INFLUENCE OF SCHOOL ENVIRONMENT ON TEACHER RETENTION IN EARLY CHILDHOOD DEVELOPMENT CENTRES IN NYATIKE, MIGORI COUNTY, KENYA

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NOVEMBER, 2018
DECLARATION

I declare that this project is my original work and has not been presented in any other university or institution for consideration. This project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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This project has been submitted for appraisal with my approval as university supervisor.

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DEDICATION

I dedicate this research project to my lovely husband Mr. Evans Nicholas Migawi, my daughters; Sandra Hawi, Nakiduli and Siana Ayinza.
ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisor Dr. Rachel W. Kamau-Kang’ethe for her guidance and interest in my research topic. I also acknowledge my classmates for the mutual support in my research work. Lastly, I greatly thank the administration of Kenyatta University for their facilitation and permission to carry out this study.
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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<tr>
<td>GES</td>
<td>Ghana Educational Service</td>
</tr>
<tr>
<td>GNAT</td>
<td>Ghana National Association of teachers</td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>NACOSTI</td>
<td>National Council for Science and Technology</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Scientists</td>
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<tr>
<td>TEWU</td>
<td>Teachers and Educational Workers Union</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<td>USA</td>
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ABSTRACT

In this study teacher retention is considered to enlighten different stakeholders on strategies that can be adopted to retain teachers in schools. Teachers play a crucial role in education, providing instruction and guidance to ensure student-learning and holistic development. The purpose of the study was to establish the influence of school environment which includes (work conditions, benefits, management style, Professional progression) on teacher retention in Early Childhood Development Centres Nyatike Zone, in Migori County. The study was based on Bronfenbrenner’s theory of ecological development which has been one of the most applied and used theories in assessment of early childhood education. The theory proposes that a child's development is affected by their social relationships and the world around them which includes teachers. Bronfenbrenner believed that a person's development was affected by everything in their surrounding environment. The study adopted descriptive research design and was carried out in both public and private Preschools. The target population was preschool teachers teaching in Nyatike Sub-County which was used to evaluate and report the current state of ECD teacher retention. A sample of 68 respondents was selected from the study population of 206 Preschool teachers and Preschool head teachers, using cluster sampling where each ECD center was taken as a cluster. Questionnaires and interview schedules were used for data collection. A pilot study was done to establish the reliability and validity of the research instruments. Statistical Package for Social Scientists (SPSS) was used to generate descriptive statistics and the findings was presented using tables. The study found out that teachers who were assured of their job security can also respond by giving their all in terms of what it takes to ensure conducive educational climate which is necessary for their retention in early childhood development centres. Majority of the teachers indicated that they liked teaching because they were trained to teach and therefore were satisfied with the profession. The study further established that there is a need to find ways of retaining the teachers in the profession as this will assist to reduce the expenses of recruiting new teachers. The study concluded that workload remains the most important factor influencing teachers’ decision to leave the profession. In addition, teachers liked teaching because they were trained to teach, they were satisfied with the profession because that is where they were earning their living and that teaching profession gave them time to do other things. A sustainable working environment that fosters engagement is attractive to potential employees, best school leaders foster a culture of continuous improvement, promotes professional development characterized by collaborative relationships among teachers and if this is not adhered to, will enhance teacher retention in schools. The study made the following recommendations: school administrations to be meeting regularly with teachers in their respective schools to discuss ways in which they can be successful and ways that can enhance their career progression as a motivation to stay in their schools. Recruitment of sufficient number of preschool teachers is necessary to ensure adequate in the school in the Sub-County. The County Government should also improve rewarding system for preschool teachers in order to motivate them and boost their performance.
CHAPTER ONE
INTRODUCTION AND CONTEXT TO THE STUDY

1.1 Introduction
This chapter entails background of the study, problem necessitating the study, the purpose of the study, the objectives and research questions significance of the study. The chapter also focus on the limitation and delimitations, theoretical and conceptual framework and operational definition of terms.

1.2 Background of the Study
Teaching is about engagement, about getting a child to love to learn. Children will always work hard for a teacher they respect even if they demand more and insist on discipline and high academic standards. When teachers are not retained due to working conditions or poor pay then children’s performance deteriorates. In this study teacher retention is considered to include all those teachers who choose to stay in the profession despite the many challenges that face teaching in this day and age.

Not only have changing economic and social patterns resulted in children entering early childhood school settings at an earlier age, but studies have highlighted that learning in the early ages of life significantly impacts on later development and behaviour in society matters (Mustard & McCain 1999). Less effort however seems to be directed towards working conditions in schools which is a primary focus of why teachers leave the profession.
In the United States, a policy framework that can create a coherent infrastructure of recruitment together with support programs is lacking (Haselkorn, & Fideler, 1999) which could connect all aspects of teachers’ development systems that are linked to national and local educational goals. Recent report released by researchers Bame (1991), Borman and Dowling (2008) show that orientation programs that have effective and proper mentoring processes in the very early years of teaching may translate to teacher retention as well as lead to pupils and students achieving success in their academics. In addition, this helps to minimise on wastage of resources due to teacher attrition. Putting this into practice will ensure that teachers remain in the profession for a long time.

Teacher turnover is high in the first world countries like in Europe and the United States of America (USA). For example, various studies show that in USA, teacher shortages are high in many states as a result of turnover rates (Baker & Smith, 1997). In addition to this Hanushek, (2004) reports that in the USA 16% to 20% of the teachers chose to leave their schools that year due to unfavourable school environment. A report by Santiago and Mackenzi (2005), states that teacher turnover was a national crisis in Britain.

Internationally, more and more children are attending informal and formal early childhood settings at an earlier age. In Europe up to 50% of all 4 year olds attend educational centres with a trained teacher, and in countries such as Belgium, France and Italy, over 90% of 3 year olds have access to some form of pre-primary education (Fleer, 2000).

In Great Britain, the government established the importance of children’s early years of development and the requirement for quality care givers in a 1990 report titled Starting
with Quality (Miller, 2002). Several reports and studies followed, including “The Effective Early Learning Project from 1993 to 1997” (Pascal & Bertram, 1997), which concentrated on developing care givers planning and reflection practices to raise the quality of early learning in young children.

In Africa, Early Childhood Development has received equal attention as evident by: African Charter on Rights and Welfare of the Child (Organization of African Unity, 1990) and the Government of Kenya (Republic of Kenya, 1998) recognizes the right of every child to quality living standards adequate with “its physical, mental, spiritual, moral and social development”. This implies that guardians should give adequate and appropriate care to children, since inadequate development that occur at this stage are hard to reverse.

However as compared to the West African countries face greater challenges in efficient implementation and development of early childhood programs due to relatively lower economic power (Cobbold, 2007). For instance in Kenya, studies Ngome (2002), Ng’asike (2004) have revealed that most centers lack the necessary facilities, equipment and materials which would have promoted teacher motivation and general development of children. Furthermore, preschools especially those located within full school compounds were much worse than their primary counterparts in terms of provision and appropriateness of facilities, Ministry of Education Science and Technology (MOEST,1999).

According to Ngome (2002), most public preschool centers have unfriendly learning and working conditions characterized by lack of windows, semi structured buildings built of
mostly mud, wood or iron sheets acting as classrooms. In such classroom environment, high temperatures are experienced almost all day while ventilation is inadequate with dust being a problem distracting the children. Most of these classrooms are also congested (Ng’asike, 2004). Ngala and Begi (2017) conducted a study to explore the school related factors influencing teacher attrition in pre-primary schools in Kengeleni zone in Mombasa County. They established that teacher attrition existed in preprimary schools in the zone and it was caused by many school related factors, including poor school management, inadequate school facilities and administrative support. All the highlighted factors Ngala and Begi (2017) contribute to teacher attrition but some teachers still stay in the profession despite the outlined challenges. It is on this basis that the researcher conducted this study to find out the influence of school climate on teacher retention in Nyatike zone, in Migori County, Kenya.

1.3 Statement of the Problem

From the foregoing background, it is evident that there are several challenges regarding teachers retention in schools. Hanushek, (2004) reports that in the USA 16% to 20% of the teachers chose to leave their schools that year due to unfavourable school environment. A report by Santiago and Mackenzi (2005), states that teacher turnover was a national crisis in Britain. These challenges also affect the learnings in schools due teacher shortages in many states as a result of turnover rates. Research done in developed countries Borman and Dowling (2008) has shown that orientation programs that have effective and proper mentoring processes in the very early years of teaching, may translate to teacher retention as well as lead to pupils and students achieving success in their academics. Locally researchers Ngome (2002) have looked at most public preschool
centers as having unfriendly learning and poor working conditions, Ngala and Begi (2017) explored the school related factors influencing teacher attrition in pre-primary schools. All these affecting the learning in pre-primary schools. The central problem and the gaps of the study is that in the current educational environment, there have been reports of various incidents including: job discontentment, stress, fatigue, and change of profession being rampant affecting teacher retention. Teachers play a crucial role in education, providing instruction and guidance to ensure student-learning and holistic development. Teachers also play a very important role in the successful execution of educational change and reforms; setting educational policies and strategies into test (Hargreaves & Evans, 1997). It is with this connection that the researcher sought to establish the influence of school climate on Teacher retention in Early childhood Development Centres in Nyatike, Migori County, Kenya.

