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**GOVERNMENT STRATEGIES FOR ATTRACTION AND RETENTION OF  
FEMALE TEACHERS AND THEIR IMPLEMENTATION IN PUBLIC  
SECONDARY SCHOOLS IN MAKUENI COUNTY, KENYA**

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I confirm that this thesis is my original work and has not been presented for a degree in any other University/Institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures, or tables have been borrowed from other works - including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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### Supervisors' Declaration

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University Supervisors.

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## ABSTRACT

Attraction and retention of female teachers in secondary schools in rural areas remain a significant and on-going concern to many countries in the world. As a result Kenya has developed some strategies to address this challenge, Despite this, not many researchers have focused on the pull and push factors in attraction and retention of female teachers to schools in rural areas where their numbers are relatively low..Additionally few studies have assessed the implementation of existing strategies It is therefore important to describe and suggest successful strategies that could contribute to making rural teaching an attractive long term career option for female teachers in Kenya. The study addressed four objectives: The first was to establish the pull factors that influence acceptance by female teachers to work in secondary schools in Makueni County. The second was to explore the push factors that hinder attraction and retention of female teachers in secondary schools in Makueni County; the third was to examine the existing strategies for attraction and retention of female teachers in secondary schools in Makueni County. The fourth was to assess the perceptions of female teachers regarding strategies for attraction and retention to work in secondary schools in Makueni County The study was guided by Shers' rural teacher retention theory and Harding's Feminist Standpoint Theory. The study adopted a mixed-methods design. It involved 402 respondents: 389 female teachers, 12 principals, 1 TSC Human resource officer, and 2 KUPPET officials. Stratified, purposive, and simple random sampling techniques were used to identify the participants for the study. Data was collected through a questionnaire, structured interview schedules, and document analysis. The mixed approach generated both quantitative and qualitative data. Quantitative data was analysed using Statistical Package for Social Sciences (SPSS 22) computer software and is presented in the form of frequencies and percentages and figures and tables. The qualitative data were transcribed, coded, and interpreted thematically. The study established that female teachers accept rural posting for personal, economic, and environmental reasons. The benefits of teaching in rural areas include the cost of living, the nature of students, the environment, security investment opportunities. The negatives included the distance from major centres, isolation from family and friends, loss of privacy, and lack of social amenities. Analysis of documents revealed that the strategies in place were decentralization of teacher recruitment and payment of hardship allowance while despite its critical importance little was being done on the provision of housing. The study recommends a review of; the hardship allowance policy; five years must stay policy on first appointment and transfer policy, provision of housing, and use of financial and non-financial incentives. Further, the study recommends the need to focus on pre-service teacher preparation, a rural teaching practicum experience mentorship and induction programs, and improvement of social services in rural areas.