

**THE IMPLICATIONS OF TEACHER MOBILITY ON LEARNING
OUTCOMES AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN
KAKAMEGA COUNTY, KENYA**

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**A RESEARCH THESIS SUBMITTED IN PARTIAL-FULFILMENT OF THE
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EDUCATION (COMPARATIVE EDUCATION AND INTERNATIONAL
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DECLARATION

I declare that this is my original work and has not been presented for any degree in any other University/Institution for consideration. This research proposal 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 using APA 7th edition system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this work to my beloved family: Wife; Meldrine, Son; Favour, Daughters;
Angel and Praise.

With Thanks.

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ABBREVIATION AND ACRONYMS

CBC	Competency Based Curriculum
BOM	Board of Management
KCETF	Kakamega County Education Task Force
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KSSHA	Kenya Secondary Schools Head Association
MoEST	Ministry of Education, Science & Technology
NCTAF	The National Commission on Teaching & America's Future
OECD	Organisation for Economic Co-operation and Development
SA	South Africa
SSA	Sub Sahara Africa
TMIS	Teacher Management Information System.
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission
UIS	UNESCO's Institute for Statistics
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Although teachers routinely move schools and jobs, the quality of teaching and learning in such schools is significantly diminished as a result of these transitions. This study was carried out among students in secondary schools in Khwisero sub-county, Kakamega County. It sought to understand the critical role that teaching staff stability plays in affecting learning results. The study was guided by two complementary theories in its investigation of the characteristics of teacher mobility and their implications for student learning. The Human Capital Theory and the Social Learning Theory were used. A descriptive survey design was employed in this study. The Systematic Area Study Approach was also used in order to complement and enhance the design of the descriptive survey. Using a mixed methods technique, the researcher was able to collect statistical and explanatory information while also completely exploring the research issues from all sides. This was a first for the researcher, who had never used a mixed methods strategy before. The sample size and population were determined via the use of stratified sampling techniques. After the schools were separated into strata, a random selection process was used to choose the final schools, which were proportional to each stratum. The sample consisted of 179 respondents, including five school administrators, 70 high school instructors, 103 high school students, and a representative from the Teachers Service Commission. The information was gathered using questionnaires, document analysis guides, and interview schedules. A statistical analysis of the data was done using the Scientific Package for Social Sciences Version (20.0.) and the results were presented in frequency distribution tables, measures of central tendency, and percentages. The study findings indicate that teacher mobility rates in Khwisero sub-county are very high: on a yearly basis, more than 20% of instructors leave their base schools, with just 11% of those teachers being swiftly replaced. Second, the burden of teacher departures is greater in schools with poor learning levels and, perhaps unexpectedly, in schools that are already facing teacher shortages. Third, teacher mobility is more severe among early-career teachers, especially male teachers, and teachers who are assigned to teach sciences, mathematics, and foreign languages, among other groups. Fourth, teacher migration is connected with low academic performance. On average, the loss of a teacher is connected with a 0.08 standard deviation decline in learning levels. Fifth, the learning environment provided by the stability of the teaching staff enabled students to achieve success in all disciplines, and finally, the student/teacher connections created because of teacher engagement in co-curricular activities had a good influence on student learning. The study recommends that governing authorities must prioritize the retention of teachers who provide the highest learning results as well as the retention of teachers who work in underperforming schools. At the same time, they must guarantee that instructors are replaced on a timely basis in order to decrease the amount of time that schools must spend adapting to transitional times.

CHAPTER ONE

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.0. Introduction

An in-depth explanation of the issue in the context of the study is presented in this chapter, which also includes a summary of the problem's statement, the study's goal, its objectives and its research questions, as well as the study's scope and limitations, as well as its importance. In the next section, it describes the theoretical and conceptual framework that served as a road map for this empirical investigation.

1.1. Background to the study

In Japan, there is a saying that "one day with a superb instructor is better than a thousand days of devoted study." This is true. The academic community is divided, however, on the specific characteristics of good instructors, whether or not those characteristics can be quantified, and whether or not their efficacy varies depending on the kind of learner. The value-added (VA) approach, which is widely used to assess teacher quality based on their effects on students' test results, is a well-known but contentious way of doing so. Through this approach, (Chetty, Friedman, & Rockoff 2014) have found that teacher VA has substantial impacts on a broad range of student learning outcomes. It has been noticed by researchers (Orwa, Ajowi, & Okwara, 2017) that teacher mobility constitutes a danger to the education sector since it restricts or reduces the availability of competent instructors to provide instructional services to students in schools. Furthermore, a large body of research suggests that the presence of outstanding teachers in schools for a number of years can help close achievement gaps among students, particularly among poor and

minority students (Hanushek, 2011; Hanushek, Kain, O'Brien, & Rivkin, 2005; Hanushek, Kain, O'Brien, & Rivkin, 2005). There have also been numerous studies conducted to examine the roles played by teachers in enhancing student participation in co-curricular activities in various aspects. These studies have discovered that student participation in co-curricular activities as guided by their teachers, has the potential to increase their educational aspirations, motivation, relationship development with peers and adults, and an increase in school engagement, among other things (Fischer & Theis, 2014; Mahoney et al., 2003; Shernoff & Vandell, 2007; St. Amand et al., 2017).

While many academics use various language to describe comparable topics, the term "teacher mobility" will be used in this study since it is, by definition, a social phenomenon that involves the movement of teachers between schools and that impacts two or more schools at the same time. Teacher mobility may be classified into two categories: transfers and attrition. Transfer, also known as teacher migration, refers to instructors leaving one school to seek a position at another school. While this does not result in an overall permanent loss of teachers, it does have an impact on the schools that these teachers leave their positions in (Ingersoll, 2001; Feng, 2005). Attrition, on the other hand, is a kind of 'brain drain' that refers to instructors leaving the teaching profession entirely, either to take up another career outside of teaching or for personal reasons such as health issues, family relocation, or retirement, among other reasons (Ingersoll & Perda, 2009). On the one hand, teacher mobility has the potential to be beneficial to schools (e.g., James and Wyckoff, 2020) because it is the mechanism through which teachers gain a variety

of experiences, new ideas and talents are introduced into schools, and productive teacher-school matches are formed. Because of this, it is crucial to recognize that not all teacher mobility is disruptive and negative (Grissom & Bartanen, 2019); in certain situations, it may result in advantages for children, schools, and districts. For example, some within-year turnover may be attributed to supporting parental and medical leave policies that allow instructors to briefly leave for family reasons and then return to the school, so saving the school money on the expenses of recruiting and retaining new teachers (Papay, Bacher-Hicks, Page, & Marinell, 2017). Alternatively, if low-performing instructors are replaced by more effective ones, it is also plausible that teacher departures due to severely bad performance might be beneficial to the composition of the teaching workforce and the learning of students in the long run (Hanushek, 2009).

Student and school costs are associated with teacher mobility, on the other hand: leavers take school-specific knowledge and experience with them, whereas new arrivals may require additional training; it takes time for them to assimilate and gain much-needed school-specific human capital; and there are administrative costs associated with teacher mobility that school systems must bear. The consensus among policymakers is that teacher mobility has, on average, negative consequences for student achievement (Gibbons, Scrutinio, & Telhaj, 2021). The purpose of the current research in Khwisero Sub-county was to find out precisely what these consequences are for learning outcomes and what they are. The scholars (Hanushek, Rivkin, and Schiman, 2016) argue that teacher mobility is often detrimental to students and schools; however, Goldhaber, (2021) asserts that a teacher shortage

resulting from teacher mobility might be especially detrimental to students and schools in certain subjects or jurisdictions that are already under strain. Furthermore, he contends that greater levels of job discontent and plans to quit among teachers might have an adverse influence on teacher effectiveness and could hinder student academic development even if the instructors do not leave their positions. According to (Mulwa & Mbaluka, 2016), the impact of teacher migration on school syllabus coverage should be a major source of worry for all stakeholders in the education system, including policymakers. According to research conducted by (Demie, 2002; Braun & Giles (1976); and Katam (2006), teacher transfers, whether they are classroom teachers or administrators, have a significant impact on team teaching and learning at large, whereas (Kizito, Chumba & Kindiki, 2010) discovered that high teacher mobility has an adverse effect on academic performance at all levels of the educational system. Therefore, kids who are in most need of instructors do not have access to teachers who can assist them in achieving academic success (Ronfeldt, Loeb, & Wyckoff, 2013).

A large number of research have been conducted with the goal of identifying the elements that promote and contribute to teacher mobility as a globally prevalent phenomenon. Concerns have been raised in the United States about the possibility that Covid-19 would result in a widespread exodus of instructors. When Steiner and Woo (2021) conducted a survey for the University of Arkansas in early January 2021, they discovered that nearly one-quarter of teachers in all public schools expressed a desire to leave their jobs at the end of this school year, compared to an average national turnover rate of 16 percent prior to the COVID 19 pandemic

(NCES, 2019). Since national statistics have been available, teacher mobility rates in the United States have fluctuated from 5.1 percent in 1992 to 8.4 percent in 2008 to 16 percent in 2020, according to the most recent available data. A study by Bland, Church, and Mingchu (2014) found that the average annual turnover rate in education was 13.2 percent, but the rate in other professions was just 11 percent. The loss of the brightest instructors from schools to more lucrative outside opportunities, according to analysts, is consistent with this. Research by Tim and Li Feng (2017) and Sutchter, Darling-Hammond & Carver-Thomas (2019) has shown that the present relatively high rate of teacher mobility is a key contributor to teacher shortages, accounting for close to 90% of yearly teacher needs in the United States. The ability to reach consensus on how public policy can best facilitate the hiring and retention of effective teachers, on the other hand, remains elusive, despite the fact that scholars, educationists, and researchers have generally acknowledged that teaching staff stability plays a more important role in learning achievement than other variables.

Education observers and recent EFA Global monitoring reports have emphasized the poor progress made in lowering inequality disparities in societies, which has been attributed to schools losing their finest teachers on a regular basis, among other factors. Bense (2016) found that globalization and the internationalization of educational results have resulted in the creation of a worldwide teaching labour market as well as intense international rivalry for highly educated educational professionals with high levels of competence and experience. Because of this, according to the findings of the research, worldwide teacher mobility has increased

dramatically in recent years, making teachers one of the most mobile professions in the twenty-first century. On the one hand, the United Nations Educational, Scientific, and Cultural Organization's Sustainable Development Goal 4 (SDG 4) views education as a human right and a foundation for sustainable development and peaceful coexistence, while on the other, the United Nations Educational, Scientific, and Cultural Organization's Vision 2030 requires education to equip citizens with the knowledge, skills, and values necessary to live in dignity, build their lives, and contribute to their societies. However, today, more than 262 million children and teenagers are not getting the most out of their educational experiences since more instructors are quitting the industry in search of better work opportunities (UNESCO, 2015).

Caravatti et al. (2014) conducted a survey of 1,358 teachers from 53 countries, which yielded comprehensive information about the nature of global teacher mobility. The survey found that large-scale teacher movements occurred between the United Kingdom, Canada, and the United States; furthermore, the United Kingdom was found to be the greatest beneficiary of foreign teachers. For example, according to published statistics (Oxford Analytica, 2020), the educational setting of Southeast Asian nations is reliant on expatriate instructors, who play a critical role in more than 1,027 international schools around the area. The European Commission runs a website that contains data on migratory professionals in EU member states, European Economic Areas (EEAs), and Switzerland, as well as other information. This databank contains information on the number of instructors who seek for recognition in another nation in order to practice there permanently or on a

temporary basis, as well as their qualifications. According to these figures, approximately 26,615 secondary school teachers applied for recognition of their qualifications in another European country between 2010 and 2014, and another 700 secondary school teachers applied for permission to teach on a temporary and occasional basis in a country of the European Union during the same time period (2010 to 2014) (European Commission, n.d). As a result, teacher mobility is a major source of anxiety for many nations, who fear losing their finest instructors to international migration.

The statistical information on teacher mobility circumstances in the United States is not very interesting to read. According to Neason (2014), 40 to 50 percent of newly hired teachers leave the profession during the first three years of employment. NCES (2014) reports that of the 3,377,900 public school teachers who were working during the 2011–12 school year, 84 percent stayed in the same position the following year, while 8 percent changed schools and 8 percent departed the profession. Eighty percent of public school teachers with 1–3 years of experience remained in their base-year school, 13 percent transferred to another school, and 7 percent retired from the profession in 2012–13, according to the most recent data available. Between 2011–12 and 2012–13, 59 percent of public school teachers who relocated did so from one public school to another public school in the same district, 38 percent relocated from one public school district to another public-school district, and 3 percent relocated from a public school to a private school. Approximately further 200,000 instructors transfer to different schools each year, according to Goe (2010). Researchers Gameda, Fekede, and Tynjala (2015) have shown a link

between teacher mobility in schools and inadequate syllabus coverage, which may result in poor learning outcomes since the employer may not be able to replace those instructors who leave their positions promptly.

According to accessible OECD statistics cited in an article in the (Educational Research Review, 2017), more than 27,000 teachers working in Australia in 2010-11 were born in the United Kingdom, according to the most recent available data. Teacher participants were asked to identify how long they wanted to continue working in the field of education in a research commissioned by Monash University in Australia and done by (Amande, Longmuin, Bright & Kim, 2019). 38 percent of those who answered the survey said that they intended to continue in teaching for one, five, or ten years. 89 percent of those who planned to stay said they would quit the profession if they had the opportunity, or that they intended to depart within an unspecified or unknown time frame. According to the survey, just 42 percent of teachers wanted to continue in their current positions as teachers.

In England, the National Audit Office (NAO, 2016) points out that the country has benefited the most from the experience of teachers who have obtained their qualifications abroad. According to the data, there were more than 23,900 newly trained teachers in England from other countries in 2014.

It is projected that about 300 teachers leave Jamaica each year, from a total teacher workforce of 23,000. These numbers continue to rise at an exponential rate, and the reasons given by teachers for quitting the field are becoming more numerous with

each passing year (Sives, Morgan, Appleton & Bremmer, 2006). It is predicted that Jamaica lost more than 490 Mathematics and Science instructors as a result of migration in only one year, in 2015. The Jamaica Teachers Association published a report in 2016 stating that this is a sign that there is a major trend in the number of teachers who are going to, or who want to, quit the profession. The fact that educational stakeholders cite teachers as the most significant institutional driver of student learning outcomes does not negate the reality that instructors, who are an important resource in schools are always on the move. The timely covering of the syllabus is crucial for learners, according to (Mulwa & Mbaluka, 2016), since it allows them to perform effectively at the conclusion of their course. According to (Chambliss, 1996), teachers provide academic expertise that is highly relevant to the selection of texts for a curriculum and assist students in making decisions about the subjects offered in the curriculum; as a result, when teachers frequently change schools or careers, effective learning is disrupted. Those who argue that instructors who regularly shift schools or leave the profession completely have negative consequences for the quality of learning and student progress (Hanushek, Eric, Kain, O'Brien & Rivkin, 2005) are right. For the first time, research in Khwisero sub-county has looked at the effects of teacher mobility on student learning outcomes in the classroom.

Scholars believe that instructors who commit to a single school for a reasonably long length of time are more effective at influencing better learning outcomes and are more enthusiastic about kids' learning than teachers who move or swap between schools on a regular basis (Feng & Sass, 2008). According to the findings of a

research conducted by Ronfeldt, Loeb, and Wyckoff (2013), teacher mobility has an impact on students' success in tests. Other research indicates that teachers are quitting the profession in record numbers throughout the world, according to international studies (World Bank, 2005; Johnson, 2004; Ingersoll, 2003). Studies by (Sives, Morgan, Appleton & Bremmer, 2006) and (Morgan, Sives & Appleton, 2006) demonstrate a direct relationship between teacher mobility and teacher shortages within educational institutions. (Sives, Morgan, Appleton & Bremmer, 2006)

According to the available statistics from the Sub Sahara African (SSA), in a series of instances in Anglophone African, secondary teacher attrition is greater than primary teacher attrition in all countries where separate data were available. According to Zeitlin (2020), 20 percent of Rwandan teachers resign from their positions each year, with 11 percent of those leaving their positions joining other government sectors. At least 23% of retiring instructors are not replaced the following year, resulting in a 0.05 standard deviation drop in learning levels, and at least 21% of teachers teaching in disciplines in which they have not been educated. Similarly, a separate research conducted in Ethiopia by (Gemed, Fekede, and Tynjala, 2015) indicated that low remuneration and a failure to recognize and reward teacher success brings out the issues that demotivate teachers, ultimately leading to their departure from the profession. According to the United Nations Educational, Scientific, and Cultural Organization (2010), the attrition rate for secondary teachers in Lesotho is more than three times higher than the rate for elementary teachers. In Malawi, resignations accounts for 29 percent of secondary

teacher attrition, whereas only 11 percent of elementary teacher attrition is due to resignation or other reasons. Resignation or dismissal accounts for 33 percent of secondary teacher attrition in Uganda, whereas only 29 percent of elementary teacher attrition is due to this reason.

Every year in Kenya, there are stories of teachers quitting the profession for a variety of reasons and for a variety of other locations. According to a study conducted by Orwa et al. (2017) in Siaya, Kenya, teacher mobility results in acute teacher shortages in schools, poor syllabus coverage, which impacts on students' academic performance, disruption of teaching, learning, and school planning, increased workload for teachers, and a negative reputation for the institution. (Wanzala, 2016) says that it is critical to address the causes that contribute to the mobility of secondary school teachers in Kenya as soon as possible in order to reduce the high turnover that has an adverse effect on syllabus coverage. As reported by the TSC, roughly 44 instructors retire, die, or leave on a daily basis, adding to the already-strained situation in a sector that is experiencing a shortfall of approximately 100,000 tutors (Annual TSC report, 2018).

Despite the TSC policy, which specifies the minimum number of years that a teacher can serve in their current station before requesting to be transferred, Ariko and Simatwa (2011) observe that teacher mobility is high in the western parts of the country, compared to the national average of 5 percent. The purpose of this research is to explore further into the subject matter. Do the finest teachers leave the field to seek other opportunities, and does teacher mobility within the profession aggravate

disparities in learning outcomes across schools, to name a few questions? The aims of this study have been shaped by the answers to these questions, which were discovered via research. As part of a research on teacher turnover in Kenya's Sigor Division, Kiradi (2011) discovered that inequitable pay and remuneration for teachers working in identical environmental circumstances were the most significant variables leading to teacher mobility to non-teaching jobs in areas such as the Ministry of Education, Youth and Gender, the Teachers Service Commission (TSC) Secretariat, the media industry, and non-governmental organizations (NGOs). According to (Mbugua & Reche, 2012), as cited in (Chepkemboi, Kiriago & Iravo, 2013), Mwimbi division, in Maara district, experienced a 50 percent turnover of teachers in 2012. Of those who were transferred once, 33.3 percent were transferred twice, and 16 percent were transferred five times in 2012. A number of scholars argue that some optional subjects in schools have never truly existed as a genuine choice for the majority of students because the calibre of teachers in any given classroom, and in any given school system, constitutes an important input variable that has a significant impact on learning outcomes (Kinyanjui, 1979). The current research extended beyond the reasons of teacher turnover to investigate the effect of teacher turnover on students' academic achievement.

