AN ANALYSIS OF FACTORS INFLUENCING TURNOVER OF TEACHERS IN PUBLIC HIGH SCHOOLS IN LIMURU DISTRICT, KENYA

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A RESEARCH PROJECT REPORT PRESENTED TO THE SCHOOL OF BUSINESS, DEPARTMENT OF BUSINESS ADMINISTRATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION OF KENYATTA UNIVERSITY.

May, 2013
**Declaration**
This research project is my original work and has not been presented to any other study programme or degree in any other university.

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Dedication
This research project is dedicated to the Almighty God and my Lord Jesus Christ for His grace and goodness in my life.
Acknowledgement

I am grateful to a number of people whose contributions, suggestions and encouragement were crucial in the writing of this research project. First I thank God who created me with a purpose in life part of which I fulfill through this study. He gave the idea, strength and ability to undertake the academic journey.

Second, I thank my supervisor Ms Janesther Karugu for her guidance and assistance in the writing of this research project.

Third, I thank my wife, Agnes, for her sincere and demonstrated love, sacrifice, support and understanding. My children, Evalyne and Mark, though young, kept encouraging me. May they be inspired by this research study.

Lastly, I appreciate all my MBA classmates whom I found understanding and committed to unity of purpose. May God bless all who had a positive impact in the preparation of this research project.
Abstract

Teacher turnover is high in schools. Teachers in Kenya have always portrayed lack of devotion at their places of work hence the high turnover rate. Therefore, identifying the factors and understanding who leaves, when, and under what conditions is important for policy formulations that target teacher retention. In addition it may possibly lead to solutions to reduce this problem. The general objective of this study was to analyse the factors influencing teacher turnover in public secondary schools in Limuru district. In this regard, the specific objectives were to establish whether employee compensation influenced teachers’ turnover, to establish how aspects of career path development influenced teachers’ turnover, to determine if job satisfaction had any influence on turnover of teachers and lastly to explore what conditions of workplace influenced teachers’ decision to quit the job. This study was descriptive in nature meaning it employed a descriptive survey design and was carried out in public secondary schools in Limuru district. Stratified random sampling was used to select 12 schools, from which 136 teachers were randomly selected to participate in the study. A questionnaire was administered to the sample of teachers to find out the factors that would lead them to quit teaching. The questionnaire comprised both structured and a few unstructured questions meaning it employed both quantitative and qualitative techniques in data collection and analysis. The data was analyzed using descriptive and inferential statistics. Lastly data was presented through frequency distribution tables, pie charts and bar graphs.
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# List of abbreviations and acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired immune deficiency syndrome</td>
</tr>
<tr>
<td>BBC</td>
<td>British Broadcasting Corporation</td>
</tr>
<tr>
<td>HIV</td>
<td>Human immunodeficiency syndrome</td>
</tr>
<tr>
<td>HR</td>
<td>Human resource</td>
</tr>
<tr>
<td>JDI</td>
<td>Job descriptive index</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical package for social sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers service commission</td>
</tr>
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<td>USA</td>
<td>United States of America</td>
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</table>
Operational Definitions

Teacher - refers to an individual who has undergone professional training and employed by the teachers service commission to teach in a public secondary school.

Compensation - refers to all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship.

Job satisfaction - refers to the contentment an individual has with her or her job.

Teacher’s turnover - refers to the process of a teacher quitting from the profession of teaching.

Public secondary schools - refer to schools for the communities and by the communities which get policy direction from the ministry of education.

National schools - refers to schools that admit students from any part of the republic of Kenya.

County schools – refers to schools that admit students from within a particular county. These were previously referred to as provincial schools.

District schools – refers to schools that admit students from within a particular district.
CHAPTER ONE

1.0 Introduction

1.1 Background to the study.

Employee turnover has come to gain great attention all over the world, in various industries. Organizations have faced this problem at some stage of their evolution. Employers therefore take a deep interest in their employee turnover rate because it is a costly part of doing business. Teacher turnover is a global challenge and, by its very nature, is an extremely complex phenomenon. It is frequently positioned as either a problem for workforce planning and resources, or as an indicator of the relatively poor quality of schooling and teacher morale. Consequently it has become increasingly important in debates about the teaching profession globally. Teacher turnover reduces the quantity of teachers available to schools, potentially exacerbating localized teacher shortages. Herbert and Ramsay, (2004) reveal that there are numerous reports of high teacher turnover in several developed countries such as United States of America. According to Ingersoll (2002) in the USA, teacher shortages as a result of turnover are widely reported in many states. In addition Hanushek, (2004) reports that between 16 to 20% of all teachers choose to leave the school in which they are teaching that year in the USA. According to Ingersoll (2002), numerous research reports for example Schools and Staffing Survey, Teacher Follow-up Survey, National Center for Education Statistics, Center for American Progress, U.S. Department of Education, and National Commission on Teaching and America’s Future have documented that the United States is at the peak of a severe teacher shortage. According to the National Center for Education
Information, the nation will require hiring about 2.2 million teachers in the next decade. A common response by policymakers to the probability of a teacher shortage is to increase the supply of teachers by implementing hiring initiatives. Though these recruitment efforts may be worthwhile, they will not solve the teacher staffing problems that some schools face. Herbert and Ramsay, (2004) claim that it is for this reason, that teacher retention has been identified as a national crisis there.

In Britain teacher turnover is reported as a national crisis. Santiago & Mackenzie (2005) also reveals that the situation is worsening in Sweden, Germany and New Zealand as far as teacher turnover is concerned. In the developing countries the problem is comparatively serious. Reports in countries such as South Africa, Zambia, New Guinea and Malawi indicated that the problem had almost reached a catastrophic stage (Xaba, 2003). In most of these African countries, the phenomenon of teacher turnover is associated with the HIV/AIDS epidemic, especially in sub-Saharan countries like Zambia, Nigeria, Kenya, Central African Republic and South Africa as reported by Coombe, (2002). The president of the Gambian Teachers’ union reports a massive exit of teachers from the profession due to amongst other reasons, a lack of adequate salaries, allowances, housing and promotion (Xaba, 2003).

In South Africa for example, concerns of teacher turnover are strongly articulated due to the adverse effects it has on the education provision. The situation regarding teacher turnover and attrition in South Africa seems complex for example, Coombe (2002) reports that many vacant teaching posts are not filled instead there is employment of temporary teachers. This non-filling of permanent posts point to teacher shortages in that country. In a recent study conducted in South Africa by the Human Sciences Research Council for the Education Labour Relations Council in 2005, it was found that 55% of teachers would leave teaching if they could. The
reasons cited for this included workload stress, low salaries, lack of discipline in schools and lack of career advancement. Ingersoll (2002) further reveals that many teachers are reportedly leaving the profession for greener financial pastures.

Zimbabwe is reported to have lost very many newly-qualified teachers who may have left for greener pastures. The problem of teacher turnover in Malawi is also reported to be overwhelming as compared to other developing countries (Xaba, 2003).

In Kenya, concerns about teacher shortages are strongly articulated. To some extent it is also a result of turnover of teachers amongst other reasons. Teacher’s turnover manifests in many ways and is attributed to many causes. It is therefore imperative that the education system takes cognizance of this and taken steps to address this situation proactively before it reaches critical proportions. This study therefore analyzed the factors influencing turnover of public high school teachers in Limuru District in Kenya, as a phenomenon to be managed and suggest ways of doing so. The study was based on literature review of teacher turnover both at the international level and the Kenyan situation.

