INFLUENCE OF TEACHER MOTIVATION STRATEGIES ON TEACHER RETENTION IN BRITISH CURRICULUM SECONDARY SCHOOLS IN LANG'ATA DIVISION, NAIROBI COUNTY, KENYA.

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Influence of Teacher Motivation Strategies on Teacher Retention in British Curriculum Secondary Schools in Lang'ata Division, Nairobi County, Kenya.

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ABSTRACT

The purpose of this study was to examine the effects of teacher motivation strategies on teacher retention in British curriculum secondary schools in Lang'ata Division, Nairobi, Kenya. The study was guided by the following research questions: What are the teacher training needs that affect their retention in the British Curriculum secondary schools in Lang'ata division? How does the provision of incentives strategy affect teacher retention in the British Curriculum Secondary Schools in Lang'ata division? How does teacher performance appraisal strategy affect their retention in the British Curriculum Secondary Schools in the Division? What are the measures that can be put in place to facilitate teacher motivation and retention in British Curriculum secondary schools in Lang'ata division? The study employed a mixed methods research design. The sample included one hundred and twenty teachers (n=120) and eight (n=8) principals selected from eight (8) British Curriculum Secondary Schools in Lang'ata Division. Questionnaires were used to collect data from teachers whereas interview guide were used to collect data from the principals. The collected data were analyzed with the help of Statistical Package for Social Sciences (SPSS). Both descriptive and inferential analyses were used in data analysis. Data from questionnaires was analyzed quantitatively and presented in frequencies and percentages while data from interview guide was analyzed qualitatively and its findings integrated within the quantitative data. From the analysis the study came up with the following findings: The study found that training had serious effect on the career progress of the teachers. The key training needs towards enhancing teacher motivation and retention include adequate training on the subject matter and pedagogical preparation. The study found that not all of the schools provided incentives to their teachers. It was also found that there were certain schools which applied performance appraisal practices to check whether the teachers are able to handle various issues such as stress and conflict reduction, emotion and conscientiousness handling and improved accurate self-awareness. This was found to have a significant relationship on teacher retention and motivation in British Curriculum Schools.

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ABBREVIATIONS AND ACRONYMS

BCSE	British Curriculum System of Education
CPD	Comprehensive Professional Development
GCSE	General Certificate of Secondary Education
TTA	Teacher Training Agency
NQTs	Newly Qualified Teachers
SPSS	Statistical Package for Social Sciences
STRB	School Teachers' Review Body
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
A2	Advanced Level Two
AS	Advanced Subsidiary Level

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Motivation is a complex and dynamic construct that is a function of the past, present and future and is dependent on both the whole group and the individual (Linnenbrink & Pintrich, 2002). However, in any motivational process one strategy may not work on all individuals. Moreover, Black & Deci (2000) observe that there are some elements of social contexts which may influence reaction from only a given group. In most cases, motivation waxes and wanes. According to Dörnyei (2005), this is mainly due to the fact that it is dynamic, situational and psychologically experienced. However, with no motivation, individuals may tend to experience chronic drops which over a long-term might be a reflection of teacher burn-out. In this line, some of the elements or factors that may be used to note the prevalence of teacher de-motivation may include but not limited to emotional exhaustion, depersonalization, and low personal accomplishment (Grayson & Alvarez, 2007; Skaalvik & Skaalvik, 2009).

The motivating strategies that may be employed towards the teachers may be directed at individual levels or directed at the teachers in a given set up as a whole. Moreover, from a group point of view, the motivational efforts may be in the form of their design of the environment, direct intervention, or explicit instructional and/or interpersonal strategies (Hardré & Sullivan, 2002). An ideal result of teachers' motivating efforts is the individual's intrinsic and self-regulated motivation. Effort is intrinsic when teaching is driven from within, and it is self-regulated when the teacher plans, monitors

and adapts reasons, choices and actions systematically in order to optimize learning (Schunk & Ertmer, 2000). The effectiveness of a particular motivational strategy is reflected in the self-regulated behavior of teachers and results from their experiences, coupled with their proximal, which is their point of attraction immediately and futuristic goals (Miller & Brickman, 2004).

The effectiveness of motivational strategy may be measured based on its ability to influence teacher retention in schools. In the recent times, schools globally have been experiencing a lot of challenges in relation to retaining their teachers within school. For instance, in the US, Graziano (2005) observed that every year, U.S. schools hired more than 200,000 new teachers for that first day of class. By the time summer rolls around, at least 22,000 have quit. Even those who make it beyond the trying first year aren't likely to stay long: about 30 percent of new teachers flee the profession after just three years, and more than 45 percent leave after five. In line, Dill & Stafford (2008) indicated that about 50% of the new teachers leave the profession within the first five years of teaching. In addition, young people studying to be teachers rarely know if they will succeed as a teacher.

In England and Wales, the low retention rates of teachers in schools have continued being a high profile area of scrutiny. More specifically, subjects such as Mathematics, Science and English have been categorized by the Teacher Training Agency (TTA) as priority or shortage subjects. Additionally, schools in London have continued to experience particular shortages in teacher numbers over recent years (Hutchings, Menter, Ross, Thomson, & Bedford, 2000). This is whereby about 40% of

Newly Qualified Teachers (NQTs) have left teaching within the first three years of employment (Woodward, 2001).

Hutchings et al, (2000), citing a case of London, observe that teachers who tend to leave the teaching professions or just changing jobs are often doing so because they are disenchanted, either with management and or with the workload. More specifically, the highest rated reason for leaving the profession for other work was the lack of creativity and autonomy in the occupation in British Curriculum System of Education (BCSE).

The same challenge of teacher retention in schools is also felt in most of the African countries. For instance, countries such as Gambia, Lesotho, Tanzania and Uganda have been noted as to have a shortage of qualified teachers. This has been conceptualized as to have an effect both in the primary and secondary schools. It may further be observed that the average rate of teacher attrition in these countries is 4% and this may be attributed to factors such as retirement, resignations, death and dismissals (Sinyolo, 2007).

Minimal teacher retention in most of the schools in Africa, is as a result of teacher encounter with environments that lack essential professional support, especially from school leadership, organizational structures and workforce conditions that convey respect and value for teachers, and an induction and mentoring program for new and experienced teachers (Ingersoll, 2001; Johnson, Birkeland, Kardos, Kauffman, Liu, & Peske, 2001). Administrators have found the complexity of the issues embedded in retaining high quality teachers daunting.

