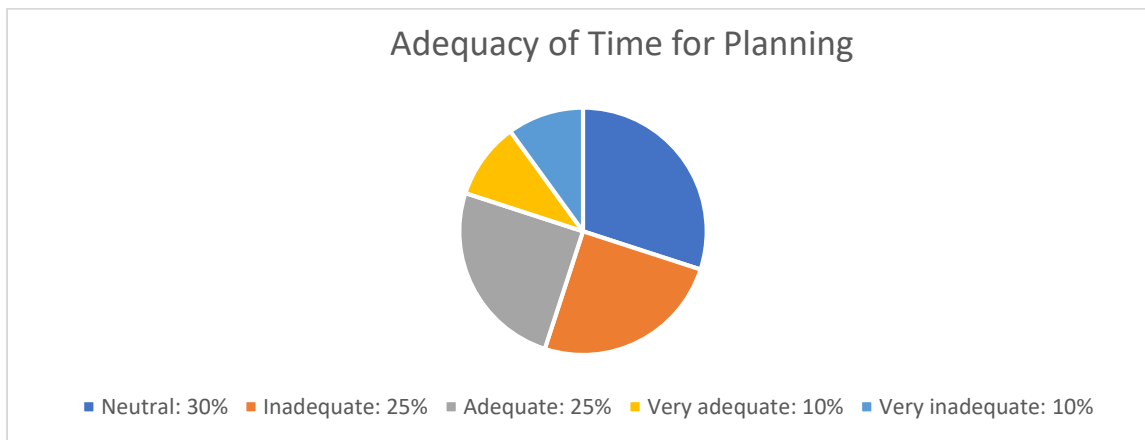


Figure 4.8: Adequacy of Time for Planning

The time allocated for lesson planning is viewed as adequate or very adequate by 35% of teachers. However, 30% remain neutral. The data shows a split opinion on the adequacy of time for lesson planning, with 35% finding it adequate and 35% finding it inadequate. The perceived insufficiency of planning time may lead to increased stress and burnout, factors that can contribute to higher turnover rates. Ensuring that teachers have ample time for lesson planning could help mitigate these issues and improve retention.

4.5.2 Balance of Teaching Responsibilities and Other Duties

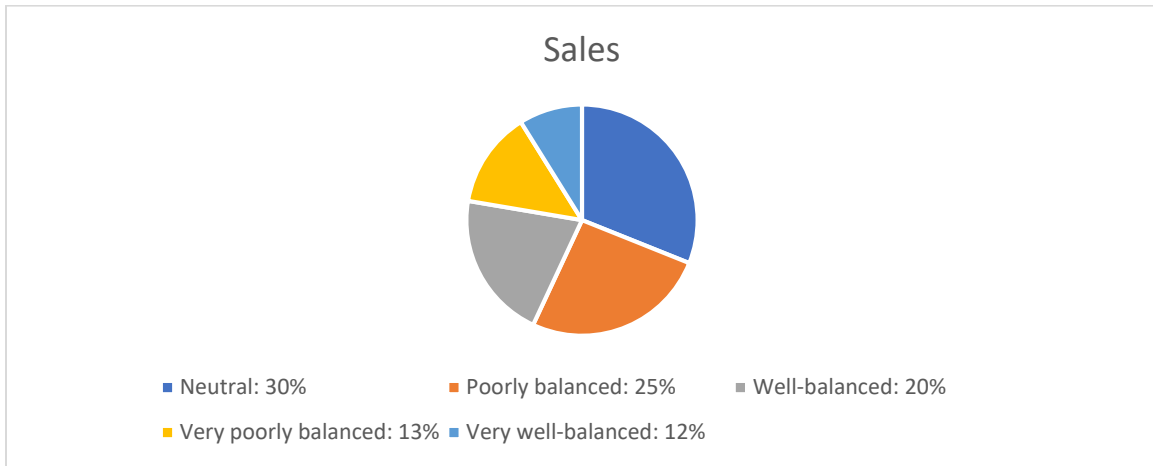


Figure 4.9: Balance of Teaching Responsibilities and Other Duties

A significant portion of teachers (38%) feel that their responsibilities are poorly balanced, whereas only 32% find the balance to be adequate. An imbalance in responsibilities can lead to stress and job dissatisfaction, both of which are known to contribute to higher turnover. Addressing workload distribution and ensuring a manageable balance between teaching and other duties could help improve teacher retention.

CHAPTER FIVE: SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of the summary, conclusions and recommendations made from made from the data findings.