1.2. Statement of the problem

While healthy turnover in an organization can be positive, refreshing, and helpful in introducing new ideas and techniques that can move the organization to greater levels of success, turnover among highly-productive, key employees is costly (Hellman, 1997). Employees who leave the organization can cause disruptions in operations, work team dynamics and unit performance. Turnover creates costs for the organization. These costs include: leaving costs, recruitment costs of replacements, training costs of replacements, and indirect cost of downtime needed for new employees to gain proficiency. Of great concern to many organizations is the process of
recruitment and selection which is not only time consuming but also very costly in terms of advertising costs, agency fees, screening, applicant testing assessment, background checks, interviews, travel and relocation (Finnegan, & Taylor, 2004). In addition to the above costs, if an organization has made significant investment in training and development of its employees, that investment is lost when employees leave. Moreover excessive turnover can also impact the morale of employees and the organization’s reputation as being a good place to work which makes retention and recruitment more challenging and time consuming. In addition, Khatri, Fern and Budhwar, (2001) assert that high turnover has been found to be a major source of poor morale among employees in many organizations. Since, long-term retention of a highly productive workforce is coveted, a major goal of human resources is to attract and maintain highly productive employees. It is therefore imperative for human resources to better understand how to maximize the retention of productive employees through the analysis of the antecedents of organizational withdrawal decisions.

It is for these reasons, that teachers’ turnover is a critical issue that needed to be looked into. In the last couple of years, there has been wide spread teachers’ turnover in high schools in the district. According to statistics at Limuru TSC unit the rate of teacher turnover rose from 12% in 2010 to 15% in 2011. In 2012, the turnover rate was 20% therefore portraying a worrying trend. Therefore, identifying the factors influencing the high rate of teacher turnover was instrumental in efforts geared towards addressing the problem. High rate of teachers’ turnover has negatively impacted the provision of education services in public high schools. According to Loeb, Darling-Hammond, & Luczak (2005) excessive teacher turnover can be costly and detrimental to instructional cohesion in schools.
When a teacher quits teaching, TSC, the employer of teachers in public schools, must source for replacement through a laborious exercise that starts with advertising to invite applications from qualified persons. The Board of governors then conducts interviews with an aim of sourcing for the most suitable person to fill the vacancy. This is not only time consuming but also leaves provision of education services in jeopardy before final appointment is made of the successful new teacher.

While substantial research literature has documented the phenomenon of teacher turnover in many parts of the world, far less research effort has gone into understanding what factors influence it in public secondary schools in Kenya. This study contributes to the understanding of teacher turnover by modeling the relationship between teacher turnover and the following factors: compensation, career path development, job satisfaction, and conditions of workplaces.

1.3 Objectives

1.3.1 General objective
The overall objective of this research was to analyze the factors that influence teachers’ turnover from public secondary schools within Limuru district.

1.3.2 Specific objectives
The specific objectives of this study were:

i. To establish whether employee compensation influenced teachers’ turnover in limuru district.

ii. To establish how aspects of career path development influenced teachers’ turnover in Limuru district.
iii. To determine if job satisfaction had any influence on turnover of teachers in Limuru district.

iv. To explore what conditions of workplace influenced teachers’ turnover in Limuru district.

1.3.3 Research questions
The following were the research questions which the researcher sought to answer in the study;

i. Does employee compensation have any influence on teachers’ turnover?

ii. Are there aspects of career path development that push turnover of teachers?

iii. Is job dissatisfaction influencing teachers’ turnover?

iv. What conditions of workplace influence teachers’ turnover?

1.4 Scope of study
Though teacher turnover is a global and national issue, this study focused on teachers’ turnover in public high schools in Limuru district within Kiambu County in the republic of Kenya.

1.5 Significance of the study
Teachers’ turnover in schools has become a general problem of intrinsic importance as it affects provision of educational services. The problem is increasing at incredible rates in public high schools. Previous studies have agreed that compared to other professions, employee attrition rate is disproportionately high in education (Grossman & Thomson 2004). Heckert & Farabee (2006) agree that significant improvements in elementary and secondary education hinge on the nation’s ability to attract and retain highly qualified individuals in the teaching profession. It takes time for new teachers to be recruited and to adjust to the new program hence teachers’ turnover is
costly. In this regard the study on teachers’ turnover will be beneficial to various parties as outlined below:

1.5.1 Teachers Service Commission.
The employer of teachers will benefit from the findings of this study. This is because from previous studies some of the causal factors of teachers’ turnover are controllable. Future turnover may therefore be managed through implementation of retention strategies that have been recommended in this study.

1.5.2 Ministry of Education.
Schools where teachers work fall under the Ministry of Education and therefore when the rate of teachers’ turnover is high, education provision is negatively impacted. This study is of value to the ministry by identifying factors of workplaces that may be improved to forestall unnecessary turnover.

1.5.3 The academia.
Information on teachers’ turnover has added to the existing body of knowledge on the same.

1.6. Limitations of the study

1.6.1 Limitation of scope
Existing literature points to a host of factors influencing teacher turnover. However, this study dwelt only on compensation, career path development, conditions of workplaces, and lastly on job satisfaction as the independent variables. Although teacher turnover is a nationwide problem, this study focused on Limuru district. In addition, the study targeted teachers who were currently in the teaching profession with an aim of finding out the factors that were likely to
trigger their turnover. This is because actual turnover is more difficult to predict as it involves the study of those individuals who have left their organizations. It is usually difficult to trace such individuals and to retrieve data from them. However, as Rice (2003) puts it, turnover intent is termed to be the most predictive precursor of actual turnover in an organization. Responses in the questionnaire were not followed up for clarity therefore, conclusion was based on what was written down.

1.7 Assumptions of the study

The following were the assumptions of this study:

i. The respondents had time, accessed and were able to read and complete the survey.

ii. The subjects honestly responded to the questions of the survey.

iii. The results of the sample size were generalized to be a true reflection of teacher turnover in the entire district.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Turnover is described as the movement of employees out of the organization or any permanent departure beyond organization boundaries (Croasmun, Hampton and Heermann, 2002). Research on teacher turnover is vast and diverse in its theoretical and methodological perspectives.

2.2 Theoretical literature

Various researchers advance theories on employee turnover. Ruhland (2001) cites Chapman's theory, which expands on Holland's theory of vocational choice. The theory posits that vocational satisfaction, stability and achievement depend on the congruence between one's personality and work environment. Ruhland (2003) also cites Krumbolt's social learning theory of career selection, which propounds that factors like genetic endowment and special abilities, environmental conditions and events, learning experiences and task approach skills explain why individuals change occupations throughout their lives. Ruhland (2001) uses these theories to develop a public school teacher retention/attrition model. According to this model, teacher retention and thus attrition is a function of teachers' personal characteristics, educational preparation, initial commitment to teaching, quality of first teaching experience, social and professional integration into teaching and external influences.

Khatri, Budhwar and Fern's (2001) study of employee turnover employs a model that posits three groups of factors influencing employee turnover, namely: demographic, uncontrollable and controllable factors. Demographic factors include age, gender, education, tenure, income level, managerial and non-managerial positions. Uncontrollable factors are the perceived alternative
employment opportunity and job-hopping. Controllable factors include pay, nature of work, supervision, organizational commitment, distributive justice and procedural justice. Celep (2003) draws from the organizational commitment theory and posits that teachers’ levels of commitment are determined by factors such as their belief and acceptance of the school organization’s goals and values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the organization. Lower commitment to the school organization affects both the effectiveness of the school and causes teachers to be less successful or to leave the profession. Ingersoll (2001) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. He postulates that teacher turnover can be understood by examining the school organizational characteristics and conditions. His exposition asserts that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhanced teacher input in decision-making would all contribute to lower rates of teacher turnover. The foregoing theoretical exposition of factors influencing turnover seem to confirm school organizational factors as being critical in teacher turnover. According to Jackson & Schuler, (2000) these factors include the teaching job itself, supervision, incentives and rewards, which relate to compensation and recognition, career development, advancement and employment security, poor job performance, which relates to lack of skills, low motivation, bad performance and lack of resources.