In Kenya, the issue of teacher motivation and its effects on retention has been experienced for quit some time now. Teachers are not motivated to work. This is mainly

because the terms of service are poor compared to other workers in the working industry. This forces highly qualified teachers to move elsewhere looking for 'greener' pastures. Additionally, lack of feedback on how best they are working makes them not encouraged to work harder (Black and William, 1998). Charalambous (2009) urges that certain policies are not clear to the teachers. Worse still, the differentiation that exists among teachers in secondary schools in Kenya is not only in the teachers' grades but also the subjects taught. These differences are in the terms of services for instance the Arts-based graduate teachers are not paid the same salaries as their colleagues who teach the Sciences and Languages (Leonard, 2004). Such issues have brought about high teacher attrition in the country.

Kenyan teachers have been demoralized by the Government's policy intervention. The Government, in a bid to retain the special subjects teachers; gave them three increments on their salary different from their Art based counterparts. This policy intervention had a negative impact on the level of motivation of the Arts- based graduate teachers whose subjects were not considered special (Kasirye, 2009). In secondary schools, ranking of motivators has been done around the eight factors namely remuneration, the work itself, working conditions and environment, job security, school leadership and supervision, promotion, interpersonal relations and recognition (Smith, 1996) .

1.1.1 Overview of British Curriculum System in Kenya

Most of the schools in Kenya offer the 8-4-4 system of education as per the education policies in the country. However, there are still a few private schools that offer the British curriculum of education (Ferre, 2009). This system of education was first introduced in Kenya by the British colonial government to cater for the children of colonial administrators. Upon independence the system was retained to take care of the remaining British settler population. According to Buchmann (1999), this system was designed in a manner that it provided seven years of primary education, four years of lower secondary education, two years of upper secondary education, and three years of university. The structure of the British Curriculum system of Education is as summarized in the Table 1.1

Table 1.1

The Structure of the British Education System

Ages	Stage	Tests	
	Foundation		**Primary**
3-4	Nursery		
4-5	Reception		
	Key Stage 1		
5-6	Year 1		
6-7	Year 2	National Tests	
	Key Stage 2		
7-8	Year 3		
8-9	Year 4		
9-10	Year 5		
10-11	Year 6	National Tests	
	Key Stage 3		
11-12	Year 7		
12-13	Year 8		
13-14	Year 9		**Secondary**
	Key Stage 4		
14-15	Year 10	GCSEs	
15-16	Year 11	GCSEs/GNVQs	
	Post 16 Education		
16-17	Year 12	AS/A levels	
17-18	Year 13	AS/A levels	

In this system of education, Pupils are formally tested by their teachers when they first start school: this is called the baseline test. There are also national tests (or SATs) in English and Mathematics at the end of Key Stages 1 to 3, with the addition of SATs in Science at the end of Key Stages 2 and 3. At the end of Key Stage 4, students sit National Examinations such as GCSEs or GNVQs. Pupils can also continue their schooling beyond the age of 16. From 16 – 18, they can study for further GCSEs or GNVQs, or work towards the AS/A2 qualifications in individual subjects. All of these qualifications are taught at secondary schools or in colleges of Further Education and can enable pupils to progress to universities.

This system is generally characterized by an increase in the number of examinations provided to the learners to test their academic growth and understanding. The increase in number of examinations handled in the system has also had certain impact on the job enlargement of teachers in the schools. This has translated to increase in duties and responsibilities. Increased responsibilities and duties may affect teacher motivation to some extent because it brings in new challenges necessary for individual professional growth. This study examined the influence of teacher motivation strategies on teacher retention with reference to the British Curriculum secondary schools.

1.2 Statement of the Problem

In the British curriculum schools, teacher motivation has been a critical issue. This is as a result of ever increasing responsibilities among teachers that have emerged from the Britain's test-obsessed education system (Priestland, 2013). Teachers are given strict policies and standards to deliver within the education system whereas their conditions as teachers are not re-addressed so as to provide a win-win ground both for the education system and teachers. This brings about the question as to how effective and willing are teachers in the British Curriculum system of education to withstand the pressure of delivery prevailing within the system? Further, are teachers dully motivated to handle the pressure or what is their stand on the teaching profession under such conditions? The questions of teacher motivation and retention are not new in the teaching profession in Kenya. While much scholarly attention has been given to teacher motivation in 8-4-4 system, much remains unanswered when it comes to the British Curriculum system in Kenya.

Further, review of literature on the British system reveals that a number of studies have been conducted in the field of teacher motivation and retention (Hutchings et al., 2000; Woodward, 2001; Dill & Stafford, 2008). However, most of these studies have concentrated mainly in countries like United Kingdom and the United States of America. Few studies have been conducted in Kenya to address the issue of the influence of teacher motivation strategies on retention in British Curriculum system. Thus, there was a need to examine the influence of teacher motivation strategies on their retention in the British Curriculum in Secondary Schools in Lang'ata Division in Kenya.

1.3 Research Questions

The study was guided by the following research questions:

a) What are the teacher training background needs that affect their retention in the British Curriculum Secondary schools in Lang'ata division Nairobi Kenya?
b) How does the provision of incentives strategy affect teacher retention in the British Curriculum Secondary Schools in Lang'ata division?
c) How does teacher-performance appraisal strategy affect their retention in the British Curriculum Secondary Schools in the Division?
d) What are the measures that can be put in place to facilitate teacher motivation and retention in British Curriculum Secondary schools?

1.4 Research Hypotheses

This study was guided by the following key research hypotheses:

H_a; There is no significant relationship between teacher's training background and their retention in the British curriculum Secondary Schools in Langata, Nairobi

H_a**;** There is no significant relationship between the provision of incentives and teachers' retention in the British Curriculum Secondary Schools in Langata, Nairobi

H_a; There is no significant relationship between teacher performance appraisal strategies and their retention in the British Curriculum Secondary Schools in Langata, Nairobi

1.5 Significance of the Study

This study hoped to be of significance to various stakeholders. These include school administrators, teachers, policy makers and practitioners. Further the study is also hoped to contribute to the knowledge base.

The school administrators are hoped to gain from this study in that based on the findings made, they will have information on motivational issues that influence retention of teachers in their schools. Further, the recommendations given may boost awareness among the school administrators on how they may effectively apply various motivational strategies so as to enhance teacher retention in the schools.

Teachers will benefit from this study because it concentrates more on their motivational strategies that if put in place may improve their retention in schools. As such, if the recommendations given will be effectively applied by the school administration and all the other concerned stakeholders, then the working conditions of the teachers is hoped to improve as well as their retention in schools.

Based on the findings and recommendations that will be provided, it is hoped that the policy makers will be able to acquire tips that will guide them in formulating policies which address on teacher motivation strategies in schools.

The educational practitioners will obtain some information on regarding various teacher motivation strategies such as training needs, performance appraisal and provision of incentives does influence their retention in schools. They may also be able to apply the strategies in their respective fields of expertise so as to enhance retention among the concerned stakeholders.