As noted by the Kakamega County Education Task Force (KCETF, 2014), there has been an unprecedented increase in the creation of new schools in the county, with the net effect being that their creation perpetuates further under-staffing in the established schools because the TSC is required to deploy teachers from the established schools as head teachers for these new schools. Educators, according to

Mutegi (2014), are a valuable resource who often stand out as being essential in achieving the high standards that are stressed in schools. Coleman (1961) and Newmann (1981) argue that pupils' alienation from school contributes to educational issues, while their social integration leads to favourable educational achievements (Coleman 1988; Goodenow 1993; Osterman 2000). Intergenerational bonding in school, which is primarily fuelled by excellent teacher-student connections, is a kind of social integration that has the potential to mitigate issues of student alienation (Crosnoe, Kirkpatrick, & Elder, 2004). After all, student judgments of interpersonal teacher behaviour have a direct impact on students' academic performance (Van Petegem, Aelterman, Van Keer, & Rosseel, 2008). Student connection to school and dedication to study rise dramatically when students believe that their instructors are rooting for them and encouraging them to succeed (Hallinan, 2008). Consequently, there is little doubt that instructors play an important role in students' social integration and their experiences in the classroom as a whole.

Teacher mobility is a cause of worry in Khwisero sub-county, according to the district administration. Two principals, seven deputy head teachers, and three senior teachers were moved from inside Khwisero sub-county at the start of the 2016 school year, out of a total teacher workforce of 163 teachers (TSC Registry, 2016). Surprisingly, these instructors were either not replaced or were not replaced in a timely manner (TSC Registry, 2016).

Transfer requests are generally examined for approval once a year and at the conclusion of the school year, according to the Teachers' Service Commission

policy on teacher transfers (TSC, 2014). The Commission, on the other hand, has the authority to transfer a teacher at its discretion and from one institution to another on the following grounds: to ensure equal distribution and optimum use of instructors, or in the event of a vacancy. TSC may also transfer instructors depending on the necessity for replacement and/or on the current staffing guidelines, which may be reviewed from time to time by the board (TSC Policy, 2014).

As a result of TSC policy, there are various constraints to the current empirical research base in Kenya, which is discussed below. To begin with, there is presently a paucity of data explicitly relating teacher mobility with learning outcomes across schools, owing to the fact that most research have come to conceptualize the consequence of teacher exits in a static rather than a more dynamic approach, as most studies have come to do. The emphasis of these research, however, has been on whether or not a teacher leaves, rather than on whether or not a teacher leaves and the implications of this for students' learning outcomes. In particular, this is concerning since the great majority of schools with chronically poor teacher stability struggle with very low levels of learning outcomes, which is especially concerning. The present study, rather than conducting an investigation into the factors that influence teacher mobility, as has been done previously by Simatwa and Ariko (2011), Kuria (2011), Maiyo, Siro & Cecilia (2014), and others, seeks to understand the implications of teacher mobility on learning outcomes in secondary schools in Khwisero Sub-county, Kakamega County in Kenya.

1.2. Statement of the Problem

A rising number of policymakers, notably the Teachers' Service Commission (TSC), are becoming concerned about the distribution of teachers among the country's educational institutions. Teachers are leaving the profession in big numbers, with between 8,000 and 10,000 leaving each year, according to TSC. This puts further burden on the sector, which already has a shortfall of over 100,000 tutors (TSC Annual Report, 2018). In a statement, the Kenya Secondary Schools Heads Association (KSSHA) expressed concern over the high number of teachers who are quitting the sector. It has been estimated that 600 instructors departed their schools for better-paying employment in 2011-2012 within six months of starting their new positions (KSSHA Annual Report, 2012). When effective teachers leave their schools and suitable replacements are not found in a timely and effective manner, teacher mobility is exacerbated. This has ramifications and implications for the quality of learning outcomes in the schools that have been impacted. Therefore, this study sought to determine the implications of teacher mobility on student learning outcomes in secondary schools in Khwisero sub-county from those who were directly affected, namely head teachers, classroom instructors and students. This had not been established and remained an unsolved problem at the time of this study.

Table 1.2 shows TSC teacher posting and transfer activity between, 2018-2019

FUNCTIONS	INSTITUTION		
	PRIMARY	POST-PRIMARY	TOTALS
Transfers at the headquarters	231	102	333
Postings	134	152	286
Transfer of Institutional Heads	1,599	1,598	3,197
Transfers at the Counties	8,762	2,605	11,367
TOTAL	10,726	4,457	15,186

Source, TSC Annual Report, 2019

1.2.1. Purpose of the study

The goal of this study was to investigate and explore the effects of teacher departures from schools, compile reasons for teacher departures from the profession, and then assess the impact of these teacher departures on student performance in school tests and exams, participation in co-curricular activities, and subject selection in secondary schools in Kenya's Khwisero sub-county.

1.2.2. Objectives of the study

The objectives of this study were:

1. To analyse the trends in teacher mobility and the implications on learning in secondary schools within Khwisero Sub-County.
2. To assess the implication of teacher mobility on student subject selection in secondary schools in Khwisero Sub-County.
3. To investigate the implication of teacher mobility on student performance in tests and examinations in secondary schools in Khwisero Sub-County.
4. To examine the implication of teacher mobility on student participation in

co-curricular activities in secondary schools in Khwisero Sub-County.

1.2.3. Research Questions

To achieve the objectives stated above, the study sought to answer the following questions;

1. What are the trends in teacher mobility in secondary schools in Khwisero Sub-county?
2. In what ways does teacher mobility influence subject selection by individual students in secondary schools in Khwisero sub-county?
3. To what extent does teacher mobility influence student performance in tests and examinations in secondary schools in Khwisero sub-county?
4. What is the impact of teacher mobility on student participation in co-curricular activities in secondary schools in Khwisero Sub-County?

1.3. Significance of the study

The outcomes of this research will most likely assist TSC comprehend and monitor teacher circumstances regarding promotions and other incentives by providing analyzed data on teacher mobility, which will create a significant data base in preventing the issue and increasing educational standards in schools. This is consistent with SDG 4's promotion of excellent education and SDG 5's advocacy for gender equality. The ongoing presence of instructors of both genders in schools would thereby boost literacy rates and contribute to the achievement of inclusion and excellent education for everyone. The stability of teaching personnel in schools will also assist KICD in monitoring and assessing the implementation of the new

Competency Based Curriculum (CBC) in order to offer feedback information to be utilized to fine-tune the new CBC. The findings of the study could also be used to improve teachers' working conditions and provide a suitable working environment for teachers, as well as to assist KNEC in improving its capacity to conduct national examinations more effectively and minimize errors and fraud during exam implementation. Finally, the study's findings will undoubtedly give valuable information regarding developments in the teacher labour market, which will help policymakers at MOEST, as well as TSC planners and other stakeholders, make meaningful teacher staffing and rationalization choices.

1.4. The Study's Scope and Limitations

The research was carried out at selected public secondary schools in the Khwisero Sub-county of Kakamega County, Kenya. The research focused on concerns linked to teacher mobility, such as teacher swaps, service transfers, and resignations, hence topics such as teacher deaths, dismissals, and study leaves were not studied.

1.5. The Study's Limitations

While this research offered a complete examination of teaching staff stability and mobility, it did not differentiate between instructors who were involuntarily moved and hence did not analyze whether the existing supply of teachers is enough to fulfil future staffing demands. As a result, the study called for an in-depth investigation of data from schools in Khwisero sub-county, the results of which may reflect circumstances in the sub-county and may not be generalizable to sub-counties elsewhere in the country. Second, since it is intended to fulfil academic requirements

for a degree, this study is time-limited. As a result, it will be fascinating to revisit the question of teacher mobility and learning outcomes over a longer period of time, perhaps five years, to see how it evolves.

1.6. The study's assumptions

The study's major hypotheses were as follows: first, teacher mobility impacts learning results in secondary schools in Khwisero sub-county, and attempting to eliminate or reduce it improves learning outcomes. Second, the research assumes that the respondents in the (sampled) schools have had instances of teacher movement and can offer honest and trustworthy replies that represent the level of teacher mobility within the Khwisero sub-county.

1.6.1 Theoretical Framework

This research was led by two theories: The Human Capital Theory and the Social Learning Theory, which were designed to complement each other while examining the two variables in the study.

The Human capital theory was technically developed in the twentieth century, although its genuine conception was expressed centuries before (Kiker, 1968). According to (Schultz, 1971), (Sakamoto & Powers, 1995), and (Psacharopoulos & Woodhall 1997), the basic tenet of human capital theory is that individuals make systematic assessments of the net monetary and non-monetary benefits of various occupations and make systematic decisions throughout their career to enter, stay, or leave an occupation. The monetary rewards include a steady stream of income in

that field, prospects for advancement, the value of perks, and so on. Non-monetary advantages include working conditions, peer and superior support, compatibility of hours and schedules with family and leisure demands, availability of suitable resources, student learning attitudes, parental support, and so on. The Human Capital Theory is based on the assumption that all human decision making is motivated by the pursuit of individual pleasure/happiness. That rational people migrate because, after weighing the costs and advantages, they conclude that mobility provides a good net return. This theory was used extensively in this research to evaluate the variables that lead to teacher transfers and attrition and to investigate the following consequences of these factors on student learning results.

However, this first theory alone was unable to explain the second variable of the research, which comprises learning outcomes among students, prompting the adoption of The Social Learning Theory as the second theory to supplement the investigations that compose the second variable of the study. Albert Bandura (1977) is widely regarded as a proponent of the Social Learning Theory, which holds that individuals learn from one another via observation, imitation, and/or modelling. According to the notion, learning is a social cognitive process that may proceed only via observation or direct teaching, even in the absence of motor reproduction or direct reinforcement. The Social Learning Theory was regarded as a basic and vital component in this research since it argues for guided exploration of educational options and contends that this helps children/learners build a better sense of their own potential and personal worthiness. Based on this assumption, the social learning theory was used to explore the effects of teacher mobility on the second variable,

learning outcomes in schools in Khwisero sub-county.

While the first theory of this study assisted in investigating the independent variable of the study, which is the various aspects of teacher mobility in secondary schools (swaps, transfers, exits, etc), the second theory assisted in investigating aspects of the dependent variable, which are the learning outcomes (achievement in internal examinations, participation in co-curricular activities, subject selection, etc) that are disrupted when teachers leave their schools, even as Psychologist, Burns (1995) conceives that the role of the teacher in an integrated teaching and learning environment is to assist students with making connections and finding meaning through an educational process.

1.6.2. Conceptual framework

The conceptual framework is illustrated below.

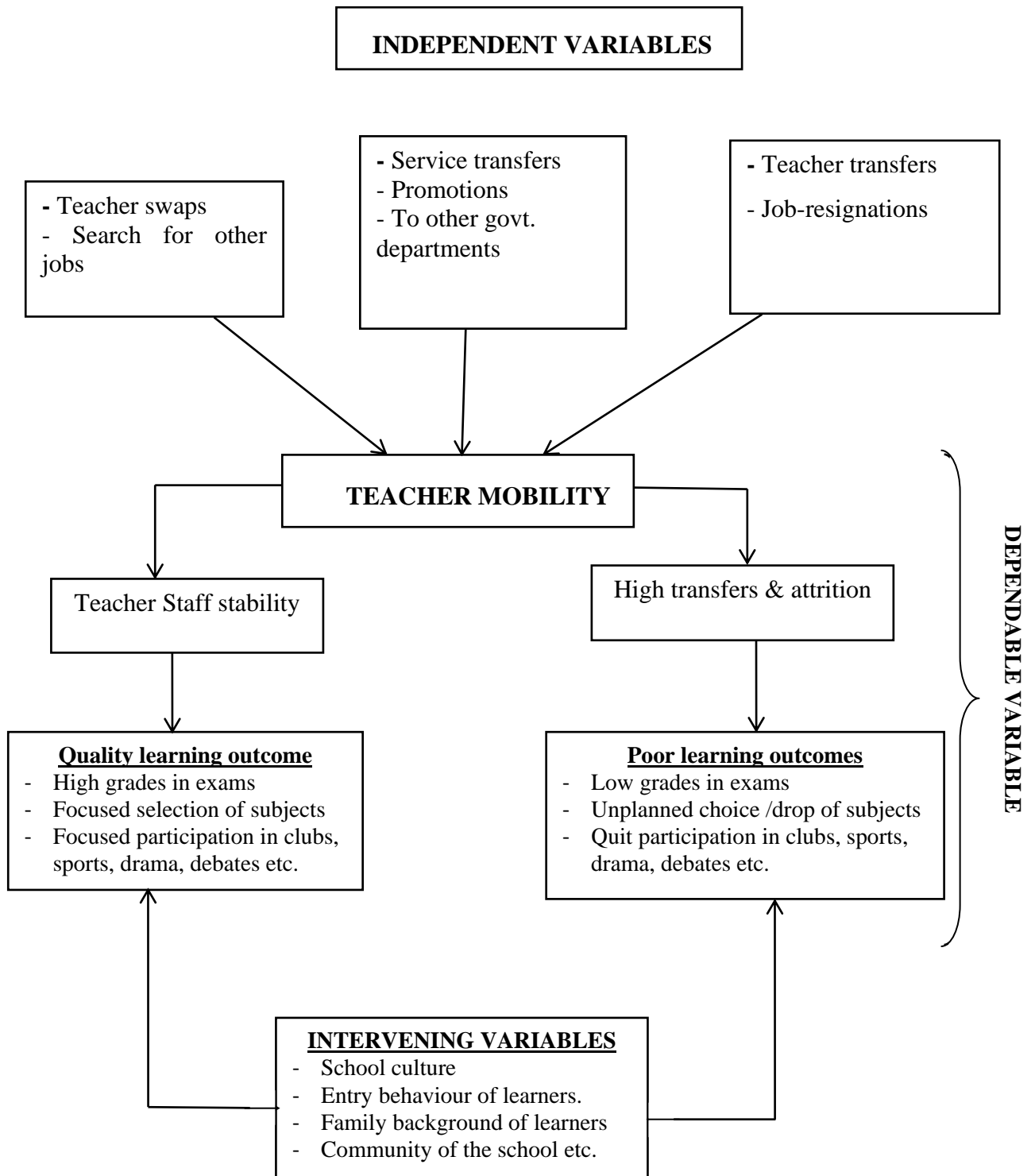


Figure 1: Conceptual framework on teacher mobility and learning outcomes.

In the conceptual framework of this study, the researcher explored the interaction of numerous variables that lead to teacher's choice to depart from a school and analyze the impact of the teacher's decision to quit on learning outcomes. This progressive emphasis indicates a fundamental escape from the traditional teacher turnover analysis where exit is understood as a state (i.e., exit or not).

Through this approach, numerous elements considered to facilitate teacher mobility were explored in the chosen sampled schools in Khwisero sub-county. They included: teacher transfers, teacher service transfers to other government ministries, teacher resignations as well as promotions to various divisions within the TSC. A comparative examination of various schools was done via juxtaposition and comparison of data to determine similarities and differences. Consequently, the research tried to identify the numerous ways in which features of mobility effect on student performance in those schools in tests, engagement in co-curricular activities as well as assess how student subject selection is changed when their professors relocate.

1.7. Operational Definition of Terms

In the context of this study, the terms below will be used to mean the following;

1. **Attrition:** is an aspect of mobility which refers to teachers exiting the teaching profession altogether, either to take another job outside of teaching, or for personal reasons, health problems, family moves, and/or retirement.
2. **Job-resignation:** a situation where teachers quit the profession to take up other jobs outside of the teaching profession.
3. **Learning outcomes:** Refers to students' performance in school internal exams, KCSE, subject selection and participation in various co-curricular activities.
4. **Migration:** or transfers, is an aspect of mobility which refers to teachers leaving one school to take a job at another school.
5. **Promotions:** a situation where teachers are given administrative functions by the TSC other than teaching roles.
6. **Service transfers:** refers to a situation where a teacher opts to quit teaching and transfers his/her services to other government ministries or takes up other government jobs e.g county government jobs e.t.c
7. **Teacher Mobility:** is a term that combines (attrition and migration) to refer to the exodus of teachers from their teaching station either to take up a teaching position in another school or exiting the profession altogether.
8. **Teacher retention:** the ability of a school system to keep its teaching staff in their jobs and make them want to stay.
9. **Teacher swaps:** refers to two or more teachers opting to swap/exchange their schools, at either sub-counties, counties or national level for their own personal reasons.

1.8. Conclusion

This chapter has given a detailed definition of the problem in the context of the study, highlighted the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the scope and limitations of the study. It has also presented the significance of the study, and concluded with a discussion of the implications of the study. Thereafter, the chapter has presented a detailed account of the theoretical and conceptual framework that served as the guideposts for this empirical investigation. This study's empirical literature has been discussed in detail in the next chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter evaluated and presented the empirical literature that offered essential information necessary to meet the study goals and questions in the preceding chapter. The chapter focuses on, first; the trends in teacher mobility, second; the implication of teacher mobility on student subject selection, third; the implication of teacher mobility on student performance in tests and examinations and fourth; the implication of teacher mobility on student participation in co-curricular activities. This chapter evaluated relevant studies and researches that have been done in different areas of the globe and assessed and analyzed the current knowledge base and gaps considering the fact that research on the wide issue of teacher mobility is extensive, diversified and to some degree, inconclusive.

2.1. Trends in Global Teacher Mobility and the Impact on Students Learning

Many research efforts have been performed with a view to figuring out the elements that promote and contribute to teacher mobility as a worldwide phenomenon. The overall presumption in the reviewed literature is that teacher mobility has, on average, adverse impacts on student performance and that exits of teachers from schools is also a perennial concern for parents, particularly when it occurs during the period when their children are studying for important exams (Gibbons, Scrutinio, & Telhaj, 2021). However, despite the widespread relevance of this topic, there are comparatively fewer quality studies that explore teacher migration dynamically and empirically (Ronfeldt et al. (2013). There is however, a dearth of studies that

analyse the possible routes via which teacher mobility may be disruptive or examine organisational measures to offset any negative impacts of mobility. The paucity of reliable data has made the effort of analyzing teacher mobility and performance in education an uphill challenge (Gibbons et al., 2021). The examination of teacher migration in the present research is based on a unique dataset that relates the teacher workforce in Khwisero sub-county to students' accomplishment records, by school and teaching topic categories across years.

A recent study suggests that the present relatively high rate of teacher attrition is a key contributor to teacher shortages in schools, accounting for close to 90 percent of yearly teacher demand (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). Indeed, Neason, (2014) claims that 40 to 50 percent of instructors employed depart teaching during the first five years of their job. Sutcher, et al. (2019), shows that if U.S. attrition rates mirrored those of high-achieving countries like Singapore and Finland, which are generally 3 percent to 4 percent yearly, the ensuing change in annual demand for teachers would erase the countrywide lack of properly qualified teachers.

During the 2011/12 academic year, roughly 18.7 percent of Texas teachers either transferred schools, relocated across districts, or quit the Texas Public School system entirely and by 2015/16, this mobility rate had climbed to 22.0 percent (Sullivan, et al., 2017). According to (Elfers, Plecki & Windekens, 2017) the most experienced instructors had the greatest rates of departing (44 percent) as opposed to new graduates 20 percent. New teachers (0-4 years of experience) and experienced

teachers (25 or more years of experience) stay at their base schools at lower rates (47 percent and 48 percent, respectively), than mid-experience instructors (5-14 years, 60 percent, and 15-14 years, 64 percent). (Gemedda, Fekede, & Tynjala, 2015) have noted that teacher mobility in schools might contribute to inadequate syllabus coverage, since the employer may not promptly replace the instructors quitting. However, research that explicitly relate teacher mobility to students' outcome remain difficult. Sives et al., (2006), argues that, despite considerable policy debates, there has been little academic research on international teacher mobility and posits that this shortage of information generally prevents researchers from accessing a statistically predictable estimates of the scale of the international movements of teachers. Caravatti, Lederer, Lupico, & Van Meter (2014) reports that most nations have inadequate government data monitoring overseas teachers joining their workforces, and few countries have any data at all tracking instructors departing their country. Accordingly, this study sought to contribute to the literature in a number of ways: first, to improve on the rather limited existing evidence on the causal impact of teacher mobility and secondly to investigate the potential mechanisms through which teacher mobility can affect student performance, and provide evidence on how schools respond to mitigate the disruptive effects of teacher mobility.