1.4 Purpose of the Study

The purpose of the study was to establish the influence of school climate on teacher retention in Early Childhood Development Centres Nyatike Zone, in Migori County. The study also explored the factors influencing teacher retention in early childhood development in the Zone.

1.5 Research Objectives

The specific objectives of the study were:

i) To establish teacher retention levels in Early Childhood Development Centres in Nyatike Zone, in Migori County.

ii) To find out the influence of school environment on teacher retention in Early Childhood Development Centres in Nyatike Zone, in Migori County.
iii) To explore strategies put in place to enhance teacher retention in early childhood development centres in Nyatike Zone, in Migori County.

1.6 Research Questions

This study aimed to find answers to:

i. What is the level of teacher retention in early childhood centres in Nyatike Zone, in Migori County?

ii. How does the school environment influence teacher retention in early childhood development centres in Nyatike Zone, in Migori County?

iii. What strategies are put in place to enhance teacher retention in early childhood development centres in Nyatike Zone, in Migori County?

1.7 Significance of the Study

The findings of the study may be useful to:

i) The government of the republic of Kenya, where the policy makers may use the findings to ensure that Preprimary teachers have good working conditions regardless of where they discharge their duties: either in public or private institutions.

ii) The study findings may also help Ministry of Education Science and Technology (MOEST) in identifying work place conditions which when improved will lead to higher teacher retention. The employer of teachers who is the Teachers Service Commission, may also benefit from the knowledge as previous research indicates that it is possible for teachers to remain in the profession.
iii) The preschool teachers may be trained by the government to improve the esteem of the profession and this may curb teachers from hoping from one school to the next.

1.8 Limitation and Delimitation

The following were the limitations and delimitation of the study:

1.8.1 Limitation of the Study

The study was affected by some teachers who work in very restricted environments and therefore avoided to report the prevailing conditions for the fear of losing their jobs; however the researcher assured them to give their views freely as the data collected was purely for academic purpose and not any other. The study was also covering a small sample of the teachers in Nyatike Zone, although the researcher ensured that all the respondents gave their views by returning their questionnaires.

1.8.2 Delimitations of the study

This study was carried out in Nyatike zone in Migori County. The study focused on the influence of school climate on teacher retention in Early Childhood Centre in Nyatike zone Migori county. This study was delimited to preschool teachers in Nyatike zone who are still in the profession. The study also focused on Headteachers and Preschool teachers in the zone. The region has Private and Public Preschool hence a good comparison was put in place to determine teacher retention in the zone.

1.9 Theoretical and Conceptual Framework

The following are both the theoretical and conceptual frameworks of the study:
1.9.2 Theoretical Framework

The study was based on Bronfenbrenner’s theory of ecological development (1989) which has been one of the most applied and used theory in assessment of early childhood education phenomena and, at the same time, preschool to some extent. The theory proposes that a child's development is affected by their social relationships and the world around them. Bronfenbrenner believed that a person's development was affected by everything in their surrounding environment. He divided the person's environment into five different levels: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem.

The microsystem is the system closest to the person and the one in which they have direct contact. Some examples would be home, school, daycare, or work. The mesosystem consists of the interactions between the different parts of a person's microsystem. The exosystem refers to a setting that does not involve the person as an active participant, but still affects them. Macrosystem encompasses the cultural environment in which the person lives and all other systems that affects them while lastly chronosystem involves changes which occur during a child's life in the characteristics of the child as well as in the environment in which the child lives.

The theory of ecological development is relevant to this study in the sense that personal development is compared to different kinds and levels of systems. Thereby introducing systems approach to the procedural principles of educational research, whereby an item under study is studied as a system of both its structural and functional relations (Davidova & Kokina, 2002).
Bronfenbrenner (1989) advocates that the physical facilities, equipment and materials present in the surrounding in which children dwell, and the interpersonal relations of the individuals with whom they associate, impact on children’s development. ECD teachers are the most important people in children’s interpersonal association. ECD teacher are encouraged to create a motivational environment as its one of the most important factors on the children’s psychosocial development.
1.9.2 Conceptual Framework

Figure 1.1 Factors influencing Teacher Retention in ECD Centres

Figure 1.1 illustrates the variables of interest; teacher retention and school environment with its indictors as independent variables that may influence teacher retention. Teacher retention entails the working environment set by the employer for the teachers to work.
All these variables affect teacher retention which is the dependent variable and the focus of the study.
1.10 Operational Definition of Terms

**Early Childhood Centre:** An educational learning institution offering early childhood education to children between the ages of three and five before joining primary level.

**Early Childhood Teacher:** A teacher who teaches children between the ages of 3-6 in an Early childhood centre.

**School Climate:** Factors associated with the profession that may lead to teacher retention including financial incentives, administrative support and general working conditions.

**Strategies:** Refers to the mechanisms that have been adopted to ensure that teachers are retained in the profession.

**Teacher Retention:** Refers to keeping Preschool teachers in their job at the preschools as well as in the profession.

**Teacher Turnover** Refers to good number of teachers interested in teaching learners in pre-primary schools
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the teacher retention problem and how it is addressed from different perspectives.

2.2 Teacher Retention in Early Childhood Development Centres

Teacher retention is a global phenomenon that requires critical attention from all stakeholders of education. This problem is not only found in third world countries but also in developed countries like the USA. According to Hernandez (2007), this makes it a global issue that needs to be tackled seriously to ensure that teachers are recruited and retained in the teaching profession.

School climate is fundamental for learning in school and has an impact on teachers’ retention and their ability to teach preschool learners and to understand important public issues affecting them. Conducive environment therefore provides the foundations upon which skills can imparted to the young ones.

Daley, Guarino and Santibanez (2006), in their research found out that attrition rate was very high especially in young teachers. However, a lot was being made by respective countries to replace teachers who leave the profession. For example, Alliance for Excellent Education (2005) reported that over two billion US dollars is spent in the USA in replacing teachers every year who in one way or the other decide to leave the profession. There is need therefore, to find ways of retaining the teachers in the profession as this will assist to reduce the expenses of recruiting new teachers.
It is also worthy to note that the costs associated with early career teacher attrition are not only economical but can also affect the pupils faculties as ensuring that teachers are retained in the profession leads to positive holistic development of children.

According to a Canadian Journal of Educational Administartation and Policy (2014) and studies done by Rivkin, Hanushek & Kain (2005), Cochran, Smith (2006) and Darling-Hammond (2006). The quality of the teachers and their abilities are the core school based factors which add to the whole educational development and pedagogical accomplishment of the pupils especially if much focus is directed to those teachers who are beginning their career in the profession when feeling discouraged. However as reported by Colb (2001), Borieen, Johnson, Niday & Potts (2009) there are talented teachers in the field and in order to retain them and help drop attrition, certain policies such as the working conditions have to be factored in to ensure that they stay in the profession. At pre-primary school context, conducive school environment can be measured through the number of teachers that are retained by different pre-primary schools and the attrition levels.

Jones (2003) argues that the first three to four years after the initial training of the teachers are critical to their deciding on whether to stay in the profession or leave. Thus, according to Barlin, Moir (2009) and Gless & Miles (2009), teachers who either do not receive sufficient support in their first years of their career or feel less effective decide to leave the teaching profession in favour of more lucrative professions. So lack of support from pre-primary school management may either promote or inhibit retention levels in these schools.
It is important to note that high teacher attrition has a negative impact on the child’s growth and development as it tends to destabilise teaching normally experienced when there is low attrition. High performing schools are always distinguished by their stability and consistency in learning. Lawrence (1999) shows that traditionally, teaching has been characterized as an occupation with a high turnover rate. A survey commissioned in 2009 on teacher attrition by both Ghana National Association of teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) showed a very high teacher attrition in Ghana. For example, it is estimated that the Ghana Educational Service (GES) loses about 10,000 teachers every year to other professions. Although teaching institutions in the country produce so many teachers every year, Cobbold (2007) argues, there is still shortage of teachers because they are not retained in the profession which was the focus of study. So this study bridged this gap by suggesting recommendations that are necessary to mitigate against attrition levels of preschool teachers in Nyatike area.

The teachers leaving the profession seem to be increasing every year and it suggests that although a lot of money is used for training and coaching, hardly any or no attention is given to teacher retention (GNAT, 2009; Bame, 1991; Vroom, 1998), something which has now become very serious. The government therefore has a lot to do to ensure that teachers are retained in the profession to cut on training costs.

Ssekamwa and Lugumba (1973) reported that before independence in Uganda, teachers benefitted a lot in terms of reasonable remunerations and respect from the public, many of them liked their profession. As a result, there was very high teacher retention in most schools in Uganda. In 1960, Uganda compared to other countries in Africa, had one of the best education systems, this was an attraction and a learning model to several
countries in the African continent. However, the study did not investigate the retention levels of pre-primary school teachers and its relationship with the school learning environment; a research gap that was filled through the current study.