A study by Greher & Tobin (2006) suggests four major factors that influence whether a teacher will move from a particular school or leave the profession entirely. They conclude that salaries, working conditions, preparation, and mentoring support in the early years relate to teacher turnover. Examination of the relevant literature in the area of teacher turnover suggests that the most frequent reasons given for teacher turnover are in the areas of burnout, finances,
administration support, job security and satisfaction, and life cycle events such as pregnancy, retirement, and relocation. Therefore, these areas are suggested as the reasons for teacher turnover in both public and private school. Many theories explored in this study are rooted in two disciplines.

The first theoretical underpinning is based on the economic labor market theory of supply and demand as advanced by Strunk & Robinson, (2006). In this case, teachers are treated as rationally acting teachers who make decisions about their career choices whether to become teachers and trajectories whether to exit the current teaching assignment for better opportunities and rewards. This is based on whether teaching represents the most attractive occupation compared to alternatives that are available to them. According to Guarino, Santibanez, & Daley, (2006) under the supply and demand framework, research on teacher retention focuses on identifying factors influencing teacher attrition. These factors include both monetary e.g., salaries, benefits, bonuses, earning potentials, etc. and non pecuniary ones for example job satisfaction, working conditions, etc. Apart from considering teachers as individual rationally acting teachers, teachers are grouped in schools of different types and with different organizational characteristics. The researcher will therefore draw relevant theoretical perspectives from sociology to guide his empirical analysis of factors influencing teacher turnover as well. The benefits of a sociological perspective are nicely summarized by Ingersoll (2001) in his organizational analysis of teacher turnover: The theoretical perspective drawn from the sociology of organizations, occupations, and work, holds that teacher turnover and, in turn, school staffing problems cannot be fully understood without closely examining the characteristics of the organizations that employ teachers and also examining turnover at the level of the organization (Ingersoll). Billingsley (2003) emphasized both external and personal factors for teacher turnover. The relationship
between these is complex and involves numerous interactions. Some factors that influence teachers’ career choices may include lifecycle, reflecting changing priorities, needs, interests, and options.

First, external factors would be influenced by the career decision of employment. Examples of external factors include institutional, societal, and economic variables that may have an indirect effect on teachers’ career decisions by influencing employment and personal factors. Employment factors that may relate to teacher turnover include qualifications, work conditions, rewards, employability, and commitment. In addition, teachers have professional qualifications that influence their career decisions such as knowledge, skills, educational background, entry path and certification status, prior work experience, and initial commitment. Next, Billingsley (2003) emphasizes the personal factors that interact among the demographic and family variables in understanding teacher turnover patterns. Motivation, personality, interest, and expectations may influence teachers’ career decisions through cognitive and affective variables. Furthermore, teachers’ decisions on leaving are affected by their value system. Attrition rates do not necessarily indicate those teachers who are leaving the profession entirely. The researcher focused on how teachers’ turnover was influenced by the following independent variables: compensation, career path development, motivation and job satisfaction, conditions of workplace, and teachers’ characteristics.

2.2.1 Compensation
Compensation and benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life. For the employer, compensation and benefits are important as Milkovich & Newman, (2005) say they are one of the most visible rewards in the process of recruitment. Vandenbergh & Tremblay, (2008) say
they are a means to retain the best employees. Compensation and benefits are therefore used to motivate employees in the development of skills. A negative relationship between pay level and turnover intention has also been reported so frequently by economists that the relationship has been accepted as a fact. Pay is a significant element explaining turnover intent as Imazeki (2005) reported that teacher retention is higher when salaries are higher. He also noted that a large number of teachers leave the field in order to accept higher paying jobs in other fields. In conclusion, he found that teacher turnover decreased when salary was increased.

The existing literature suggests that low salary is considered a main cause for teacher turnover. The researcher will therefore be seeking to explore issues of compensation fairness, pay satisfaction and pay expectation. This is in line with equity theory which supports the premise that workers who felt unfairly paid leave their organizations. This being particularly true for those who felt they were paid too little according to Milkovich & Newman, (2005). According to Tekleab, Bartol, and Liu (2005), perceptions of pay equity depend less on actual value than on comparative issues as employees compare their pay with employees within their organization and across other organizations. Vandenberghe & Tremblay, (2008) report that many employees have the perception that pay allocations decisions are sometimes unfair in spite of the fact that details of employees’ compensation packages are not publicized. Accordingly, pay influences perceptions of pay equity which determines pay satisfaction, which partially influences whether a worker will remain with their current employer or seek for a different job. Hom & Griffest, (2000) say that reasonable pay reduces turnover.

It is clear then that pay satisfaction and intentions to quit mediate the relationship between effects of pay on turnover. This leads us to the idea of pay expectation that the perceived probability of receiving more satisfying pay in another job may also impact turnover intent. In
summary, researchers have suggested that when pay is reasonable, especially in comparison with other’s pay, a worker is less likely to turnover. In this regard the researcher sought to find out whether compensation as a variable contributed to teacher turnover within Limuru district.

2.2.2 Career path development
Harter et al., (2002) have suggested that employee development is inversely related to turnover. Research says that with respect to their careers, individuals proceed through several stages of career development these are: growth, exploration, establishment, maintenance, and decline. Socialization into this career development process has led us to expect formal training during the growth and exploration stages in preparation for the careers to be started during the establishment stage. Young workers are frequently given additional support through orientation, mentors, and coaches especially at the beginning of their employment and are likely to rate the presence of someone encouraging their development fairly high although they are historically a little more likely to turnover than their older counterparts. Between midcareer and mature workers, who both are less likely to turnover than young workers, it seems plausible that the mature workers are more likely to encourage the development of others and less likely to be encouraged in their personal development due to their position of influence and leadership in an organization. This may be particularly true in higher education.

Research has demonstrated somewhat mixed results concerning career progress/appraisal and turnover intent with Harter et al. (2002) reporting a lack of significant relationships between the two while others on the contrary. Several researchers have therefore noted either a strong positive relationship between learn and grow with retention or cited poor individual development and career development as a key driver for turnover. In this study the researcher sought to find out if there existed a relationship between the variable career path development and turnover.
2.2.3 Job satisfaction

Houtte, (2006) defines job satisfaction as the “feelings that an individual holds toward his or her job”. One important issue concerning job satisfaction that is addressed in the existing literature is the variable of job satisfaction which can either be investigated as a global variable or a multifaceted variable. Brief, (1998), says measuring job satisfaction globally entails asking “How satisfied are you with your job in general?” This has its advantages in that the measurement is rapid and efficient, has good test-retest reliability and gives an overall representation of the employee’s level of contentment. However, the global measure tends to gloss over critical aspects related to the job that would have been measured if a multifaceted measure of job satisfaction had been used. Multifaceted measures of job satisfaction such as the Job Descriptive Index (JDI) used by Glick (1992) measures facet-specific job satisfaction across the facets of coworkers, pay, opportunities for promotion, supervision, and work (Brief, 1998).

Several studies in the research literature have documented a complex relationship between job satisfaction and turnover intent. Weisberg & Kirschenbaum (1991) in their study, determined that high and moderate levels of job satisfaction are similar in their impact upon turnover intent; however, a lack of job satisfaction “drastically raises a moving intent” (p. 368). Weisberg et al. suggested that it just may not be necessary for employees to obtain high levels of job satisfaction to reduce their intentions to leave an organization. Motivation and satisfaction on the job has been accredited by psychologists to critical psychological states including meaningfulness of work, responsibility, and knowledge of results. Of the five job characteristics, three of them that is: skill variety, task identity, and task significance contribute to meaningful work, on the other hand autonomy contributes toward personal responsibility, while feedback contributes to knowledge of results. Low job satisfaction has been related to stress, burnout, lack of commitment to the institution, absenteeism, and turnover. Teacher satisfaction can be affected
through workplace conditions, school size, administrative control and organizational culture. According to Darling-Hammond, (2005) job satisfaction was an important factor to teachers and even more important to highly qualified teachers. Job dissatisfaction that led to turnover was caused by a lack of input into professional decision-making, restrictive bureaucratic controls, and inadequate administrative support for teaching. Scafidi et al. (2007) agreed when they realized that better salaries are nice, but they are not sufficient to attract better teachers. Better respect, status, and working conditions are necessary to provide job satisfaction. They also found that most teachers leave because of a lack of opportunity to teach effectively. Job dissatisfaction is therefore considered by some teachers to be the most important factor affecting teacher turnover.

