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**Factors Influencing Voluntary Teacher Attrition in Public Secondary Schools in Nyando Sub-County, Kisumu County, Kenya**

By Ndege Sophie A, Dr. Ben Akala & Sr. Dr. Lucy Achieng'

**Abstract**

Voluntary teacher attrition ailing the education sectors globally and in Sub-Saharan Africa, accounts for more than half of all teachers' attrition. In Kenya, national statistics indicate that 10,000 teachers leave teaching service annually to join other professions. Free Day Secondary Education and 100% transition to secondary school policies have rapidly increased student's enrollment in public secondary schools, in Kenya, particularly Nyando sub-county, which is predominantly hardship area prone to flooding, yet, voluntary teacher attrition persistently contributes to shortages of qualified teachers and lowers educational quality. This study assessed the factors influencing voluntary teacher attrition in public secondary schools in Nyando sub-county Kisumu County. The study was guided by the following questions: In what ways do institutional, personal, and external/pull factors influence voluntary teacher attrition in public secondary schools in Nyando Sub-county Kisumu County? The study was anchored on Maslow's Theory of Human Motivation and a descriptive survey design was employed to a target population of 439 comprising of 428 assistant teachers, 10 exited teachers, and 1 education officer. Proportionate stratified random sampling was used to select a sample of 221 teachers whereas the 1 education officer was purposively sampled. Snowballing was used to sample exited teachers. A questionnaire for teachers, an interview guide for the education officer, principals and exited teachers were used to collect primary data. The research tools were piloted in the neighboring Muhoroni sub-county, content validity was ascertained by expert judgment and construct validity was through extensive review of literature. Reliability was tested through Cronbach Alpha reliability. Regression Analysis was employed to test the hypotheses. Quantitative data was analyzed by the use of frequencies and percentages and presented by use of tables, charts, and figures. Qualitative data was analyzed thematically and presented in narrative forms. The findings of the study were: remuneration, leadership styles and working environment inversely but significantly influence voluntary teacher attrition ( $P < 0.05$ ). Personal factors except gender significantly influence voluntary teacher attrition ( $P < 0.05$ ). external factors like availability of other job opportunities also significantly influence voluntary teacher attrition ( $P < 0.05$ ). The study concluded that due to job dissatisfaction, teachers would voluntarily quit teaching for better job opportunity/greener pastures. The researcher recommends that the government of Kenya through the MOE should increase the budgetary allocations for the public secondary schools in order to improve the institutional factors and minimize voluntary teacher attrition. The school administration should be trained on the latest soft skills like transformational leadership in their management of teachers. The study is significant to education human resource personnel, education planners and administrators to device measures such as the use of more intrinsic motivational methods to improve teacher's job satisfaction and limit rates of voluntary teacher attrition.

**Key words:** Kenya, voluntary, teacher attrition, Nyando Sub-County, public secondary schools.

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## **Factors Influencing Voluntary Teacher Attrition in Public Secondary Schools in Nyando Sub-County, Kisumu County, Kenya**

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### **1.1 Introduction**

The important roles played by teachers in building the human capital base of any nation cannot be underestimated. The drive to economic growth in any country is through a well-trained and knowledge-driven teaching workforce. World over, teacher attrition is of great concern, voluntary teacher attrition accounts for more than 50% of all teacher attrition in many countries as noted by George (2010). Voluntary teacher attrition can be mitigated, yet it significantly contributes to teacher shortages, adds the number of inexperienced teachers, limit the provision of quality education to school-aged children and causes problems of educational equity and efficiency. George (2010), notes that the yearly teacher attrition rate worldwide varies from 2 percent -14 percent.

In the developed countries, USA had an annual attrition rate of 8.4 per cent in public secondary schools with more female teachers exit mainly because of family responsibilities. The other fraction retired, switched careers, while others left citing dissatisfaction with the salaries offered as the core reason for quitting teaching. New Zealand, recorded attrition rates of 9.9 per cent in secondary schools as most teachers were absorbed by other professions that pay better while; the Netherlands reported attrition rates of 9 per cent in secondary schools with teachers leaving to join the private sector. This disrupted the instruction processes and increased costs of recruiting new employees (Mackenzie & Santiago, 2005).

Voluntary teacher attrition is a common phenomenon in Sub-Saharan Africa with countries reporting very high rates of attrition such as Zambia 9 percent, Lesotho 10 percent, Malawi 10 percent, Zanzibar 7percent, and Uganda 6 percent as noted by George (2010). Xaba (2003), established that in Gambia there was a huge number of teachers leaving the profession due to reasons such as inadequate salaries, housing, allowances and promotion. This caused loss of highly qualified and experienced teachers.