Available literature however, gives a look into the background of worldwide teacher migration. During the COVID 19 issue, several nations in Southeast Asia whose schools significantly depend on expatriate instructors suffered immensely as they saw their finest international teachers battle to leave the present country owing to

COVID-19 norms and procedures enforced by governments (Hoang, 2020). In the USA, the New York government declared to cancel the school year of 2019–2020 prompting many instructors to abandon their teaching posts (Matthew & Mahoney, 2020). In the UK, the (Education Policy Institute website, 2021) surveyed 2,000 teachers throughout the UK to assess the impact that Covid-19 has on their plans to quit the profession. Respondents, usually expatriate instructors, were nearly twice as likely to abandon the profession as they were before the epidemic.

The situation in Africa is such that South Africa and Botswana are comparable in the sense that South Africa supplies teachers to Botswana. As such, a comparison of the experiences of the two nations makes it possible to emphasize both the complexity and consequences of teacher migration in countries described as developing. Indeed, studies in South Africa indicate several motivations for teachers quitting the profession and moving to overseas countries including looking for better income, pursuit for professional growth (Manik, 2005; Sives et al., 2006). Apart from these, there is the desire, among teachers, for upward social mobility and also to escape bad leadership and management that characterizes some public schools in SA (Manik, 2005, 2010). However, there is no clear evidence in the case of SA, on the significance of these teacher departures on learning outcomes among students in secondary schools. In the instance of Botswana, it is obvious that migrant teachers have made a substantial contribution to the growth of the education system in Botswana, particularly in supporting the fast expansion of the secondary schools (Sives et al, 2006). The migrant teachers have contributed in multitude of ways including curricular enhancement, cultural transference and assistance for local

instructors. The Teacher Service Management (TSM, 2004) in the Ministry of Education in Botswana identifies Botswana as a nation that has gained enormously from migrant teachers, with the TSM being responsible for the recruitment and placement of all teachers, including migrant teachers.

In a study by Morgan, Sives & Appleton, (2006) it was established that more male than female migrant teachers were coming from Zambia, Zimbabwe, India and Uganda and that many of them were married. Government schools displayed a trend where instructors were averagely aged 42 years as their counterparts in private schools were slightly younger – aged 35. While this issue of teacher mobility has drawn a global attention in the recent past, different sets of literature use different terms to refer to it. Nonetheless, even though a considerable body of literature in existence on this topic, there is still a lot more to be discovered regarding this phenomenon particularly in quantitative terms. The current research should provide clearer data that depicts the real pattern concerning this pattern. In this regards, the study will yield data that will extend the frontiers of knowledge on teacher migration in Khwisero sub-county.

Various additional studies show distinct issues confronting teacher recruitment and retention in secondary school across developing countries (OECD, 2002; World Bank, 2005; World Bank, Africa Human Development Department, 2007). A number of reasons have been found to explain these trends of teachers quitting their profession. Such factors include emotional states, school and community support, instructional support available, preparation for teaching, management of learning

activities, salary and benefits, desire to teach and culture shock. Such findings are in line with Karen & Myers (2005) according to whom; one of the key reasons for teachers leaving the profession is poor remuneration. The preceding studies, however, have not devoted much effort to the analysis of implications this teacher mobility has on student learning outcomes. This is in consideration of the centrality of teacher factor in the learning process. This study therefore maintains the position that although teacher mobility has led to a series of empirical studies, not much attention has been focused on its influence on learning outcomes in secondary schools' pupils in poor countries particularly in Kenya.

The foregoing reasons somehow contrast with those in a study by Kopkowski, (2008) and which include: testing and accountability obligations from federal laws like "No Child Left Behind", inadequate assistance, student indiscipline, inadequate funding of programs, waning of power and respect, and poor remuneration. At the same time, Smith and Ingersoll (2003) further noted that young and less experienced teachers left the profession within their first five years at a rate of over 40 percent. This, they found, was due to staffing associated practices such as layoffs and school closings, personal reasons and the urge to join other professions. Since findings from such studies are now obsolete, there is need for up-to-date data on this issue, which can be useful in building evidence-based policies and practices to address teacher mobility. A major gap in this literature is the lack of adequate research related to teacher mobility and learning outcomes in schools. This was, in part, the focus of the current study.

Several additional studies have revealed that schools have unique organizational characteristics, which connect to teacher turnover and staffing concerns, all of which impact performance (Ingersoll & Perda, 2009). Generally, in terms of organizational characteristics, the high turnover in schools are associated with factors such as poverty whereby schools with low enrolments tend to raise less financial resources hence poor remuneration. Schools with a high proportion of inexperienced teachers also tend to experience high turnover. Notably however, most of these studies have been carried out in nations considered to be wealthy and whose contexts is obviously different from that of the developing countries where school organizational environment and school community could not have the same impact on a teacher's decision to depart the profession. The current research will thus aim at relating teacher mobility to learning outcomes as putting the factors that influence teacher mobility in the context of Khwisero Sub-County.

2.2. The influence of teacher Mobility on Student Subject Choice and Selection

Education systems are marked by multiple optional disciplines that students have to pick from. Within the English education system, pupils have to pick the optional courses they choose to study for General Certificate of Secondary Education (GCSE) examinations (Jackson 2013). Accordingly, various schools offer diverse disciplines with some concentrating in more conventional academic areas and others embracing vocational choices. Van de Werfhorst et al. (2003), found that children from a higher social background achieve a higher standard in both humanities and scientific subjects at primary and secondary school and are more likely to choose medicine and law, since their parents are able to afford better schools that have

higher teacher staff stabilities. Appropriate choice of courses for pupils consequently, is a critical step in accomplishing the educational aims of the curriculum (Ajidagba, 2010) as well as reaching UNESCO's SDG 4.

The research literature on the influence of teacher mobility on student subject choice and selection is varied, with studies revealing both positive and negative impacts depending on the sort of proxy measure for teacher quality utilized (Hendricks, 2016). Sorenson & Ladd, (2018) studied teacher mobility in North Carolina middle schools and found that 3-year turnover rates adversely impacted students' math and ELA performance; for example, a turnover increase of 100 percent led to significant performance reductions, particularly in math and the optional sciences. In a research done out by Zeitlin, (2020) in Rwandan schools, 23 percent of teachers who left the profession, were never replaced on time. Consequently, there was a frequency of 21 percent of instructors teaching in disciplines in which they had not been taught with ensuing unfavourable effects on students' subject choice and selection. Ingersoll, (2001) contends that if turnover leads to a mix of teachers with weaker average qualifications, a set of teachers with limited experience working together toward a school's educational mission, or if a school is unable to replace all the teachers who leave, students subject choice and selection can be adversely affected. Sorensen (2020) contends that although some mobility of staff is natural and desirable, and occurs in all occupations, high rates of teacher mobility are often of particular concern as high staff mobility can contribute, for example, to teacher shortages if it reflects the departure of teachers from the profession or from schools in specific locations or subject areas as teachers move among schools or districts. The current

research intends to add to existing literature by establishing how teacher departures from schools in Khwisero sub-county relates to student subject choice and selection.

Jin et al. (2010), notes that schools in Britain are left with a substantial degree of latitude regarding both the qualifications and optional subjects they could offer and the manner in which they present these choices to their pupils and that schools influence the type of subjects students choose. A research by (Kubiatko, Torkar & Rovnanova, 2017) indicated that students' impression of their teachers had a major effect on their views towards their school topic choice and selection. Teachers who respect their children and the pupils' views plan the teaching process in a manner in which the kids learn information more readily and at the same time, they inspire joy and interest in them throughout the execution of the programme contents (Arbona, 2016).

In Kenya, curriculum subjects that students pick impact their careers a lot as the Ministry of Education, Science and Technology (MOEST) stipulates that secondary school students register for a minimum of seven and a maximum of nine subjects when they enter the form three class (grade). These disciplines are classified into many categories including; Sciences, Languages, Humanities, Technical and Foreign languages. Only three courses are compulsory: Mathematics, English and Kiswahili (KICD, 2019). According to (Ihanga & Kaundia, 2001), various subjects are graded and weighted differently for certain vocations. This indicates that there is need for instructors to consistently bring out to pupils the link between what is being taught and its market worth for accessible vocations. A study by Ndalichako &

Komba, (2014) concludes influence of significant others, subject teacher support, presence of teachers, teaching approaches and methods adopted are among the factors that influence learning outcomes. In line with this, the present study sought to establish if teachers in Khwisero sub-county provide an enabling environment for students to take part in a variety of experiences that relate to their subjects in the curriculum and if that gives students an opportunity to identify their strength and weaknesses in career choice.

A research by Ohiwerei & Nwosu (2009) found that a teacher is the key point of learning in the classroom environment since it is the techniques and styles of teaching that build motivation for pupils. Inappropriate techniques and styles of delivery will drive pupils away from the subject. (Kipkorir, Cheruiyot, Kibett, & Ochieng', 2017) concurs with this view adding that there is a dearth of role models and mentors for girls. At the same time, they note that female teachers are a crucial factor in matters of retention of girls in school as well as influencing their career paths. In spite of this, however, it is still unclear what exactly the influence of teacher mobility on individual student subject selection and choice is, and in this case, in secondary schools in Khwisero sub-county. In this regard, this study partly sought to determine how instructor loss through their mobility affects students' adaptation to specific subjects and contribute to this body of knowledge.

A survey by Sives et. al. 2006 has indicated that some administrators acknowledged the fact that kids form good ties to their instructors and are frequently 'confused' when their top subject teachers depart. The study observed that, there could be a

psychological impact on students when their best teachers leave which can be very unsettling to their learning processes especially during examination periods. The research also revealed that consistency for children for having the same instructor benefits extremely well on discipline and learning. Those pupils build connection to their teachers and this helps them gain confidence in their own capacities to accomplish well. When instructors leave a school, it creates all kinds of upheaval to the pupils, their attitudes and outcomes.

In light of the above reviewed literature, it is imperative for the current study to emphasize that although the influence of teacher mobility on learning in general has encouraged a wide spectrum of pedagogical research, very little attention has been devoted to it in the so called the third world nations. In addition, it seems that the linkage between the aims of bettering teaching staff stability and enhancing students' learning results are contradicting rather than complementing each other.

2.3. The influence of teacher mobility on Student Performance in Exams

The fundamental importance of instructors in the learning process is apparent. Many studies suggest that instructors have large influence on their students' academic and life-long achievement (e.g., Chetty, Friedman, & Rockoff, 2014; Jackson, 2012; Nye, Konstantopoulos, & Hedges, 2004). However, clarity on the sorts of teaching practices that contribute most to student outcomes remains elusive. Test scores may not capture all dimensions of student learning. Nevertheless, test results are publicly accessible, objective, and are generally acknowledged as essential markers of accomplishment by educators, policymakers, and the public. Dee & Goldhaber,

(2017) suggest that teacher shortages arising from teacher mobility in schools typically translate into schools requiring employing less qualified and less experienced instructors. The burden of teacher mobility according to other research, is shown to be greater in schools with poor learning levels and, perhaps unexpectedly, in low pupil-teacher-ratio institutions. Most of these schools have difficulty in replacing teachers promptly when they quit resulting to over 23 percent of leaving instructors not being replaced in time. Consequently, this extraordinary loss of a teacher has been connected with a fall in learning levels of 0.05 standard deviations (Zeitlin, 2020).

Teacher mobility presents a danger to the education sector by restricting or lowering the availability of competent instructors to conduct instructional services resulting to comparatively low pupils test scores (Orwa et al., 2017). High teacher mobility in schools entails the employment of large numbers of starting teachers who usually are less successful than those with more experience (Grissom, 2011), resulting in poor student learning outcomes. Holme, Jabbar, Germain, & Dinning, (2017) claim that chronic staff instability via high rates of teacher movement may result in a considerable loss of social and human capital and present a barrier to school reforms. Principals in these settings are confronted with substantial management loads, as they are compelled to consistently concentrate on recruiting and training new teachers rather than address systemic and lasting instructional changes (Loeb, Horng, & Klasik, 2010). Teacher mobility also may generate disruptions in educational continuity, as schools must restructure teaching assignments yearly (and occasionally throughout the school year) in response to continuing staffing changes,

resulting in less cohesive and less complete instructional programs (Guin, 2004). Most of these researches have usually focused at the influence of teacher mobility on learning outcomes. The current research will go beyond patterns and reasons of teacher movement and analyse its influence on students' academic performance in Khwisero sub-county.

Kosgei, Mise, Odera & Ayugi (2013) postulates that the more the instructors know about students, the more the teachers can interact with them and the more probable they would be able to profit from the teachers' expertise in rebuilding their reality. Obviously therefore, learning is disrupted when teachers opt to transfer or exit the profession altogether. Sorensen, (2020) shows that teacher mobility has substantial, and persistent, negative implications for the quality of the instructional staff and student success. Furthermore, it has been established that more experienced teachers who have been in the field for a significantly longer time are abler to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds than new recruits (Stringfield & Teddlie, 1991). However, despite this significant body of research, there is insufficient government data monitoring teacher movement, in secondary schools in connection to student achievement in examinations. Given this scarcity of data monitoring the inflow and outflow of teachers within schools in education systems, it is tough for academics to characterize in a more textured manner, how teacher mobility influences students' performance in tests.

An inflow of new instructors each year in a school may not only disrupt existing collaborative connections between teachers and students but also hamper attempts to establish chances in schools for teachers and students to improve their practices across academic years (Wei, et al. 2009). Teacher mobility has far-reaching effects on the quality of education that learners get. It is obvious from past research that high levels of turnover are damaging to schools and may be an indication that there are major underlying difficulties with how the school organization is administered (Ingersoll & May, 2010; Keesler, 2010). Further, high levels of teacher turnover are connected to labour force instability, which is associated with reduced school-level academic performance (Keesler, 2010). These studies did not reveal whether there were other variables, other than teacher turnovers, which could have contributed to the school performance. The present study endeavoured to directly link teacher mobility to learning outcomes in Khwisero Sub-County and investigate how student achievement in exams could be affected by teacher mobility.

2.4. The impact of teacher mobility on Student Participation in Co-Curricular Activities

Over the years, educational scholars have explored several elements deemed to effect student learning. Participation in co-curricular activities is widely thought to play a key role in students' academic success as student-teacher relationships play an important role in a student's success while a lack of student-teacher relationships in schools can lead to discipline problems, which Skaalvik & Skaalvik, (2017) found to be one of the main factors of a teacher being motivated or not motivated to teach. In addition, since "being able to encourage students is an essential part of the

teacher's identity," creating connections in co-curricular may have good consequences to a teacher's opinion of their students and their talents (Skaalvik & Skaalvik, 2017). Shernoff & Vandell (2007) claimed that co-curricular are after-school activities that fall into numerous categories including: sports, arts, socializing, and academic enrichment activities. While the categories give additional clarity into what co-curricular might be, it is vital to identify two things from the term. One, although most co-curricular occur after-school, some meet before school; two, the categories they employ do not include clubs and societies, which are an important example of co-curricular activity.

Students participation in co-curricular activities in schools such as sports, drama, music etc can help foster a positive school climate for learning as teachers involved in co-curricular foster meaningful relationships with their students and therefore positively affect the overall school culture and allows students to see their teachers in new ways outside of the classroom (Hensch, 2020). In a blog for parents, the National Education Association, (2017) stated, "extracurricular activities can provide new dimensions for learning and development, and offer students opportunities to further pursue the subjects they enjoy" (para. 9). In addition to these results, another research by Shernoff & Vandell, (2007) indicated that kids were more motivated in activities when adults were present. In fact, they discovered that "after-school programs may be unique situations in which adult supervision and peer contact are supplied concurrently, a combination likely to result in peak engagement and intrinsic motivation" (p. 900). (p. 900). This case study shows how co-curricular involvement has the possibility to positively influence a student's life as it is clear

that the presence of adults can have clear positive benefits on student motivation and in forming relationships. The present study seeks to add to this knowledge by providing more upto date data in Khwisero sub-county.

Mahoney et al. (2003) found that when students participated consistently in co-curricular activities, positive associations to their educational status and aspirations were linked. However, despite this major body of research, results regarding the influence of instructors on student engagement in co-curricular activities have so far been ambiguous and with various outcomes. (Black, 2002) noticed that membership in student clubs and organizations could potentially distract students from their normal studies, and that not all activities are of value to academic achievement. The current research will seek to find out the numerous ways in which instructors influence students' choices and interests to become engaged in co-curricular activities and examine the ramifications of these decisions on learning outcomes.

Many music, theatre and games coaches in schools are instructors who become engaged with kids not just inside the limits of a classroom but also in after-class activities as well. Participation in the school's co-curricular program provides children the ability to meet new friends, engage with their instructors and develop abilities and interests outside of the usual school curriculum (Mwisukha, Njororai & Onywera, 2003). Although there is evidence that virtually all students, even those from disadvantaged backgrounds, can succeed in the right educational environment, (Chetty et al., 2014) it is much more difficult to raise the achievement of disadvantaged children to new high standards if they keep on losing their best all-

round teachers.

The present study noted that a huge volume of the reviewed literature so far considers education in the first world countries, notably in the USA and therefore, very limited evidence to connect the impact of teacher mobility on student participation in co-curricular activities in the developing countries. The present study therefore, intends to bridge the gap by exploring the link between teacher mobility and student participation in co-curricular activities in Khwisero sub-county. This will involve seeking to understand critical issues of who quits, when, and under what circumstances and the effect on learning outcomes.

2.5. Summary of the Literature Review: The knowledge base and gap

In summary, research shows that while teacher mobility in general has attracted a wide range of empirical research, very limited attention has been given to the impact of teacher mobility on learning outcomes in developing countries. From one strand of the available literature, it appears that teacher mobility and educational outcomes as defined by learning outcomes are not necessarily complementary objectives. Yet another strand of literature does not view teacher mobility as an end in itself. The emphasis is on rewards for excellent educational outcomes while instructors are only considered as tools. Another fast developing strand of scholarship on variables that impact student accomplishment, particularly concentrates on the estimates of education output. Interestingly, the element of teacher mobility and the consequence on learning outcomes is typically disregarded in this setting. Nonetheless, it is important to note that while the available literature on pedagogy is largely teacher

centred, often taking the positive relationship between teaching staff stability and improved education quality simply for granted, the available literature on education economics is largely student centred without any consideration of the needs of the teachers as such. Even though teacher professional dynamics are regarded vital, they are just viewed as tools, and not as aims in their own right. Once again, much of the material reviewed in here, focuses at education in the West, particularly in the USA.

The present research attempted to improve the existing knowledge base and add to the area of teacher mobility literature in numerous ways. Firstly, the study looked at “whether or not a teacher exits a school and the influence of such a decision of leaving on student learning outcomes”. Secondly, the study utilized the theoretical framework which conceptualized that institutional dynamics and contextual factors are likely to inform the decision making process made at the individual level and thereby influence individual behaviours (for example., decision to transfer from a school) (for example., decision to transfer from a school). Towards this end, this study made a conscious effort at remodelling the relationship between “push-pull” elements that facilitate teacher mobility and the impact on learning outcomes as envisaged in the Human Capital Theory and The Social Learning Theory.