This study is also hoped to contribute to the knowledge base in the areas of teacher motivation and their retention in schools. Moreover, the study is also hoped to stir up scholars and other students of research to carry out further researches on various aspects of teacher retention in schools besides the application of motivation strategies. The study is anticipated to contribute knowledge on how teacher training needs provision of incentives and teacher-performance appraisal influence teacher retention in the British Curriculum Secondary Schools.

1.6 Scope and Delimitation of the Study

This study was delimited to secondary schools that offer the British system of education. Specifically, it concentrated on the influence of teacher motivation strategies on the teacher retention and in the British Curriculum Secondary schools. The teacher motivational strategies considered by this study included training needs, provision of incentives and teacher performance appraisal. Geographically, this study covered only the British Curriculum Secondary schools in Lang'ata Division. The target population of this study included teachers and the school principals.

1.7 Theoretical Framework

There are various theories that have been formulated especially in relation to motivation strategies. Some of these theories include but may not be limited to Instinct Theory of Motivation, Incentive Theory of Motivation, Drive Theory of Motivation, Arousal Theory of Motivation and Humanistic Theory of Motivation (Cherry, 2013). However, these theories have their own strengths and weaknesses. For the purposes of this study, the incentive theory of motivation and drive theory were used as guiding theories.

1.7.1 Incentive Theory of Motivation

This is a psychological theory that postulates external rewards are the motivation for human actions. The theory suggests that people are motivated to do things because of external rewards. Behavioral learning concepts such as association and reinforcement play an important role in this theory of motivation. It may be observed that this theory shifts the emphasis of motivation from the internal to external. Incentive theories proposed that behavior is motivated by the "pull" of external goals, such as rewards, money, or recognition. It's easy to think of many situations in which a particular goal, such as a promotion at work, can serve as an external incentive that helps activate particular behaviors (Hockenbury & Hockenbury, 2003)

People are pulled toward behaviors that offer positive incentives and pushed away from behaviors associated with negative incentives. In other words, differences in behavior from one person to another or from one situation to another can be traced to the incentives available and the value a person places on those incentives at the time (Bernstein, 2011).

This theory is directly proportional to the drive theory in that it proposes the push for action as to being influenced by external factors rather than the internal factors. The theory mainly focuses on the aspect that ones actions are directed towards gaining certain rewards. The significance of this theory is that incentives can be used to get people to engage in certain behaviors, but they can also be used to get people to stop performing certain actions, incentives only become powerful if the individual places importance on the reward and the rewards has to be obtainable in order to be motivating.

As such, this theory found its application in this study in that it was conceptualized that there were various factors which were external in nature that influenced the retention rates of teachers in schools. Some of these factors as it was found in this study included but may not be limited to provision of incentives. These included recognition of their teachers efforts, increase in income or payments and provision of gifts and out door tours.

1.7.1.1 Strengths of Incentive Theory of Motivation

This theory has the following strengths. Rather than assume that people or animals are pushed to do things, incentive theorists assume that people and animals are pulled toward certain goals (Bernstein, 2012). To this extent therefore, incentive theory of motivation recognizes the fact that People will perform the behaviors necessary to accomplish those goals where there is a necessary pull factor. Motivational strategies like sustained feedback, remuneration, good working condition, clear goals and objectives, insurance cover, tuition waiver are key for workforce retention, which according to this study is teacher (Franzoi, 2011). Secondly, this theory recognizes the fact that human

beings are driven by pleasure, that is, they are motivated by that which is intrinsically pleasurable (Hockenbury & Hockenbury, 2003). Teachers' promotion, training, recognition for work done, prompt payments are therefore central in their motivation because these elicit pleasure and encourage the teachers to work harder so as to maximize gains. It also gives teachers reason to continue working thereby promoting retention.

Furthermore, the proponents of this theory recognizes that motivation is guided by human beings need to maximize their pleasure and minimize their pain (Franzoi, 2011). Just like any human being, teachers work must be accompanied by reward at the end so as to encourage them to continue working. Motivating teachers through incentives is therefore important. Incentives can be used to get people to engage in certain behaviors, but they can also be used to get people to stop performing certain actions. For example, recognition of teacher punctuality through incentives will discourage truancy among teachers. Inceptive motivational approach is a powerful tool because individual teachers place importance on the reward. If the rewards obtainable, teachers are motivated. Manageable and realistic goals set by the principal are an important tool in motivating teachers.

1.7.1.2 Weakness of Incentive Theory of Motivation

The main weaknesses of this theory are that not all incentives are created equal and the rewards that you find motivating might not be enough to inspire another person to take action. Physiological, social, and cognitive factors can all play a role in what incentives one finds motivating. For example, a teacher is more likely to be motivated by promotion when he/she actually needs the promotion versus when he/she is comfortable

in his/her current position. A biology teacher might be motivated to organizing remedial classes by the promise of a coveted trip to overseas, while a history teacher would find such trip completely unappealing. Secondly, "the value of an incentive can change over time and in different situations," notes author Stephen L. Franzoi in his text *Psychology: A Discovery Experience*. "For example, gaining praise from the principal may have positive incentive value for a teacher in some situations, but not in others (Franzoi 2011).

Even though incentive theory of motivation exhibits these weaknesses, it fits well in this study because the researcher looks at extrinsic motivation wholesomely. This means that the study focuses on an array of extrinsic motivational strategies used in the British Curriculum Secondary Schools in Lang'ata division, Nairobi, and how they influence teacher retention.

1.7.2 Drive Motivational Theory

To complement the incentive theory of motivation, the drive theory of motivation was also used. The theory was initially created by a behaviorist by the name Clurk Hull. The theory was further developed by his collaborator Kenneth Spence (Dewey, 2007). In contributing to the theory, Spence came up with the theory of discrimination learning (Spence, 1936). This theory came up as a result of his continuous attempt in the interpretation of inhibition, and his emphasis on incentive motivation rather than biological drive.

According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. This theory is useful in explaining behaviors that have a strong biological component, such as hunger

or thirst. The problem with the drive theory of motivation is that these behaviors are not always motivated purely by physiological needs.

Based on this idea, Hull suggested that all motivation arises as a result of these biological needs. In his theory, Hull used the term drive to refer to the state of tension or arousal caused by biological or physiological needs. Thirst, hunger and the need for warmth are all examples of drives. A drive creates an unpleasant state; a tension that needs to be reduced. The reduction of the drive acts as a reinforcement for that behavior. This reinforcement increases the likelihood that the same behavior will occur again in the future when the same need arises.