In Kenya, the one hundred per cent transition to secondary school and free day secondary school (FDSE) policies, have rapidly increased the enrolment of students in public secondary schools. Nyando Sub-County is no exception. The sub-county is predominantly a hardship area prone to flooding, serving poor and vulnerable students who really need stable and effective teaching staff for quality education, yet voluntary teacher attrition pandemic ailing the teaching fraternity, persistently contributes to teacher shortage thus lowering the credibility of public secondary education.

The TSC chief executive officer reported to the National Assembly Committee on Education, that many teachers have left the service due to the slow pace of promotion. The limited opportunities for upward mobility have resulted in stagnation, a de-motivated teaching force and high attrition in some teaching areas. Specifically, the shortage of teachers for physics

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and computer studies has been occasioned by the mobility of these teachers to the private sector (TSC strategic plan, 2019-2023, pg.11.) aggravating the staffing crisis, threatening the quality of education, and compromising confidence in public education. Teacher shortage in secondary schools has risen to 96,345 from 56,380 in November 2018 while in primary schools the shortfall stands at 30,357, leading to an overall paucity of 126,702. (TSC Strategic Plan 2019-2023). Mutume and Orotho(2014) cited Teachers Service Commission's report on Teachers Image vol.13.pg7 (2007) which states that a significant number of teachers have quit teaching service to join other government ministries, county governments and private sectors, therefore, leading to teacher shortage.

Additionally, the Teachers Service Commission and the Republic of Kenya (2010) noted that 10,000 teachers leave the service annually. This has caused a hindrance to service delivery, syllabi completion, teacher retention, disrupts teaching and negatively affects students' performance in the affected schools. Voluntary attrition of teachers from the teaching service has aggravated teacher shortage despite the efforts of the government to recruit teachers, the teacher shortage still persist.

Teachers play the most important role in determining students' academic success among all other factors that intercede on education, this is because they run the programs, interpret the curriculum, prepare teaching materials and examine the students (Miller, 2012; Hanushek, 2014; Chemwei & Koech, 2015). The negative impact of teacher attrition is greatly felt by the poorest and most vulnerable student and delay in replacing teachers is greatly experienced by remote rural schools serving the poorest students. This necessitates the sourcing of a greater number of unqualified and inexperienced teachers to teach. Henry & Redding (2018) contends that, the revolving classroom door spins faster for the lowest-performing schools which have the greatest need for a stable and effective teaching staff. Experienced teachers substantially ensure that high academic standards are upheld and they also provide tremendous insight and encouragement to the inexperienced teachers.

That notwithstanding, teacher retention is one of the main challenges faced by education sectors yet is one of the overlooked aspects of the teaching profession. Jones & Wright (1992) contend that after a successful employee recruitment and selection procedure, an organization should enhance the retention of competent staff while at the same time encourage the ineffective ones to leave the firm. This is because, a lot of investments are put in employees in terms of induction, training and development by institutions therefore, management by all costs must ensure employees job satisfaction and retention. If employees are fairly remunerated and treated, they will be satisfied and will not leave (Achoka, Poipoi, & Sirima, 2011).

Employees normally leave the organization due to job dissatisfaction caused by company policies, supervision, interpersonal relations, job insecurity, working conditions, low salary and professional development (Kemelgor & Meek, 2008). Voluntary teacher's attrition could be due to institutional, personal and external/pull factors. Institutional factors are factors within the institution and are part of the teaching fraternity such as: Remuneration, leadership style and working conditions. Henry et.al (2018) opine that institutional factors such as low cost of exit from the profession and expansion of teaching programs with limited terms of service has

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transformed teaching from a stable profession into a revolving door workplace. This study will also address personal factors such as, educational advancements and its influence on voluntary teacher attrition and external factors/ pull factors such as better paying job opportunity in other sectors of the economy as an influence on voluntary teachers' attrition. According to Islami (2013), financially, teachers are among the lowest paid in the society. Olando (2003) opines that teaching is a demanding job that needs to be remunerated well in order to attract and retain teachers in the profession yet in today's growing competitive world, retaining the intellectual assets is one of major problem faced by the teaching profession.

Furthermore, various leadership styles applied by the principals may also influence teachers' decision to transfer to another school, quit teaching or continue teaching in their current schools (Cherop, 2013). Leadership styles are modes or ways of leadership adopted by various school principals in the running of their schools. Principals need to understand group dynamics and influence of personality variables, in order to influence the teachers to work. This is likely to impact positively on the staff level of commitment and may in turn lead to their retention. In addition to these factors, working condition may also influence teacher's attrition. Working condition include; poor physical working condition, not being paid for working extra hours, heavy work load, inadequate instructional facilities, poor staff housing among others. Most teachers in secondary schools carry a heavier teaching load than 27 lessons required by the new curriculum-based establishments of 1999 due to understaffing in most schools.