In this study, the researcher sought to find out whether job dissatisfaction was a factor in teacher turnover.

2.2.4 Conditions of workplaces
Boyd et al. (2007) say employee engagement includes elements within the workplace environment that attract, focus, and keep the most talented employee. According to Lockwood (2007), “HR leaders, as well as managers, have the mission to build and sustain a workplace environment that fosters engagement and is also attractive to potential employees” (p.11). Salary and finances are traditionally thought of as the primary reason for teachers leaving positions. However, working conditions arose as a more important issue. Goldhaber, Gross, & Player (2007) say working conditions and job satisfaction are considered to be correlated in the school. Research literature posits that the primary reasons for teacher turnover were administrative problems, student discipline, classroom control, large classes, extracurricular duties, uncooperative parents, and stressful atmosphere. Job dissatisfaction is considered by some teachers to be the most important factor affecting teacher turnover (Hanushek et al. 2005).
Even though salaries are important, working conditions are seen as extremely important in teacher turnover. Job satisfaction and the problem of working conditions seem to draw parallel lines. One major trigger of teacher turnover is said to be bureaucratic and frustrating working conditions. It further reported that teachers who leave because of job dissatisfaction did so because of the working conditions related to undisciplined students, burdensome paperwork, inept administrators, and uncooperative parents. Boyd et al. (2007) adds that a source of job dissatisfaction is the lack of correlation between the pay and the performance of the teacher. Working conditions included unprofessional administration, lack of support of the parents and community, overload of paperwork, and lack of discipline among students.

This indicates that conditions of workplace are a significant area that could influence teacher turnover. The researcher therefore, sought to examine the condition of teachers’ workplace with a view of establishing if such, influenced their turnover.

2.3 Empirical literature

Research on employee turnover is extensive and has examined a very wide variety of aspects of employee stability, turnover, and mobility, with, at times, inconsistent findings. However, consistently running throughout virtually all of this literature is the premise that employee turnover is important because of its link to the performance and effectiveness of organizations Boyd et al., (2005). On the one hand, researchers have found that a low level of employee turnover is normal and efficacious in a well-managed organization. Too little turnover of employees is tied to stagnancy in organizations; effective organizations usually both promote and benefit from a limited degree of turnover by eliminating low-caliber performers and bringing in “new blood” to facilitate innovation. On the other hand, a central finding in this literature is that
high levels of employee turnover are both cause and effect of dysfunction and low performance in organizations. Organizational analysts have also noted that the organizational consequences of employee turnover vary among different types of employees and among different types of organizations. For just this reason the issue of employee “substitutability,” or the ease with which organizations can replace employees, is a central concern in organizational management and a central theme in organizational research. In this perspective, employee turnover is especially consequential in organizations that have uncertain and non-routine technologies and production processes requiring extensive interaction among participants. Such organizations are often unusually dependent upon commitment and cohesion among employees and management and, hence, especially vulnerable to employee turnover. Empirical studies of teacher turnover in general fall along the line of economical and sociological camps and have explored a wide variety of factors that may influence teacher turnover. Over the past two decades there has been substantial empirical research focused on determining causes of teachers turnover major researchers include: Boyd et al.; (2005); Hanushek et al. (2005). Their research shows that teacher turnover is strongly correlated with the individual characteristics of teachers. One of the most important findings has been that teacher turnover is strongly affected by academic field. Another important finding has been that teachers’ decisions whether to stay or leave the teaching profession are highly influenced by their age. The relationship between teachers’ age and their turnover has been found to follow a U-shaped curve. Although there is some disagreement as to why this is the case, researchers Guarino et al. (2006) found that younger teachers have very high rates of departure. Subsequently, as those remaining “settle in,” turnover rates decline through the mid-career period and, finally, rise again in the retirement years. Moreover, because the distribution of age in the teaching force is skewed upward—older teachers significantly
outnumber younger teachers—many researchers have concluded that retirement due to a rapidly “graying” teaching workforce is the most significant factor behind teacher turnover, teacher shortages, and school staffing problems. Such research has provided a great deal of insight into the sources of teacher turnover; however, there are two important limitations to existing empirical studies. First, most of this empirical research has focused on assessing whether particular kinds of teachers are more or less likely to depart teaching and has generally sought to explain teacher turnover as a function of the characteristics of individual teachers. As noted by Boyd et al. 2007 and Hanushek et al. 2005) some researchers have focused far less frequently on explaining teacher turnover as a function of the characteristics of schools.

Schools have traditionally been identified as a key example of organizations characterized by an uncertain and non-routine technology and by dependence on commitment and cohesion among members (Boyd et al. 2007). Indeed, the presence of a sense of community among families, teachers, and students has long been held by education researchers to be one of the most important indicators and aspects of successful schools. Hence, from an organizational perspective, high turnover of teachers from schools is of concern not simply because it may be an indicator of sites of potential staffing problems, but because of its relationship to school performance. Moreover, from this perspective, high rates of teacher turnover are of concern not only because they may be an indication of underlying problems in how well schools function, but also because they can be disruptive, in and of themselves, for the quality of school community and performance.

As discussed above, the literature on teacher turnover places much emphasis on the distinction between those leaving the occupation altogether and those moving to teaching jobs in other schools. From the systemic-level perspective, often adopted in this literature, migration is
assumed irrelevant. In contrast, the literature on employee turnover rarely notes this distinction. From the organizational-level perspective, often adopted in this literature, employee migration is as relevant as employee attrition. The premise underlying this perspective is that, whether those departing are moving to a similar job in another organization or leaving the occupation altogether, their departures similarly impact and are impacted by the organization.

The third premise underlying this analysis is that turnover is affected by the character and conditions of the organizations within which employees work. Research by Boyd et al. (2007) among others has shown that, in addition to individual and personal characteristics of employees, the overall conditions of workplaces and job sites significantly affect the attachment of employees to the organization. Researchers have found among the most important of these organizational conditions as: the compensation structure for employees; the level of administrative support, especially for new employees; the degree of conflict and strife within the organization; and the degree of employee input into and influence over organization policies.

This research expected to find strong links between these kinds of organizational conditions and employee motivation, commitment, and turnover. From this perspective, it is reasonable to expect that these same organizational conditions may also be among the more important factors affecting teachers’ turnover. Some prior studies on the relationship between gender and teacher turnover have produced mixed results. A study by Ingersoll, (2001) found that women had higher turnover rates than men whereas another study by Boyd et al., (2005) suggests that men are more likely to quit teaching or transfer schools than women. Additionally, some research by Strunk & Robinson, (2006) has found no gender differences in teacher turnover rates, while some scholars like Rees, (1991) argue that men and women have similar exit behaviors before marriage but diverge after marriage due to childrearing and family obligations. It is possible, therefore, that
patterns of exit behaviors may differ among men and women of different ages. The researcher therefore incorporated interaction terms between gender and age in this study.