Despite its strengths, drive motivation theory has its own weaknesses. For instance, one critical problem that is associated with the theory is that it doesn't address how secondary reinforcers reduce drives. Unlike primary drives such as hunger and thirst, secondary reinforcers do nothing to directly reduce physiological and biological needs (Wike & Barrientos, 1958). For instance, money may be considered as a tool for purchasing primary items that may act as reinforcers but as per the theory, money does nothing in and of itself to reduce drives. Despite this, money still acts as a powerful source of reinforcement.

Another limitation as criticized is that the drive theory does not explain why people engage in behaviors that do not reduce drives. For example, people often eat when they're not hungry or drink when they're not thirsty. In some cases, people actually participate in activities that increase tension such as sky-diving or bungee jumping. Why would people seek out activities that do nothing to fulfill biological needs and that

actually place them in considerable danger? Drive-reduction theory cannot account for such behaviors.

The drive theory of motivation finds its application in this study in that, it is conceptualized that besides the primary needs, there are certain other internal needs within the teachers that act as a motivating drive as they execute their roles and functions as teachers. Such issues as they have been conceptualized in this study include teacher training needs, provision of incentives and teacher performance appraisal. As such the theory provides a guiding framework for this study on how secondary reinforces (teacher training, incentives and performance appraisal) may influence the overall motivation and retention of teachers in the British Curriculum Secondary Schools.

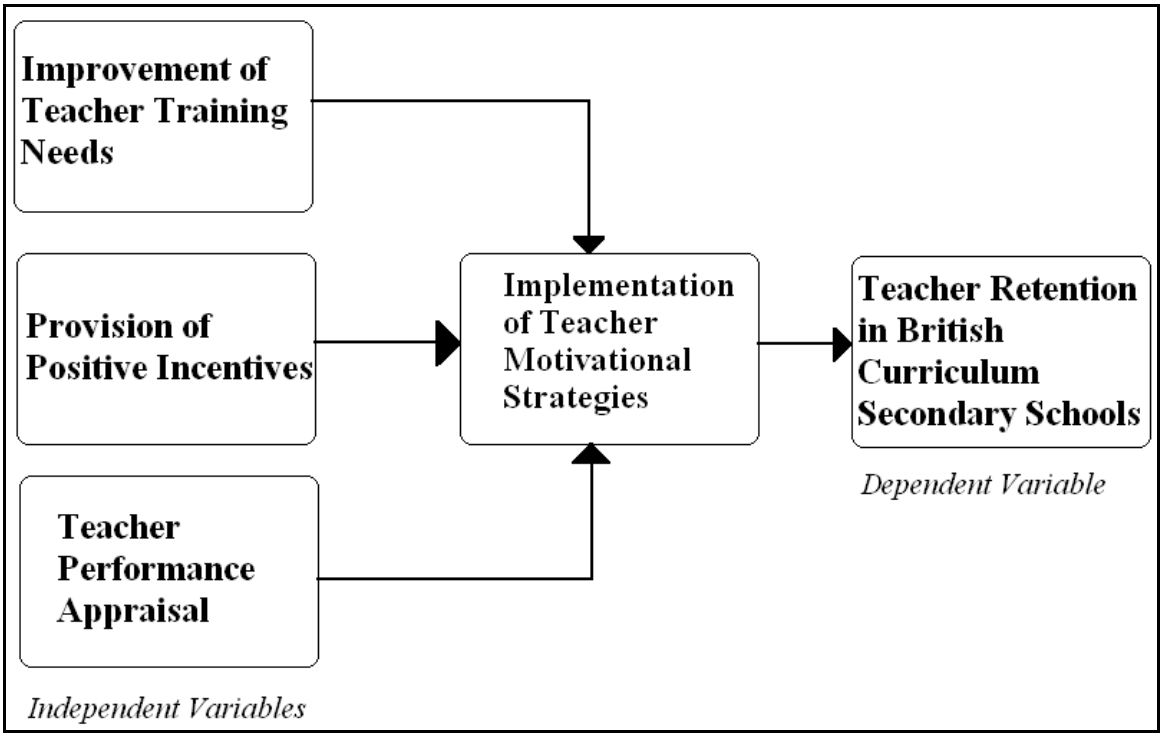
The relevance of this theory was brought out in this study whereby it was noted that teacher training which is mainly towards empowering teacher as an individual and an internal factor did influence their retention in the British curriculum schools. Moreover, besides the external rewards as postulated in the incentive drive theory, performance appraisal which was also directed towards improving the internal efficiencies of the teacher in their teaching profession was found to have a significant relationship in the retention of teachers in the British curriculum schools. As such, it may be concluded that besides the external motivation factors, internal issues need also to be addressed by schools so as to be all rounded in meeting the various motivational issues of teachers for their retention in not only the British Curriculum schools but also the other institutions of learning.

1.8 Conceptual Framework

The conceptual framework of this study was based upon the notion that the dependent variable depends upon other independent variables. In this case, teacher motivation was considered to depend upon various other strategies. Moreover, the study conceptualizes that with improved teacher motivation, teacher retention in British curriculum secondary schools tend to be high. Figure 1.1 shows the interaction between variables

Figure 1.1

Teacher Motivation Strategies and Their effects on Teacher Retention



As conceptualized in the figure 1.1, there are a number of strategies that if put in place do play a role in motivating teachers in the motivational strategies such as improvement of teacher training needs, provision of incentives and teacher performance appraisal. On the other hand, the figure further conceptualizes that if these strategies are

followed strictly they may influence teacher retention in the British Curriculum Secondary Schools.

In terms of teacher training needs, there are various aspects in the teacher training that may influence their competencies in the teaching profession. Teachers who are not adequately trained to handle various issues that are emerging in the educational sector may find it as a hustle and thus, some may opt quitting the profession for something else. Thus, understanding and meeting the teacher training needs has been projected as one of the strategies that may play an important role in facilitating their motivation and retention in the school.

Just like every human being, teachers need to be appreciated for the hard work that they put in to ensure that effective education is provided. Use of incentives such as rewarding the best teachers with gift vouchers, an added up money that is outside the normal salary and recognition of their efforts are conceptualized as to influence teacher motivation to a certain extent. In schools where such criteria are not being applied may find a scenario where most of the teachers are not that motivated in their teaching profession and hence some of them opt to quit from their teaching careers and look for other job opportunities.

Teacher performance appraisal has also been conceptualized to influence teacher motivation to some certain extent. Teacher appraisals may include reviewing of the teaching curricula, involving teachers in activities that they get to receive feedbacks about their progression in the teaching and learning and evaluating teachers so as to understand their needs and demands for future improvement. Conducting of teacher appraisal may influence positive teacher development if done correctly and in a

professional manner. Moreover, according to Briscoe and Hall (1999), employee development is underpinned by a set of 'metacompetencies' including qualities such as accurate self-awareness, feedback seeking, and openness to a range of ideas and concepts etc. Other factors such as communication and teamwork skills, stress and conflict reduction, handling of emotion and conscientiousness are now often seen as important concepts to be measured and managed through performance appraisal and management processes.