Highest reasons to teacher leaving the profession are mostly associated with heavy workload as noted by Mckenzie et al (2005), This is supported by Kirochi (2015) which states, that beside educators' workload being one of the main challenges facing the teaching fraternity today; teachers are burdened with additional administrative responsibilities. Shaheen, Sajid and Batool (2013) opine that motivation is one of the critical factors which influence teacher attrition. A motivated teacher is one who is highly committed and devoted to his/her work. Hence becomes a source of inspiration and a role model for his/her students.

Besides these, Personal factors such as but not limited to age, gender, qualification, as well as family can also influence voluntary teacher attrition. In public secondary schools, the teachers possess different qualifications. The basic qualification for employment in secondary schools is Diploma in education or first degree however a number of teachers have completed their postgraduate education (Masters or Doctorate). Some of these teachers with advance qualifications quit teaching for greener pasture. Teachers who are high performance are also likely to leave the profession as their performance could pave ways for better job-opportunities for them in other areas.

There are substantial empirical researches focused on determining which factors influence teacher attrition. Ruttoh (2010) noted in his research study that about 500 teachers were fired by TSC for sexual abuse of school going children. Kasau (2012) did a study on factors that influence teacher attrition in public secondary schools in Mbooni East District, Kenya and attributed teacher attrition to poor working conditions and professional misconduct.

Despite most studies highlighting the causes of teacher attrition in general, data on voluntary teacher attrition is limited in scope and reliability and also little is known of any study

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on voluntary teacher attrition in Nyando sub- County. A report by digital standard newspaper on 23<sup>rd</sup> Aug. 2018 entitled, “Declare Nyando Hardship Area.” Indicates that, most schools in the area are facing a shortage of teachers as those who are posted here often exited and that Teachers have to contend with hard living conditions and many are not comfortable being deployed in Nyando as compared to neighboring sub-counties, such as Muhoroni and Nyakach sub-county where teachers enjoy hardship allowance despite being in the same locality. Therefore, this study will seek to establish the extent to which institutional, personal and pull factors influence teacher attrition in public secondary schools in Nyando Sub-County, Kisumu County, Kenya.

### **Statement of the Problem**

There is alarming rate at which teachers are leaving the service. Teachers Services Commission and Republic of Kenya (2010) noted that 10,000 teachers leave the service annually causing a hindrance to service delivery, disrupts teaching and negatively affects student’s performance. Free Day Secondary Education and 100% transition to secondary school policies have rapidly increased enrolment of student in public secondary school in Kenya, particularly, Nyando sub-county which is predominantly a hardship area prone to flooding. Additionally, Nyando Sub-County serves the poor and vulnerable students who really need stable and effective teaching staff for quality education, yet, voluntary teacher attrition pandemic ailing the teaching fraternity, persistently contributes to teacher shortage thus lowering the credibility of public secondary education.

Many schools are facing serious teacher shortages which are affecting learning outcomes and learners. Statistics, from the TSC Nyando Sub-County Director of Education indicate that, teachers’ shortage in public secondary schools in the Sub-County as at December 2018 was 320 whereas the total population of teachers was 428(220 males and 208 females).According the principals, 29 teachers have already voluntarily exited the sub-county between 5-10 years. While extensive research has documented the problem of teacher attrition in many parts of the world, there is scarcity of research on what factors influence Voluntary teacher attrition in Nyando sub-county. This study, therefore, sought to fill the gap by investigating factors that influence Voluntary Teacher Attrition in Nyando Sub County, Kisumu County.

### **Research Questions**

The study sought to answer the following research questions;

- i) How do institutional factors influence voluntary teacher attrition in Nyando sub-county Kisumu County, Kenya?
- ii) In what ways do personal factors influence voluntary teacher attrition in public secondary schools in Nyando sub-county Kisumu County, Kenya?
- ii) How do External/pull factors influence teacher voluntary attrition in public secondary schools in Nyando sub-county Kisumu, County, and Kenya?

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## **Hypotheses of the Study**

The study sought to test the following null hypotheses;

*Ho1: There is no statistically significant influence of institutional factors on voluntary teachers' attrition*

*Ho2: There is no statistically significant influence of personal factors on voluntary teachers' attrition*

*Ho3: There is no statistically significant influence of external/pull factors on voluntary teachers' attrition*

## **Methodology**

### **Design, Population, Sample and Sampling Technique**

The study employed a descriptive survey design to solicit information from sampled respondents in order to make general statements reflecting the opinion of the entire population. The target population to which this study generalized its findings (Mugenda and Mugenda 2003) in Nyando Sub County was composed of 1 educational official who formed key informant on voluntary teacher attrition, 10 teachers who quitted teaching service from Nyando sub-county, all 42 principals, 42 Deputy Principals and 344 teachers from 42 public secondary schools in Nyando Sub-County, Kisumu County, Kenya. Sampling was by proportionate stratification of 42 principals, 42 Deputy Principals and 344 teachers whereas 1 educational official was purposively sampled and snowballing was used to reach 5 teachers who had quitted the service since they were hard to reach. Jacob & Razariah (1974) suggests that for descriptive studies, a sample size of 10% - 50% is appropriate for analysis and reporting, therefore, a sample size of 50% of the target population 439 was used in the study, that is, 221 respondents.