However, there are several limitations to the existing empirical research base. To begin with, most studies conceptualize the outcome of interest that is to exit or not statically rather than dynamically. In other words, the focus is on whether or not a teacher exits, instead of both whether or not and when a teacher exits. Part of this shortcoming might be due to the limited access to panel data that track teachers’ movements in and out of schools or the teaching profession. Secondly, studies that have focused on the dynamic nature of teacher retention that is both whether or not and when, almost exclusively focus on individual teachers as an analytic level, ignoring the effect of social context on individual teachers’ behaviors. Thirdly, studies that do focus on school context tend to model teachers’ behaviors statically (i.e., exit or not) rather than dynamically.
2.4 Conceptual Framework

The framework below summarizes the factors that the researcher employed in the study that sought to analyze causes of teacher turnover. These factors are: compensation, career path development, job satisfaction, conditions of workplaces of teachers and lastly individual teacher characteristics.

Figure 2.1 conceptual framework

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>compensation</td>
<td>Teacher turnover</td>
</tr>
<tr>
<td>Career path development</td>
<td></td>
</tr>
<tr>
<td>Job satisfaction</td>
<td></td>
</tr>
<tr>
<td>Condition of workplaces</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher (2013)
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that the researcher used in the study. Specifically the chapter describes the research design, the target population, sampling design, data collection tool and techniques and lastly data analysis employed in the study.

3.2 Research Design

The study employed a descriptive research design. The focus of this study was to analyse the factors influencing teacher turnover in public high schools within Limuru district, therefore, descriptive research design was appropriate as it enabled the researcher to generalize the findings to a large population. The researcher subjected the sample population to a survey.

3.3 Target population

Zikmund (2003) defines target population as the specific group relevant to a particular case. The study on teacher turnover will focus on the teachers who are currently teaching in public high schools within Limuru district. Although the target population was teachers still teaching, an enquiry was made on the likely reasons that would drive them to quit the teaching profession.

3.4 Sampling Design

Limuru district has 410 secondary school teachers distributed in 19 public secondary schools. The study therefore made use of primary data through a stratified proportional sampling method.
Schools were categorized into three strata: national schools, county schools, and district schools from which 12 were sampled. Since district schools outnumber the other categories, the researcher sampled 8 of them through systematic random sampling. They were arranged alphabetically and all those district schools falling on odd numbers were selected. The researcher applied the formulae below by Yamane (1967) in determining the sample size from a definite population. Therefore, in this study the sample size was 136 teachers proportionally selected from the three strata using the ratio 18:9:41 to participate in the survey.

**Sampling size formula**

The researcher used the formula below in determining the sample size.

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

Key: n=sample size, N=population size, e=level of precision

Confidence level = 95% precision = ±7%

**Table 3.1 Stratified proportional sample size**

<table>
<thead>
<tr>
<th>School category</th>
<th>No. of schools</th>
<th>No. of teachers</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>2</td>
<td>110</td>
<td>36</td>
</tr>
<tr>
<td>County</td>
<td>2</td>
<td>52</td>
<td>18</td>
</tr>
<tr>
<td>District</td>
<td>15</td>
<td>248</td>
<td>82</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>410</strong></td>
<td><strong>136</strong></td>
</tr>
</tbody>
</table>
3.5 Data collection tools and techniques

The study utilized primary data which was collected by the use of a questionnaire that was administered to a sample population of 136 public high school teachers in Limuru district. The questionnaires were administered through drop and pick method and sought to gather information from teachers on what was likely to lead them to leave the teaching profession. This questionnaire had several sections. The first part had questions on the demographic factors of the respondents like gender, age, and subject/field of teaching. The researcher categorized age into: younger (less than 30), middle-aged (31-50) and older (greater than 50). The other parts of the questionnaire concentrated on reasons why teachers would consider quitting teaching and information regarding their workstations. The information gathered formed the basis of a conclusion as to the likely reasons of teacher turnover within Limuru district.

3.6 Piloting the Research Instruments

Before administering the questionnaire, the researcher had it pretested through a random sample of five respondents in one of the schools in Limuru district. This was to determine the effectiveness and validity of the questionnaire. Pilot data was analyzed and results were used to modify and improve the questionnaire before the instrument was rolled out to the entire sample population.

3.7 Validity of the Instruments.

According to Mugenda and Mugenda (1999) validity is the accuracy and meaningfulness of inference, which are based on the researcher’s results. Validity is the degree to which results obtained in the analysis of the data, actually represent the phenomenon under study. Piloting of
the instruments helped to improve face validity while content validity was improved through expert judgment. Therefore, the researcher sought the assistance of experts to improve on content validity.

3.8 Reliability of the Instruments

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials. In this study, the researcher adopted the internal consistency technique by including several survey items dealing with a similar aspect but stated differently.

3.9 Data analysis

Data collected was analyzed using descriptive statistics. The descriptive statistical tools such as frequencies, and mean percentages, helped the researcher to describe the data. In addition advanced statistical technique (inferential statistics) was also used. The statistical package for the social sciences (SPSS) was used to help in the data analysis. In addition, the researcher used content analysis to analyze qualitative data.
CHAPTER FOUR

4.0 DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction
This chapter presents data collected from the field, analysis, presentation and interpretation of the findings of the study. The main objective of the research was to analyze the factors that influence teachers’ turnover from public secondary schools in Limuru district. Data was collected from 136 teachers drawn from 12 schools covering all the 3 categories of schools as had been stipulated in chapter 3. Data was collected through a questionnaire. The data collected sought to answer the following research questions:

i. Does employee compensation have any influence on teachers’ turnover?
ii. Are there aspects of career path development that push turnover of teachers?
iii. Is job satisfaction influencing teachers’ turnover?
iv. What conditions of workplace influence teachers’ turnover?

The respondents provided information required in the questionnaires without undue pressure from the researcher. The researcher then collected the questionnaires, edited, coded and data entered in SPSS for analysis.

The chapter is divided into two parts. The first one deals with demographic information of the respondents. These include gender, age, marital status, teaching experience, teaching subject, school category and lastly academic and professional qualifications. The second part contains a discussion of factors that influence teacher turnover. These factors are those contained in the likert type statements relating to the teaching job.
4.1 Questionnaire Response Rate
The researcher used one questionnaire as the main data collection instrument. It was administered to 136 secondary school teachers in limuru district. Out of these, 112 duly filled questionnaires were returned representing a response rate of 82.35%.

4.2. General Background Information
Teachers were requested to provide information concerning their gender, age, marital status, teaching experience, teaching subject, school category and lastly academic and professional qualifications. This information was necessary as it was to determine whether these variables had any influence on teacher turnover.

4.2.1 Gender distribution of the respondents
The gender distribution of the teachers sampled in the study is as displayed in the pie chart below with females at 54% and males at 46%.

Figure 4.1 Gender distribution

![Gender distribution chart]

Source: Researcher 2013
4.3.2 Age distribution of the respondents

Table 4.1 Age distribution

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td>12</td>
<td>10.71</td>
</tr>
<tr>
<td>31-50</td>
<td>90</td>
<td>80.35</td>
</tr>
<tr>
<td>Above 50</td>
<td>10</td>
<td>8.94</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher 2013

Table 4.1 above displays the age distribution of the teachers. The findings reveal that 10.71% of the teachers are below 30 years of age, 80.35% are in the age bracket of 31-50 years and 8.94% are above 50 years.

4.3.3 Marital Status of the respondents

Table 4.2 Marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>17</td>
<td>15.18</td>
</tr>
<tr>
<td>Married</td>
<td>90</td>
<td>80.36</td>
</tr>
<tr>
<td>Separated</td>
<td>3</td>
<td>2.68</td>
</tr>
<tr>
<td>Divorced</td>
<td>2</td>
<td>1.78</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher 2013
Regarding marital status of the respondents, table 4.2 above shows that 15.18% were single, 80.36% were married, 2.68% separated while 1.78% were divorced.

4.3.4 Teaching Experience of the respondents
The table below summarizes the distribution of teachers according to their teaching experience as per the sample.

Table 4.3 Teaching experience.

