

**TEACHER ATTRITION AND EDUCATIONAL QUALITY IN PUBLIC
PRIMARY SCHOOLS IN NAIROBI COUNTY, KENYA**

MUTUA MUSILA GEORGE

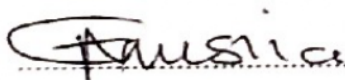
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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTERS OF EDUCATION IN DEPARTMENT OF EDUCATIONAL
MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE
SCHOOL OF EDUCATION, KENYATTA UNIVERSITY**

DECEMBER, 2016

DECLARATION

I declare that this project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data graphics, pictures or tables have been borrowed from other sources, including the internet, this are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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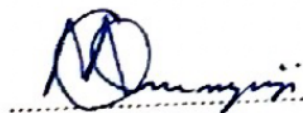
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MUTUA MUSILA GEORGE

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Supervisors' Declaration

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

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15th December, 2016.....

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ABSTRACT

This study investigated teacher attrition and educational quality in public primary schools in Nairobi County Kenya. Public primary school teachers have consistently opted for other jobs even after the improvement of their salaries by the government. The purpose of the study was to assess factors leading to teacher attrition and come up with strategies for improving teacher retention. This study was guided by the following objectives: To evaluate the trends of resignation of primary school teachers in Nairobi County, to examine factors that influence attrition of public primary school teachers, to assess how attrition of public primary school teachers influence teaching and learning and to find out strategies that could be used for improving retention of public primary school teachers. The study was anchored on Adams Equity Theory of Motivation. The theory assumed that attrition of public primary school teachers is a form of behavior associated with job dissatisfaction. This study adopted a cross-sectional survey design which facilitated the use of questionnaires for teachers and interview guide for head teachers and former teachers. The target population consisted of 400 serving teachers, 30 head teachers and 200 former teachers totaling to 630. The study sample size was 396 participants which constituted 61.9% of the target group. Teachers were selected through simple random sampling, former teachers through snowball sampling method and head teachers were selected by automatic inclusion. The study used questionnaires for teachers and interview guide for head teachers and former teachers. The researcher used communicative validation and expert judgment by university supervisors to validate the instruments. The reliability of questionnaire was tested using internal consistency method Reliability coefficient was 0.69. The researcher administered questionnaires to the respondents and conducted interviews personally using interview guides. The collected data was sorted and arranged for analysis. Quantitative data was analyzed by use of Microsoft Excel and expressed in frequencies and percentages. The results were presented in form of tables and charts. Qualitative data was descriptively analyzed and discussed. Findings indicated that teacher attrition was taking an upward trend and that teachers who were resigning were those with higher educational qualifications like a master's degree, PhD or those pursuing further studies. Gender and subjects taught did not predict who resigns. Salary issues, workload and stagnation in job groups were found to be leading factors for resignation. Others included hardship and unresolved conflict at work place. The study recommended adjustment of teacher salaries and allowances to be at par with those of civil servants and promoting teachers based on merit. Based on the recommendations, the study proposed further investigation in public secondary schools and higher institutions of learning.