1.9 Operational Definition of Key Terms

British Curriculum Secondary Schools

This term has been used in this study to refer to the secondary schools that offer purely the British system of education in Langata, Nairobi.

Incentives

This term has been used to refer to the rewards given to the teachers so as to influence them to remain employed in the respective schools.

Motivation Strategies

This term has been used to refer to the inner drive or influences that have been put in place to boost the morale of teacher professionals in the British Curriculum Secondary Schools, in Langata Nairobi.

Performance Appraisal

The term has been used to refer to the methods by which the job performances of teachers are evaluated and those with improved performance are motivated through various strategies with an aim of retaining the best teachers in schools.

Retention

This term has been used to refer to the longevity of service at the same school following the British curriculum.

Training Needs

As used in this study, training needs refers to all the educational reinforcement practices that teachers require for them to be effective and motivated to offer teaching services to students in the British Curriculum System of Education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Drawing resources from the existing literature which comprised of books, journals and published studies, this chapter presents a review of literature on the effect of motivation on teacher retention in schools. The review is presented under the following sub-headings: empirical review, critique of the literature and summary. The last part of the chapter presents a summary of the chapter.

2.2 Empirical Review

This section is presented based on the following areas: effects of teacher training needs on their retention, effects of incentives on teacher motivation and retention and influence of performance appraisal on teacher motivation and retention.

2.2.1 Effects of Teacher Training Needs on Their Retention

In a school set up, provision of motivation may play a critical role in facilitating good performance either among students, teachers or the school communities at large. Without motivation teachers may not do their best and will be dissatisfied with their job, and this may result to decreased teacher retention. Thus, it may be stated that motivation is the heart of teaching and learning process. Moreover, the entire human behavior of teachers and students in general may trigger in response to some kinds of internal (physiological) or external (environmental) stimulation. Varying behaviors are, purposeful or goals directed and hence are the direct result of the arousal of certain

motives. Motivation holds a pivotal role in the teaching and learning process. Though a teacher's level of motivation occupies a very important position, it always depends on the students' level of motivation which plays even more role in the cycle of teaching and learning process (NaseerUd Din, 2008).

Improving the teacher quality through provision of education has been noted as to influence their motivation to some extent. Evidence shows that improving the quality of teaching is essential to driving up standards in schools. Moreover, students who are taught by good teachers score nearly half a GCSE point more per subject than those who are taught by poor teachers (School Teachers' Review Body (STRB), 2012).Thus, teachers who are properly trained feel adequately motivated to continue with their teaching profession as compared to those who are not dully trained and certified as teacher professions.

Emojong (2004) in his work; In-Service Training Programs and their effects on the performance of staff at the Uganda Revenue Authority, emphasized the need for on-job training, short seminars and team building workshops as programs that increase the employees performance. However, what was not considered by him was the fact that all the above should have a basis of individual focus such as suggested by the review forms. It should be put to record that most studies have undermined the importance of the employee involvement in the designing of the seminars, workshops, and any other training to such an extent that they feel part of the process.

In trying to expound on the concept of motivation, Reeve (2001) states that motivation can come from two sources, the extrinsic and intrinsic. Extrinsic motivation comprises of those motivational drives that are related to the external environment such

as pay, supervision, benefits and job perks whereas Intrinsic involves the motivational relationships between worker and the task and adequacy of the teacher capacity in terms of training. The retention of the teachers in schools may be based on how well the intrinsic and extrinsic motivations are balanced. As observed by Arif (2003), the intrinsic motivation may not be able to sustain all activities whereas extrinsic motivation is often necessary for persistence of motivated behavior. Thus, school administrators are opted to have motivational strategies that address on these two aspects of motivation so as to ensure that they are able to retain their teachers in school.

Okontomene (2010) carried out a study to investigate factors that influence teaching practice and post-training performance of teachers in Ghana. This study was conducted to find out whether there are disparities in the teaching practice and post training performance of teachers. This was against the backdrops that some teachers who perform well in teaching practice are perceived as not doing the same after training. The sample consisted of twenty head teachers and thirty teachers. The main findings of the study were that there are differences between Teaching Practice and Post Teaching Practice supervision of teachers. The study findings also revealed that there were differences between Teaching Practice and Post Teaching Practice expectations of teachers.

Furthermore, the study reported that there were significant differences between Teaching Practice and Post Training conditions under which teachers perform. Lastly, the study found that there were some difference between Teaching Practice performance and Post Training performance of Teachers. Among the recommendations to improve Post Training performance of teachers, are that there should be a uniform checklist for

supervision throughout the country and for teachers to perform at the optimal level, hardworking teachers should be rewarded and those in deprived areas compensated. Promotion of newly trained teachers should be based on appraisal of their Post Training performance and not on long service to serve as motivation for hard work. This study indicated how training had a later influence on the overall teaching practices in schools. It however failed to capture how this would influence the overall motivation as well as retention of teachers in the schools.

Harris and Sass (2007) investigated on Teacher training, quality and student achievement in schools in Florida. The study suggested that teacher training generally has little influence on productivity. One exception was that content-focused teacher professional development was positively associated with productivity in middle and high school math. In addition, more experienced teachers appear more effective in teaching elementary and middle school reading. There is no evidence that either pre-service (undergraduate) training or the scholastic aptitude of teachers influenced their ability to increase student achievement. This study finds its application in the current study, in that it brought out how training influenced the effectiveness of teachers in their profession. It however failed to touch on how this training also influenced their retention in schools and thus this formed the focal point of investigation in the current study.

In schools, the element of teacher recruitments may not play a great role in addressing the problems faced especially in staffing. Instead, the organizational causes of low teacher retention should be considered (Ingersoll, 2001). One of these causes is normally lack of job satisfaction among teachers which in turn may be linked to poor teacher motivation. The interrelation of teacher motivation and school reform efforts has

also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs.

2.2.2 Effects of Incentives on Teacher Motivation and Retention

While the fulfillment of basic needs is important to lay the foundation for teachers to desire to improve their professional behavior and personal achievement, there are number of theories which indicate that satisfaction of basic needs in and of itself functions as a mere extrinsic, or external, incentive. According to Benabou and Tirole (2000), extrinsic incentives are only weak reinforcers of motivation in the short run and negative reinforcers in the long run. In terms of work motivation, Herzberg (1966) finds that achievement; recognition, the work itself, responsibility and advancement are more effective long-run motivators than interpersonal relations, working conditions, and pay.