2.3 School Climate and Teacher Retention in Preschools

Lockwood (2007) states that managers together with human resource managers have the important role of building and maintaining a sustainable working environment that fosters engagement as well as being attractive to potential employees. He further purports that the best school leaders are the ones who foster a culture of continuous improvement, promotes professional development characterized by a collaborative relationship among teachers, has a safe and orderly learning environment and sets high expectations for academic achievement among students. If this is adhered to, it would enhance teacher retention in schools. The primary reason for teachers leaving their positions is traditionally thought to be salary and finances. However, a more important issue that arose is working conditions. The work place environment could be a major factor contributing to teacher attrition in preschools.

Recent quantitative studies reveal that schools that have poor working conditions are a recipe for higher teacher attrition rate. These types of schools are mostly frequented by pupils from low income families as revealed by a study conducted by Borman & Dowling (2008) and Boyd et al. (2011) on teacher attrition and teacher retention in Wisconsin–Madison in the US. Empirical evidence available suggests that a correlation exists between student demographic and teacher attrition which is not only driven by teachers feedback to their students, but also by the conditions in which they must teach in, as well as the conditions in which the students are obliged to learn. Those working conditions
experienced by teachers in discharging their duties on a day to day basis matter a lot to 
the teachers and the students. Teachers plan to stay longer and are more satisfied in 
schools that have independent student demographic characteristics. However, issue like 
financial incentives and lack of administrar support could be a major factor contributing 
to teacher attrition in preschools.

Until recently, reseachers have started to comprehend how different work place factors 
may influence teachers ability to teach well, their satisfaction with their role, their sense 
of self efficacy and also their desire to stay in their school and also in their trained 
profession despite the growing recognition of the importance of working conditions. 
Johnson (1990) suggested a mechanism for evaluating the teachers workplace. The 
pocess varied from physical teaching environment (like comfort as well as safety) to task 
structures (like workload and supervision) to economic factors like (job security and pay) 
and also to social and cultural elements (like characteristics of colleagues) and students 
and students strength of the organizational culture. Boyd et al.(2007), proposed that 
employee engagement may include elements which are within the workplace 
environment that attracts, focus and keep the most talented employee. However, this 
study focused on establishing the extent to which financial incentives and lack of 
administrative support could be a major factor contributing to teacher attrition in 
preschools.

Recent literature hypothesizes that the administrarative problems, classroom control, 
student discipline, extra curriculum duties,large classes and stressful atmosphere were the 
primary reasons for teacher turnover. Hannushek et al. (2005) said some teachers 
consider job satisfaction to be the most important factor affecting teacher turn over.
Salaries are very important but working conditions are extremely very crucial. Parallel lines seem to be drawn between job satisfaction and the problem of working conditions, it is reported that those teachers who leave the profession because of job satisfaction do so because of working conditions related to inept administrators, undisciplined students and uncooperating parents. This study however did not focus specifically on impact financial incentives on school environment which the current study investigated.

Boyd et al (2007) further add that lack of correspondence between the pay a teacher receives at the end of the month and his performance is a source of job dissatisfaction. In addition, Ingersoll (1995) points out that even though there might be similarities in terms of pay and other benefits, other work place conditions like school policies, degree of students misbehavior, and control of classroom decisions are found to be connected to turn over. There should be well established policy in relation to conditions at work place and the pay for pre-school teachers.

Recent research also done to determine the effects of family involvement on educational outcomes shows that there is a lot of difference especially in matters concerning academic achievement if parents take centre stage of their childrens’ education. According to Epstein et al (1991) regardless of whether the child is in either preschool or in the upper grades, or whether the family is struggling economically or not, or whether the parents completed high school or graduated from college, the childs parental contribution greatly improves student learning. Thus when parents are actively involved in schools there is improved attendance of the pupils, better completion of assignments, improved behaviours and higher grades and test scores, as well as higher enrolment and graduation in post-secondary education with fewer placements in special education.
Epstein et al (1997) pointed out that, on average schools with a more wealthy population experienced more family involvement than the others. Likewise schools which face more challenges of building positive partnerships have very high number of pupils /students on either free or reduced prices on lunches if such feeding programs are provided.

It is very important to point that most families and parents care about the future of their children. However their only difference is their ability to partner with schools. Even though school administrators and teachers wish to improve the students there are variations in current ability to reach out to families and community at large. If there is maximum cooperation between parents and the school, the students outcome would be better and it would equally help teacher retention in schools.

Baker and Smith (1997) revealed that poor working conditions and organizational factors are attributed to high attrition rates of new teachers. The government and other employers have to consider these factors when employing teachers to be able to retain them. In addition, Ingersoll (2003) stated that research into teacher retention often focuses on three groups of people known as Movers, Stayers and Leavers. Stayers are teachers who decide to remain in the profession at their current work site. Leavers are people who leave the profession altogether. Research by Maddox (1997) suggests that it is the most qualified teachers who leave the profession. It may further indicate to other teachers that there are better opportunities outside of teaching thus encouraging greater levels of teacher attrition. However, there is limited literature available on the effect pre-primary school environment on teacher retention, a gap addressed through the current study.
2.4 Strategies to Enhance Teacher Retention in Early Childhood Development Centres

There are several studies that have been done relating to teachers’ recruitment and retention in Kenya, Africa and elsewhere in the world. Several studies on teacher retention have shown how various scholars address the concepts of teacher retention, in schools (Bennel, 2004). Thus, attrition and transfer of teachers within Counties are associated with teacher retention issues in an area. It implies that both attrition and transfer negatively influences teachers’ retention. Attrition is caused by long term illness, death, resignation, retirement or dismissal while transfers can be practiced through lateral promotions or study leave. Moreover, teachers’ retention can be enhanced through induction and mentoring, working conditions, performance, salary and financial incentives and opportunity for teacher leadership (Lasagna, 2009). This underscores the important role conducive pre-primary school learning environment can have in determining and even predicting teacher retention in early childhood development centres.

Benedict (1999) did a study on factors determining the retention of academic staff in Tanzania. The findings revealed that the position of academic staff and chances for future training prospects play a big role for the staff to remain in learning institutions. Benedict (1999) further recommended that management of institutions have to make sure that the staff always feel that they are part of the organization. This study revealed that teachers from urban schools have a higher retention compared to their rural counterparts and further recommended that the status of teaching should be elevated economically, socially and politically.
Bame (1991) did a study on teachers’ motivation and turn over in Ghana. The findings revealed that the main reason for teacher retention include promised good future, stability and security in teaching profession as well as professional qualifications. On the contrary lack of opportunity for promotion and career development, low salary and low status of teaching profession were the reasons for the turn over. Kapadia, Coca and Easton (2007) observed that, providing various induction activities, such as mentoring and support enables new teachers to transition well into the profession thus they are likely to stay longer.

Strath (2004) added that lack of resources is also problematic if a school has to deal with a shortage of teachers, while at the same time it has to use financial incentives to reward effective teachers. Owen, Kos and Mckenzie (2008) suggested that the status of teachers should be improved as well as attraction and retention issues. Thus to be able to improve teacher retention in, Nyatike zone measures of improving teachers status and all retention issues such as living conditions and working conditions as well as compensation were addressed.

Mckenzie (2008) suggested that the status of teachers should be improved as well as attrition and retention issues. Thus to be able to improve teacher retention in, Nyatike zone should take measures of improving teachers status and all retention issues such as living conditions and working conditions as well as compensation. Timilehin (2010) observed that inadequate school facilities which include material resources that facilitate effective teaching and learning in schools and inadequate funding are obstacles to teachers retention as well as effective teaching and management of schools.
Newton, Rivero, Fuller and Dauter (2011) worked on teachers’ stability and turnover in Los Angeles. They assert that teacher turnover and retention have attracted increasing attention in the research and policy community and further recommended that understanding who leaves, when and under what conditions is important for policy formulation that target teacher retention. In the context of Nyatike zone these strategies can help create policies for teacher retention.

2.5 Summary of Literature Reviewed

This chapter covered studies on teacher retention in early childhood development centres, school climate and teacher retention in Preschools and strategies to enhance teacher retention in Early Childhood Development Centres.

Reviewed literature on teacher retention shows that school environment and work conditions together with school policies and management styles as well as remuneration may play a key role in ensuring teacher retention. Reviewed literature however suggest that attraction packages are neither reliable nor promptly dispatched not only to attract but to avoid teacher turnover.

Similarly, there are various conditions which are very important in teacher retention at work place. These include teaching workload, class size, accessibility, favourable work environment, career growth, promotion and recognition. If there is inadequacy in any, it can lead to teacher attrition.

There is also an indication from that for any organization to succeed, the school climate must be favourable and play their roles in a way that encourages the realization of common goals in the institution. This study therefore came up with feasible recommendations to ensure that factors responsible for teacher retention are identified
and harmonized to ensure that teachers are retained in the teaching profession and to ensure that preschool teachers in Nyatike Zone stay in the teaching profession.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter three describes the methodology which was used by the researcher in the study. More specifically, it describes the research design, the target population, sampling design and sample size, data collection tools and techniques, pilot study, data analysis employed in the study and lastly logistical and ethical considerations.

3.2 Research Design

This study employed descriptive research design. In descriptive research design, existing factors are described, recorded, analyzed and reported as they are (Mugenda and Mugenda, 1999). This design was found to be appropriate since the researcher intended to describe the situation in terms of “what is” as opposed to analyzing why it is so. It was thus convenient in describing the teacher retention in early childhood education. The focus of the study was to pinpoint factors that led to teacher retention in Nyatike zone.