### **Research instrument, Data Collection, Analysis and Ethical Considerations**

Questionnaires and interview guides as instruments for collecting data related to voluntary teacher attrition were used. The use of one research tool alone has limitations hence the need for more instruments for strengthening of the validity of research outcome. The researcher relied on both primary and secondary data. Primary data was collected through self-administered questionnaires to meet study objectives while secondary data was collected from previous researches and works done by other authors on the same subject matter the secondary data was sourced from books, journals, internet and newspapers. This was used to guide the researcher on the background of the study and literature review. Questionnaires were developed based on study questions. Two sets of questionnaires was prepared consisting of both closed- ended questions and open ended items, some of the items consist of a 5-point Likert scale (5-very large extent, 4-large extent, 3- Neutral extent 2-Small extent 1- No extent) Open-ended format allows more spontaneity of response and provides opportunity for self-expression (Jwan 2010). They were administered to Deputy Principals and assistant teacher to seek information on factors

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influencing voluntary teacher attrition in Nyando Sub-County. Closed- ended was used because it is easy to mark the response so it save time and is simple to analyze.

To get in depth information from educational officer, the interview guide was used to collect qualitative data. This method of data collection gives room for collection of views, opinions and, ideas; therefore, it is easy to get deeper information on voluntary teacher attrition. The use of interview guides was limited to (SCDE), Principals and teachers who had exited teaching. However, for the ex-teachers who could not be reached because of distance a telephone interview was conducted. This approach has the benefit of being conducted while the respondent is in a familiar environment of his or her own choice and minimizes time required to participate. Pre-testing was done in the public secondary schools in the neighboring Muhoroni sub county. According to Mugenda and Mugenda (2003) a pretest sample should be between 1% to 10%. A pretest sample size of 22 teachers which is 10% of the sample size (221) was used. Piloting was done by administering 22 copies of questionnaire to the pretest sample of 22 respondents comprising of 8 Deputy Principals, 1 exited teacher and 13 teachers .The pilot study helped the researcher to familiarize with the administration of the instrument and to ensure the question meet the objective of the study, Moreover, the researcher found out how long it took to complete the survey and so regulated it. Arksey and O'Malley (2005) states that it is imperative for a researcher to test the reliability of the data collection instruments for the study results to be reliable.

The structured and Likert type items based on the study's research questions in the questionnaires yielded quantitative data which was coded and entered into the Statistical Package for Social Sciences (SPSS) version 20 and was used to compute Cronbach's Alpha reliability test Which is a measure of the internal consistency and the closer the Cronbach's Alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. In this study, Cronbach's Alpha co-efficient of the range of 0.7 to 1.0 was considered to be very reliable after computing section by section and finally summing up all sections.

The researcher obtained a letter of introduction from Catholic University. A research permit was then acquired from the National Commission of science and Technology and Innovation (NACOSTI) to ensure that the research is done in an ethical manner so that no harm is experienced. The researcher then presented the permit to Nyando sub-county Education Office for clearance and made appointments with the principals to notify and request for permission to carry out the study in their schools. Consent to participate in the study was sought privacy, anonymity, and confidentiality of the respondents was upheld.

The researcher administered the questionnaires by the help of two research assistance in order to cover the hard terrain of Nyando Sub-County in time and to give the respondents ample time to respond to the questions. This was done after explaining to them what was required. This was to ensure achievement of a good response rate and gave the respondents a chance to seek clarification on items which might prove difficult to answer on voluntary teacher attrition. The researcher, adopted in this study, the steps proposed by Wiseman and Mc Donald (1980) which ensures enhanced questionnaire response rate, in this step, a cover letter was attached to each

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copy of the questionnaire addressed to the respondents disclosing the significance of the study as well as commitment to the confidentiality between the researcher and the respondents.

The researcher held face to face interview with Sub-county Director of Education to get in-depth information on voluntary teacher attrition and other views related to the research questions. Another interview was held with teachers who had voluntarily quitted the service from Nyando sub-county within 5-10yrs to get to hear from them what prompted them to exit. The principals were also respondents since they exercise administrative authorities in schools and conduct exit interviews with the staff that leave the service and therefore have information about factors influencing voluntary teacher attrition.