2.6. Conclusion

This chapter evaluated the empirical literature which offered essential information necessary to meet the study goals and questions in the preceding chapter. The chapter focused on relevant studies and researches that had been done in different locations and sections of the globe and addressed the current knowledge base and

gaps in the light of the broad issue of teacher mobility and its consequence on learning outcomes. The following chapter focused on the research technique.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter discusses the processes and tactics that were used in the study. The major emphasis of this chapter was on the research design, study variables, location of the study, demographic, sampling methodologies and sample size. It also discusses the pilot study, research tools, data gathering techniques, analytical and logistical issues and methods of data analysis.

3.1. Research Design

In order to respond to the four research questions established earlier (chapter 1), this study employed the descriptive study design to analyze the phenomenon of “teacher mobility and its effects on learning outcomes” in selected secondary schools in Khwisero sub-county. This strategy was selected because it gives diverse forms of data for more detailed and rigorous examination of the research questions (Creswell & Creswell, 2018). Descriptive survey does not only concern itself with the characteristics of persons sampled but more with the precise features of the full sample thereof. In addition, the Systematic Area Study Technique, which is a methodological approach from the area of Comparative Education, was utilized to support the descriptive survey and aid undertake a comparative study of conditions from the chosen schools. The Systematic Area Study Approach contains the following critical stages Bereday, (1964): (a) Descriptive Stage – at this first stage of the research, the investigator started by collecting and recording in details data from different sources of interest on teacher mobility conditions in Khwisero sub-county.

(b) Interpretation Stage - At this stage of the research, the investigator collated and examined the data acquired from different sources to allow him do justice to the sampled schools in Kwisero sub-county. (c) Juxtaposition Step - At this stage of the investigation, the investigator placed side by side the result gained from the interpretation stage with the circumstances from the rest of the county. (d) Comparative Stage - At this stage of the study, the investigator objectively examined and contrasted teacher mobility issues in the sampled selected schools. The research thoroughly surveyed and studied the influence of the various features of teacher mobility in different schools with the purpose to identify variations and similarities before making any predictions.

The research paradigm adopted for this study was a multiple methods approach combining both quantitative and qualitative data. A multiple techniques strategy was used in order to have statistical and explanative data in order to completely examine the study topics from all sides (Creswell & Creswell, 2018). In order to completely measure the element of mobility trends in schools, all instructors of the chosen schools were approached and given the option to participate in the survey to gather a big data set to look for patterns. In this approach, the investigation was quantitative. In addition to the quantitative parts of this research, the study also provided opportunity for teacher participants to respond questions with personal reactions and narratives, which made it more qualitative. This is also a vital feature of the data collection in a multiple methods approach in order to have explanation and more full understanding into the viewpoints of the participants (Creswell & Creswell, 2018). This also offered participants freedom to develop and clarify their thoughts on a

given subject or issue. A mixed methods strategy was used in order to properly examine the study problems from all sides (Creswell & Creswell, 2018). Survey questions were utilized to better understand the movement patterns while data acquired via interviews and document analysis was used to enlighten further the results of the questionnaires.

3.2. The Study Variables

A variable is a quantifiable property that assumes varied values across the individuals (Mugenda & Mugenda, 1999). The research explored various learning outcomes in secondary schools as the dependent variable. The many areas of learning outcomes evaluated included: students' success in school tests and exams, students' subject choice and selection and students' engagement and involvement in co-curricular activities.

The independent variable of the research included: Aspects of Teachers changing schools, Teachers service transfers, as well as Teacher departures via resignations and transfers. The research explored the relationship between these two factors and tried to discover how teacher mobility influences students' performance in internal examinations, students' selection and choice of optional topics and students' engagement in co-curricular activities.

3.3. Study locations (Locale) (Locale)

This research was conducted out at a few chosen secondary schools in Khwisero Sub-county. The Sub-county is placed in Kakamega County which is located in the

Western region of Kenya. Kakamega County is one of the 47 devolved jurisdictions in Kenya after the introduction of the New Constitution of 2010.

The sub-county was selected because of the relative low engagement of its schools in the co-curricular activities as indicated by the MoEST schedule. Also, its schools do substantially lower in national tests as compared to other sub-counties within the county. The purpose of this research was to explore whether teacher mobility had any influence on these relatively poor learning results in Khwisero sub-county.

Table 3.1. (a) KCSE 2019 Examination Ranking as done by Kakamega County KSSHA.

RANKING	SUB-COUNTY	MEAN SCORE
1	BUTERE	5.05
2	MUMIAS WEST	4.8
3	KAKAMEGA CRNTRAL	4.68
4	LIKUYANI	4.66
5	KAKAMEGA EAST	4.57
6	MATUNGU	4.54
7	MUMIAS EAST	4.49
8	KAKAMEGA SOUTH	4.47
9	MATETE	4.13
10	LUGARI	4.07
11	KAKAMEGA NORTH	3.97
12	NAVAKHOLO	3.96
13	KHWISERO	3.94

Source: County KSSHA Report, 2020

Table 3.1. (b) Participation of secondary schools in co-curricular activities from Khwisero sub-county at the Western Regional levels 2018

ACTIVITY	NO. OF PUBLIC SCHOOLS	NO. OF SCHOOLS PARTICIPATING
DRAMA	21	07
MUSIC	21	13
FOOTBALL	21	1
VOLLEYBALL	21	1
BASKETBALL	21	0
HOCKEY	21	0
ATHLETICS	21	12
HANDBALL	21	1
NETBALL	21	0
INDOOR GAMES	21	0
SWIMMING	21	0

Source: MoEST, 2019

3.4. Target Population

According to (Best, 2007), population would refer to a group of persons that have one or more qualities in common that are of interest to the researcher. The target population may be all the persons of a specific kind or a more limited fraction of that group. (Pandey, 2005) further concurs that it (the target population) indicates a census or comprehensive enumeration approach in which all the units are achieved.

Table 3.2. Target population from Khwisero sub-county

CATEGORY	TOTAL POPULATION	TARGET POPULATION
School Principals	21	5
Teachers	173	70
Students	8,964	103
TSC/MoEST Officials	6	1

Source, MoEST, 2016, TSC, 2016

The sub-county of Khwisero has 21 public secondary schools. There are five girls' schools, one boys' school, and fifteen mixed secondary schools, with a total of 173

instructors (TSC Registry, 2016) and an estimated student population of 8,964 (MoEST, 2016). The research addressed five school principals from the sampled schools, all 70 instructors from the sampled schools, 10% (103) of all students from the studied schools, and at least one Sub-county education authority. Furthermore, the research targeted 10% of form four students (2016).

3.5. Sample and Sample Size

A sample of 5 students from each of the 21 public secondary schools was chosen using a stratified random sampling approach, representing 23 percent of the total population. As a result, a decent sample size must not only be representative, but also adequate or large enough to give trust in the stability of its features (Creswell & Creswell, 2018).

Table 3.3. Table on Target population, sampling technique and the sample size

STRATA	TARGET POPULATION	SAMPLE	%
MIXED SEC. SCHOOLS	15	3	14.2
GIRLS, SCHOOLS	5	1	4.8
BOYS' SCHOOLS	2	1	4.8
TOTALS	21	5	23.8

A sample size is considered representative if it represents between 10 percent and 30 percent of the target population, according to Creswell and Creswell (2018, 2018). As a result, just 23 percent of the population was included in the survey. Using a stratified sampling method, the researcher separated the schools in Khwisero sub-county into three groups: mixed schools, girls schools, and boys schools. The researchers then randomly selected the final schools from each group, distributing them proportionately among the three groups. This means that one out of every five

girls' schools, one boys' school, and three out of every fifteen mixed secondary schools were sampled. In this scenario, stratified random sampling was deemed the most suitable since it allowed for the collection of targeted data by picking just the most necessary and helpful examples. The sample consisted of 179 respondents, including 5 school administrators, 70 high school instructors, 103 high school students, and at least one representative from the Texas School Corporation (TSC).

The instructors from these schools were asked to provide insight on patterns in teacher mobility elements, and the administrators were expected to provide more clarification on this information. Aiming for insights on the influence of teacher mobility on learning outcomes in the chosen schools, students were requested to provide information.

3.6. Instruments for Scientific Investigation

For the purposes of this study, a variety of research tools were utilized to gather data. Research instruments, according to Borg and Call (1983), are tools used for data collection. In order to achieve the research goals, data was gathered via the use of questionnaires, semi-structured interviews, a Schedule for Document and Statistical Data Analysis, as well as Checklists and other forms of documentation.

3.6.1 Questionnaires

The questionnaire was the primary data collecting tool in this study since it allowed the researcher to contact a large number of participants. Using the definition provided by Orodho, (2005), a questionnaire is a tool used to acquire data that

enables measuring for or against a certain position. Another advantage of using a questionnaire is that it has the capacity to gather a big quantity of information in a relatively short period while providing participants with the option to respond to questions with personal comments and narratives. Furthermore, respondents have sufficient time to provide well-thought-out responses, and respondents who are difficult to contact may be reached in a comfortable manner. An important feature of data gathering in a mixed methods approach is providing explanations and more in-depth insights into the viewpoints of participants, and this is a vital aspect of data collecting (Creswell & Creswell, 2018).

In order to gather information on school backgrounds, effects of teacher exits/transfers, reasons for teacher exits/transfers, and effects of teacher exits/transfers, questionnaires were administered to all teachers in the sampled schools as well as to students in their final year of secondary education in the same sampled schools. Both closed-ended and open-ended questions were included in the questionnaires used in this investigation. The surveys were separated into parts to make it easier for people to respond to each one. A number of parts called for statements as replies, as well as providing reasons/statements and explanations to substantiate points. There were also sections that asked for Yes/No answers.

Using the assistance of an intern, the researcher made visits to each of the studied schools and administered questionnaires to instructors and groups of four students, who were identified by the school administrators. This guaranteed a favourable return-to-investment ratio.

3.4. Table showing the return rate of questionnaires

Respondents				
	Expected		Actual	
	No.	%	NO.	%
Principals	5	2.8	5	2.8
Teachers	70	39.3	68	38.2
Students	103	57.9	100	56.2
Total	178	100	173	97.2

3.6.2. Schedules for Document Analysis

Data acquired via document analysis complemented information gathered through surveys, becoming an integral aspect of data triangulation. Various documents from the Ministry of Education, the TSC, and the sampled schools, such as TMIS registers (Teacher Management Information System), Basic Education Statistical Booklets, TSC annual reports, and school check-in and check-out booklets for teachers, with up-to-date data on teachers, were considered to evaluate and decode qualitative data to supplement data from questionnaires and interviews. A checklist was created to thoroughly examine and synthesize data from various papers in order to validate and authenticate the information acquired, resulting in accurate and true data collecting.

This attempted to elicit qualitative information from pertinent papers. To validate the information acquired via interviews and questionnaires, a checklist was created. This provided accurate and comprehensive information on the degree of teacher mobility and its influence on learning outcomes.

3.6.3. Interview schedules

The researcher found it essential to arrange interviews and utilize checklists

to obtain information that was not caught by the questionnaires due to several narrow ended questions in the questionnaire restricting the alternatives supplied. There were semi-structured interview schedules with school principals as well as the TSC sub-county staffing officer to gather thoughts and statistics on teacher mobility and learning results. The interviewees were the principals of the chosen schools and the TSC staffing officer at the sub-county headquarters office. These participants are school administrators who make staffing decisions in their schools and are thus better positioned to provide the researcher with finer details on teacher mobility situations in their schools as well as administrative procedures they use to ensure staff stability in their schools.

Broad and open-ended queries were used to elicit information. This enabled the researcher to guide/redirect interviews based on individual circumstances (Clandinin, 2007; Webster & Mertova, 2007). Each of the six respondents was interviewed for twenty minutes at a time and location that was convenient for them. This allowed for the detection of contradictions, the testing of the researchers' assumptions, and the preservation of analytical integrity.

The respondents were given adequate time and space to express themselves freely about concerns with teacher exits/transfers in Khwisero sub-county. The researcher was therefore able to verify their opinions on the impacts of teacher mobility and the amount to which teacher transfers/exits influenced other staffs as well as student learning outcomes using information from the questionnaires. Clarity on problems relating to teacher transfer and classroom teaching was therefore sought. The topics

to be gathered included, but were not limited to, trends and the influence of teacher migration on school procedures.

To ensure that wide parts of the study were addressed by persistent questioning, the researcher conducted semi-structured interviews with Sub-county TSC officials and school principals. The interviews were manually recorded and saved for further study.

3.7. Piloting and Pretesting

Piloting was conducted at one of the schools from the Khwisero sub-county, which was eventually excluded from the number of schools sampled for the research. During the piloting stage, the responders included all of the instructors and the form four class at the school. The school is a public secondary school in Kakamega County's Khwisero sub-county. It was picked by the researcher since it was easily accessible to the researcher as well as because the necessary information was available.

The outcomes of the pilot study indicated that the researcher was to concentrate on three distinct types of instructors: teachers hired by TSC, teachers employed by school boards of management (BoM), and student teachers on teaching practice. This discovery was significant since it required revamping the study equipment, checking for anomalies in the data gathering tools, testing the researchers' own preconceptions, and assuring analytical integrity. This tremendously aided the researcher in determining the faults and strengths of the research instruments, as

well as in checking the clarity of the items and eliciting comments from respondents' that aided in the development of the instruments.

The researcher, assisted by several instructors, administered the devices and followed the same approach while collecting data. The instruments were re-administered after two weeks. Pearson correlation statistics were used to calculate the two sets of data, yielding a coefficient of 0.851. The computed coefficient was high enough for the instruments to be considered dependable, as recommended by (Orodho, 2005). The validity and reliability of the instruments were determined after the pilot research.

3.7.1. Instrumental Validity

Validity is defined by (Strants et al., 1993) as the degree to which an instrument measures what it is designed to measure. The researcher validated the content validity of the administered instruments following the pilot study by analyzing the results of the pilot study and ensuring that they were suitable for the respondents. Following the pilot research, the questionnaire items were re-adjusted to incorporate missing questions and reorganize those that were confusing to the responders. Furthermore, the researcher conducted a thorough Document Analysis to confirm that the results corresponded to participant reality. Uncovering underlying structures, extracting relevant variables, discovering anomalies, and evaluating any underlying assumptions were all part of the Document Analysis. Furthermore, while establishing and updating the study instruments, the researcher was constantly seeking feedback from the supervisors. The equipment to be used for data collection were verified using these processes.

3.7.2. Instrument reliability

Document analysis, semi-structured interviews, and statistical data from school official records were utilized to supplement data from surveys, resulting in an outstanding triangulation method. A test-retest procedure was used to demonstrate the reliability of questionnaires used to gather quantitative data. The surveys were sent to 14 instructors at the pilot school. The replies from the instruments were carefully scored. After two weeks, the instruments were presented to the same persons again, and the responses were manually scored. The Pearson product moment correlation coefficient equations were used to get the correlation coefficient and compare the results from both occasions. According to Orodho (2008), a correlation value of 0.8 is strong enough to consider research instruments credible.

3.8 Procedures for Data Collection

Before going to the field, the researcher obtained authorization to collect data from Kenyatta University Graduate School and applied for a permit from the Permanent Secretary of the Ministry of Higher Education, Science, and Technology (MoEST). The researcher made preliminary visits to the sampled schools to accomplish two tasks: first, to establish rapport with the school administrators and explain the purpose of the study, and second, to make the necessary arrangements for data collection with the assistance of a few teachers from the selected schools. The researcher then triangulated several sensors to gather data.

3.9 Data Analysis and Presentation

The acquired data was analysed subjectively as well as quantitatively using the

Scientific Package for Social Sciences Version 20.0 (IBM SPSS® Statistics). To ensure there were no inaccuracies, quantitative data on teacher mobility patterns and their influence on learning in Khwisero sub-county was obtained using questionnaires. The data was then meticulously cleaned and numerically coded. The responses were saved in a spreadsheet program on a computer before being analysed using descriptive statistics in the form of frequency counts, means, and percentages and presented in tables, pie charts, and other graphical illustrations based on individual teacher gender, age, subject specialization, certification, and so on. Inferential statistics were then used to make predictions from the data in order to produce predictions ("inferences"), allowing the researcher to find key information drawn from research questions and make data analysis more relevant. According to Morgan (2007), quantitative analysis aids in assessing the likelihood of a significant difference between parameters of two or more populations under consideration.

Qualitative data from interviews and open-ended questions with principals, teachers, students, and a TSC official were transcribed, categorized, and thematically analyzed in accordance with the study's goals. Thematic analysis is a technique for detecting, analyzing, and reporting patterns (themes) in data (Braun & Clarke, 2006). It organizes and describes the data set in detail. It extends beyond this to interpret numerous facets of the study issue. (Braun and Clarke, 2006) Processes such as data reduction, presentation, conclusion, and verification are all part of qualitative data analysis (Denzin & Lincoln, 2011). It included creating a thorough explanation for each instance as well as locating the case within the background.

3.10 Considerations for Logistical and Ethical Considerations

Following receipt of a letter of authorisation from Kenyatta University's Graduate School, the researcher devised a budget to cover all of the logistics associated with the field study. The researcher then applied to The National Commission for Science, Technology, and Innovation (NACOSTI) for permission to conduct the study at secondary schools in Khwisero Sub-county. The researcher then proceeded to get permission from each responder after describing the genuine nature and goal of the study. Participation in the study was voluntary and was based on informed consent. No informant was pressured into giving information that he or she was unwilling to provide, and any of them was free to leave the research at any time throughout the study. The researcher pledged to keep the information obtained discreet and to protect the privacy of those participated, assuring them that the data gathered would only be used for the specified study's purposes. In addition, the researcher ensured that no money or other material benefit was utilized to induce informants to disclose information over the course of the study.

3.11 Conclusion

This chapter outlined the study's techniques and strategies. This chapter concentrated on the following topics: research design, study variables, study location, population, sampling methodologies, and sample size. It also described the pilot study, research tools, data gathering techniques, data analysis, logistical issues, and data analysis methodologies. The next chapter is concerned with the study results and presentations.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.0. Introduction

According to the aims and study questions, this chapter gives the results, interpretations, and debate. The data have been evaluated, presented, and discussed in relation to the study's purpose and objectives. The findings have been interpreted, presented and discussed relative to the topic of the study; which is; teacher mobility and its consequences for student learning outcomes in secondary schools in Khwisero sub-county, Kakamega County, Kenya. The results have been organized into categories based on the study's aims, and they mostly address the research questions.

The research used questionnaires, interviews, and, to a lesser degree, document analysis to gather information from high school students, instructors, and administrators. The sample consisted of 179 respondents, including 5 school principals, 70 high school instructors, 103 high school students, and 1 TSC official. The majority (96.6 percent) of respondents in the survey returned their individual data collecting equipment as required. The response rate in these instruments was deemed adequate, and the researcher felt justified in continue with data analysis.