3.2.1 Variables

The study had variables which were dependent, independent and intervening.

(a) Dependent Variable

The dependent variable of the study was teacher retention in Early Childhood Development Centres. Here the researcher’s focus was to observe and describe how teachers in the pre-school level are able to remain in the teaching profession despite the highlighted challenges in the literature review. A questionnaire was used to collect
information from the respective preschool teachers regarding strategies in place to enhance their retention.

(b) Independent Variables

Independent Variables included:

(i) School climate on teacher retention in Early Childhood Development Centres.

(c) Intervening Variables:

(ii) Strategies put in place to enhance teacher retention in early childhood development centres. These were: provision of incentives, good working conditions and adequate support from other stakeholders. Information on intervening variable was collected from open ended question in the questionnaires on strategies of enhancing teacher retention.

3.3 Location of the Study

The study was undertaken in Nyatike sub-county in Migori County. The sub county is in a semi-arid region, with its residents mainly depending on fishing as the major economic activity. Around the areas of Macalder and Osiri, small-scale gold mining has also become a source of livelihood. Currently, the sub county has the highest population of the eight sub counties in Migori.

Being in a semi-arid area, teachers have been pushing for it to be categorized as a hardship area as there are alot of challenges including water and food scarcity and inaccessibility. This was part of the reason why the researcher decided to pick it for the study.

The early childhood education in Migori county has undergone a rapid growth with the directive of the county government that all public primary schools should have an early
childhood center. This led to the construction of 120 new early childhood centers therefore doubling the intake.

3.4 Target Population

The target population for the study entailed all 156 Preschool early childhood teachers and 50 early childhood Preschool School Head teachers, in Nyatike zone Migori County. Although the target population was teachers who are within the profession, an enquiry was made to establish what retained the teachers.

3.5 Sampling Techniques and Sample Size

This section covers sampling techniques and sample size. Sampling technique entailed the process of choosing the individual teachers in Nyatike zone such that they were able to represent the population under study.

3.5.1 Sampling Technique

This study adopted a simple random sampling technique to select the required sample from the target population. The institutions were categorized in Private Preschool and Public Preschool. According to Mugenda (2012) a representative sample size is one that is at least 30% of the population. The researcher used 30% of the target population to be the sample population.
<table>
<thead>
<tr>
<th>Category of Schools</th>
<th>Number of Sample of schools</th>
<th>Sample size of Respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>8</td>
<td>36</td>
<td>54.5</td>
</tr>
<tr>
<td>Private</td>
<td>7</td>
<td>30</td>
<td>45.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>66</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Nyatike sub-county was purposively selected. Purposive sampling is where the sample is chosen arbitrary due to characteristics, that they possess, that will be essential for the research (Sproul, 1988). Random sampling was used to pick the clusters then all the items in each cluster (ECD center) sampled. Since each school has an average of 2 teachers with one head teacher 22 clusters were randomly picked in order to meet the sample size.

3.6 Research Instruments

Two instruments were employed in this study. Data was collected using structured questionnaires and interview schedules. Questionnaires were appropriate since they guarantee anonymity and confidentiality. The questionnaire contained close-ended questions to provide specific responses and open ended questions for in-depth information. Open ended questions permit a greater depth of response and give an insight into the respondents’ feelings, backgrounds, hidden motives and intentions (Mugenda & Mugenda, 2003).

3.6.1 Questionnaire for Preschool Teachers

Questionnaires was used to collect data from the ECD teachers and Head teachers. It comprised of both open and closed ended questions. The instrument was used to assess
factors and elements that help in retention of ECD teachers and Head teachers in the profession. Questionnaires were appropriate since they guarantee anonymity and confidentiality. This encouraged honest responses from respondents. Kothari, (2003) stipulates that use of the questionnaire is one of the major ways to elicit self-reports on people’s opinions, attitudes, beliefs and values.

3.6.2 Structured Interview Guide for Preschool Head teachers

A pre arranged interview schedule comprising of a set of both closed-ended questions and open-ended questions was used to gather information from the study respondents. Interviews were conducted using semi-structured interview schedules, the interviews were mainly used to obtain the views of school principals concerning issues that influence teacher retention.

3.7 Pilot Study

The research instruments were piloted with teachers in two pre-primary schools; one public and one private primary school. The schools involved in the pilot study were not included in the sample of the study. The purpose of piloting the research instruments was to test the suitability of the items with the intention of improving their validity and reliability. Pre-testing of the instrument was carried out using a pilot study of three teachers and one head teacher. The pre-test sample was issued with questionnaires and interviews to observe whether each question measures whatever it was ment to measure and then adjustments was made accordingly.

3.8 Validity of the Instruments

Content validity of the instruments were achieved by ensuring that the items cover all the variables and objectives of the study. The reseacer further reviewed the instrument
together with the supervisor to ascertain its appropriateness and relevance. Because according to Best and Kahn (2006) critical judgement of expert in the field of inquiry is helpful in examining content validity.

3.9 Reliability of the instrument

The reliability was determined by test re-test method. The same group of teachers were given the same questionnaire after a two weeks interval during the pilot study. The calculation of the correlation coefficient provided the consistency of the items in the questionnaire in providing similar responses. The reliability was calculated using Cronbach’s alpha, which is a model of internal consistency (repeatability) based on the average inter-item correlation. The reliability analysis procedure calculates measures of scale reliability and provides information about the relationships between individual items in a scale. The results of reliability statistics produced a Cronbach's alpha value of 0.825, which indicated a very high level of internal consistency for the scale.

3.10 Data Collection Techniques

Drawing from a broad range of data sources and analytical approaches provided rich results and facilitated cross fertilization among the findings in the four objective areas. After piloting and revising the research instruments, the researcher collected data. Teachers were served with the questionnaires, and then the researcher discussed the issue at hand and agreed with them on how to fill the questionnaires and conduct interviews. In terms of interview, the researcher met the head teachers, introduced herself, established a rapport and agreed on the date and time of the interviews prior to the exercise. The researcher employed a one-on-one interview with the head teachers. Primary data was
collected as needed in the selected schools. However evaluation maximized the use of existing reliable data.

### 3.11 Data Analysis

Both quantitative and qualitative methods of data analysis was used. A statistical software (SPSS) was also used in aiding and analyzing of data to give findings in form of descriptive statistics. Descriptive statistics was used to synthesize data into frequencies, percentages, charts, tables and graphs. The qualitative data obtained from the interview was summarized according to similarities and common themes. This will be harmonized with the quantitative information.

### 3.12 Logistical and Ethical Considerations

The researcher obtained a letter from college to assist in obtaining a research permit from the National Council for Science and Technology (NACOSTI). After this, the researcher visited each of the sampled schools and booked an appointment with the head teachers and teachers to administer the questionnaires and conduct interviews. After getting research permit, booking for head teachers’ appointment for data collection was sought. For ethical consideration, participants were informed of the nature of the study and allowed to choose whether to participate or not. To safeguard the privacy of the participants, respondents were kept in a private environment away from passersby or intruders. Asking participants not to write their names on the questionnaires during the research also helped ensure anonymity. While preparing for data collection and analysis, the researcher maintained anonymity by separating information such as code numbers from the data itself. During the research, participants were requested not to write their names on the questionnaires.
CHAPTER FOUR

RESEARCH FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretations and discussions according to the objectives of the study. The study was along variables in tandem with the conceptual framework and the study objectives while discussions have been made based on the variables of interest, which forms the basis for conclusions and recommendations given in the subsequent chapter. The study was based on the following objectives to:

i) Establish teacher retention in Early Childhood Development Centres in Nyatike Zone, in Migori County.

ii) Find out the influence of school climate on teacher retention in Early Childhood Development Centres in Nyatike Zone, in Migori County.

iii) Explore strategies put in place to enhance teacher retention in Early Childhood Development Centres in Nyatike Zone, in Migori County.

4.2 Demographic Information

This section deals with the demographic information of the respondents. The study sought to establish both general demographic information of the respondents. In this study a set of personal characteristics namely, gender, highest academic qualification, age bracket, teaching experience, duration of working in the ECD centre and terms of employment were established as explained below.
4.2.1 Gender Analysis

Gender is an important variable in a given social situation in a study which is variably affected by any social, educational or economic phenomenon. In this study the genders of both teachers and students were analyzed.

a) Gender of the ECD Teachers

The study sought to establish the gender of the ECD teachers from the sampled ECDE centres and Table 4.1 presents the findings:

Table 4.1: Gender of the Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>4.5</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>95.4</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.1, 42 (95.5%) of the ECD teachers were female while 2 (4.5%) were male. This was in line with the researcher’s expectations of sampling both male and female teachers in order to establish their opinion on level of influence of school climate on ECD teacher retention in Early Childhood Development Centres from the teachers’ perspectives.

b) Gender of the Head Teachers

The questionnaires were distributed to both male and female head teachers and the data related to gender of the students is presented in Table 4.2.
### Table 4.2: Gender of the Head Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>95.2</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4.2, the questionnaires were distributed to both male and female ECDE head teachers such that 21 (95.2%) were female while 1 (4.8%) were male.