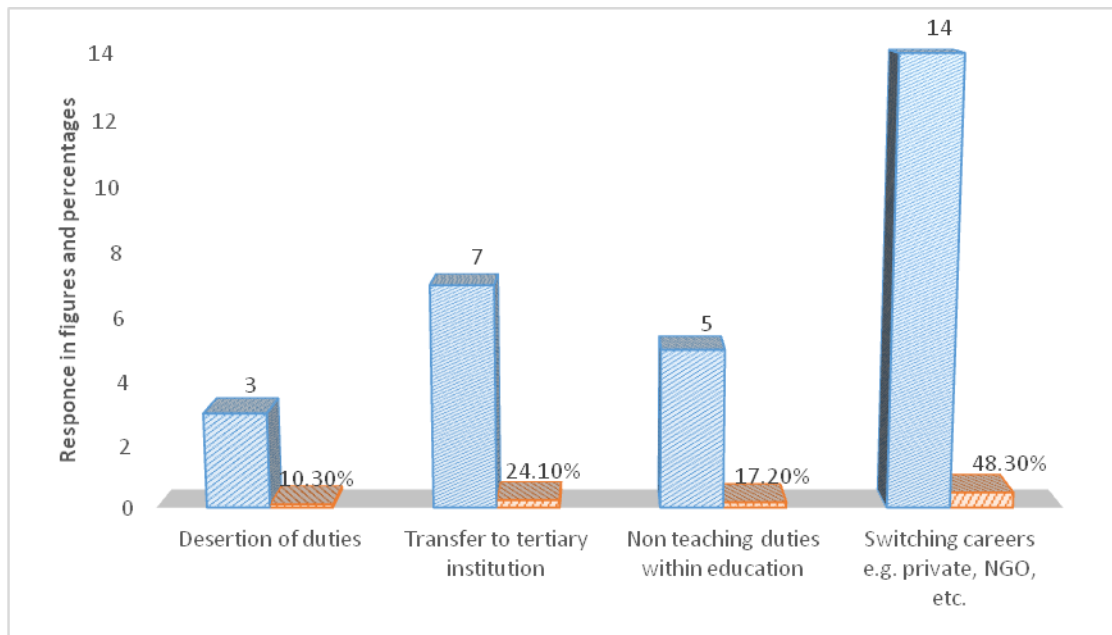
Quantitative data collected was analyzed, using both inferential and descriptive statistics such as frequencies and percentages and qualitative information obtained through interviews was analyzed by use of themes and theoretical narratives; the analyzed data was presented in form of tables and graphs. Themes emerging from secondary data were identified to augment primary data. The hypotheses were tested using regression Analysis to establish the influence of institutional, personal and external/pull factors on voluntary teacher attrition The MS Excel spreadsheets were used for the initial tabulation .analysis and drawing of charts based on responses while statistical package for social science (SPSS) version 20.0 was used to analyze data. The researcher used the data and information generated to make inferences on the possible factors influencing voluntary teacher attrition in Nyando sub-county.

### **Findings on Voluntary Teacher Attrition in Nyando Sub-County for the last 5-10 years as per the Principals**

The researcher sought information from the principals on whether there were teachers who had voluntarily left the service while working at their schools. The study established that 29 teachers had already left the sub-county due to various reasons. Such records included reasons for departure and were analyzed and presented in the bar graph in Figure 4.1



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**Figure 4.1: Voluntary Teacher Attrition Figures for Nyando Sub-County for the last (5 -10 years)**

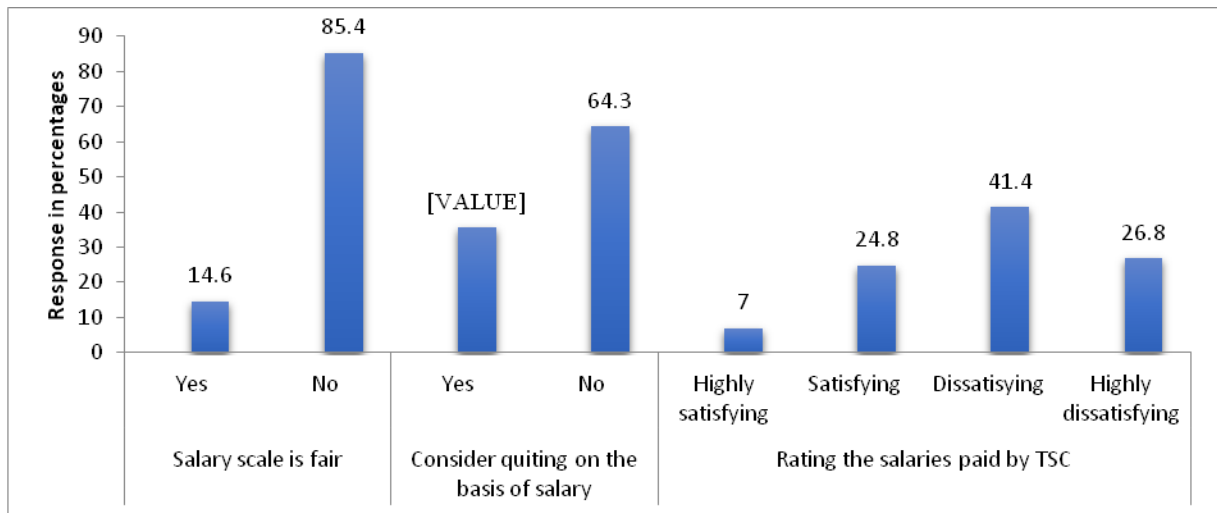
Source: Field data

The study established that majority of teachers at 48.30% who voluntarily exited switched careers, 24.10% transferred tertiary institution while 17.20% were assigned non-teaching duties within education. Male teachers accounted for 60 percent while females accounted for 40 percent. This is attributed to the fact that male teachers were willing to risk their jobs and join the private sector, go for further studies and seek transfer to undertake non-teaching duties.