Lope and Habibah (2004) carried out a study entitled "Improving the Teaching Profession through Understanding Educators' Self Motivation in Malaysia". This study was conducted on 221 distance education students to investigate their self motivation towards teaching as a profession. Data were collected via an open ended questionnaire to elicit their perceptions on reasons in favor or otherwise of the teaching profession. Data were analyzed qualitatively using the phenomenological approach. Findings indicated that teachers have several reasons in favoring the teaching profession, such as, teaching being a noble profession, as an opportunity to contribute towards students' advancement, and development, and to fulfill self interest, and satisfaction.

Another category that emerged from the findings is the perception of teaching as a challenging career. On the other hand, reasons for not favoring the teaching profession include low salary, lack of promotion opportunities, unsatisfactory leader behavior, and variety of workload, student discipline problems, uncooperative colleagues, and uncondusive working environment. Some suggestions given by the respondents to improve self-motivation included understanding of personal traits, selection of good school leaders, review of educational system, salary scale, and workload. Implications of the study are discussed to understand current status of teachers' self-motivation in relation to individual well-being, and self-actualization.

It may however be noted that traditionally, teachers have not been motivated by extrinsic needs for money or status, yet most teacher incentive plans focus on extrinsic rewards that can motivate at best "a fair day's work for a fair day's pay." Cognitive motivation theories associate intrinsic and moral motivation with high performance (Paynter, 2004).

Another study conducted by NaseerUd Din (2008) in Pakistan was set to find out the motivational techniques, used by heads of institutions of higher education to motivate their teachers to make all out efforts for an excellent performance. The main objectives that guided this study included the following: (a) to investigate the motivation techniques used by the heads of institutions of higher education, (b) to examine the views of teachers about the effective and ineffective motivational techniques used by their heads, (c) to identify the students' opinion about the performance of the teachers resulting from motivational techniques used by the heads, (d) to find out the impact of motivation techniques used by the heads on the performance of teachers. The nature of this study

was descriptive type. The population of this study included the following (a) Principals of degree colleges in Pakistan (b) all the teachers working in degree colleges (c) students studying in these colleges.

In choosing the sample from this population, random sampling type was used. The sample constituted of 100 male and 100 female degree colleges, their heads, five teachers and twenty students were selected from each college. Questionnaires were used as research instruments for collection of data. The data were tabulated, analyzed and interpreted category-wise compare responses of three groups (Principals/teachers, teachers/students and principals/students) and compare responses of male and female principals, teachers and students. To analyze the data, chi-square as a contingency test and percentage were used.

On the basis of analysis it was concluded that majority of head teachers used constructive as well as optimistic strategies; they appreciated intentionally, rewarded, gave constructive criticism and incentives, expressed expectations, promoted, and gave recognition, status and personal loyalty. However, they did not provide job security, instructional technology, do not consult their teachers and also gave less feedback on academic matters. In the opinions of teachers, effective motivation techniques were constructive criticism, maintaining discipline, encouragement of creativity, innovation, expression of expectation of the principals, guidance, appreciation, sympathetic behavior of the principal, appropriate relief time, regular evaluation of teachers, regular payment of salary and other remuneration, financial incentives in the form of cash, bonus. While apprehension of teachers, teacher transfer, forceful expression of his opinions, stiff

dealing of heads, chide the teachers on their mistakes and discrimination in assigning duties were the techniques that negatively affected the performance of the teachers.

The following recommendations were made for the improvement of the teaching-learning situation in the higher education institutions. Head teachers should show honesty, fairness, politeness, kind heartedness and punctuality. Furthermore, Head teachers should assign the examination duties among his teachers justly and fairly and head should ensure evaluation of teachers' performance regularly. Heads should avoid practicing the factors like apprehend for teachers transfer, stiff in their dealings and forcefully expression of his opinions for better performance of the teachers. The heads may be empowered to utilize sufficient funds for motivating teachers and students. A special training course may be arranged for educational managers, administrators and supervisors for achieving competency in motivation techniques.

Qayyum (2003) in his study on “Let’s Enhance the Performance of the Teachers: A Study of Motivational Techniques used by School Heads in Pakistan” was set to investigate the relationship between the motivational techniques used by the school heads and the performance of teachers. Twenty elementary schools heads and sixty school teachers were selected as a sampled. From the analysis, the study found that teacher’s competency motivated them to do well. Moreover, chance of promotion, proper division of work among the employees, due favor, availability of teachers for guidance, appropriate working conditions and an assurance of job security increased motivation. The suggestions were given by the respondents to improve the reward, incentive and working conditions environment programs to the extent that they see the outcomes as satisfying. Moreover, the school administrations should understand the needs of their

teachers then it's in the light of these needs that motivational techniques are put in practice to facilitate teacher motivation and retention respectively.

In terms of job satisfaction and teacher retention in schools, Chapman et. al. (1993) noted that incentives were related to teacher job satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their intrinsic, or internal, motivation; such as achievement, recognition, and career development. The relationship between, and relative effectiveness of, extrinsic versus intrinsic incentives is an important issue for teacher motivation in the developing world, where material resources to motivate teachers through extrinsic means are often very scarce to begin with.

Moreover, a teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. An extrinsic motivation incentive plays an important part in people's life. It is very important too strong in influencing a person's behaviour (NaseerUd Din, et. al., 2012).

2.2.3 Influence of Performance Appraisal on Teacher Motivation and Retention

Monahan (1996) describes a new concept, Comprehensive Professional Development (CPD), which focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to school wide change.

Unfortunately, he reports, principals and teachers still regard CPD like activities for continuing professional development to be less important than traditional methods.

On the other hand, Performance management recognizes and values teachers' strengths and supports them in developing their expertise so that they can be even more effective. As such, it is at the very heart of school improvement. All teachers need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness. Taylor (2003) notes that the performance appraisal process offers employees the opportunity to receive structured, constructively framed feedback about their work and growth potential.

Ojokuku (2013) carried out a study entitled "Effect of Performance Appraisal System on Motivation and Performance of Academics in Nigerian Public Universities". The study sample was drawn from four (4) public universities in south western Nigeria. Data was sourced with the aid of a questionnaire, while percentage and multiple regression analysis were used for data analysis. Findings showed that the university academics see their performance appraisal system as not being accurate and fair enough because it does not capture adequately, all the job components that make up their performance during the review period.

The performance appraisal system was also found to exert a strong influence on the academics' motivation and overall performance. It was recommended that the PA system for academics should be reviewed by university management such that all the components of their job are captured, evaluated, and adequately rewarded. This is expected to impact positively on the motivation and overall performance of the academics, thereby working as a veritable tool for steering university education towards

the right direction for national development. This study contributed to the current study by indicating how poor performance appraisal systems in schools affected the overall motivation and performance of employees. However, this study further intended to examine whether this had any effect on the overall retention of teachers in British curriculum secondary Schools in Lang'ata.