#### 4.2.2 Age of ECDE Teachers

Age of the respondents particularly ECDE teachers for this study was one of the most important characteristics in understanding their opinion on level of influence of school climate on ECD teacher retention in Early Childhood Development Centres. From the teachers’ perspective, age indicates level of maturity and was important to examine. The teachers were therefore asked to state their ages and Figure 4.1 presents the findings.

![Figure 4.1: Age of the Preschool Teachers](image)

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As shown in Figure 4.1, majority 36.4% of the respondents were aged 20-29 years, followed by 31.8% aged 41-49 and 22.7% aged 30-40 years while only 9.1% were above 50 years of age. This implies that age was an important aspect of also determining ones experience in helping this study to establish teachers’ knowledge on the influence of school climate on teacher retention in early childhood development Centres.

4.2.3 Teaching Experience

Preschool Teachers were asked to state their years of teaching experience and Table 4.3 presents the findings.

**Table 4.3: Teaching Experience**

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>20</td>
<td>45.5</td>
</tr>
<tr>
<td>5-9 years</td>
<td>10</td>
<td>22.7</td>
</tr>
<tr>
<td>10-14 years</td>
<td>9</td>
<td>20.4</td>
</tr>
<tr>
<td>Over 15 Years</td>
<td>5</td>
<td>11.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.3, majority 20 (45.5%) had less than 5 years teaching experience, 10 (22.7%) had between 5 to 9 years, 9 (20.4%) had between 10 to 14 years of teaching experience while 11.4% had over 15 years experience. According to Goldhaber (2004), teachers’ education level and experience have attributes of teacher quality and quality of education in school as supported by (Johnson et al., 2007). Teacher education level and experience therefore represent the ability to manage the classroom climate efficiently and to promote teacher retention. A number of studies Harris and Sass (2007); Ladd (2008)
and Sass (2007) confirm findings from existing research that, on average, brand new teachers are less effective and have higher attrition rate than those with some experience.

4.2.2.4 Academic Qualification

The researcher requested the preschool teachers to state their academic qualifications. In response to this question, the findings were as shown in Figure 4.2.

**Figure 4.2: Preschool Teachers’ Academic Qualifications**

As presented in Figure 4.2 above, majority 56.8% of teachers had diploma level of education, 22.7% had certificate level of education and 18.2% degree while 2.3% were untrained. The level of academic qualification in a research is one of the most important characteristics that might affect the person’s attitudes and the way of looking and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents. One pertinent issue about the efficiency of teachers is their qualifications.
4.2.5 Duration of Working in the ECD centre

To determine the duration of working in ECD centres as pre-school teachers, Table 4.4 presents the findings.

Table 4.4: Duration of working in the ECD centre

<table>
<thead>
<tr>
<th>Duration of working</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>21</td>
<td>47.7</td>
</tr>
<tr>
<td>6-10 years</td>
<td>15</td>
<td>34.1</td>
</tr>
<tr>
<td>11-15 years</td>
<td>5</td>
<td>11.4</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>3</td>
<td>6.8</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

Source (Researcher, 2018)

As shown in Table 4.4 above, majority 21 (47.7%) of the pre-school teachers had less than five year of duration of working in their respective ECD centres, 15 (34.3%) had 6-10 years duration, 5 (11.4%) had duration of 11-15 years while 3 (6.8%) had more than 15 years of working their ECD centres. Generally more than 50.0% of the respondents had over five years working years in their ECD centres. Through observation, it was evident that those teachers who had taught for many years were more knowledgeable in terms of handling learners in their respective classes.
4.2.6 Terms of Employment of ECDE Teachers

In a bid to establish their terms of service of ECDE teachers, the respondents were asked to state their terms of employment and Figure 4.3 presents their findings.

![Figure 4.3: Terms of Employment](image)

Figure 4.3: Terms of Employment

Figure 4.3 shows that 50.0% of the employees were on permanent terms of employment, 43.2% were on contract and 6.8% were on temporary terms of employment. Terms of employment of employees play a very important role particularly in terms of motivation. Teachers who were assured of their job security can also respond by giving their all in terms of what it takes to ensure conducive educational climate which is necessary for their retention in early childhood development centres.

4.2.7 Teachers’ Turnover

Head teachers were asked to state the rate of ECD teachers’ turnover over the last five years. In response, the study established that the preschool teacher turnover in Nyatike Sub County was high and this sometimes caused teacher shortages in many ECDE
centres. Hanushek, (2004) reported that in the USA 16% to 20% of the teachers chose to leave their schools that year, due un conducive school climate. A report that was supported by Santiago and Mackenzi (2005) who also found out that teacher turnover was a national crisis in Britain.

4.2.8 Category of Schools

The researcher requested the preschool teachers to state the category of school in the questionnaires. In response to this question, the findings were as shown in Figure 4.4.

![Figure 4.4: Category of Schools](image)

The study revealed that 86.4% were from private schools while 13.6% were from public schools. These results may serve to show that variation in school climate in private schools which may be significantly different from those of the public schools. This scenario may also generate views that may influence school climate in schools and hence the retention of preschool teachers in ECD centres in Migori County.
4.3 Level of Preschool Teacher Retention

Objective one of the study sought to establish teacher retention levels in Early Childhood Development Centres. To establish the level of preschool retention, the preschool teachers were asked to state the extent to which they agreed with satisfaction levels with working environment in their respective schools and Figure 4.5 presents the findings.

Figure 4.5: Satisfaction with the Current School

As shown in Figure 4.4, the study found that (54.5%) of the respondents indicated that they strongly disagreed that they were satisfied working in their current schools while (36.4%) moderately disagreed that they were satisfied with teaching in their current schools. Majority of the teachers indicated that they liked teaching because they were trained to teach and therefore were satisfied with the profession. They further indicated that teachers liked teaching job as a source of living and that teaching profession gave them time to do other things. Majority were however not satisfied working in their current schools. This confirms Hernandez (2007), who made it a global issue that needs
to be tackled seriously to ensure that teachers are recruited and retained in the teaching profession.

The head teachers were asked to state curriculum factors that affected teacher retention. Through interviews, the study established that curriculum influenced teacher attrition as was most often related to content or change of content area.

For instance the head teachers mentioned:

“The adoption of a new program at the County level or the need for change due to curriculum, did not meet teachers’ needs did not feel suited to teach, did not enjoy the concept, or did not think content was age appropriate.”

4.3.1 Factors Affecting their Willingness to Teach in Schools

The preschools teachers were asked to state the aspects of work that affected their willingness to teach hence affecting retention in pre-primary schools. They were asked to state the aspects of work environment that mostly affected their willingness to keep teaching at their respective schools and state the aspects of working conditions that were most important in enhancing student learning in their respective schools. The respondents were allowed to give multiple responses. Table 4.5 and 4.6 presents the findings.
Table 4.5: Aspects of Work Environment Affecting Willingness to Teach

<table>
<thead>
<tr>
<th>Aspect of Your Work Environment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School facilities</td>
<td>23</td>
<td>52.3</td>
</tr>
<tr>
<td>Instructional resources</td>
<td>20</td>
<td>45.5</td>
</tr>
<tr>
<td>School leadership</td>
<td>30</td>
<td>68.2</td>
</tr>
<tr>
<td>Professional growth opportunities</td>
<td>40</td>
<td>90.9</td>
</tr>
<tr>
<td>Compensation package</td>
<td>10</td>
<td>22.7</td>
</tr>
<tr>
<td>School climate (i.e. discipline, safety)</td>
<td>38</td>
<td>86.4</td>
</tr>
<tr>
<td>Collaboration</td>
<td>8</td>
<td>18.2</td>
</tr>
<tr>
<td>Workload</td>
<td>41</td>
<td>93.2</td>
</tr>
<tr>
<td>Collegiality</td>
<td>28</td>
<td>63.6</td>
</tr>
<tr>
<td>Location</td>
<td>5</td>
<td>11.3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>6.8</td>
</tr>
</tbody>
</table>

As shown in Table 4.5, majority 41 (93.2%) of the teachers indicated that they were affected by work load, 40 (90.9%) of the preschool teachers informed this study that their schools lacked programmes for professional growth opportunities. The study further revealed that 38 (86.4%) had unfavorable school climate due to learners’ indiscipline, lack of safety in school among other things; 30 (68.2%) blamed unfavorable work environment on lack of school leadership and 28 (63.6%) cited lack of collegiality. It was reported that 23 (52.3%) of the schools lacked facilities, 20 (45.5%) without instructional resources and 10 (22.7%) indicated that their schools did not have
compensation package in case of accidents while 5 (11.3%) cited location of school to be its undoing.