The findings were then examined in light of the reviewed literature as they related to teacher mobility in public secondary schools in Khwisero, while data analysis, presentation of results, and discussion of the findings were guided by the following study objectives:

- i. Analyse the trends in teacher mobility and the implications on learning in

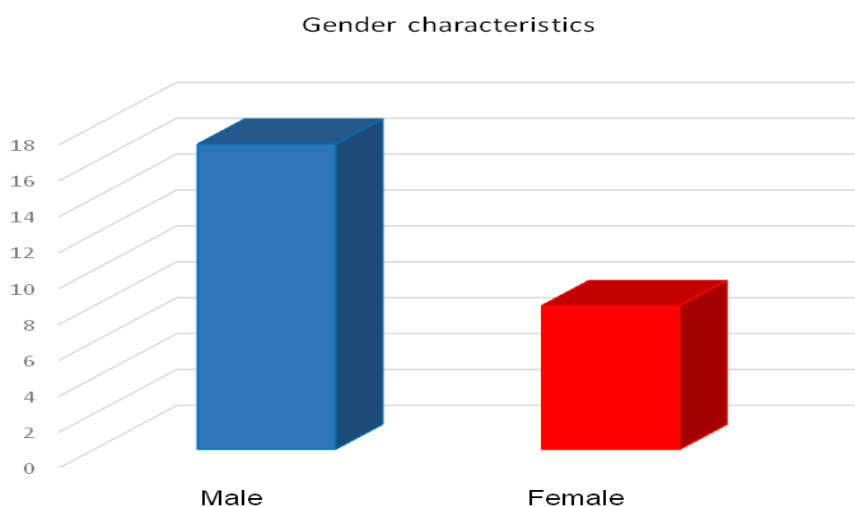
secondary schools within Khwisero Sub-County.

- ii. Assess the implication of teacher mobility on student subject selection in secondary schools in Khwisero Sub-County.
- iii. Investigate the implication of teacher mobility on student performance in tests and examinations in secondary schools in Khwisero Sub-County.
- iv. Examine the implication of teacher mobility on student participation in co-curricular activities in secondary schools in Khwisero Sub-County.

4.1. Respondent Demographic Characteristics

The research intended to assess the respondents' demographic characteristics since they are regarded categorical variables that provide fundamental insight into the nature of teacher mobility. The research attempted to investigate the respondents' gender and ages by analyzing quantitative data acquired via questionnaires. The findings are reported in the figure below:

Figure 4.1(a): Gender Characteristics of the Respondents



With a focus on demographic data on teachers exclusively, a glance at the information in figure 4.1(a) above indicates that the majority of the respondents (41/58.5%) were men, while just 29 (41.4%) were females. This collection of facts is significant because it sheds light on the nature of teacher migration in relation to gender concerns. In other words, do differences in gender roles influence teachers' choices to leave a school?

Figure 4.1:(b) Gender Characteristics by Age of the Respondents

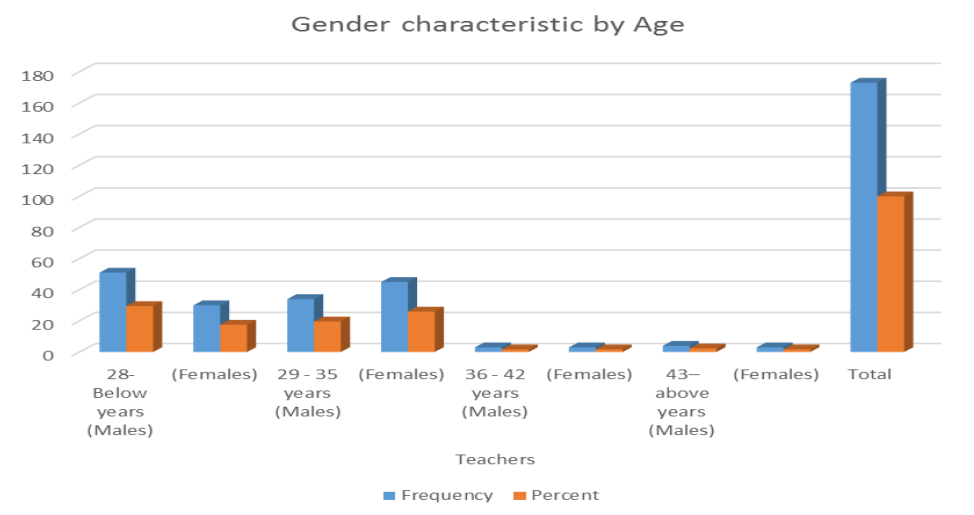


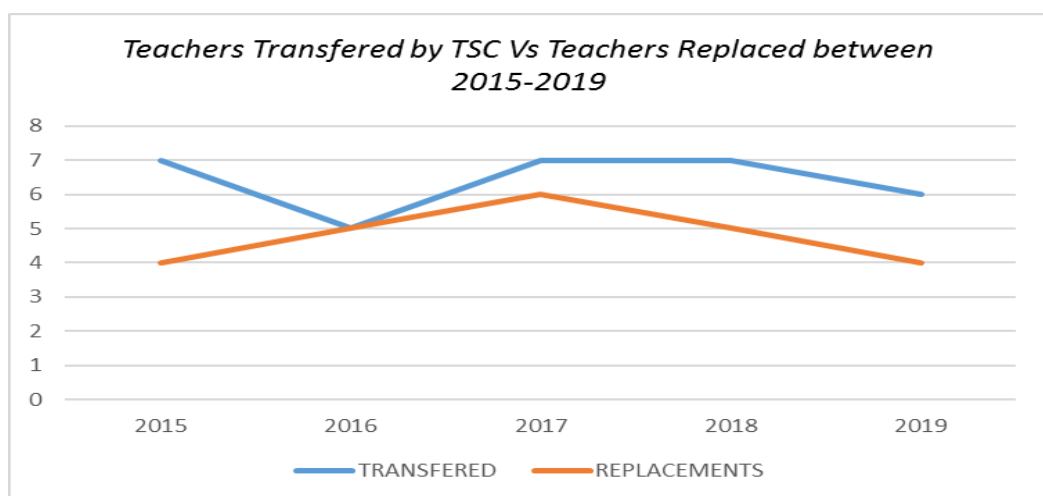
Figure 4.1(b) shows that the majority of responders were 28 years old or younger (47 percent). This is noteworthy since this is the age group of newly graduating teachers who are usually on BoM terms. According to TSC (2019), the first five years of a teacher's employment are essential in their career pathways and are most sensitive to the variables that influence teachers' choices to leave the profession. While these teachers have demonstrated a strong passion for their profession, they often struggle to adjust to the realities of lesson planning, marking and feedback, behaviour and work-life balance, classroom management, and termly online

completion of the Teacher Performance Appraisal and Development Form (TPAD). Teachers between the ages of 29 and 35 who are deemed to be mid-experienced and comparatively better at shaping learning outcomes were represented by 45.6 percent. These instructors have extensive expertise, and their departure from the field poses substantial issues to school administrators, as will be described more below. The age ranges over 35 years were the least represented, with barely more than 7% of the respondents and are considered seasoned instructors who are largely in administrative roles within the institutions.

4.1.2 Trends in Teacher Mobility in Khwisero Sub-county

This was the study's initial goal. The research requested pertinent data on patterns in teacher movement over the previous five years from the TSC sub-county office. The records available to the researcher were studied, evaluated, and the following interpretation was derived from the records:

Figure 4.2(a) The number of teachers who have been transferred by the TSC from within Khwisero sub-county.



Source: TSC Registry (2018)

The number of teachers moved by the TSC from inside Khwisero sub-county is shown in figure 4.2(a) above. The findings emphasize essential aspects of teacher mobility. First, rates of teacher mobility among senior teachers in administrative positions are quite high: up to 45.7 percent of teachers have been transferred at least once in the last 5 years, with 11.4 percent of exiting teachers not promptly replaced, resulting in the prevalence of teachers teaching outside their areas of subject expertise; at least 11 percent of teachers in Khwisero sub-county teach in subjects in which they have not been trained. Second, over three-quarters of the schools in the sub-county were having difficulty replacing instructors who had left. Because of the teacher shortage, many children in the sub-county were not receiving appropriate instruction, hurting their covering of the curriculum and, as a result, their test results. The removal of a teacher was connected with a 0.08 standard deviation decrease in learning levels. Third, the burden of teacher mobility was greater in schools with poor learning levels and, perhaps unexpectedly, in schools with a low student-teacher ratio, since these instructors were keen to transfer to schools with high performing children.

According to the Economic Survey 2014, the number of secondary school teachers in service as of June 2014 was 65, 494. During the 2017/2018 school year, the TSC sent 707 heads of post-primary schools to different institutions around the nation. Similarly, 2,911 transfers were made; 980 to primary school teachers and 1,931 to secondary school teachers, with another 1,037 instructors re-posted after returning from leave and the disciplinary procedure (TSC Annual Report, 19). During the same year, 458 instructors moved to different government institutions, while 159

teachers left the profession due to resignations (TSC Registry, 2014). A disturbing trend seen was the transfer of 888 secondary school teachers to other government departments between 2015 and 2018, while 393 instructors left the profession entirely (TSC Registry, 2019). Only 75% of instructors who were redeployed from their schools in Khwisero sub-county were replaced, while up to 25% were either not replaced or were not replaced immediately.

The TSC completed the delocalization exercise for Kenyan school heads in December 2019. Seven instructors from the Khwisero sub-county were relocated, but only 72 percent were swiftly replaced. Obviously, a severe problem arises when teachers leave schools where there are existing teacher shortages, particularly in small schools where teacher departure (loss) has a higher effect owing to a proportionally larger loss (due to the difficulty in replacing staff). The TSC observed that teacher departures were especially prominent in specific teaching subjects, with the sciences, mathematics, and English being the most impacted (TSC Annual Report, 2018). According to these figures, the learning process in many schools in Khwisero sub-county is severely hampered because the learners lack the quantity and kind of instructors required to design, produce, and deliver good learning outcomes that benefit the learners. According to an examination of KCSE 2019 results, Khwisero sub-county was the lowest rated of all sub-counties in Kakamega county.

Table 4.1. (a) KCSE 2019 Examination Ranking as done by Kakamega County KSSHA.

RANKING	SUB-COUNTY	MEAN SCORE
1	BUTERE	5.05
2	MUMIAS WEST	4.8
3	KAKAMEGA CRNTRAL	4.68
4	LIKUYANI	4.66
5	KAKAMEGA EAST	4.57
6	MATUNGU	4.54
7	MUMIAS EAST	4.49
8	KAKAMEGA SOUTH	4.47
9	MATETE	4.13
10	LUGARI	4.07
11	KAKAMEGA NORTH	3.97
12	NAVAKHOLO	3.96
13	KHWISERO	3.94

Source: County KSSHA Report, 2020

Individual school data indicates that the majority of schools within the sub-county have contracted teachers on a BoM basis to bridge their teacher shortages, while other schools rely heavily on peer teachers to help bridge the teacher/student ratio because it is difficult to replace teachers where shortages already exist. The total number of teachers engaged under BoM terms in the selected schools, as well as the number of teachers who have left or changed schools, is shown in the table below.

Table 4.1(b)The number of teachers on BoM terms and teachers who have exited their schools from within Khwisero sub-county

YEAR	2015	2016	2017	2018	2019
BoM TEACHERS	56	64	68	68	72
BoM TUTORS THAT EXITED	14	17	14	12	18

Source: School Teacher Registers (2019)

From the chart above, it is observed that the average turnover rate of instructors engaged on BoM terms per school term is above 25 percent. Among those teachers who relocate, 48 percent transfer from one secondary school to another secondary school within Khwisero sub-county and 49 percent move to schools in neighbouring sub-counties 3 percent go to other places.

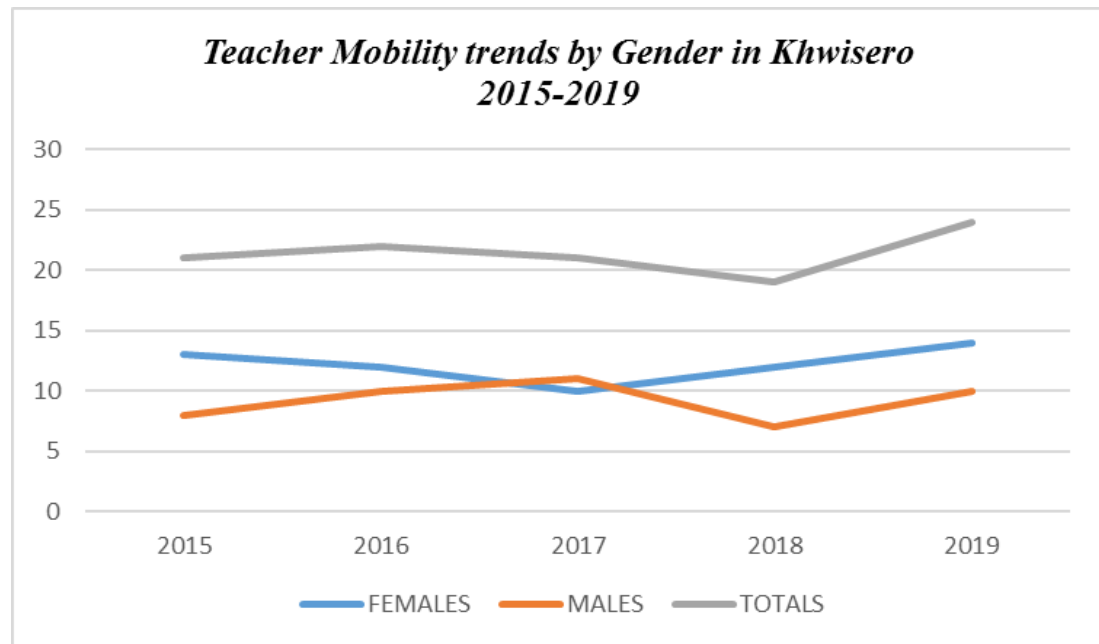
As for peer teachers, theirs is a short-term contract that does not exceed one school term ergo there is always a 100 percent turnover rate of peer instructors termly. During the research, 72 BoM instructors were polled. Respondents were asked how likely they are to quit teaching in the near term (2018-2019) and longer term (by 2025). The data suggest that these instructors (BoM) were twice as likely to abandon their schools as compared to their TSC counterparts. Half of the instructors (49.5 percent, n = 36) reported turnover intentions either briefly (25.5 percent, n = 19) or chronically (24.1 percent, n = 17). The other half 50.5 percent, n = 40) said that they had not explored a job shift at measurement time but showed a wish to depart their present schools if better possibilities came their way.

According to one school administrator B;

Teachers on BOM terms and peer teachers have no long-term commitments to their existing schools and are always ready for a chance that has greater possibilities than their current stations to depart without any notice. It is these instructors who have the liberty to shift to anywhere they feel like and at whenever point of the academic year thereby putting school learning procedures into turmoil. Generally, various schools have distinct and varying 'financial muscles' and there is little you can do as a principle to block a teacher who wants to leave to the so called "greener pastures" (Principal School B, 16th November, 2019).

The information in figures (4.1a) and (4.1b) above was further studied and split down to assess teacher mobility by gender and shown in the table below:

Figure 4.2(b) Teacher mobility trends by gender in Khwisero sub-county



Source: School registers (2019), TSC Registry (2019)

According to the study, 107 teachers transferred from their base schools in Khwisero sub-county between 2015 and 2019. Approximately 57% of individuals who relocated were ladies, while 43% were men. The research discovered that schools in Khwisero sub-deep county's rural regions, schools known to have student disciplinary difficulties, and schools without teachers' quarters had a tough time recruiting and maintaining female instructors.

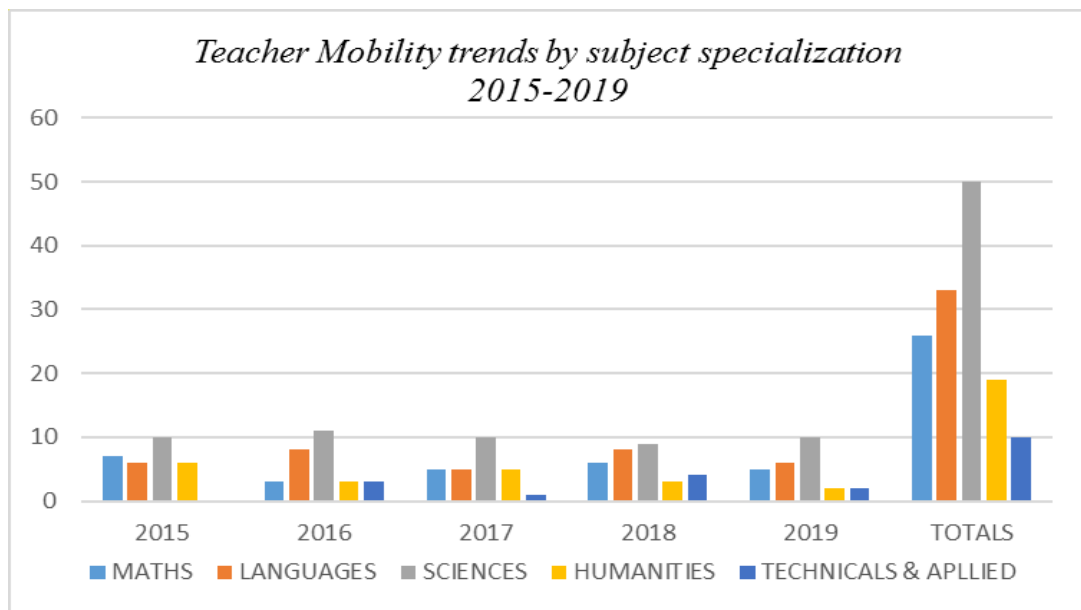
Female TSC instructors, according to the school principal (A), are more prone than male TSC teachers to ask for and seek transfers.

The majority of new female teachers (particularly those on BoM terms) remain at their school from one school term to the next, although up to 20% leave during their second year of work, citing family difficulties and personal interests. When these teachers relocate,

the learning process is disrupted... This implies that planning long-term initiatives involving children in a school with such instructors on staff is exceedingly tough. (A school principle, November 17th, 2019).

In addition, statistics on teacher movement patterns by topic specialty were gathered, analysed, and given in the table below:

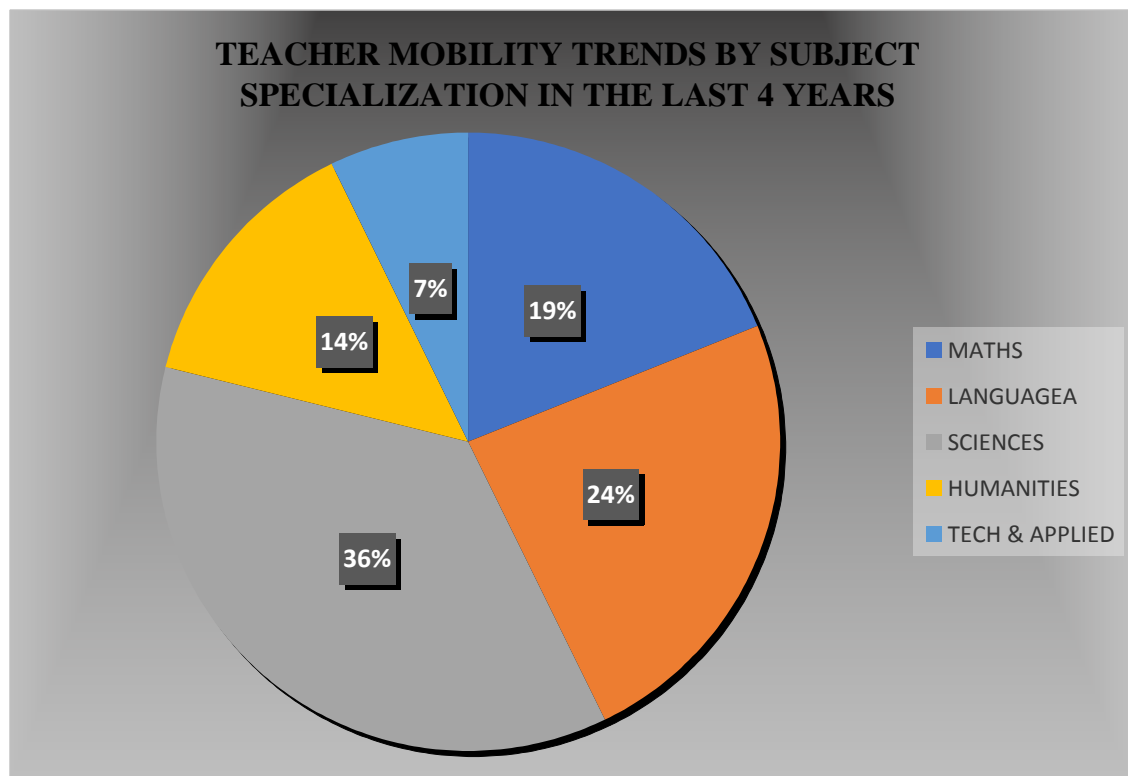
Figure 4.2(c): Teacher mobility trends by subject specialization



Source: School Teacher registers (2019)

When the information in the above figure 4.2(c) was broken further and represented in a pie chart, the situation in so far as teacher mobility was found to be dire in the schools in the sample. Most of the affected teachers were either employed on BoM terms or were peer teachers.