#### **4.1 Findings on the Influence of Institutional Factors on Voluntary Teacher Attrition in Public Secondary School in Nyando Sub-County.**

The first study question investigated institutional factors influencing voluntary teacher attrition in Nyando Sub-County, Kisumu County. Therefore, teachers were probed on influence of remuneration, leadership styles and working environment on voluntary teacher attrition in public secondary schools. The study established that institutional factors were the highest contributor of voluntary teacher attrition in the sub-county. From the views expressed by the teachers, it was clearly shown that majority of the teachers are not satisfied with remuneration given to them by TSC. And so could switch careers for better paying jobs in the private sector, public and County government. Teachers normally experience financial hardship due to unresolved tussles between TSC and the teachers Trade unions. This has led to job dissatisfaction thus higher rates of voluntary teacher attrition. The results were as shown in Figure 4.2 below.

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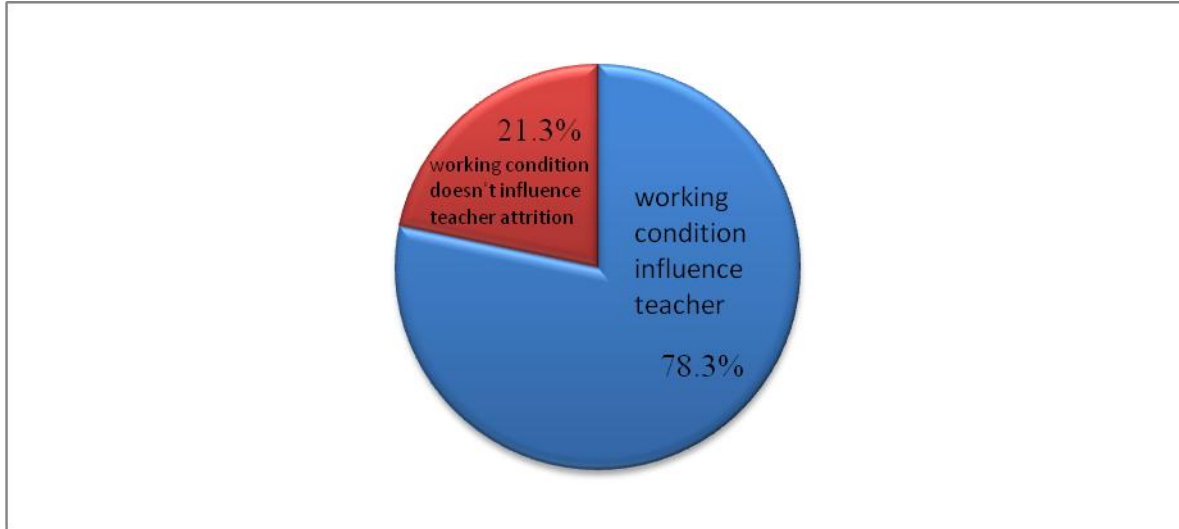
**Figure 4.2: Remuneration and Voluntary Teacher Attrition**

Source: Field data

Additionally, Principals’ mode of supervision affected teachers and may necessarily cause voluntary teacher attrition as it compounded teachers' dissatisfaction owing to the fact that the sub-county is a hardship zone. Such sentiments are echoed by quartz (2008) and Shen' 19970 who cited victimization, exclusion from decision making process, lack of social support when they have personal problems and harassment as major characteristics that described dissatisfaction with the leadership and supervision mode of the principal. The study established that this was not a major underlying factor for teachers' exit from the sub-county but it compounded other negative factors within teaching and the working environment. The underlying reasons were that working conditions in the sub-county were poor since there were inadequate staff quarters, perennial floods during wet seasons, and water shortage during dry season and inadequate instructional resources. The study established that workloads of teachers' were very unreasonable compared to the recommended average teaching load of 27 lessons per week. This made teachers to look for jobs that were better paying and less demanding as teaching and others opted to go for further studies. Studies by Akiyeamong (2007) and Ndalama (2004) cited excess workload as a major factor influencing teacher’s voluntary exit. This study also concurs with Haddad (2010), George (2010) and Ingersoll (2002) which states

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that poor working conditions is a major push factor for voluntary teacher attrition.