One Head teacher from Muhuru bay explained:

*It was very uncomfortable heading this preschool with this old building and I had very few teachers in the school as most them went quietly but one expressed to me, as I understood it, one of the main reasons that they left was because they were going to another school that had better facilities and with good infrastructure.*

A teacher stated how she wanted to be in a preschool that had a computer program because that was where her interest lay. She said:

*I was once a preschool teacher in the Migori Town. I really like computers and was trying to get in their computer area at that time. They really didn’t have one per se. So what I did was they had an opening here and a friend of mine put my name in and I came over here and interviewed. I got the job over here.*

The study sought to establish challenges inhibiting teacher retention. In response, the study revealed that most ECD centers in Nyatike Sub County lacked the necessary facilities, equipment and materials which would have promoted teacher motivation and general development of children. The study also found that some of the preschools especially those located within full school compounds were much worse than their primary counterparts in terms of provision and appropriateness of facilities. This was due to the fact that preschools were managed by County Government as a devolved function while primary education was under the national government.
Most of the preschool teachers experienced a lot of challenges as the most of these preschools had unfriendly learning and working conditions characterized by lack of windows, semi structured buildings built of mostly mud, wood or iron sheets acting as classrooms. In such classroom environment, high temperatures are experienced almost all day while ventilation is inadequate with dust being a problem distracting the children as opposed to primary schools which had permanent buildings and better school climate. These were some of the factors mentioned by the head teachers as the demotivating factors affecting teacher retention.

The head teachers also reported that there were no arrangements or programs that supported professional development. Preschools did not sponsor teachers to go for professional trainings, hence very little motivation to enhance retention. This concurs with Colb (2001), Borieen, Johnson, Niday and Potts (2009) who found out that talented teachers can be retained through policies such as working conditions which need to be factored in to ensure that they stay in the profession.

The study further sort to establish the aspect of working condition that are necessary in enhancing learning in preschools and Table 4.6 presents the findings.
Table 4.6: Aspects of Working Conditions Enhancing Children-Learning

<table>
<thead>
<tr>
<th>Aspect of Working Conditions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School facilities</td>
<td>22</td>
<td>50.0</td>
</tr>
<tr>
<td>Instructional resources</td>
<td>20</td>
<td>45.5</td>
</tr>
<tr>
<td>School leadership</td>
<td>29</td>
<td>65.9</td>
</tr>
<tr>
<td>Professional growth opportunities</td>
<td>13</td>
<td>29.5</td>
</tr>
<tr>
<td>Compensation package</td>
<td>5</td>
<td>11.3</td>
</tr>
<tr>
<td>School climate (i.e. discipline, safety)</td>
<td>38</td>
<td>86.4</td>
</tr>
<tr>
<td>Collaboration</td>
<td>9</td>
<td>20.4</td>
</tr>
<tr>
<td>Workload</td>
<td>5</td>
<td>11.3</td>
</tr>
<tr>
<td>Collegiality</td>
<td>27</td>
<td>61.4</td>
</tr>
</tbody>
</table>

The tables 4.6 shows that 38 (86.4%) of the preschool teachers reported that school climate particularly children discipline and school safety should improve in order to enhance children learning, 29 (65.9%) indicated that school leadership should be children friendly and 22 (50.0%) indicated that school facilities should be improved. It was reported by 27 (61.4%) that school collegiality was also necessary in enhancing children learning, 20 (45.5%) indicated that instructional resources should be adequate and 13 (29.5%) reported that schools should facilitate professional growth opportunities to
motivate preschool teachers to teach with enthusiasm thereby enhancing children learning. One respondent indicated that sometimes the school climate is not favorable as some kids were suffering from discipline issues.

He also added there is lack of support from parents when dealing with behavior issues. Lockwood (2007) supports that maintaining a sustainable working environment that fosters engagement is attractive to potential employees; best school leaders foster a culture of continuous improvement, promotes professional development characterized by a collaborative relationship among teachers and if this is adhered to will enhance teacher retention in schools.

The study established that there is a need to find ways of retaining the teachers in the profession as this will assist to reduce the expenses of recruiting new teachers. It also minimizes costs associated with early career teacher attrition which is not only economical but can also affect the pupils’ faculties. Pre-primary school administrations must ensure that teachers are retained in the profession as this will enhance positive holistic development of children. The respondents were asked to state the career development strategies for the teachers in their respective Centers and one teacher had this to say:

*The primary reason for teachers leaving their positions is traditionally thought to be salary, finances and good working conditions. The workplace environment is a major factor contributing to teacher attrition in preschools.*

The preschool teachers were also asked to state whether they can leave the teaching job to other profession and figure 4.7 presents the findings.
Figure 4.7: Leaving Present Teaching Position to another Profession

As shown in Figure 4.7, the study revealed that 84.1% will opt for another profession other than the teaching one if opportunity arises.

One of the respondents revealed that she would leave for an administrative position where she could make a difference but still admits she is content in her current school. She had this to say:

*The only thing that I would leave my current position for, would be an administrative position in this current building or at another school that I feel I could affect somehow. If I would really have to look at the school and what I feel my strengths are and see if it would fit.*

Another respondent had this to say:

*No, I'm happy where I'm at. I wouldn’t want to go anywhere. Unless go home and retire. I mean that would be my only alternative but I told my family that I love teaching little children and when I get out of my teaching profession, I will just retire from preschool because I love coming to school, then if I do that, it’s time for me to retire and I’ve got 38 years and I’m*
Another respondent shared how he would leave his current position to be closer to home or if he were teaching preschool learners at another school at closer rural home. He had this to say:

Well for love of young children. I have been teaching kids a couple of years over at a preschool in Kanyasa and taught them games over there and so as far as teaching is concerned, its whole lot easier to be at the school closer home and watch your kids as far as grades and discipline keeping is concerned.

4.4 Influence of School Climate on Teacher Retention

Objective two of the study sought to find out the influence of school climate on teacher retention in Early Childhood Development Centres in Nyatike Zone, in Migori County. Preschool teachers were asked to give their opinion on factors that influenced school climate on teacher retention in Early Childhood Development Centres. The response given was based on the Likert scale through which the respondents rated the extent to which they agreed with the given aspects which were indicators of the so identified factor on a scale of 1 – 4 where 1 was Strongly disagree and 4 was Strongly agree (1. Strongly Disagree 2. Disagree 3. Neutral Strongly Agree 4). The statements were grouped into three categories: the first category was related to school, second was related to students and the third related to the preschool teachers. The items were subjected to descriptive statistics analysis and the results obtained were as shown in Table 4.7 and Table 4.8.
Table 4.7: School Climate and School Teacher Retention

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School's schedule allows adequate time for teacher collaboration</td>
<td>34.1%</td>
<td>47.7%</td>
<td>2.3%</td>
<td>15.9%</td>
</tr>
<tr>
<td>The school's schedule allows adequate time for teacher preparation and planning</td>
<td>9.1%</td>
<td>18.2%</td>
<td>4.5%</td>
<td>68.2%</td>
</tr>
<tr>
<td>The school environment is clean and in good condition</td>
<td>4.5%</td>
<td>9.1%</td>
<td>11.4%</td>
<td>75.0%</td>
</tr>
<tr>
<td>The school teaches ways to resolve disagreements so that everyone can be satisfied with the outcomes</td>
<td>6.8%</td>
<td>18.2%</td>
<td>20.5%</td>
<td>54.5%</td>
</tr>
</tbody>
</table>

As shown in Table 4.7, majority 81.8% of preschool teachers disagreed that that the school's schedule allows adequate time for teacher collaboration. They stated that the school schedule was so tight and therefore had no time for teachers to collaborate; however 68.2% strongly agreed that the school's schedule allows adequate time for teacher preparation and planning. The study showed that 75.0% strongly agreed that the school environment is clean and in good condition and 54.5% also strongly agreed that their schools teach ways to resolve disagreements so that everyone can be satisfied with the outcomes.

In terms of influence of school climate on preschool learners, the preschool teachers gave their opinions and findings were as presented in Table 4.8.
Table 4.8: School Climate and Preschool Learners

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this school learn ways to manage time.</td>
<td>9.1%</td>
<td>11.4%</td>
<td>34.1%</td>
<td>45.4%</td>
</tr>
<tr>
<td>Students are safe at this school</td>
<td>6.8%</td>
<td>4.5%</td>
<td>2.3%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Students at this school are well-behaved</td>
<td>22.7%</td>
<td>25.0%</td>
<td>6.8%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

Table 4.8 shows that 45.4% of preschool teachers strongly agreed that preschool learners in their schools learnt different ways on how to manage time, 86.4% agreed that learners are normally safe at school and 45.5% strongly agreed that preschool learners are well behaved. A respondent described how she finds humor in the children. She said:

*I’m going to stay here to get those little things from the kids and have fun with them because a lot of times it's fun. They're crazy they’re funny and if you see that in the kids that can keep you going for a long time you know. I don’t know how much longer I’ll last in this job with all that goes on in it but I think they’ll keep me going for a long time. Just finding the kids that are funny and interesting because even some of the most obnoxious kids that you can find are funny and if you just find the fun in them.*

Another respondent described her ability to work with children from poor background as well. She said:

*I was able to make a real big difference during the time I worked with children particularly those from a humble background. So, I took a lot of those skills and went right into, you know, high poverty school and I had success and just stayed in it because I had*
already worked with NGOs that deal with the poor before and that was easy for me.

One respondent said she enjoys seeing her preschool kids out in the community, and they recognize her and talk to her. She shared:

Oh, like these kids when they play or when i see them in the mall or when i see them at a ball game or when i see them somewhere and they’ll yell for me and they’ll say, “Remember when we did such and such in class teacher?” or “Boy, I took such and such and now I’m in good primary school.” “I told you, you can and, those kinds of things.