<table>
<thead>
<tr>
<th>No. of years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>21</td>
<td>18.75</td>
</tr>
<tr>
<td>5-10</td>
<td>24</td>
<td>21.43</td>
</tr>
<tr>
<td>11-20</td>
<td>43</td>
<td>38.39</td>
</tr>
<tr>
<td>Above 20</td>
<td>24</td>
<td>21.43</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher 2013

The findings in table 4.3 above, reveal that 18.75% of the teachers had below 5 years of teaching experience, 21.43% had taught for 5-10 years, 38.39% had taught between 11-20 years and lastly 21.43% had above 20 years of teaching experience.

4.3.5 Subject of specialization of the respondents
Table 4.4 below shows the subject area of teachers sampled. The findings show that, 32.14% of the teachers sampled taught languages, 20.54% mathematics, 15.18% sciences, and 23.21% humanities while 8.93% were in technical subjects.
Table 4.4 Teaching subjects.

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>36</td>
<td>32.14</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23</td>
<td>20.54</td>
</tr>
<tr>
<td>Sciences</td>
<td>17</td>
<td>15.18</td>
</tr>
<tr>
<td>Humanities</td>
<td>26</td>
<td>23.21</td>
</tr>
<tr>
<td>Technical</td>
<td>10</td>
<td>8.93</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher 2013

4.3.6 Academic Qualifications of the respondents

Table 4.5 Teachers’ academic qualifications

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>22</td>
<td>19.64</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>60</td>
<td>53.58</td>
</tr>
<tr>
<td>Masters degree</td>
<td>29</td>
<td>25.89</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>1</td>
<td>0.89</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>
With regards to the academic qualifications of the respondents, the findings in table 4.5 above, reveal that 19.64% of the teachers had a diploma, 53.58% a bachelor degree, 25.89% masters degree while 1 teacher had a doctorate degree representing 0.89% of the sampled population.

4.3.7 School category of the respondents
Table 4.6 School category

<table>
<thead>
<tr>
<th>Category of school</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>23</td>
<td>20.54</td>
</tr>
<tr>
<td>County</td>
<td>15</td>
<td>13.39</td>
</tr>
<tr>
<td>District</td>
<td>74</td>
<td>66.07</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings on school category of the respondents as displayed in table 4.6 above reveal that, 20.54% taught in national schools in Limuru district, 13.39% in county schools while 66.07% taught in district schools.

4.4 Factors Influencing Teacher Turnover
A general view of the responses to the structured items in the questionnaire is important in analyzing those factors influencing teacher turnover in secondary schools. In the questionnaire,
there were 16 different structured items with a scale ranging from highly satisfied to highly dissatisfied sub-divided according to the objectives of the study. Scores for the same ranged from 1-5. The percentage of the range of scores was worked out to two decimal places.

4.4.1 Employee Compensation

Key: F= frequency , Frequency total= 112

Table 4.7 aspects of employee compensation

<table>
<thead>
<tr>
<th>Factors</th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Undecided/Neutral</th>
<th>Dissatisfied</th>
<th>Highly Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salary paid is adequate</td>
<td>2</td>
<td>26</td>
<td>9</td>
<td>51</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>1.79%</td>
<td>23.21%</td>
<td>8.04%</td>
<td>45.54%</td>
<td>21.42%</td>
</tr>
<tr>
<td>2. Salary paid is equitable to the job</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>62</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>55.36%</td>
<td>32.14%</td>
</tr>
<tr>
<td>3. Salary as compared to other professions</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>49</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>1.79%</td>
<td>1.79%</td>
<td>43.75%</td>
<td>52.67%</td>
</tr>
</tbody>
</table>

Source: Researcher 2013

The findings on teachers’ compensation as shown in table 4.7 above reveal that 1.79% of the teachers were highly satisfied that the salary paid was adequate, 23.21% were satisfied, 8.04% were neutral/undecided, 45.51% dissatisfied while 21.42% were highly dissatisfied.
With respect to the salary paid being equitable to the job, 0% were highly satisfied, 6.25% satisfied similar to those who were neutral/undecided. 55.36% of the teachers were dissatisfied while 32.14% were highly dissatisfied.

With respect to teachers’ salary as compared to other professions, the findings reveal that no teacher was highly satisfied, 1.79% were satisfied similar to those neutral, 43.75% were dissatisfied while 52.67% were highly dissatisfied.

### 4.4.2 Aspects of career path development

Table 4.8 career development

<table>
<thead>
<tr>
<th>Factors</th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Undecided/Neutral</th>
<th>Dissatisfied</th>
<th>Highly Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Professional advancement</td>
<td>4</td>
<td>3.57%</td>
<td>39</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>ii. Training and development programs</td>
<td>4</td>
<td>3.57%</td>
<td>22</td>
<td>6</td>
<td>49</td>
</tr>
</tbody>
</table>

Source: Researcher 2013

According to the findings in table 4.8 above, 3.57% of the teachers felt there is a clear professional advancement in the teaching career, 34.83% were satisfied, 12.50% were neutral/undecided, and 29.46% were dissatisfied while the remaining 19.64% were highly dissatisfied.

With regards to the training and development programs in the teaching profession, 3.57% were highly satisfied, 19.64% satisfied, 5.35% neutral, 43.77% dissatisfied while 27.675 were highly dissatisfied.
### 4.4.3 Job satisfaction

Table 4.9 Job Satisfaction

<table>
<thead>
<tr>
<th>Factors</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>i. Teaching as a career</td>
<td>14</td>
<td>12.5</td>
<td>26</td>
<td>23.21</td>
</tr>
<tr>
<td>ii. Recognition from supervisor</td>
<td>4</td>
<td>3.57</td>
<td>67</td>
<td>59.82</td>
</tr>
<tr>
<td>iii. Teaching Workload</td>
<td>4</td>
<td>3.57</td>
<td>46</td>
<td>41.08</td>
</tr>
<tr>
<td>iv. Involvement in decision making</td>
<td>4</td>
<td>3.58</td>
<td>50</td>
<td>44.64</td>
</tr>
<tr>
<td>v. Method and process of promotion</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Source: Researcher 2013

According to the findings in table 4.9 above, 12.50% of the teachers were highly satisfied with teaching as a career, 23.21% satisfied, 7.14% neutral, 48.21% dissatisfied while 8.94% were highly dissatisfied. As for recognition from the immediate supervisor, 3.57% of the teachers were highly satisfied, 59.82% satisfied, 14.29% neutral/undecided, 14.29% dissatisfied and 8.03% were highly dissatisfied. With respect to the teaching workload, 3.57% of the teachers
were highly satisfied, 41.08% satisfied, 3.57% neutral, 44.64% dissatisfied while 7.14% were highly dissatisfied. With regards to involvement in decision making, 3.58% of the teachers were highly satisfied, 44.64% satisfied, 19.64% neutral, 21.43% dissatisfied and 10.71% highly dissatisfied. On the method and process of promotion of teachers by TSC, no single teacher was highly satisfied, 12.50% were satisfied, 7.14% were neutral, 43.75% dissatisfied and lastly 36.61% were highly dissatisfied.

**4.4.4 Conditions of work stations**

Table 4.10 workplace conditions

<table>
<thead>
<tr>
<th>Factors</th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Undecided/Neutral</th>
<th>Dissatisfied</th>
<th>Highly Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Station management style</td>
<td>19</td>
<td>16.96</td>
<td>50</td>
<td>44.64</td>
<td>16</td>
</tr>
<tr>
<td>ii. Administrative support</td>
<td>10</td>
<td>8.93</td>
<td>72</td>
<td>64.28</td>
<td>12</td>
</tr>
<tr>
<td>iii. Commuting to station</td>
<td>14</td>
<td>12.50</td>
<td>63</td>
<td>56.26</td>
<td>6</td>
</tr>
<tr>
<td>iv. Facilities in school</td>
<td>21</td>
<td>18.75</td>
<td>51</td>
<td>45.54</td>
<td>10</td>
</tr>
<tr>
<td>v. Students’ performance</td>
<td>22</td>
<td>19.64</td>
<td>33</td>
<td>29.46</td>
<td>8</td>
</tr>
<tr>
<td>vi. Students’ discipline</td>
<td>25</td>
<td>22.32</td>
<td>52</td>
<td>46.43</td>
<td>8</td>
</tr>
<tr>
<td>vii. Cooperation of colleagues</td>
<td>25</td>
<td>22.32</td>
<td>75</td>
<td>66.96</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 4.10 above summarizes findings on aspects of workplaces of teachers. With regards to station management style, 16.96% were highly satisfied, 44.64% satisfied, 14.30% neutral, 16.96% dissatisfied with the remaining 7.14% highly dissatisfied.