**Figure 4.3: Working Condition Influence Teacher Attrition**

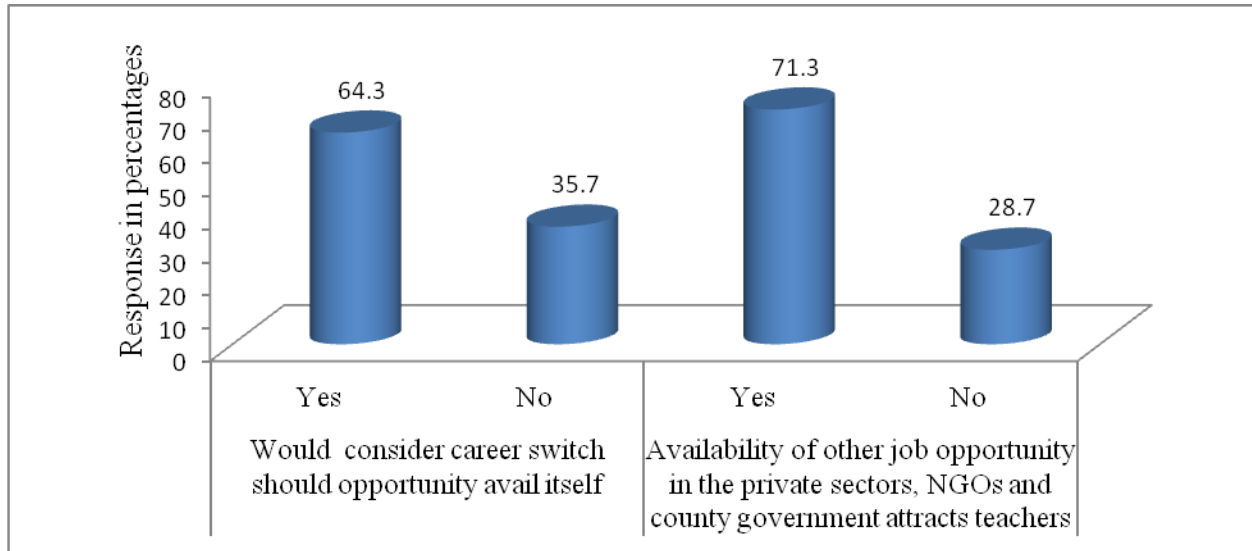
Source: Field data

In testing the first study hypothesis, multiple regressions was used, the null hypothesis was stated as follows:-*There is no statistically significant influence of Institutional factors on voluntary teachers' attrition.* The study established that the institutional factors accounted for 95.2% ( $R^2 = 0.952$ ,  $F(3,=232.6)$ ;  $p < .001$ ) of the variance in voluntary teacher attrition, and that all the factors (remuneration, leadership styles and working environment) were found to be inversely but significantly influencing voluntary teacher attrition (-ve r value and  $P < 0.05$ ). The null hypothesis was therefore rejected and the study concluded there was a statistical significant influence between institutional factors and voluntary teacher attrition.

### **External/pull Factors Influencing Voluntary Teacher Attrition in Public Secondary Schools in Nyando Sub-County**

The second study question sought to investigate external/pull Factors Influencing Voluntary Teacher Attrition in Public Secondary Schools in Nyando Sub-County. Therefore, Teachers were asked to indicate whether they would consider switching their career should opportunity arise, and whether they would consider going for other job opportunities in NGOs and private sector .The study found that majority of the teachers at 64.3% would consider career switch should opportunity avail itself. This shows that most teachers would voluntarily quit their jobs for better job opportunities or greener pastures. In fact, 71.3% of the teachers agreed that availability of other job opportunities in the private sectors, NGOs and county government jobs would attract teachers and make them resign their teaching jobs. The results were as shown in Figure 4.6.

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**Figure 4.4: External Pull Factors Influencing Teacher Attrition**

Source: Field data

Using the regression analysis to test the hypothesis which states that there is *no statistically significant influence of external/pull factors on voluntary teacher attrition*, the study established that the external/pull factors accounted for 71.5% ( $R = 0.715$ ,  $F(3, 154) = 247.7$ ;  $p < .001$ ) of the variance in voluntary teacher attrition, and these factors were found to be significantly influencing voluntary teacher attrition (+ve r value and  $P < 0.05$ ) this provides evidence of rejection of the null hypothesis. The null hypothesis was therefore rejected and the study concluded there was a statistical significant influence between external factors and voluntary teacher attrition.

### **Personal Factors Influencing Voluntary Teacher Attrition in Public Secondary Schools in Nyando Sub-County**

The third study question sought to investigate Personal Factors Influencing Voluntary Teacher Attrition in Public Secondary Schools in Nyando Sub-County.

Teachers were also asked to indicate the extent at which Professional advancements influence teacher attrition in public secondary schools, which was rated on a 5 Likert scale, where 5-Very large extent (VLE) 4-Large extent (LE), 3-Neutral extent (NE), 2-Small extent (SE) 1-No extent at all (NEA). Table 4.8 shows the response.