Figure 4.3(a): Teacher mobility trends by subject specialization (2015-2019)



Source: School Teacher registers (2019)

Figure 4.3(a) shows that teacher mobility is a reality in the sub-county, and it is rather frightening. The most impacted schools were those located in the deep rural parts of Khwisero sub-county and were largely mixed day schools with poor performing students. According to TSC, the country is experiencing a teacher shortage in particular subject combinations in humanities, Kiswahili, physics, and computer studies in schools as a result of teacher migration to the private sector. As a result, the huge migration of instructors has hampered efficient curriculum delivery, resulting in low performance by students studying the impacted disciplines. To halt the departure of teachers, the commission had now decided to replace instructors who were leaving the service on a monthly basis (TSC Registry). When asked about the issue, school principal A said,

The primary challenge we confront as administrators in our schools is the loss of experienced female science and math instructors hired by BoM. Apart from serving as role models for pupils, these instructors have undoubtedly received valuable experience in dealing with candidate classes preparing to take national exams. This sets a bad precedent since freshly qualified ones usually replace instructors who leave our institutions. (Principals A, November 16th, 2019).

When the researcher examined the numerous school payrolls supplied to him, it was discovered that there were differences in the conditions of employment for instructors hired by different BoMs. While many schools were unwilling to provide much information on their contracted instructors' terms of service, one administrator commented that:

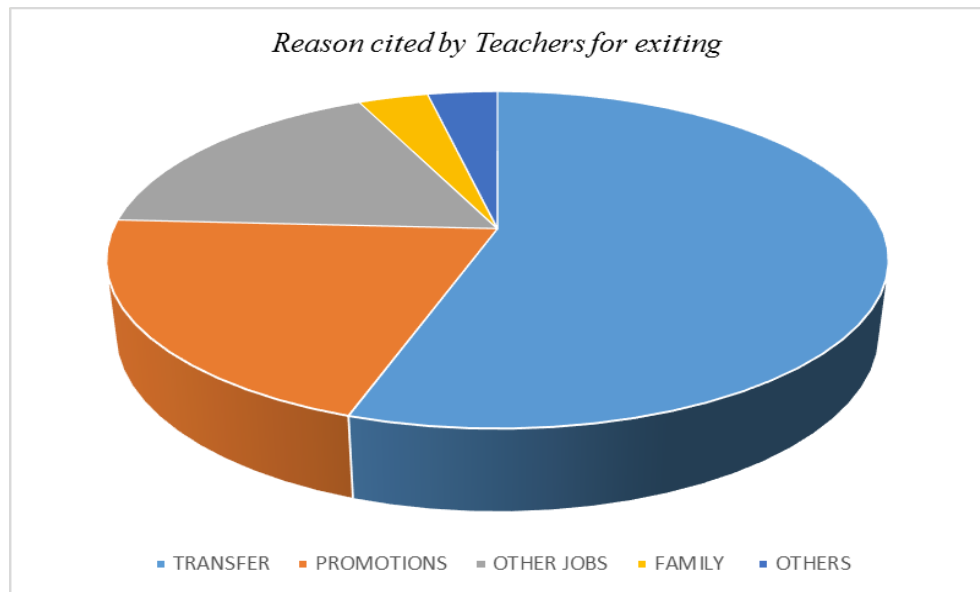
Bigger schools (county schools and national schools) have far superior resources and far better terms of employment in terms of remuneration and work environment than smaller upcoming schools (Day Mixed Schools), so teachers on BoM terms and with significant experience prefer to offer their services in such big schools because they will be paid more... (Principal E, November 22nd, 2019)

This research discovered that the issue caused by teacher mobility resulted in a high number of students losing precious study time since they were not being taught, hurting their grades and potential career choices. It was shown that term three was the most challenging time for replacing instructors who choose to leave their schools, whilst term two had the biggest migration of teachers. Specifically, the instructors on BoM contracts. This also featured in the school principal's views thus:

... experienced and 'seasoned' instructors are highly adept at moulding and leading students toward positive learning outcomes; hence, learning is interrupted when these teachers choose to leave their teaching stations.... (Principal E, November 22nd, 2019)

The researcher next collected data on the reasons given by instructors who left their base schools, and the results are shown in the table (4.1c) and figure (4.3b) below:

Figure 4.3(b): Reasons cited by tutors for exiting



Source: School registers (2019)

Teachers in this research were asked to indicate the main reasons for their serious thinking of a career change. The primary reasons given were educational circumstances, personal reasons, workload, and a lack of administrative assistance. According to table 4.2(e), 55 percent of teacher mobility was the consequence of transfers, most of which were initiated by the teachers' employers. Many TSC instructors are still dissatisfied since they have been stuck in the same work group for a long time without being promoted. These instructors have shown a strong desire to leave their present employment if they discover greener pastures elsewhere. Promotion was reported as the primary motivation for transferring by 21% of teachers who relocated, while 17% perceived other employment as more profitable than teaching. Many schools in Khwisero sub-county are still dealing with the issue of teacher mobility. As a result, the teachers' employer has continued to perform a

recruiting and replacement operation practically every year, affecting syllabus coverage in certain schools. According to TSC reports, many new teachers leave the field within their first three to five years due to a lack of support from administration, colleagues, students, and parents (TSC Annual Report, 2019).

Furthermore, trends in teacher movement by education level were examined and are shown in the table below:

Table 4.1(c): Trends in teacher mobility by Education level

		Frequency	Percent
	Higher Nat. Diploma		
	Males	16	22.9
	Females	14	20.0
	Graduates		
	Males	18	25.7
	Females	10	14.3
	Post-Graduate (M.A, Ph.D.)		
	Males	9	12.9
	Females	3	4.3
	Total	70	100.0

According to table 4.1(c), the majority of responders were diploma-educated instructors, with 16 (22.9 percent) men and 14 (20 percent) females. This was closely followed by graduate teachers, with 18 (25.7 percent) men and 10 (14.3 percent) females, and those with postgraduate credentials, with 12 (25.7 percent) males and 10 (14.3 percent) females (17.1 percent). According to the survey, respondents' education level had a significant effect in influencing a teacher's intention to seek another job or transfer from a school. According to the interviews,

instructors who chose to transfer did so in order to settle at a school where they would fit in with their colleagues. It was discovered that instructors with higher degrees were willing to leave the teaching profession in order to pursue other, higher-paying opportunities. According to one principle,

the recent formation of county governments in Kenya has deprived the teaching profession of crucial instructors with experience and who have also advanced their studies. This had an equivalent impact on school-based learning outcomes. (Principal School A, November 17th, 2019).

These results show that teachers' educational skills had a significant impact on their career development chances, such as promotion to school administration roles in other schools. As a result, most instructors were actively obtaining postgraduate credentials in order to improve their chances of going on to other positions or promotions. In addition, interviews with teachers from different schools revealed that there was a struggle in recruiting and maintaining secondary school teachers with higher academic degrees in rural locations, thus early promotions were made to encourage other members of the teaching staff to remain on.

4.3. Student Learning Outcomes and Teacher Mobility

The second goal of the research was to determine if patterns in teacher mobility in Khwisero Sub-county had an impact on student learning outcomes. The research examined the phenomenon as a topic in the following sub-themes:

4.3.1. The influx of new instructors into schools and the impact on student test and examination performance

The research aimed to determine if and how the inflow of new instructors at their

school influenced pupils' performance in internal assessments. Respondents were asked to identify their level of agreement on a scale of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD); their replies and findings are shown in table 4.2.

Table 4.2: Does the frequent influx of new teachers in your school affect students' performance in examinations?

	Frequency	Percent
SA	83	48.0
A	76	43.9
D	7	4.0
SD	7	4.0
Total	173	100.0

The results of table 4.2 indicated that the majority of respondents (83 (48.0 percent) strongly agreed that the inflow of new instructors in their school had a substantial impact on students' learning and performance in school tests and exams in Khwisero secondary schools. Failure to retain instructors for a considerably longer amount of time has a generally unfavourable influence on syllabus covering in schools, resulting in a drop in test results as reported by impacted pupils. Another set of respondents, 76 (43.9 percent), said that frequent changes in instructors in schools had an impact on students' test performance because they were unable to thoroughly cover the subject. A minority of respondents, however, did not seem to agree and strongly disagreed on the impact of teacher movement on test results. There is little question that chronic teacher mobility contributes considerably to teacher shortages in schools and resulting in an inequitable allocation of trained teachers across

schools. To confirm this information, the researcher chose to interview two students from School E, who confessed to the researcher that:

...the frequent change of teachers in our school is impacting our English proficiency... So far, a new teacher has taught us in English each school term, and all of these various teachers have been on teaching practice. We have never studied poetry before, although we are routinely tested on it in our tests... (Students from School E, November 21st, 2019)

To back up this claim, the researcher conducted a comparison of notes duplicated by students from schools E, A, and C, as well as the units taught by each school as specified by KICD curriculum materials. It was discovered that students at school E were 5 units behind their counterparts in schools A and C.

At the same time, one school administrator observed:

Our most experienced teachers are national examiners who have acquired superior pedagogy for preparing students for national tests.... While it is true that schools often try to reduce the negative consequences of teacher mobility: new teachers, especially those new to the profession, are less likely to teach in candidates' classrooms and adequately prepare students for national tests... (Principal E, November 21st, 2019)

The researcher then interviewed two newly hired graduate instructors at school E, who claimed that;

We have gotten no advice or encouragement from our new school so far since we have not been fully initiated into the school regulations. Despite the fact that we have been legally allocated mentors in the name of our respective HoDs, there are few and restricted chances to engage with those mentors, hence no appropriate turning over data on syllabus covering has ever occurred. Consequently, kids' performance in internal school examinations has declined... (Newly hired teachers at School E, November 21st, 2019)

4.3.2. The impact of teacher migration on curricular coverage

Building on the issue of "influx of new instructors," the research intended to determine if and how the departure of a teacher in the middle of a school term or academic year affected syllabus coverage. Respondents were asked to identify their level of agreement on a scale of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD); their replies and findings are shown in table 4.2.1 (a).

Table 4.2.1(a): Does the frequent influx of new teachers in your school affect syllabus coverage?

	Frequency	Percent
SA	76	43.9
A	78	45.1
D	10	5.8
SD	9	5.2
Total	173	100.0

According to the results in table 4.2.1(a), about 90% of the polled respondents replied yes, and virtually all went on to explain that having the same teacher for the length of a course has a favourable impact on learning and syllabus coverage for students in schools. "Availability of the same subject instructors at a school for a relatively longer length of time is one guaranteed means of insuring syllabus coverage," and "certainly, the presence of same teachers in schools can significantly assist cover the syllabus," according to some of the main replies below. Overall, solid connections with teachers, respect, and shared experiences play an essential part in pushing students to work hard and achieve in even the most challenging areas, according to students. School principal A, who had been in charge of a

candidate's class from form one, was delighted to discuss with the researcher his "excellent" national examination results from his two teaching courses, Kiswahili and CRE. The principal said,

"These excellent results you see are only achievable because I have continually managed this class from form one to form four." While in class, I was able to identify the flaws of my numerous applicants, as well as their strengths and places for specific focus. I have always completed the syllabus on schedule, which allows me plenty of time to revise with my students, resulting in consistent success throughout the years in my teaching courses (Kiswahili and CRE). (Principal of School A, November 16th, 2019)

The researcher next compared the outcomes of a combined English and Math test from schools A, B, and D. The outcomes are displayed in the table below:

Table 4.2.2(b): Comparison of subject mean scores of a joint examination in English and Maths from schools A, B and D.

SCHOOL	NO. OF STUDENTS	ENGLISH MEAN	MATHS MEAN
A EXITED TUTORS IN 2 YRS	117	4.85 2	5.01 1
B EXITED TUTORS IN 2 YRS	36	3.43 4	2.97 3
D EXITED TUTORS IN 2 YRS	72	5.36 2	5.11 2

Source: School registers (2019)

School B, which had more teacher turnover in the two subjects compared to schools A and D, scored significantly worse than the other two schools, which had relative better teaching staff stability in the two subjects. "The recruitment of new instructors by this school (inflow) to either respond to the growth in student enrolment or to replace those who have already gone was both beneficial and unfavourable," said

one senior teacher who was also the Director of Studies in school A.

He observed that when a school has a suitable number of instructors in all areas of academic programs, the teacher-to-student ratio rises, resulting in higher academic achievement. However, if instructors are constantly being brought in to replace those who have gone, this disturbs learning and may even have a detrimental influence on students' learning and syllabus covering. According to the Director of Studies,

"... when instructors leave schools, general student morale tends to deteriorate to the point that kids' performance falls dramatically.... The turnover of instructors affects teaching, as it does every other profession... Tenure stability of teaching staff members is an important component of human resource within the educational context. Turnover of instructors creates impairment, and it is critical that every institution seeks methods to stabilize their employees by minimizing turnover, since this has an impact on their operations and the preparation of candidates for tests due to a lack of proper syllabus coverage." (Director of Studies, School A, November 16th, 2019).

4.4. The impact of teacher mobility on students' topic choices and choice in Khwisero

The third goal of the research was to determine if student decisions to pick and choose a certain topic were influenced by instructor mobility. As previously stated in this research, teacher mobility is divided into three categories: stayers, movers, and leavers (Goldring et al., 2014). Principals and teachers interviewed, as well as students, all agreed that teachers play an important role in assisting students in preparing for exams, and that when teachers who are handling candidates' classes are transferred or leave in the middle of the year, student performance in the affected subject is most likely to suffer. The research therefore intended to establish the

influence of subject instructors in students' final topic choices, and the findings achieved are displayed in the table below.

Table 4.3(a): Subject teachers' role in raising the interests of students in subject selection.

	Frequency	Percent
Yes	125	72.3
No	48	27.7
Total	173	100.0

According to the results from the table above, a larger majority, 125 (72.3 percent), acknowledged the critical influence of subject teachers on students' decision to choose a given subject, whereas less than 30 percent of respondents did not appear to notice any role played by subject teachers in influencing students' subject selection 48. (27.7 percent). The minority stated that a student who has decided to follow a certain vocation would select the topic leading to that career regardless of the conditions. Furthermore, students from Schools A, B, and D who had selected Geography or History as their optional courses were paired up for a comparative study. The results of the analysis are shown in the table below:

Table 4.3(b): Comparison between students' selection of Geography and History in schools A, B and D

	REGISTERED CANDIDATES (A)= 117		REGISTERED CANDIDATES(B) = 36		REGISTERED CANDIDATES(D) = 72	
	HISTOR Y	GEOGRAPH Y	HISTOR Y	GEOGRAPH Y	HISTOR Y	GEOGRAPH Y
FRE Q	61	56	22	10	40	32
%	52.1	47.9	72.2	27.8	55.6	44.4

Source: School registers (2019)

According to the data in the preceding table, subject selection for Geography and History in schools A and D is about equal. However, in School B, there is a significant disparity in the number of students enrolled in Geography and History, since most students choose History over Geography. According to one student:

I selected history because our history teacher teaches really effectively and never misses a class. He is also quite helpful and understanding. He has always made certain that we complete the curriculum on time from first grade. Furthermore, our instructor gives us enough tasks to help us comprehend the topic, and after marking, he makes adjustments in areas where most of us did not provide proper answers..." (Student, School B, November 16, 2019).

Another kid from the same school said the following regarding Geography:

I simply don't understand how our Geography teacher is teaching, and I'm afraid of her." She enjoys asking questions and anticipates spontaneous responses. The teacher is also rude while teaching, does not clarify topics effectively, and then criticizes us for not understanding "her" subject... (Student, School B, November 16, 2019)

One school principle was unequivocal in his appraisal of the importance teachers play in the lives of students.

"... Teachers have a critical influence in students' career development. Teachers are well-positioned to connect what they teach to the world of work and career options. In this sense, any teacher qualifies as a professional educator. ... they have an impact on beliefs, attitudes, and professional choices. Teachers and parents may sometimes collaborate to prepare pupils for the many roles they will play throughout their lives. I really believe that managing a class where regular engagement is anticipated is incredibly challenging for beginner instructors who have just entered the teaching profession. As a result, instructors have a substantial influence on their students' choice of topics." (Principal School E, November 22nd, 2019)

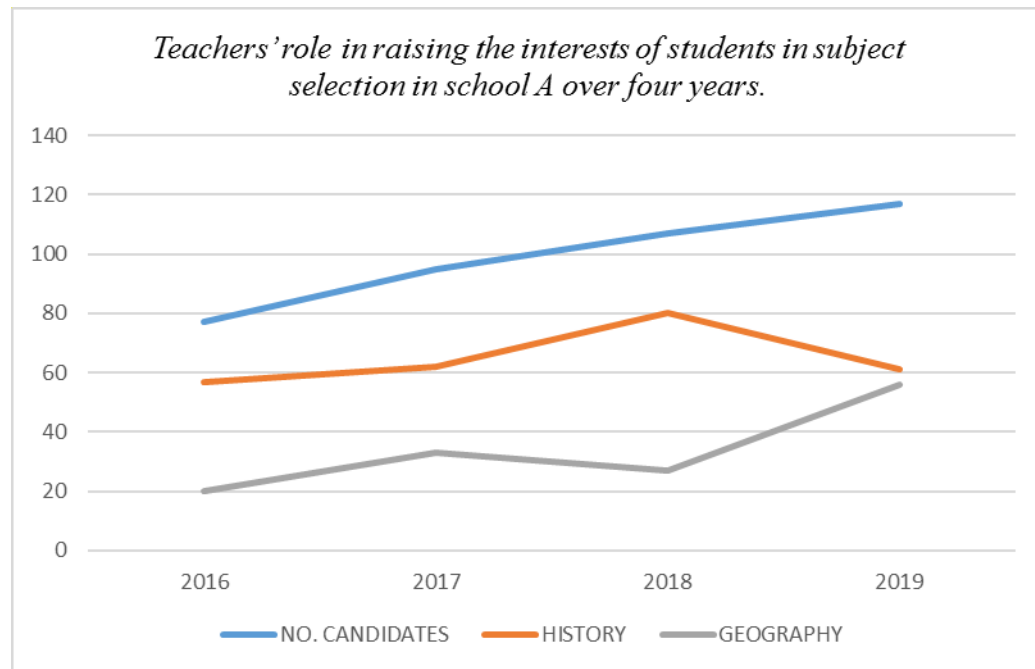
Principal E was then challenged to identify the precise features of a teacher that draw pupils to his or her subject. The Principal walked the researcher through an important document created by the TSC to enhance teaching standards in schools.