5.2 Summary

Based on the survey data gathered from teachers, several key insights into their compensation, benefits, work environment, and workload emerge. Regarding compensation, a notable 45% of teachers express dissatisfaction with their current salary, while only 30% are satisfied. This indicates a significant level of discontent among educators regarding their pay. Healthcare benefits fare somewhat better, with 40% finding them adequate, although another 30% deem them inadequate, suggesting room for improvement in this area. Retirement benefits also receive mixed reviews, with 35% neutral and another 35% dissatisfied.

In terms of the work environment, a majority of teachers (55%) find teaching resources sufficient, but a notable 20% believe they are insufficient, and 25% remain neutral. Communication between administration and teachers shows a balanced split, with 35% finding it effective, 35% finding it ineffective, and 30% neutral. The administration's supportiveness garners a similar split, with 35% feeling supported, 35% feeling unsupported, and 30% neutral.

Regarding workload, opinions are divided. Thirty-five percent of teachers find the time allocated for planning lessons adequate, while an equal percentage find it inadequate. Similarly, 38% feel their teaching responsibilities are poorly balanced, compared to 32% who feel they are well-balanced, with 30% neutral.

5.3 Conclusions

The study highlights that inadequate compensation and benefits are major factors driving high teacher turnover in Thika sub-county. Teachers' dissatisfaction with their salaries and retirement benefits underscores the need for better compensation packages. Adjusting salaries and improving benefits like healthcare and retirement plans could address this dissatisfaction and enhance retention.

Additionally, the work environment plays a significant role, with some teachers finding resources insufficient and experiencing mixed feelings about communication and administrative support. Improving the availability of teaching resources, fostering better communication, and providing reliable administrative support can create a more supportive work environment, potentially lowering turnover.

Furthermore, concerns about insufficient time for lesson planning and an imbalance in responsibilities contribute to stress and burnout among teachers. Revising workload management to ensure adequate planning time and equitable distribution of duties could improve job satisfaction and help retain teachers. A comprehensive approach to these issues is essential for reducing turnover and enhancing overall teacher retention.

5.4 Recommendations

To enhance teacher satisfaction and effectiveness, recommendations include;

Increase Salary Packages: Adjust salaries to be more competitive and improve healthcare and retirement benefits to enhance overall job satisfaction and reduce turnover.

Enhance Communication: Develop and maintain effective communication channels between teachers and administration to ensure concerns are addressed and feedback is acted upon.

Review and Balance Workload: Analyze and adjust the distribution of teaching responsibilities and provide adequate time for lesson planning to alleviate stress and prevent burnout.

5.5 Suggestion for further research

There should be a focus on gathering qualitative insights to understand the underlying reasons behind dissatisfaction and neutrality in various aspects, potentially uncovering nuanced solutions that quantitative data alone might not capture. By addressing these concerns, educational institutions can better support their teaching staff and improve overall educational outcomes.

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APPENDICES

Appendix 1: Questionnaire

Privacy declaration.

Safety and privacy shall be considered in questionnaires obtained from research.

Introduction

I am a student at Greta University pursuing degree in education arts am conducting a research on factors contributing to High rate of teacher's turnover. Your school has been selected to participate I am requesting for your cooperation in responding to this question which enable me accomplish the study I will treat your responses with confidentiality to ensure privacy. Please don't write your names on this paper. Kindly respond to each question by ticking ()

SECTION A: PERSONAL DATA

1. Gender

Male Female

Section B: Technical Questions.

- 1) How satisfied are you with your current salary?
Very Satisfied Satisfied Neutral Dissatisfied
Very Dissatisfied
- 2) How would you rate the adequacy of the healthcare benefits provided by the institution?
Very Adequate Adequate Neutral Inadequate
Very Inadequate
- 3) Are you satisfied with the retirement benefits offered by the institution?
Very Satisfied Satisfied Neutral Dissatisfied
Very Dissatisfied
- 4) Do you find the teaching resources provided to be sufficient for your needs?
Very Sufficient Sufficient Neutral Insufficient
Very Insufficient
- 5) How effective do you find the communication between the administration and teachers?
Very Effective Effective Neutral Ineffective Very Ineffective

- 6) How supportive do you perceive the administration to be towards teachers?
Very Supportive Supportive Neutral Unsupportive
Very Unsupportive
- 7) Do you feel the time allocated for lesson planning is adequate?
Very Adequate Adequate Neutral Inadequate
Very Inadequate
- 8) How well do you think your teaching responsibilities are balanced with other duties?
Very Well-Balanced Well-Balanced Neutral
Poorly Balanced Very Poorly Balanced