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**Table 4.7: Professional Advancements and Teacher Attrition in Public Secondary Schools**

<b>Personal Factors</b>	<b>NEA</b>	<b>SE</b>	<b>NE</b>	<b>LE</b>	<b>VLE</b>
Career progression or advancement	7 (4.5)	12 (7.6)	25 (15.9)	81 (51.6)	32 (20.4)
Training and development opportunities	8 (5.1)	18 (11.5)	35 (22.3)	52 (33.1)	44 (28.0)
High qualification of teachers	24 (15.3)	42 (26.8)	57 (36.3)	20 (12.7)	14 (8.9)
Health problems	16 (10.2)	3 (1.9)	39 (24.8)	48 (30.6)	51 (32.5)
Method and process for promotion	6 (3.8)	21 (13.4)	40 (25.5)	49 (31.2)	41 (26.1)

Notes: NEA=No Extent At All, SE=Small Extent, NE=Neutral Extent, LE=Large Extent, VLE=Very Large Extent.

Source: Field data

According to study findings, slightly over half of the teachers at 81 (51.6%) indicated that to a large extent, teacher would exit schools for career progression and advancement. In fact, 32 (20.4%) indicated that this would happen to a very large extent. Only 25 (15.9%) indicated neutral extent, 12 (7.6%) indicated small extent while 7 (4.5%) no extent at all. The study also found that to a large extent, majority of the teachers at 52 (33.1%) teachers would voluntarily quit because of training and development opportunities. Another 44 (28.0%) indicated that teachers would quit their jobs to a very large extent due to training and development opportunities. Only 18 (11.5%) indicated small extent, while 8 (5.1%) no extent at all. Similarly during the interview with the school principal it was found that teachers would quit their jobs when better opportunities arise. One of them had this to offer;

Teacher after acquiring training and development opportunities in other areas of specialization would most likely quit their jobs so long as these opportunities come with good monetary awards. I have a colleague who tendered his resignation as soon as he landed a job with a well-paying NGO. Therefore, training and development opportunities offer teachers platform to look for better and lucrative jobs (Interview: Principal 11; 24/5/2019)

This sentiment concurs with Studies done by Boe, Bobbitt & Cook (1993) and Mulkeen (2010) cited that voluntary teacher attrition was higher for teacher with the greatest academic qualifications presumably reflecting the greater labor market opportunities open to them. The study established that those who joined private sector, those who sought transfers to undertake non-teaching jobs or to teach in tertiary institutions such as Kisumu polytechnic had completed their master's in education. However Marso and Pigge (1995) contrasted this observation and cited that teachers who had completed their master degrees continued to stay longer in the

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service since high academic achievement was a motivator itself. This discrepancy is brought about by differences in sample size and area where the study was done. The current study was done in the rural areas of Kisumu-Nyando Sub-County, Kenya while Marso and Pigge did their study in the urban area. Marso and Pigge had science and math teachers only as their respondents while this study did not consider teaching combination in selecting the respondents.

In testing this hypothesis, which stated *there is no statistically significant influence of personal factors on voluntary teachers' attrition*, the study used multiple regression and established that personal factors accounted for 55.6% ( $R = 0.556$ ,  $F(3, 154) = 244.3$ ;  $p < .001$ ) of the variance in voluntary teacher attrition, and that all the factors except gender were found to be significantly influencing voluntary teacher attrition (+ve r value and  $P < 0.05$ ) this provided evidence for rejection of the null hypothesis. The null hypothesis was therefore rejected and the study concluded there was a statistical significant influence between personal factors and voluntary teacher attrition.

### **Conclusion**

The study concluded that the greatest contributor of voluntary teacher attrition in Nyando sub-county was institutional factors such as poor working conditions which is characterized by inadequate housing, perennial floods and droughts, heavy work load, inadequate instructional resources among many others. So teachers work and leave in hardship conditions yet are not given hardship allowance like their counterparts in the neighboring sub-counties. Additionally, voluntary teacher attrition was on the increase because teachers were finding rates of return in teaching lower than other jobs and that was why they joined private sector, sought transfer of service outside class room and others went for further studies to improve their skills and competences in anticipation for a better paying job.

### **Recommendations**

The study recommends that to manage /control voluntary attrition, the government should make teaching an attractive career by providing incentives to retain teachers for example training and development opportunities and increased remuneration to reduce career switch. Improve and constantly review scheme of service for teachers and especially for those teachers who have been in the service for quite a long time, those in administrative positions and those who have gone for further studies and have acquired extra Diploma certificates and Master of Education degrees while in the service to reduce influx to private sectors. Additionally, teachers should be involved in decision making to create a suitable environment for the teachers which will boost their morale and eventually their retention.

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