Teachers usually refer to the paper as the Teacher Performance Appraisal and Development Tool (TPAD). According to the principle, who was referring to the document closely:

Teacher professional knowledge and application in the teaching process are critical components of the learning process. Low academic performance by pupils may often be directly attributed to poor quality of instructors instructing them in school. Subject matter knowledge, awareness of teaching tactics and learning styles, and the process of implementing effective teaching ways to increase the process of knowledge acquisition turn learners into new knowing beings. As a result, when instructors who have acquired this critical information leave a school, pupils' learning and academic performance suffer. Worse, if the previous teacher was very outstanding in any of the supplied optional topics, future student selection of that subject tends to diminish, especially in institutions where replacing the instructor on time is extremely difficult..." (Principal School E, November 22nd, 2019).

According to the study's student respondents, good school results in a particular subject are a motivator in influencing other students to study it because in a school where students always do well in a particular subject, even weaker students are always motivated to choose it in order to excel like their predecessors. Because of the "affable" attitude of the Agriculture Mistress teacher at school (C), most pupils chose Agriculture as a subject over Business Studies. To validate this information, the researcher selected two students from one of the studied schools and examined their topic choices and selection.

Figure 4.4: Comparative Analysis of teachers' role in raising the interests of students in subject selection in school A over four years.



Source: School A (2019)

According to the survey, the majority of pupils at School A in 2019 (61 out of 117) chose History as a subject over Geography owing to the influence of the History teacher who also served as their soccer coach and drama/music instructor. According to TSC statistics at the sub-county level, teacher mobility was a major source of worry. From a total teacher workforce of 163 teachers, 2 principals, 7 deputy head teachers, and 3 senior teachers were moved at the start of the 2016 school year (TSC Registry, 2016). One of the impacted instructors was a Business Studies teacher from School C, who had not yet been removed by the TSC at the time of the current research (2019). According to the TSC Annual Report (2018), the commission is experiencing a teacher shortage in particular subject combinations in humanities, languages, physics, and business/computer studies in schools as a result of teacher migration to the private sector. This has a considerable influence on

pupils' national test performance and job choices. According to the Kenya National Examinations Council (KNEC) Annual Report (2019), subject mean scores in Languages, Humanities, several scientific topics (Physics and Biology), and Business studies have shown a minor but consistent fall in grade scores since 2014.

4.4.1. Student engagement in co-curricular activities when teachers who coach co-curricular activities leave the classroom

The research attempted to determine if and how instructors had a role in identifying, fostering, and developing students' skills in the classroom. Respondents were asked to identify their level of agreement on a scale of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD); their replies and findings are shown in table 4.14.

Table 4.4: Frequency distribution on whether co-curricular teacher movement hampers talent progression.

	Frequency	Percent
SA	75	43.4
A	79	45.7
D	9	5.2
SD	10	5.8
Total	173	100.0

Teachers were questioned about the consequences of co-curricular activities in the classroom and how that involvement affects students in this study. The findings found that almost 90% of respondents agreed that when instructors participating in co-curricular activities leave a school, their departure has an impact on students'

continuing engagement in the area of their interest. While fewer than 10% of respondents said that co-curricular activities had no impact on a student's overall learning. Some even claimed that co-curricular activities diverted students' attention away from their studies and were thus unimportant. Teachers were then asked to explain why they engaged in students' activities, and many replied that they were passionate about the sport or group. Many instructors talked about their love of theatre, music, and sports that they taught or advised, and how it influenced their involvement. "I enjoy music and theatre, which I coach," teachers said, and "these were things that I engaged in when I was in high school.

"When a passionate instructor in co-curricular activities leaves a school and is replaced with a less enthusiastic teacher in the same sport, students' talent development suffers..." (Principal School E, November 22nd, 2019).

While many elements of the influence of teachers' mobility on students' engagement in co-curricular activities remain theoretical, there are common themes that may be measured, such as connection building and the teacher's purposeful attempt to recognize and nurture abilities in students. Instructors were asked to respond to an open-ended question on how teachers motivate students to engage in extracurricular activities. Many instructors commented about how they leveraged connections they built in sports or clubs to enhance their classroom management or a student's educational experience. One remark that stuck out was,

I am our school's Christian Union (C.U) patron, and most children react better in my class because they know I care... (Teacher School A, 2019).

Another commenter echoed similar sentiment, saying,

"When instructors participate in extracurricular activities, their pupils

view them in several ways... Teachers view their kids in a new light and are able to coach and shape them because they emphasize the importance of being both a student and an athlete/participant. This allows them to build their bonds and working ties... As a result, students who want further assistance are more eager to engage the instructor as a personal companion..." (Teacher, School A, November 16th, 2019)

While many instructors described their engagement in co-curricular activities and the roles they presently or previously had, there was a recurring pattern that emerged in this study: the teacher/mentoring coach's role. Teachers had the onerous job of becoming planners, leaders, inventors, directors, organizers, managers, recorders, consultants, motivators, communicators, or coordinators in various co-curricular activities, according to interviews with various school administrations and teachers. Teachers' tasks in carrying out such activities included, among other things, encouraging students to balance their class work with extracurricular activities in order to achieve in both. The head of one girl's school was disappointed that the children would not be able to compete in national theatre festival contests since the instructor in charge of training and preparing the pupils had gone at the beginning of the year. "In a manner," the principal noted, "this had damaged the girls' spirit and mindset for studying as well." "Teachers guide pupils through each critical developmental stage." Teachers answer children's queries, listen to their difficulties, and educate them about the different stages of their life as they go through high school... They not only observe but also assist their kids in growing..." (November 16, 2019, Principal School B)

... Much of what pupils learn from their role model instructors is not reflected in the school curriculum... During their early years of high school, kids may meet other children their age for the first time and develop some of their first friendships... As a teacher, you will

demonstrate to your pupils how to become self-sufficient and build their own connections, as well as carefully guide them and interfere when required. School is a place of social development as well as intellectual study... (November 16, 2019, Principal School B)

... Teachers are wellsprings of knowledge. They are aware of the past, the present, and the future. They have already been where their pupils will go, have gone through what they will go through, and are in a position to pass on lessons not just on subject matter, but also on life skills... (November 16, 2019, Principal School B)

The research intended to establish the function of teacher modelling in schools and its consequences for learning outcomes in order to substantiate the aforementioned facts. Respondents were asked to identify their level of agreement on a scale of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD); their replies and findings are shown in table 4.4.2.

Table 4.4.1. Frequency distribution on teacher modelling and its implication on learner’s ability to participate in co-curricular

	Frequency	Percent
SA	81	46.8
A	79	45.7
D	9	5.2
SD	5	2.9.8
Total	173	100.0

Students in secondary schools benefit from their teachers' role modelling, according to the findings of Table 4.4.1. The majority of respondents (92.5 percent) agreed that teachers play a very important role as role models to their students, and that this role modelling has significant implications for learning outcomes among students in

secondary schools. According to documents supplied to the researcher by the sub county education administration, fewer than 21% of schools in the sub-county were completely active in co-curricular contests at the sub county level and beyond.

Table 4.4.2. Participation of secondary schools in co-curricular activities from Khwisero sub-county at the Western Regional levels 2018

ACTIVITY	NO. OF PUBLIC SCHOOLS	NO. OF SCHOOLS PARTICIPATING
DRAMA	21	07
MUSIC	21	13
FOOTBALL	21	1
VOLLEYBALL	21	1
BASKETBALL	21	0
HOCKEY	21	0
ATHLETICS	21	12
HANDBALL	21	1
NETBALL	21	0
INDOOR GAMES	21	0
SWIMMING	21	0

Source: MoEST, (2018)

4.5. Managing Teacher Mobility in secondary schools in Khwisero sub-county

Lastly, the study sought to establish how school principals manage teacher mobility and its impact on learning outcomes on students in Khwisero sub-county.

Table 4.5 Administrative procedures by schools to retain teachers

	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)
Provision of secure housing	63 (90)	5 (7)	2 (3)	0	0
Fair and Merit Promotions	55 (78.5)	10 (14.2)	2 (3)	3 (4.2)	0
Staff Motivation schemes	69 (98.6)	1 (1.4)	0	0	0
Support Diversity e.g Religion	48 (68.5)	18 (25.8)	0	4 (5.7)	0
Fair remuneration on BoM	63 (90)	5 (7)	2 (3)	0	0
Fair teaching workload	65 (92.9)	1 (1.4)	4 (5.7)	0	0

While the TSC Act (2012) clearly bestows upon TSC the responsibility to manage teachers in the nation, data from table 4.5 above reveals that schools have a role to play in managing and keeping their top teachers. This research demonstrated that there are different sorts of instructors in our schools: Teachers employed by the TSC, teachers employed by BoMs and student-teachers on teaching practice. While the TSC has done commendably well to put in place systems to supervise teachers hired by the commission, teachers on BoM terms are typically left to individual schools to be controlled and this is what exacerbates teacher mobility in such schools. In this research, all the questioned teachers who were working under BoM conditions reported having left or intending to quit a school owing to job discontent or the desire to seek a better job, another profession, or better career chances.

It is extremely essential to point out that teacher mobility which leads to the departures of ineffective teachers who are either incompetent or have disciplinary cases may be helpful when it enhances the quality of the teaching workforce in schools. That purposeful retention of competent and productive instructors mixed with the departure of ineffective teachers, has the potential to optimize the advantages of teacher mobility and increase workforce quality in schools. However, issues develop in schools when the time needed to fill the seats abandoned by less effective teacher is greatly prolonged notably in hard to replace subject areas like sciences, languages and humanities. Regrettably, this research indicates that impoverished mixed schools serving rural peasants, experience high levels of teacher mobility and are obliged to recruit bigger numbers of alternatively trained teachers, who are more likely to quit in due course. Therefore, the effect of teacher

mobility on schools is proportionally bad on all accounts and particularly when schools lose more experienced instructors who are typically replaced with less experienced ones.

Teachers were questioned whether they were comfortable in their present schools or if they had ever thought about transferring schools. Many reported varied reasons for wanting to quit based on their unique educational contexts: Instructors who were in remote village schools showed a larger desire to depart their schools owing to social, geographic, cultural, and professional isolation than teachers found in the other more accessible urbanite locations.

having consistent compensation for all teachers on BoM terms and implementing incentive plans that reward BoM instructors and those who take on specialized tasks and responsibilities in schools would help retain teachers consequently enhance learning outcomes...”
(Principal E, 22nd November, 2019)

He also stressed that;

Adopting regulations that involve housing such instructors in schools would act as an incentive to keep them. (Principal E, 22nd November, 2019)

Unfortunately, there was no clear data on teacher management practices by schools. However, given accessible payrolls throughout the studied schools, it was discovered that the discrepancy in compensation across various BoMs, had a substantial influence in contributing to teacher departures in Khwisero. Schools that offered substantially larger wages and which had additional incentives like staff housing, departmental offices, had greater staff stability than those schools that didn't give these incentives to teachers on BoM parameters.

4.6. Conclusion

In this chapter I provided data from my research utilizing figures, percentages, direct quotations, and patterns that developed. First, teacher mobility rates in Khwisero sub-county are relatively high: yearly, over 20 percent of instructors depart from their base schools of which only 11 percent are quickly replaced. Second, the burden of teacher departures is larger in schools with poor learning levels and, somewhat unexpectedly, in schools already facing teacher shortages. Third, teacher mobility is severe among early-career teachers, male teachers, and those assigned to teach Sciences, Math and Languages. And finally, teacher mobility is connected with poor learning results. On average, the loss of a teacher is related with a decline in learning levels of 0.08 standard deviations.

On the second aim, the data reveal that there are differences in terms of how students chose topics in different schools. The data from the analyzed schools suggests that pupils from well-resourced schools were beneficial in the sense that the setting permitted them to choose freely topics that attracted them. The best learning environment given by teaching staff consistency helped them to flourish in all disciplines. Thus the choice to pick topics of their emphasis was based on their interests and aptitude and availability of tutors.

On the third aim, data gathered revealed numerous instructor opinions on how or whether engagement in co-curricular activities influences a student's learning. There were evident patterns that formed from this batch of data. The key one being that connections are established and reinforced via teacher engagement in extracurricular

activities and that the relationships developed through participation in co-curricular activities favorably effect learning. The study finds that the scarcity of dedicated co-curricular instructors has led to drop in involvement in co-curricular activities.

This research finds that teacher migration significantly effects on syllabus covering consequently low students' performance in internal exams. The research also demonstrates that student subject choice and selection as well as talent development in other co-curriculum activities also gets influenced when their instructors transfer.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The goal of this research was to determine the effects of teacher mobility on student learning outcomes in secondary schools in Khwisero Sub-County, Kakamega County, Kenya. As a result, this chapter provides a summary of the study's results, conclusions, and suggestions. The study's results are provided in the order in which they were explored in the prior chapter's sub-thematic categories.

5.1. Research Findings Synthesis

This section summarizes the research results provided and analyzed in Chapter 4 in accordance with the study's goals.

5.1.1 Trends in Teacher Mobility in Khwisero Sub-county

Khwisero's teaching staff is mostly made up of youthful instructors (below 35 years). TSC teachers make up half of this teaching staff, while BoM teachers and peer teachers make up the other half. After five years, about 60% of TSC instructors are still at the same school, and this retention percentage has altered little over the previous eight years. However, up to 25% of BoM instructors change jobs on a termly basis. 48 percent of migrants relocate to schools within the sub-county, while 49 percent relocate to schools in neighbouring sub-counties. Females make up 57% of instructors who relocate, while men make up 43%. Concerning TSC teachers, up to 72 percent of those moved by the commission were either not replaced or were not replaced quickly, hurting critical subject areas like Biology, Business Studies,

English, and Mathematics. After five years in the classroom, around 7% of teachers (both TSC and BoM) leave the profession.

While the national picture shows significant teacher stability, rates of teacher retention and mobility for individual schools in Khwisero sub-county vary greatly. The percentage of instructors who remained in the same schools after five years varied from 45 to 62 percent in the research group. Across the five-year research period, the retention percentage of starting teachers (those on BoM terms and peer instructors with less than two years of experience) at the same school was between 45 and 49 percent.

5.1.2 The impact of teacher mobility on students' topic choices and choice in Khwisero

The majority of respondents (72.3 percent) in this poll agreed that instructors play a significant role in assisting students in choosing topics that would help them prepare for future employment. Respondents agreed that successful student preparation for tests in the chosen topics is hampered when instructors who serve as role models and mentors are moved or leave schools in the midst of the school year.

While it is impossible to quantify how instructors 'assist' students, administrators who were questioned agreed that teachers play an important influence in students' professional development. That teachers are in an excellent position to connect what they teach to the real world of employment and career options. Teachers have an impact on students' beliefs, attitudes, and job choices. Teachers and parents may sometimes collaborate to prepare pupils for the many roles they will play throughout

their lives.

5.1.3 Teacher Mobility and Student Test and Examination Performance

The majority of respondents in this research (83 (48.0 percent) strongly agreed that the inflow of new instructors in schools had a substantial impact on students' learning and performance in tests and exams. That when instructors leave schools, general student morale suffers to such an extent that student attainment suffers dramatically. 76 (43.9 percent) noticed that frequent changes in instructors in schools have an impact on students' test performance because they are unable to thoroughly cover the subject. Up to 78 (45.1 percent) of respondents agreed that having the same instructor for the length of a course had a favourable impact on student learning and syllabus covering, and that frequent changes in teachers in schools might hinder performance. That instructor turnover creates disability destabilizes people, hurting operations and test preparation of applicants due to a lack of proper syllabus covering.

5.1.4 Students' performance in co-curricular activities after co-curricular coaches leave

While many aspects of the impact of teachers' mobility on students' participation in co-curricular activities remain theoretical, interviews with various school principals and teachers revealed that teachers had multifaceted roles in organizing, coaching, and executing extra-curricular activities in schools. When asked if teachers played a pivotal role in conducting co-curricular activities, the majority of respondents (79 (45.7 percent) agreed that when teachers involved in co-curricular activities left a school, their departure had an impact on students' continued participation in the area

of their interest. Only ten percent (5.8 percent) and nine percent (5.2 percent) agreed that co-curricular teacher mobility did not impede talent development in schools. However, up to 76 (43.9 percent) reported that instructors play an important role as role models for students, and that this role modelling has a considerable impact on motivating students to engage in co-curricular activities.

5.1.5 Administrative Procedures

According to available data from the studied schools, there are considerable discrepancies in the terms of contracts for BoM Teachers among various BoMs. This had a substantial impact on BoM teacher migrations in Khwisero, with turnover rates of up to 25% every term.

5.2 Summary of findings

In conclusion, this research found that teacher transfers and departures were common and widespread in the Khwisero sub-county. It is obvious that schools are confronting a severe teacher shortage as a result of teacher migration. As a result, schools are using an inordinate amount of money to replace departing instructors. In other cases, schools hire alternate credentialed instructors. As a result, many students are not receiving regular instruction since it takes time to substitute teachers. Furthermore, in certain cases, instructors are required to teach outside of their particular fields in order for schools to fill vacancies. As a result, the efficient delivery of curriculum has been hampered, resulting in low performance by students studying the impacted topics. Teacher mobility rates were as high as 25% every term, with females making up 57% of those who relocated and men making up 43%.

Almost 3/4 of schools were having difficulty replacing instructors who had departed, indicating a teacher-replacement problem. Furthermore, it has been demonstrated that when instructors engaged in shaping and training students are moved mid-term/year, students' interest and participation in different co-curricular activities are disturbed.

5.3 Conclusions

Finally, this research recognizes that there is a clear relationship between teacher mobility and learning outcomes inside the educational system. First, teacher mobility rates in Khwisero sub-county are rather high: on average, more over 20% of instructors leave their base schools, with just 11% being immediately replaced. This is linked to poor learning results. The loss of a teacher is connected with a 0.08 standard deviation decrease in learning levels on average. Second, the data from the analyzed schools suggest that students from well-resourced schools had an advantage in that their environment allowed them to freely choose subjects that attracted them. Third, teacher/student connections are formed and reinforced as a result of teacher engagement in extracurricular activities, and the relationships formed as a result of participation in extracurricular activities have a favourable influence on learning. According to this study, a lack of enthusiastic co-curricular instructors has resulted in a decrease in involvement in co-curricular activities.

5.4. Recommendations:

Following from the foregoing, the following recommendations were made:

5.4.1 Recommendations for MoEST and the TSC

- i. The MoEST, in collaboration with the TSC, school administrators, and BoMs, should develop a service plan for all teachers on BoM while they wait to be permanently absorbed by TSC, so that these instructors may be kept for a longer length of time for the benefit of the kids in the schools.
- ii. The MoEST should give a timely financial allocation to the TSC to assist quick and timely replacement of teachers leaving the service in order to minimize interruptions in teaching and learning and to enable proper syllabus covering that leads to excellent school performance.