On the aspect of administrative support, 8.93% of teachers were highly satisfied, 64.28% satisfied, 10.71% neutral, 14.29% dissatisfied and lastly 1.79% highly dissatisfied.

As far as commuting to station is concerned, 12.50% of teachers were highly satisfied, 56.26% satisfied, 5.35% neutral, 14.29% dissatisfied with the remaining 11.6% highly dissatisfied.

With regards to facilities in schools, 18.75% of the teachers were highly satisfied, 45.54% satisfied, 8.93% neutral, 23.21% dissatisfied and lastly 3.57% highly dissatisfied.

In relation to students’ performance, 19.64% of the teachers were highly satisfied, 29.46% satisfied, 7.14% neutral, 33.05% dissatisfied and lastly 10.71% highly dissatisfied.

With respect to students’ discipline, 22.32% were highly satisfied, 46.43% satisfied, 7.14% neutral, 22.32% dissatisfied and 1.79% highly dissatisfied.

On cooperation of colleagues in the working stations, 22.32% of teachers were highly satisfied, 66.96% satisfied, 1.79% neutral, 7.14% dissatisfied while 1.79% were highly dissatisfied.

4.5 Teachers’ attraction to TSC
The researcher sought to find out which job aspect attracted teachers to work for TSC. This is important as such information may guide TSC in evaluating itself as an employer of teachers in Kenya. The various aspects included were job security, high salary and promising career progression. Of the identified aspects, job security was selected by 78 teachers representing 69%, high salary had 0 out of the 112 respondents meaning 0%, promising career progression was the
choice of 16 teachers translating to 14.29% while 18 teachers translating to 16.07% opting for others with majority reporting they had no other alternative. Figure 4.2 below displays the findings on the same.

Figure 4.2 Aspects of attraction to TSC

![Graph showing the aspects of attraction to TSC]

Source: Researcher 2013

4.6 Destination of Exiting Teachers
The researcher included in the questionnaire the destination of teachers who exit teaching. This information is important to TSC as an employer in its efforts to seek retention strategies for secondary school teachers. Figure 4.3 below displays the findings on the same.
As figure 4.3 above shows, 14.29% of the teachers who would quit would join private sector, 31.25% would opt for public service, 50.89% would engage in self employment with the remaining 3.57% in other areas.

Source: Researcher 2013
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The main objective of this study was to analyse the factors influencing teacher turnover in public secondary schools in Limuru district. In conducting this study, the researcher was able to get an insight on how the various variables in the study influenced teacher turnover.

This chapter provides a summary of the findings in chapter four. In addition, it also gives the conclusions and recommendations based on the objectives of the study. The chapter also presents suggestions for further studies.

5.2 Summary of the Major Findings

5.2.1 Summary of the study
The general objective of this study was to analyse the factors influencing teacher turnover in public secondary schools in Limuru district. In this regard, the specific objectives were to establish whether employee compensation influenced teachers’ turnover, to establish how aspects of career path development influenced teachers’ turnover, to determine if job satisfaction had any influence on turnover of teachers and lastly to explore what conditions of workplace influenced teachers’ decision to quit the job. This study was descriptive in nature meaning it employed a descriptive survey design and was carried out in public secondary schools in Limuru district. Stratified random sampling was used to select 12 schools, from which 136 teachers were randomly selected to participate in the study. As reported in chapter four, 112 respondents filled
the questionnaire and the data presented therefore, was based on the same. Given below are the key findings of the study.

5.2.2 Background and demographic characteristics of the respondents
Teachers were requested to provide information concerning their gender, marital status, teaching experience and subjects, school category and lastly their academic qualifications. Figure 4.1 and table 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 in chapter four all relate to the demographic details of the teachers who participated in the study. This information was necessary as it was to determine whether these variable influence teacher turnover.

On age which is considered an important factor in a person’s working career, the study established that younger teachers, those below 30 years had higher turnover intentions as compared to older teachers. This is in line with other studies which report that employee turnover decreases with increase in age (Guarino e tal. 2006).

With regards to years of teaching experience, the study established that teachers with more years of teaching were unlikely to leave the teaching profession unlike those with fewer years in the job. The study further established that teachers holding higher qualifications that is masters degree and above had higher turnover intentions than those with lower academic qualifications in line with conclusions by Ingersoll (2001) and Boyd e tal. (2005).

5.2.3 Employee compensation and teacher turnover
The study established that compensation affected teacher turnover in that a big percentage were dissatisfied with the salary they are paid. In addition, it was established by the study that a high percentage of teachers felt that the salary paid to them was not equitable to the job, therefore triggering their turnover. Moreover, the study found out that a very high percentage, 96%, felt
that the salary paid to teachers was low as compared to other professionals with equivalent qualifications hence triggering high teacher turnover.

5.2.4 Career Development and Teacher Turnover
The study established that a big percentage of teachers felt there was no clear professional advancement in the teaching career hence triggering teacher turnover. In addition, the study established that most of the teachers were dissatisfied with the training and development programs in the teaching profession further contributing to teacher turnover.

5.2.5 Job Satisfaction and Teacher Turnover
The study established that a big percentage of teachers were dissatisfied with teaching as a career with regards to heavy workload, poor promotion systems of teachers by TSC and lack of involvement in decision making in schools. In contrast, however the study established majority of teachers were satisfied with the recognition they received from their immediate supervisors.

5.2.6 Conditions of Workplaces and Teacher Turnover
The study established that a big percentage of teachers were satisfied with their station management style and also with the administrative support they received. The study further established that a big percentage was generally satisfied with the way they commute to their stations, facilities in their schools, students’ performance and discipline. In addition, the study noted that a very big percentage was satisfied with the cooperation of colleagues in their stations.

5.3 Conclusion
In light of the findings cited above, this study made the following conclusions with regards to each of the specific objectives of the study.
On employee compensation, this study confirmed research findings by Milkovich & Newman (2005) and Vandenberghe & Tremblay (2008) that, low pay triggers turnover. The study therefore, concludes that inadequate salary indeed leads to high teacher turnover.

With regards to career path development, this study concludes that lack of a clear professional advancement influences teacher turnover. The study therefore, confirms findings by Harter et al., (2002) that employee development is inversely related to turnover.

On job satisfaction, the study concluded that job dissatisfaction raised turnover intention among employees and consequently resulting in actual turnover. This study therefore, confirms the research findings by Scafidi et al. (2007) that job dissatisfaction was considered by teachers as the most important factor affecting teacher turnover.

With regards to conditions of workplaces, the study confirmed findings advanced by Boyd et al. (2007) that employee engagement includes elements within the workplace environment that attract, focus and keep the most talented employee. Therefore, the study concludes that aspects of workplaces like administrative problems, heavy workload and lack of involvement in decision making do indeed bring dissatisfaction eventually leading to turnover.

In general, the study concludes that unless measures are taken teacher turnover in Limuru district will continue to rise.