According to Berman (2005), appraisal and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee. Scott & Finch (2005) contend that, performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual–peer appraisal. These components help to minimize subjective impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations are well developed and increasingly common in both large and small institutions.

Namuddu (2010) conducted a study entitled "*Staff Appraisal Systems and Teacher Performance at Aga Khan Schools in Kampala District"*. The study was concerned with staff appraisal systems and their effect on teacher performance in Aga Khan Schools. The research was guided by two objectives which aimed at establishing the relationship between teacher-based evaluations on teacher performance and establishing the relationship between the school evaluation criteria on teacher performance. By use of the cross- sectional approach, 78 teachers were used as the sample size that was important in investigating the topic at hand. Significant relationship between teacher-based evaluations and teacher performance and significant relationship between the schools

evaluation criteria and teacher performance were tested. It was noted that emphasis was lacking on teacher- based evaluations, the school's evaluation criteria lacked more detail, organization and emphasis on individual activities. Therefore, emphasis was needed on the appraisal process whereby teacher evaluations would be given priority so that teachers feel empowered. The general school's evaluation also needs to be detailed enough in order to measure practical and specific items of performance and also collective action was needed to improve transparency of the system. These were thought to be important in improving the appraisal system to a level where teacher performance would improve and hence improved retentions.

Mayer and Davis (1999) carried out a study which was set to investigate the effect of the performance appraisal system on trust for management. To arrive at its findings, conclusions and recommendations, the researchers used field quasi-experiment in a manufacturing firm in the plastic industry. The study found that the implementation of a more acceptable performance appraisal system increased trust for top management. The three proposed factors of trustworthiness (ability, benevolence, and integrity) mediated the relationship between perceptions of the appraisal system and trust. This study is applicable in the current study in that it indicates the influence that an appropriate and effective performance appraisal technique may have in improving the trust of employees in the organization.

A more recent study was carried out by Saeed, Lodhi, Naeem, ur Rehman, Mahmood and Ahmed (2013) entitled "Impact of Performance Appraisals and Motivation on Employee's Outputs in Banking Sector of Pakistan". The main purpose and objective of the study was to explore and examine the relationship between work performance with

the performance appraisal and motivation in banking sector of Sahiwal, Pakistan. Data was collected through the questionnaire. The sample size consisted of 200 employees of banking sector of Sahiwal, Pakistan. The study found that there was overall positive relationship of work performance with the performance appraisal and motivation of the employees of banking sector of Sahiwal, Pakistan. This study played a great role in bringing out the picture and influence of performance appraisal on the motivation of employee. Its limitation was that it was carried out in the banking sector and failed to look at how the appraisal enhanced employee retention. As such, this study investigated the influence of performance appraisal on employee retention in British Curriculum schools.

Additionally, Vignaswaran (2008) carried out a study which was set to investigate the relationship between performance appraisal satisfaction and employee outcomes in Peninsular Malaysia. The data was collected from 303 employees from many organizations pertaining to several different industries, throughout the region. The study showed that the relationship between performance appraisal satisfaction and employee outcomes in the form of work performance, effective organizational commitment and turnover intention was mediated by employees' intrinsic motivation. This study proved to be of much contribution to the current study. However, its limitation is that it was conducted in the first world country and in non academic organization. As such, there was need for this study to be carried out to check on the academic sector situation.

It may be indicated that appraisals have the power to motivate employees because they provide a number of interconnected benefits. These include; the demonstration of the need for improvement, they meeting of higher-level psychological needs, the building

of a sense of personal value, the enhancement of personal development, and generally the increase of employee motivation and increased performance (Lloyd, n.d). As such, if school managers use the performance appraisal techniques effectively, teachers are expected to acquire all these benefits and this contributes to their satisfaction in the school as well as their retention.

There are indeed a number of studies that have been conducted on the areas of teacher motivation and their retention. Moreover, each of these has their own weaknesses/ limitations. For instance, the study conducted by Lope and Habibah (2004) on "Improving the Teaching Profession through Understanding Educators' Self Motivation". This study was conducted among 221 distance education students to investigate their self motivation towards teaching as a profession. Data were collected via an open ended questionnaire to elicit their perceptions on reasons in favor or otherwise of the teaching profession. Additionally, data obtained were analyzed qualitatively using the phenomenological approach. The current study however, intends to use both quantitative and qualitative approaches of data collection and analysis. This was facilitated through the use of both questionnaires and interview guides as the key data collection instruments.

The study by NaseerUd Din (2008) on the motivational techniques, used by heads of institutions of higher education to motivate their teachers to make all out efforts for an excellent performance, is descriptive in nature. Moreover, the sample size constituted of 100 male and 100 female degree colleges, their heads, five teachers and twenty students who were selected from each college through simple random sampling procedure. Questionnaires were used as research instruments for collection of data. The data were

tabulated, analyzed and interpreted category-wise compare responses of three groups (Principals/teachers, teachers/students and principals/students) and compare responses of male and female principals, teachers and students. To analyze the data, chi-square as a contingency test and percentage were used. From the methodological point of view, this study was large in scope. This is whereby it involved too many respondents and delimited the data collection instruments to only questionnaires. Questionnaires limit individuals to certain given answers hence they may not be able to give other issues besides the ones given. However, the current study intends to obtain information from only teachers and principals in these schools. It also uses both questionnaires and interview guides. The interview guides are open and hence respondents may give as much information as they can because they are not limited to any written answers.

The study by Levac (2009) on "Teacher Incentives and Performance: An Application of Principal–Agent Theory" was delimited in that it mainly concentrated on secondary data as a source of its own information. Additionally, the study by Qayyum (2003) on "Let's Enhance the Performance of the Teachers: A Study of Motivational Techniques used by School Heads" was set to investigate the relationship between the motivational techniques used by the school heads and the performance of teachers. Twenty elementary schools heads and sixty school teachers were selected to participate in the study.

Namuddu (2010) conducted a study entitled "*Staff Appraisal Systems and Teacher Performance at Aga Khan Schools in Kampala District"*. The study was concerned with staff appraisal systems and their effect on teacher performance in Aga Khan Schools. The research was guided by two objectives which aimed at establishing the relationship

between teacher-based evaluations on teacher performance and establishing the relationship between the school evaluation criteria on teacher performance. By use of the cross- sectional approach, 78 teachers were used as the sample size that was important in investigating the topic at hand. This study was delimited in terms of the scope in that it only captured the opinions of the teachers and failed to check on the school principals' opinions regarding the same. This study intends to capture both the opinions of the teachers and principals through questionnaires and interview guides respectively on the influence of teacher motivation strategies on their retention in British Curriculum Secondary schools.