In terms of discipline some teachers felt that a culture was being developed in schools whereby teachers were not supported sufficiently by parents/care-givers who instead sided with their children, rendering discipline difficult. One teacher described the situation being so severe that they were afraid for their own safety. A respondent mentioned behavior issues. She had the following to say:

Issues arising from poor children behavior affect my ability to teach in this school. I am supposed to deal with high levels of poor pupil behavior, and low-level disruptive behavior. I am almost spending an increasing amount of time dealing with poor behavior, which is not always dealt with effectively by school administration.

Finally the preschool teachers were asked to state the extent to which they agreed that school climate was favorable to them to necessitate their retention. Various statements were put across for their response and Table 4.9 presents the findings.
Table 4.9: School Climate and Preschool Teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take pride in the appearance of the school</td>
<td>2.3%</td>
<td>4.5%</td>
<td>6.8%</td>
<td>86.4%</td>
</tr>
<tr>
<td>I feel safe outside on the school grounds</td>
<td>6.8%</td>
<td>6.8%</td>
<td>2.3%</td>
<td>84.1%</td>
</tr>
<tr>
<td>I feel safe in the hallways and bathrooms</td>
<td>4.5%</td>
<td>4.5%</td>
<td>2.4%</td>
<td>88.6%</td>
</tr>
<tr>
<td>I feel safe in the classrooms</td>
<td>2.3%</td>
<td>2.3%</td>
<td>4.5%</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

As presented in Table 4.9, majority 86.4% of preschool teachers strongly agreed that they took pride in the appearance of the school, 84.1% strongly agreed that they felt safe outside in the school grounds, 88.6% felt safe in the hallways and bathroom while 90.9% strongly agreed that they felt safe in the classrooms. A small number of teachers reported a lack of effective behavioral management policies, which increased pressure and stress within the classroom. Some teachers were concerned about how poor pupil behavior reflected on them as a teacher.

4.5 Strategies to Enhance Teacher Retention

Objective three sought to explore strategies put in place to enhance teacher retention in early childhood development centres in Nyatike Zone, in Migori County. The preschool teachers were asked to state the strategies that have been put in place to enhance teacher retention.

One head teacher had this to say:

*The school should focus on the prevention of student behavior problems and promote a positive, collaborative school environment. School staff*
should work together to create a school-wide program that clearly articulates positive behavioral expectations.

A head teacher at Got Kachola had this to say:

Other strategies that could be adopted by the center to retain preschool teachers include greater focus on progression opportunities - there is some evidence that the availability of wider progression opportunities may help support retention. This could be supported by encouraging career progression pathways, exploring transferability to primary schools and supporting schools to consider job role swaps.

Other respondents suggested that reducing workload at a school level for most preschool teachers will significantly lead them to reconsider their decision to leave. As well as supporting schools to implement recommendations of the workload review groups, sharing and making accessible good practice examples of success in schools would be beneficial.

To deal with unprofessionalism, the respondents suggested that increasing opportunities for flexible working may have a role in helping to retain teachers in the profession, but the preschool teachers opined that offering such opportunities without addressing fundamental issues around teacher workload is unlikely to have a significant impact. Although pay was not the driver for many preschool teachers, it was stated by most that the pay levels were not reflective of teachers’ expertise, experience and dedication. Some suggestions included grants/funding for teacher training and better pay/incentives for staying in teaching.

In terms of the management of pupil behavior, the respondents suggested that there should be open and honest conversations between teachers and the parents. Teachers believed that their skills, professionalism and experience should be valued and trusted,
not scrutinized or undermined and a better, more respectful working environment needed to be created. According to Lasagna (2009) teacher-retention can be enhanced through induction and mentoring, working conditions, performance, salary and financial incentives and opportunity for teacher leadership.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings and gives conclusions and recommendations of the study. The implications of the research findings are explained. Additional research areas are also suggested. The study was based on the following objectives: establish teacher retention in Early Childhood Development Centres; find out the influence of school climate on teacher retention in Early Childhood Development and explore strategies put in place to enhance teacher retention in early childhood development centres in Nyatike Zone, in Migori County.

5.2 Summary of the Study Findings

From this study, the institutions were categorized into Private and Public Preschools. Cluster sampling was used to divide the population into several clusters which were the ECD centers in Nyatike sub-county. Random sampling was also used to pick the clusters, since each school had teachers and head teacher who were randomly picked in order to meet the sample size of 44 teachers and 22 head teachers, making a total of 66 respondents as explained in the previous chapter.

5.2.1 Level of Preschool Teacher Retention

To establish the level of preschool retention as contemplated in objective one, the study found that 54.5% of the respondents indicated that they strongly disagreed that they were satisfied working in their current schools while 36.4% moderately disagreed that they were satisfied with teaching in the current schools. The study established that curriculum
influenced teacher attrition as was most often related to content or change to content area. For instance the head teachers mentioned the adoption of a new program at the County level or the need for change due to curriculum, did not meet teachers’ needs. To establish the aspects of work environment that mostly affected teachers’ willingness to keep teaching, majority 93.2% indicated that they were affected by work load, 90.9% of the preschool teachers informed this study that their schools lacked programmes for professional growth opportunities. The study further revealed that 86.4% had unfavorable school climate due to learners’ indiscipline, lack of safety in school among other things; 68.2% blame unfavorable work environment on lack of school leadership and 63.6% cited lack of collegiality. It was reported that 52.3% of the schools lacked facilities, 45.5% without instructional resources and 22.7% indicated that their schools did not have compensation package in case of accidents while 11.3% cited location of school to be its undoing. However majority 81.8 agreed that they could easily consider leaving their present teaching position for another provided the working condition and the school climate is favorable.

5.2.2 Influence of School Climate on Teacher Retention

Objective two of the study sought to find out the influence of school climate on teacher retention in Early Childhood Development Centres in Nyatike Zone, in Migori County. Majority 81.8% of preschool teachers disagreed that the school's schedule allows adequate time for teacher collaboration. They stated that the school schedule was so tight and therefore had no time for teachers to collaborate; however respondents strongly agreed that the school's schedule allows adequate time for teacher preparation and planning. The study showed they strongly agreed that the school environment is clean
and in good condition and that their schools teach ways to resolve disagreements so that everyone can be satisfied with the outcomes. The findings also showed that preschool teachers strongly agreed that preschool learners in their schools learnt different ways on how to manage time, that learners are normally safe at school and that preschool learners are well behaved. From the study, majority of preschool teachers took in pride the appearance of the school, they felt safe outside in the school grounds and felt safe in the hallways and bathrooms and also felt safe in the classrooms. A small number of teachers reported lack of effective behavioral management policies, which increased pressure and stress within the classroom.

5.2.4 Strategies to Enhance Teacher Retention

To establish the strategies to enhance preschool teacher retention, preschool teachers suggested school climate particularly children discipline and school safety should improve in order to enhance children learning, they indicated that school leadership should be children friendly and school facilities should be improved. It was reported that school collegiality was also necessary in enhancing children learning, instructional resources should be adequate and schools should facilitate professional growth opportunities to motivate preschool teachers to teach with enthusiasm thereby enhancing children learning. Most of the respondents suggested that reducing workload at a school level for most preschool teachers significantly leads them to reconsider their decision to leave. As well as supporting schools to implement recommendations of the workload review groups, sharing and making accessible good practice examples of success in schools would be beneficial.
5.3 Conclusion of the Study

Based on the study findings, the following conclusions were made:

Workload remains the most important factor influencing teachers’ decisions to leave the profession and most suggested that the solutions to address retention also have some link to workload. Even though majority of the teachers indicated that they liked teaching because they were trained to teach, they were satisfied with the profession because that is where they were earning their living and that teaching profession gave them time to do other things. To enhance retention levels, most of the preschool teachers experienced a lot of challenges as the most of these preschools had unfriendly learning and working conditions characterized by lack of windows, semi structured buildings built of mostly mud, wood or iron sheets acting as classrooms. In such classroom environment, high temperatures are experienced almost all day while ventilation is inadequate with dust being a problem distracting the children as opposed to primary schools which had permanent buildings and better school climate. Therefore maintaining a sustainable working environment that fosters engagement is attractive to potential employees; best school leaders foster a culture of continuous improvement, promotes professional development characterized by a collaborative relationship among teachers and if this is adhered to will enhance teacher retention in schools.

In terms of discipline some teachers felt that a culture was being developed in schools whereby teachers were not supported sufficiently by parents/care-givers who instead sided with their children, rendering discipline difficult. Issues arising from poor children behavior affect their ability to teach in their respective schools. Schools are supposed to deal with high levels of poor pupil behavior, and low-level disruptive behavior as this
may motivate teachers and enhance their retention. Strategies should be adopted that could retain preschool teachers such as greater focus on progression opportunities - there was some evidence that the availability of wider progression opportunities may help support retention. This could be supported by encouraging career progression pathways, exploring transferability to primary schools among other measures. To deal with unprofessionalism, increasing opportunities for flexible working may have a role in helping to retain teachers in the profession, but the preschool teachers opined that offering such opportunities without addressing fundamental issues around teacher workload is unlikely to have a significant impact. Although pay was not the driver for many preschool teachers, the pay levels were not reflective of teachers’ expertise, experience and dedication. Some suggestions included grants/funding for teacher training and better pay/incentives for staying in teaching.