5.4 Recommendations
In addressing the problem of high teacher turnover as displayed in the findings of the study, the researcher recommends the following as retention strategies:
i. The government should offer better terms on salaries, allowances and other fringe benefits to teachers commensurate to employees in public service with similar qualifications.

ii. More teachers to be employed to lessen the heavy teaching workload.

iii. TSC should develop a better promotion policy for secondary school teachers based on merit and teaching experience to avoid teachers’ stagnation in one job group.

iv. The government thro’ TSC should expand seminars and workshops for teachers to improve their professional knowledge and skills.

v. Boards of governors should be encouraged to use participative leadership styles by involving teachers more in decision making.

5.5 Suggestion for Further Research

The study was carried out in one district only –Limuru therefore a similar study could be carried out in other districts to ascertain whether similar results are obtainable.

The study was on public secondary schools only where teachers are employed by TSC. A similar study could be carried out in private schools to ascertain whether the findings would be similar.
References


Appendix i: Respondent’s Letter

Kenyatta University
P.O Box 43844
Nairobi

Dear respondent

Re: Questionnaire on teacher turnover in Limuru district

I am a student at Kenyatta University intending to carry out research on the factors influencing teachers’ turnover in Limuru district.

I am therefore humbly requesting your assistance by filling the attached questionnaire as truthfully as possible. The information obtained will strictly be for research purpose and will thus be treated with high level confidentiality.

Yours sincerely

George Muthama Waititu.
Appendix ii: Questionnaire for Secondary School Teachers

You are politely requested to fill this questionnaire that seeks to find out the factors that influence secondary school teachers to leave the teaching profession. The information obtained is strictly for research purpose and will be treated with confidentiality.

Section 1: Background Information

For each item tick the appropriate box that indicates your correct details

1. Gender: Male ( ) female ( )

2. Age: below 30 ( ) 31-50 ( ) above 50 ( )

3. Marital status: single ( ) married ( ) separated ( ) divorced ( )

4. How long have you worked for TSC? Below 5 yrs ( ) 5-10 yrs ( ) 11-20 yrs ( ) above 20 yrs ( )

5. Subject area: languages ( ) Mathematics ( ) Sciences ( ) Humanities ( ) Technical ( )

6. Level of education: Diploma ( ) Bachelor Degree ( ) Masters Degree ( ) Doctorate Degree ( )

7. What is the category of your school: National ( ) County ( ) District ( )

Section 2: Working experience with TSC

8. What first attracted you to work as a teacher under TSC?
   Job security ( ) High salary ( ) Promising career progression ( ) any other (specify) **********

9. How would you rate your salary as paid by TSC?
   Highly satisfying ( ) Satisfying ( ) Dissatisfying ( ) Highly dissatisfying ( )

10. Would you consider quitting as a teacher on the basis of the salary you are paid by TSC?
    Yes ( ) No ( )
Section 3: Factors influencing teacher turnover

A. CONDITIONS OF WORKPLACE

11. How satisfied are you with the following aspects of your workstation. Tick only one of the five options.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Undecided/Neutral</th>
<th>Dissatisfied</th>
<th>Highly dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) My teaching workload</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) My station management style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) There is administrative support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) How I commute to my station</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Facilities in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Performance of students in my work station</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Students’ discipline in my work station</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Cooperation of colleagues in my work station</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. CAREER PATH DEVELOPMENT

12. How satisfied are you with the following aspects of your career path development. Tick only one of the five options.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Undecided/Neutral</th>
<th>Dissatisfied</th>
<th>Highly dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) There is a clear professional advancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Training and development programs in the teaching profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**C. Compensation**

13. How satisfied are you with the following aspects of your salary.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Undecided/Neutral</th>
<th>Dissatisfied</th>
<th>Highly dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Salary paid is adequate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Salary paid is equitable to the job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Your salary compared to other people with similar qualifications in other professions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D. Job satisfaction**

14. How satisfied are you with the following aspects that pertain to motivation and job satisfaction.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Highly satisfied</th>
<th>Satisfied</th>
<th>Undecided/Neutral</th>
<th>Dissatisfied</th>
<th>Highly dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teaching as a career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Recognition from my immediate supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) My workload</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Involvement in decision making in my workstation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Method and process of teachers’ promotion by TSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 4: Leaving destination

15. If you were to exit teaching indicate the type of organization you would join:
   Private sector (     ) public service (     ) self employment (     ) others (specify)  

16. What would be the most important reason for your leaving the teaching job?

17. What, if anything, would have encouraged you to stay?

18. What are some of the policies within TSC regarding teachers you would recommend 
    changed?

19. What changes would you like to see in your job and working conditions?

Thank you for your cooperation!
Appendix iii: Research Budget
The table below presents the approximate expenditure in Kenya shillings for the entire research project.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>QUANTITY</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Writing</td>
<td>1 Copy of 50 pgs</td>
<td>10/= @ page</td>
<td>500</td>
</tr>
<tr>
<td>Photocopy of draft copies</td>
<td>6 copies of 50 pgs</td>
<td>3/= @ page</td>
<td>900</td>
</tr>
<tr>
<td>Spiral binding</td>
<td>6 copies</td>
<td>70/= @ copy</td>
<td>420</td>
</tr>
<tr>
<td>Transport cost to library</td>
<td>3 days per week</td>
<td>300/= @ day</td>
<td>3,600</td>
</tr>
<tr>
<td>Data collection instruments</td>
<td>140 copies of 4 pgs</td>
<td>3/= @ page</td>
<td>1,680</td>
</tr>
<tr>
<td>Token for 2 research assistants</td>
<td>15 days</td>
<td>500/= @ day</td>
<td>15,000</td>
</tr>
<tr>
<td>Meals and Transport</td>
<td>15 days</td>
<td>300/= @ day</td>
<td>13,500</td>
</tr>
<tr>
<td>Data entry and analysis</td>
<td>140 pgs</td>
<td>50/= @ page</td>
<td>7,000</td>
</tr>
<tr>
<td>Project typing</td>
<td>1 copy of 70 pgs</td>
<td>20/= @ page</td>
<td>1,400</td>
</tr>
<tr>
<td>Photocopy of final project</td>
<td>6 copies of 70 pgs</td>
<td>2/= @ page</td>
<td>1,440</td>
</tr>
<tr>
<td>Binding of final project</td>
<td>6 copies</td>
<td>300/= @ copy</td>
<td>1,800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>47,240</strong></td>
</tr>
</tbody>
</table>
Appendix iv: Time Schedule
The table below shows an approximate time frame for the work to be done in relation to the research project.

<table>
<thead>
<tr>
<th>Item</th>
<th>Month/year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>December 2012</td>
<td>Writing and submission of research proposal</td>
</tr>
<tr>
<td>B</td>
<td>January 2013</td>
<td>Making corrections on research proposal</td>
</tr>
<tr>
<td>C</td>
<td>February / March 2013</td>
<td>Defense and making corrections on research proposal</td>
</tr>
<tr>
<td>D</td>
<td>March / April 2013</td>
<td>Piloting and testing research instruments</td>
</tr>
<tr>
<td>E</td>
<td>April 2013</td>
<td>Data collection</td>
</tr>
<tr>
<td>F</td>
<td>May 2013</td>
<td>Data analysis, report writing and submission</td>
</tr>
</tbody>
</table>
Appendix v: Public Secondary Schools in Limuru District

1. Bibirioni Boys’ school
2. Gichuru High school
3. Kamandura Girls’ school
4. Kinyogori High school
5. Limuru Girls’ school
6. Loreto Limuru High school
7. Makutano secondary school
8. Manguo secondary school
9. Mirithu secondary school
10. Mukoma secondary school
11. Ndungu Boys’ secondary school
12. Ndungu Girls’ secondary school
13. Ngarariga Girls’ secondary school
14. Ngenia High school
15. Nguirubi secondary school
16. Rironi secondary school
17. St. Mary’s Girls Thigio
18. Thigio Boys’ secondary school
19. Tigoni secondary school

Source: Limuru District Education Office 2013