5.4.2 Recommendations for Schools and School Administrators

- i. Every Kenyan school should strive to build a careers advisory department that allows students to choose courses based on their abilities, interests, and career goals, independent of their subject teachers.
- ii. These departments must be led by career counsellors who are dedicated to creating a plan for all students that fosters personal, intellectual, spiritual, and social development within the framework of the curriculum.
- iii. In order to successfully assist students on topic choice and selection, school administrators must create a trustworthy, supportive environment in which the whole teaching staff interacts, collaborates, and shares with the career departments.

5.4.3 Recommendations for Policymakers

- i. Policymakers at the MoEST, the TSC, and the school level must prioritize

the retention of teachers who provide the best learning results as well as those who teach in low-performing schools.

- ii. Understanding how to account for teachers' preferences during their early years of recruiting, as well as how to retain these instructors, may be part of a plan to offset the effects of their departures and enhance academic achievement.
- iii. The efficiency with which school systems can replace teachers who leave particular schools may be an option for improving learning results. This may lessen the amount to which schools must adjust to transitional times and exit shortages.

5.4.4 Recommendations for School Principals

- i. Schools should make an effort to build a careers advice department that allows students to choose courses based on their abilities, interests, and career goals, independent of their subject teachers.
- ii. There is a greater demand for instructors to participate in co-curricular activities. This increases the pool of instructors engaging in student coaching, and if one of them leaves, the effect will be less severe than if just one is involved and subsequently leaves.

5.5 Policy Recommendations

The TSC's mission is derived from Articles 237 (2) and (3) of the Constitution, as well as the TSC Act of 2012. The mandate is to regulate the teaching service and manage all teachers in its employ, which includes: (a) equitable distribution and

optimal utilization of teachers; (b) as determined by vacancy availability; (c) based on the need for replacement; and (d) based on existing staffing norms, which may be reviewed from time to time.

- i. To that end, TSC must endeavour to absorb all teachers on BoM terms and genuinely incorporate them into educational plans in order to establish standard service schemes for all teachers throughout the nation.
- ii. It is also critical to establish an atmosphere in which postgraduate professors are fairly compensated. TSC should foster a climate that rewards postgraduate instructors who continue to learn, develop, and excel. Many excellent teachers around the country are seeing how they must battle for minor wage raises in a very public way, which most of the time ends up humiliating their public image.

5.6. Recommendations for Further Research

It will be fascinating to revisit the question of teacher mobility and learning results in five to 10 years to see how it changes. There is a need to explore further the function of instructors on school teaching practice. Are these instructors being used to their full potential? Are schools making use of these instructors to fill teacher shortages? Are these instructors receiving and providing the appropriate learning experiences for their students? Without a doubt, the answers to these questions will aid in overcoming the obstacles of teacher mobility in schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am a post graduate student at Kenyatta University examining the topic [TEACHER MOBILITY AND LEARNING OUTCOMES AMONG SECONDARY SCHOOL STUDENTS IN KHWISERO SUB-COUNTY; KAKAMEGA COUNTY, KENYA] for my final thesis.

I am therefore inviting you to participate in this research study by completing the attached questionnaire. Please answer all questions as honestly as possible and return the completed questionnaire promptly. This information will be for academic purpose only and shall remain confidential.

Thank you for taking the time to assist me in my educational endeavours.

In the following statements, indicate the extent to which you agree with the statements.

KEY

SA	Strongly Agree
A	Agree
D	Disagree
SD	Strongly Disagree

1. Teacher mobility and student subject selection.

		SA	A	D	SD
(i)	Subject teachers play a very important role in raising students' interest to select a given optional subject.				
(ii)	Teachers of optional subjects who have good and interesting teachings methods always influence many students to select their subjects.				
(iii)	Teachers are role models who influence students to select certain subjects as well as careers				
(iv)	When a teacher who influenced a student to select a subject leaves their school, it leaves the student disoriented and frustrated.				
(v)	Students often pick a subject of a teacher in which they are likely to score high grades regardless of their own career interests.				

2. Teacher mobility and student performance in school internal exams

		SA	A	D	SD
(i)	An influx of new teachers in the school disrupts your learning, leading to poor grades in exams.				
(ii)	Students taught by one teacher over the course of their education have high test scores than those taught by different new teachers.				
(iii)	Whenever my subject teacher exits the school, my grades always drop in that subject.				
(iv)	New teachers are less effective at helping my learning than old teachers that are used to.				
(v)	I always find it hard to catch up with others whenever I get a new teacher in a subject.				
(vi)	I always feel sad and disappointed whenever I lose my subject teacher and this always makes my grades drop in the subject.				

3. Teacher mobility and student participate in co-curricular activities.

		SA	A	D	SD
(i)	Students' interest to participate in co-curricular activities is influenced by the teacher /coach.				
(ii)	Students who lose their co-curricular teachers/coaches end up giving up on their talents.				
(iii)	Students who participate in co-curricular activities have high test scores in the subject of coaches.				
(iv)	When a teacher who coaches a certain co-curricular leaves the school, students' participation also declines and the co-curricular activity dies.				
(v)	Students who are emotionally attached to a coach of a certain Co-curricular activity tend to drop in performance whenever their coach leaves the school.				

4. In your own opinion, explain how a student like you is affected academically when your subject teacher is either transferred to another school or the teacher quits teaching for personal reasons.

.....

.....

.....

.....

Thank you for your cooperation

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a post graduate student at Kenyatta University examining the topic **[TEACHER MOBILITY AND LEARNING OUTCOMES AMONG SECONDARY SCHOOL STUDENTS IN KHWISERO SUB-COUNTY; KAKAMEGA COUNTY, KENYA]** for my final thesis.

I am therefore inviting you to participate in this research study by completing the attached questionnaire. Please answer all questions as honestly as possible and return the completed questionnaire promptly. This information will be for academic purpose only and shall remain confidential.

Thank you for taking the time to assist me in my educational endeavours.

1. In the following statements, briefly explain your experiences and perspectives.

(i) Do subject teachers play any a role in raising the interests of students to select their subjects?

[A] YES [B] NO

Please briefly explain your response above

.....
.....
.....
.....
.....

(ii) Do subject teachers play a role in modelling students for careers in their subject areas?

[A] YES

[B] NO

Please, briefly explain how

.....
.....
.....
.....
.....

(iii)What factors do you think play an important role in influencing many students to select their optional subjects at form two level?

.....
.....
.....
.....
.....

(iv)From your own experience, how do students get affected when their subject teachers transfer to other schools?

.....
.....
.....
.....
.....

(v) Do you agree with the following statement? Please explain.

“Students often pick a subject of a teacher in which they are likely to score high grades regardless of their own career interests.”

.....
.....

.....

(vi) A subject with high turnover of teachers forces students to drop it and pick a wrong choice of career.

[A] Very true [B] True [C] Not at all [D]Not sure

2. Teacher mobility and student performance in school internal exams.

In the following statements, indicate the extent to which you agree with the statement.

SA	Strongly Agree
A	Agree
D	Disagree
SD	Strongly Disagree

		SA	A	D	SD
(i)	An influx of new teachers in the school disrupts learning leading to poor test scores in exams.				
(ii)	Students taught by one teacher over the course of their education have a high test scores than those taught by different new teachers.				
(iii)	New teachers in a school are less effective at moulding students learning outcomes than teachers who have been in the school for long.				
(iv)	Students who always have frequent new teachers in a particular subject always have low test scores in that subject.				
(v)	Students who are in schools with few or no teacher turn over always perform well in exams.				

3. Teacher mobility and student participation in co-curricular activities.

		SA	A	D	SD
(i)	Teachers' ability to organize and guide co-curricular activities is the single most important factor that determines students participation in co-curricular.				
(ii)	It is teachers who discover and nurture unique talents and develop them to their full potentials.				
(iii)	Students who lose their co-curricular teachers/coaches end up giving up on their talents.				
(iv)	Teachers detect students' training needs and seek solutions to them				
(v)	Students who participate in co-curricular activities have high test scores in the subjects of the coaches.				
(vi)	Teachers who participate in co-curricular activities are better role models to students than those who don't.				

APPENDIX III: DOCUMENT ANALYSIS GUIDE

TRENDS IN TEACHER MOBILITY

1. Type of document
 - [] Staff/board Minutes
 - [] Attendance register
 - [] School timetable
 - [] Departmental Minutes
2. Dates of the document.
3. Trends in transfers and exits.
 - By gender a) FEMALES = [] b) MALES = []
 - By age a) BELOW 35 YRS = [] ABOVE 35 YRS = []
 - By experience (length of years in the teaching profession)
 - a) LESS THAN 5 YEARS = [] ABOVE 5 YEARS = []
 - Academic qualification
 - a) DIPLOMA [] DEGREE [] MASTERS [] ANY OTHER []
 - By subject combination
 - Type of schools affected
 - Destination of teachers who leave
 - TO OTHER SCHOOLS [] TO OTHER JOBS []
 - Duration taken to replace the teachers who leave

4. Subject selection.
 - Which subject combination are the most difficult to replace? Name 3
 - 1.
 - 2.
 - 3.
5. What co-curricular activities did the teachers who left train?
 - Do students still participate in the activity?
6. What questions are left unanswered by the document?
7. Are there any administrative procedures used by this school to manage teacher mobility.

APPENDIX IV: Interview schedule for principals

QUESTIONS

- a) How many teachers in your school are employed by:
[A] T.S.C [B] B.O.M [C] County
.....
- b) Which group of teachers as outlined above are more likely to quit the school more frequently and without notice?
- c) How many teachers have left your school in the last 2 years?
- d) Of the teachers who left;
- i) How many left to teach in another school?
 - ii) How many left due to personal reasons?
 - iii) How many left to work in the county?
 - iv) How many left to pick up other grit jobs?
- e) Which subject combination are the most difficult to replace? Name 3
- f) How would you compare the overall teaching effectiveness of the teachers who have been here for over 6 years with those who are new in the school?
- g) How do students react when they lose their subject teacher(s) through transfers?
- h) What are the challenges you face when students lose their subject teachers? How do your students cope with the challenges?
- i) Does student participation in co-curricular activities and life skills activities get affected when they lose their teachers? In what ways?
- j) What are some of the measures that you have put in place to attract teachers and to also retain them?

Thank you for your cooperation.

APPENDIX V: Interview schedule for TSC STAFFING OFFICER

QUESTIONS

- a) According to your records, how many teachers in this sub-county are employed by:
[A] T.S.C [B] B.O.M [C] County
- b) According to your records, how many transfer request do you receive from secondary school teachers per year?
- c) What kind of teachers frequently ask for transfers?
- d) From what kind of schools do you receive most transfer requests?
- d) What is your main challenge as a staffing officer in this sub-county?
- e) How many teachers have left this sub-county in the last 5 years?

Of the teachers who left;

- i) How many left to teach in another sub-county?
- ii) How many left due to personal reasons?
- iii) How many left to work in the county?
- iv) How many left to pick up other government jobs?
- e) Which subject combination are the most difficult to replace? Name 3
1. 2. 3.
- f) Are there any unfilled vacancies for teachers in this sub-county? How many? Which type of schools are greatly affected?
- h) How many new teachers have been employed in this sub-county in the last 2 years? Has it affected academic performance?

Thank you for your cooperation.

APPENDIX VI: Interview schedule for TEACHERS

QUESTIONS

- a) How many years have you been teaching:
1 [] 2 [] 3 [] 4 [] 5 [] above 6 [] [please tick where appropriate]
- b) How many other schools have you ever taught before?
- c) Why did you leave your former school(s)
- d) Which are your subject combinations?
- e) How would you compare the overall teaching effectiveness of the teachers who have been here for over 6 years with those who are new in the school?
- f) How do students react when they lose their subject teacher(s) through transfers?
- g) What co-curricular activities do train?
- h) Does student participation in co-curricular activities and life skills activities get affected when they lose their teachers? In what ways?
- j) What do you think should be done to retain and keep teachers in schools for a relatively longer time?

Thank you for your cooperation.

APPENDIX VII: APPROVAL OF RESEARCH PROPOSAL



KENYATTA UNIVERSITY GRADUATE SCHOOL

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Internal Memo

FROM: Dean, Graduate School

DATE: 18th October, 2017

TO: Everia Dominic
C/o Department of Educational
Foundations

REF: E55/CE/26410/11

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

We acknowledge receipt of your Research Proposal after fulfilling recommendations raised by the Graduate School Board of 6th September, 2017.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & 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.

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Department of Educational Foundations

Supervisors:

1. Dr. Violet K. Wawire
C/o Department of Educational Foundations
Kenyatta University
2. Dr. Peter M. Gathara
C/o Department of Educational Foundations
Kenyatta University

EM/dww

APPENDIX VIII: RESEARCH AUTHORIZATION (K.U)



KENYATTA UNIVERSITY GRADUATE SCHOOL

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/CE/26410/11

DATE: 18th October, 2017

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

Dear Sir/Madam,

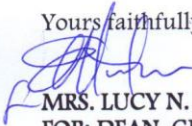
**RE: RESEARCH AUTHORIZATION FOR MR. EVERIA DOMINIC – REG. NO.
E55/CE/26410/11**

I write to introduce Mr. Everia Dominic who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the **Department of Educational Foundations**.

Mr. Dominic intends to conduct research for a M.Ed. thesis Proposal entitled, **“Teacher Mobility and the Implications on Learning Outcomes among Students in Secondary Schools in Khwisero; Kakamega County, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,


**MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**

EM/cww

APPENDIX IX: RESEARCH AUTHORIZATION (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/35341/27995**

Date: **11th April, 2019**

Everia Dominic Kisiah
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teacher mobility and the implications on learning outcomes among students in secondary schools in Khwisero; Kakamega County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **10th April, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega 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
Kakamega County.

The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX X: RESEARCH AUTHORIZATION (TSC)

TEACHERS SERVICE COMMISSION

Tel: 2892000/0722-208-552
Email: info@tsc.go.ke
Web: www.tsc.go.ke



TSC HOUSE
KILIMANJARO ROAD
UPPER HILL
PRIVATE BAG- 00100
NAIROBI, KENYA

When replying please quote

Ref.
TSC/RA/MEMO/VOL.001/050/99

Date: 21st August, 2014

Everia Dominic
Kenyatta University,
Department of Educational Foundations
P O BOX 43844
NAIROBI

E-maileveriad@yahoo.co.uk

RE: RESEARCH AUTHORIZATION

Your request to carry a research on "Teachers who have transferred and those who have exited profession in Kenya and in Kakamega County" has been granted. You are advised to collect the requisite data from the Pensions Division and human resource Division.

Upon the completion of the research project you are expected to submit one hard copy and one soft copy of the report to the Commission.

for G. O. OKINDA
FOR: SECRETARY
TEACHERS SERVICE COMMISSION

APPENDIX XI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Permit No : NACOSTI/P/19/35341/27995

MR. EVERIA DOMINIC KISIAH

Date Of Issue : 11th April,2019

of KENYATTA UNIVERSITY, 825-50102

Fee Received :Ksh 1000

**MUMIAS,has been permitted to conduct
research in Kakamega County**

**on the topic: TEACHER MOBILITY AND
THE IMPLICATIONS ON LEARNING
OUTCOMES AMONG STUDENTS IN
SECONDARY SCHOOLS IN KHWISERO;
KAKAMEGA COUNTY, KENYA**

**for the period ending:
10th April,2020**

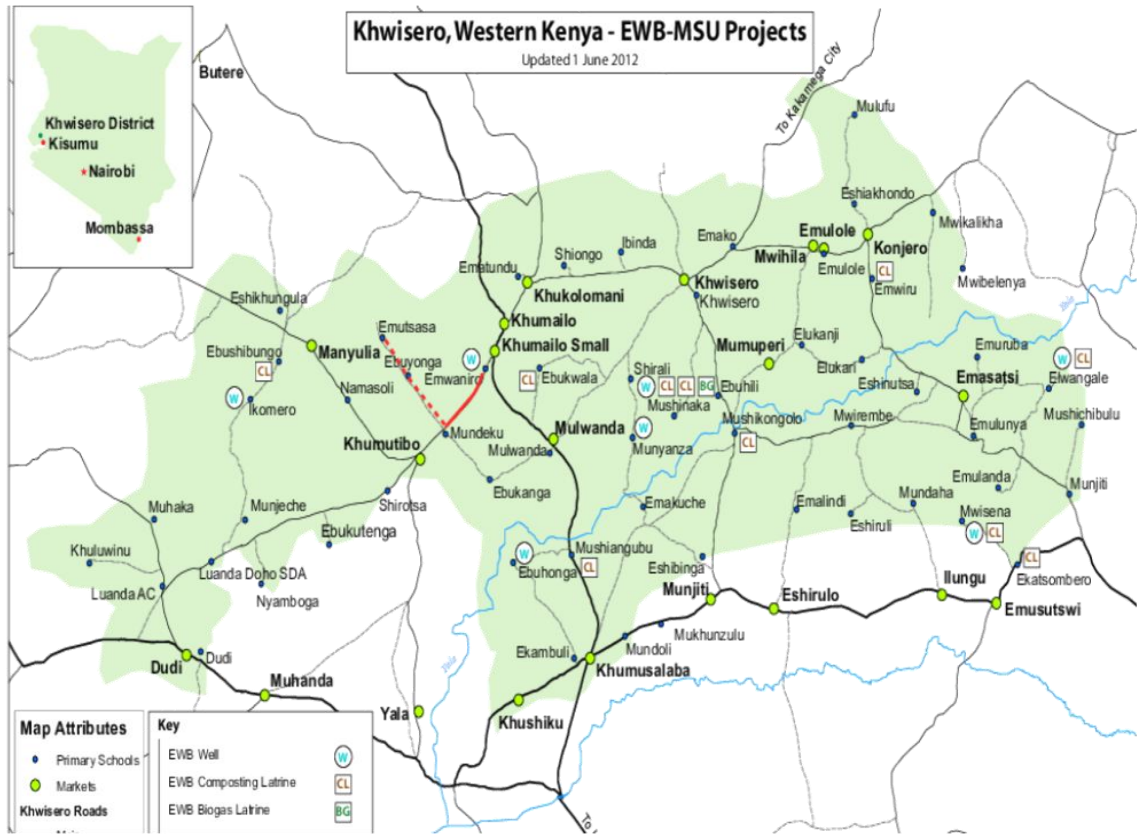


.....
**Applicant's
Signature**

A handwritten signature in blue ink, appearing to be 'S. M. M. B. W.', written over a dotted line. The signature is slanted and stylized.

**Director General
National Commission for Science,
Technology & Innovation**

APPENDIX XII : MAP OF KHWISERO



APPENDIX XIII : MAP OF THE 47 COUNTIES OF KENYA



**APPENDIX XIV: LIST OF NAMES OF PUBLIC SECONDARY SCHOOLS
IN KHWISERO**

1.	Mwihila Boys
2.	Khwisero Girls
3.	Eshibinga Secondary
4.	Ikomero Secondary
5.	Khwisero Mixed Secondary
6.	Namasoli Secondary
7.	Emalindi Girls Secondary
8.	Ekatsombero Secondary
9.	Mulwanda Secondary
10.	Emwiru Secondary
11.	Eshinutsa Secondary
12.	Shirotsa Secondary
13.	Mwihila Girls Secondary
14.	Mundaha Secondary
15.	Munjiti Secondary
16.	Ekambuli Secondary
17.	Mundoli Girls Secondary
18.	Shiongo Mixed Secondary
19.	Dudi Secondary
20.	Shirali Secondary
21.	Mushinaka Secondary