5.4.1 Recommendation of the Study

Based on the findings and conclusions, this study recommends that

i) To enhance retention of preschool teachers, the ECDE centres should encourage school administration to meet regularly with the teachers in their respective schools to discuss ways in which they can be successful and ways that can enhance their carrier progression as a motivation to stay in their schools.

ii) Recruitment of sufficient number of preschool teachers is necessary to ensure adequate numbers in the schools in the Sub-County. The County Government should also improve rewarding systems for preschool teachers in order to motivate them and boost their performance; there should also be regular
inspections to inspire teacher performance, provide support, and improve the quality of their teaching. This will reduce the attrition levels.

iii) If parents cannot provide adequate instructional materials as required by the cost-sharing policy, the pertinent issue is whether the policy is still relevant. Therefore, there is need to evaluate the policy in an attempt to ensure that there is a balance between County Government support to preschools including instructional materials and ability of parents to support their children with a view to increase allocation to schools to make preschool teachers to be comfortable in those schools.

iv) County Government as the employer of preschool teachers should place great value on preschool teachers who accepts responsibility for engaging learners in ways that enable them to challenge the extra obstacles they must overcome to find success.

v) Greater focus on progression opportunities - there was some evidence that the availability of wider progression opportunities may help support retention. This could be supported encouraging career progression pathways, exploring transferability to primary schools and supporting schools to consider job role swaps.

5.4.2 Suggestions for Further Research

The following were suggested for further research

i) It is necessary to carry out a similar study in the Primary institutions to establish if the trend is similar to that of ECDE centres
ii) Similar study to be done in other Sub Counties where no such studies have been undertaken.

iii) A study on how to peg preschool teachers’ extent of retention on regional poverty index could also add to this body of knowledge and mitigate attritional levels due to poverty levels of the locality.
REFERENCES


Oloo Judith Achieng’
REG: E55/OL/22933/2012
P O Box 43844-00100, Nairobi, Kenya

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Masters student in the School of Education at Kenyatta University pursuing a course in Early Childhood Education. I am undertaking a project on “Influence of school climate on Teacher retention in Early Childhood Teachers in Nyatike Sub County, Migori County”. I am hereby seeking your consent to carry out interviews within your school.

Attached is a copy of the questionnaire and research guide to be used for your perusal. Should you require any further information, please do not hesitate to contact me or my supervisor. Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated. Please be assured that responses will be confidential. Thank you.

Yours sincerely,

Oloo Judith Achieng’
APPENDIX II

QUESTIONNAIRE FOR ECD TEACHERS

Research topic
‘Influence of school climate on teacher retention in Nyatike zone Migori county, Kenya’. The responses will be used for academic purpose only and high level of confidentiality will be observed. You are therefore under no obligation to participate in the study however your participation is crucial and will be highly appreciated.

A. Background information
(In this section, kindly tick the responses that most describes you)

1) Name of your ECD center ………………………………………………………………………

a) Gender    Male ( )    Female ( )

b) Academic qualification

Untrained ( ) Certificate ( ) Diploma ( ) Masters ( ) Degree/PGDE ( ) Phd ( )

c) Which age bracket do you belong to?

20 – 29 ( )    41 – 49 ( )

30 – 40 ( )    50 – 60 ( )

d) Teaching experience

15 years and above ( )    5 – 9 years ( )

10 – 14 years ( )    below 5 years ( )
e) Duration of working in the ECD centre

1-5 years ( ) 6-10 years ( ) 11-15 years ( )

More than 15 years ( )

f) Terms of employment

Probation ( ) Temporary ( ) Permanent ( ) Contract ( )

g) Category of school

Public ( ) Private ( )

B: Teacher Retention

a) I am satisfied working in my current school.

☐ Strongly agree
☐ Moderately agree
☐ Agree
☐ Moderately disagree
☐ Strongly disagree

b) Which aspect of your work environment most affects your willingness to keep teaching at your school? Tick your top three choices.

☐ 1. School facilities
☐ 2. Instructional resources
☐ 3. School leadership
☐ 4. Professional growth opportunities
☐ 5. Compensation package
☐ 6. School climate (i.e. discipline, safety)
☐ 7. Collaboration
☐ 8. Workload
☐ 9. Collegiality
☐ 10. Location
c. Which aspect of working conditions is most important to you in enhancing student learning? Tick your top three choices.

- School facilities
- Instructional resources
- School leadership
- Professional growth opportunities
- Compensation package
- School climate (i.e. discipline, safety)
- Collaboration
- Workload
- Collegiality

d. I have seriously considered leaving my present teaching position for another teaching position.

- Strongly agree
- Moderately agree
- Agree
- Moderately disagree
- Strongly disagree

e. I have seriously considered leaving the teaching profession.

- Strongly agree
- Moderately agree
- Agree
- Moderately disagree
- Strongly disagree

Section C: School Climate in ECD centres
Please indicate how much you agree or disagree with the following statements about the Preschool:


a. The school's schedule allows adequate time for teacher collaboration. 1 2 3 4

b. The school's schedule allows adequate time for teacher preparation and planning. 1 2 3 4

c. Students at this school learn ways to manage time. 1 2 3 4

d. The school environment is clean and in good condition. 1 2 3 4

e. I take pride in the appearance of the school. 1 2 3 4

f. I feel safe outside on the school grounds. 1 2 3 4

g. I feel safe in the hallways and bathrooms. 1 2 3 4

h. I feel safe in the classrooms. 1 2 3 4

i. Students are safe at this school. 1 2 3 4

j. In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes. 1 2 3 4

k. Students at this school are well-behaved. 1 2 3 4

l. The school's schedule allows adequate time for teacher collaboration. 1 2 3 4

m. The school's schedule allows adequate time for teacher preparation/planning. 1 2 3 4

n. Students at this school learn ways to manage time. 1 2 3 4
o. The school environment is clean and in good condition. 1 2 3 4
p. I take pride in the appearance of the school. 1 2 3 4
q. I feel safe outside on the school grounds. 1 2 3 4
r. I feel safe in the hallways and bathrooms. 1 2 3 4
s. I feel safe in the classrooms. 1 2 3 4
t. Students are safe at this school. 1 2 3 4
u. In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes. 1 2 3 4

Section D: Strategies Put in Place to Enhance Teacher Retention

a. What are the strategies that have been put in place to enhance teacher retention?
APPENDIX III

INTERVIEW GUIDE FOR PRESCHOOL HEAD TEACHER

i) What has been the rate of ECD teachers’ turnover?

ii) What are the strategies adopted by the center to retain teachers?

iii) What are the procedures of addressing teachers’ complaints?

iv) What are the career development strategies for the teachers in the Center?

v) What are the challenges inhibiting teacher retention?

vi) What are curriculum factors that affect teacher retention?

vii) Do your sponsor teachers go for Professional trainings?

vii) Are your teachers permanently employed or are they on a contract?

viii) How do you deal with unprofessionalism in your school?

ix) What benefits does the institution have for teachers?

x) How do you reward outstanding teachers?
APPENDIX IV: RESEARCH AUTHORIZATION LETTER FROM
KENYATTA UNIVERSITY GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/22933/2012
DATE: 7th June, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR OLOO JUDITH ACHIENG* – REG. NO.
E55/OL/22933/2012.

I write to introduce OloO Judith Achieng* who is a Postgraduate Student of this University. The
student is registered for M.Ed degree programme in the Department of Early Childhood
Studies.

Judith intends to conduct research for a M.Ed Project Proposal entitled, “Influence of School
Climate on Teacher Retention in Early Childhood Development Centres in Migori County,
Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MRS. LUCYN M.BAAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX V: APPROVAL OF RESEARCH PROJECT PROPOSAL
FROM KENYATTA UNIVERSITY GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School
DATE: 7th June, 2018

TO: Oloo Judith Acheng’
C/o Early Childhood Studies Dept.

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 30th May, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, “Influence of School Climate on Teacher Retention in Early Childhood Development Centres in Migori County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Early Childhood Studies Department.

Supervisors:

1. Dr. Rachel Kamau-Kange’the
C/o Department of Early Childhood Studies
Kenyatta University

Fred
APPENDIX VI: RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref. No. NACOSTI/P/18/01975/23485

Judith Achieng’ Ololo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Influence of school climate on teacher retention in Early Childhood Development Centres in Migori County Kenya" I am pleased to inform you that you have been authorized to undertake research in Migori County for the period ending 11th July, 2019.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. JUDITH ACHIENG OLOO
of KENYATTA UNIVERSITY, 7156-200
NAIROBI, has been permitted to conduct research in Migori County on the topic: INFLUENCE OF SCHOOL CLIMATE ON TEACHER RETENTION IN EARLY CHILDHOOD DEVELOPMENT CENTRES IN MIGORI COUNTY KENYA for the period ending:
11th July, 2019

Permit No : NACOSTI/P/18/01975/23485
Date Of Issue: 12th July, 2018
Fee Received: Ksh 1000

[Signature]
Applicant's Signature

[Signature]
Director General
National Commission for Science, Technology & Innovation

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