2.3 Summary

From the literature review a number of studies have been carried out in the areas of teacher motivation and their retention. Most of the studies reviewed in the literature have addressed on the factors such as teacher training needs, provision of incentives and teacher performance appraisal techniques as to have an influence on the teacher retention in the teaching profession. However, most of these studies that have been reviewed none has been carried out in Kenya and with specific reference to British Curriculum Secondary schools in Lang'ata Division. Moreover, for those that have happened to be carried out in Kenya none has addressed on the influence of teacher motivation strategies on their retention in the British Curriculum Secondary schools in Lang'ata Division. The studies were also wider in scope. Hence there is need for this study to be carried out on the influence of teacher motivation strategies on their retention in British curriculum secondary schools in Lang'ata Division.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was used in this study and provides a general framework for this research. The chapter presents details of the research design, target population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research Design

A research design may be defined as the blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings (Burns & Grove, 2003). This is in line with Orodho (2003) description of a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. It sets up the framework for study and is the blueprint of the researcher.

This study adopted a mixed method research design. In particular, the researcher used the Triangulation design, convergence model. This involves the mixed use of both questionnaires and interview guide to gather data from the respondents. The design allowed the researcher to collect both qualitative and quantitative data separately and to compare and contrast their results. This design was used because it is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis. The

design allows use of various methods of data collection like questionnaire and interview methods (Teddlie & Yu, 2007). The researcher used a mixed method research design to collect data from the principals and teachers from the British Curriculum Secondary schools in Lang'ata Division, Nairobi Kenya.

3.3 Target Population

According to Gall, Gall and Borg (2007), a target population provides a solid foundation and first step upon which to build population validity of the study. Barton (2001) observes that any scientific research targets a given population through which questionnaires and interviews are distributed so as to get the desired or the required data for analysis. This study targeted all the eight British Curriculum Secondary schools in Lang'ata Division, two hundred and forty teachers and eight principals in the British Curriculum Secondary schools in Lang'ata Division. In total, the target population was two hundred and forty eight (N=256). This population was expected to provide valuable information related to the influence of teacher motivational strategies on their retention in the British Curriculum Secondary Schools.

3.4 Sample and Sampling Procedure

3.4.1 Sample

A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 1999). This subgroup is carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as subject, respondent or interviewees. The sample size of this study was one hundred and thirty (n=130). One hundred and twenty teachers

(n=120) and eight (n=5) principals were selected from (n=8) British Curriculum Secondary Schools in Langata Division. Simple random sampling procedure was used to arrive at 50% of the teachers, whereas all British Curriculum Secondary Schools and their principals were included in the study. This was because there were a small number in a small geographical location, and the researcher could access all the principals and all the schools.

Table 3.1

Summary of the Sample Size

Category	**Target Population**	**Sample Size**
British Curriculum Secondary Schools	8	5
Teachers	240	120
Principals	8	5
Total	**256**	**130**

3.4.2 Sampling Procedure

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. Probability and non-probability sampling procedures were used to sample schools, teachers and principals.

3.4.2.1 Sample of British Curriculum Schools

The study targeted all the British Curriculum Secondary schools in Lang'ata Division in Nairobi County. The target sample must be as representative as possible of

the population from which it is drawn. The researcher used simple random sampling of Districts in Nairobi County to arrive at Lang'ata District. All British Curriculum Secondary Schools in Lang'ata District were hence included in the study.

3.4.2.2 Sample of Teachers

Teacher participants were arrived at through simple random sampling procedure. In total, there were one hundred and twenty (n=120) teachers out of whom ninety (90) responded.

3.4.2.3 Sample of Principals

All the school principals were used in the study. In total eight (8) principals were picked out of whom five were interviewed. The researcher felt that having over 50% response rate was good enough for the current study given that all the schools fell within the same location and are expected to run along common BCIS set criteria.

3.5 Description of Research Instruments

Two data collection instruments were used, namely questionnaire method, for the purpose of primary quantitative data and interview guide for primary, qualitative data.

3.5.1 Questionnaires

A questionnaire may be defined as research data collection instrument which consists of a series of questions and other prompts for the purpose of gathering information from respondents. In this study, questionnaires were used to collect key information from the teachers on the area under study. The questionnaires were used for the following reasons: its potentials in reaching out to a large number of respondents within a short time, its ability to give the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondent and it is objective

method since no bias resulting from the personal characteristics (as in an interview) (Owens 2002).

The questionnaire for the teachers was subdivided into various sections. The first section was mainly aimed at capturing the background information of the teachers. However, the other sections were categorized as follows: Section II: Teacher training needs that affect their retention in the British Curriculum Secondary schools, Section III: Influence of Incentive Provision Strategy on teacher retention in the British Curriculum Secondary Schools, Section IV: Influence of teacher-performance appraisal strategy on their retention in the British Curriculum Secondary Schools and Section V: Measures that can be put in place to facilitate teacher motivation and retention in Secondary schools.

3.5.2 Interview Guide

Interview method was used to collect primary, qualitative data from the principals. This method was used since it generally yields highest cooperation and lowest refusal rates, offers high response quality. It also takes advantage of interviewer presence and its multi-method data collection that combines questioning, cross-examination and probing approaches (Owens, 2002). The interview guide was semi-structured (with some closed and open ended items). It was divided into two main sections, namely demographic characteristics and the influence of teacher motivational strategies on their retention in British Curriculum Secondary Schools.

3.6 Description of Data Collection Procedure

Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the Catholic University of Eastern Africa. Audience with the sampled British Curriculum Secondary Schools principals was also sought to clarify the purpose of the study. Upon getting clearance, the researcher in person distributed the questionnaires to the teachers. School administration assisted in the data collection. Use of questionnaires eased the process of data collection as all the selected respondents were reached in time. During the distribution of the instruments, the purpose of the research was explained. The information provided by the principals during the interview was written down on the spaces which were provided in interview booklet. To ensure the confidentiality of principals, the names of their schools were not written on the interview papers or included in the analysis.

3.7 Description of Data Analysis Procedures

Both quantitative and qualitative approaches were used for data analysis. Quantitative data from the questionnaire was coded and entered into the computer for computation of descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS version 11.5) was used to run descriptive statistics such as frequency and percentages so as to present the quantitative data in form of tables and graphs based on the major research questions. The collected data were organized and prepared for analysis by processing using SPSS for descriptive and inferential analysis. Inferential analysis was used in analysis of variance (ANOVA). Three hypotheses were tested by use of ANOVA to establish the nature of relationship existing between various study parameters, namely

teacher training background, incentives and performance appraisal and teacher retention in British Curriculum Schools.

The qualitative data generated from interview guide was categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation. The qualitative data were used to reinforce the quantitative data.

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (1999), Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study.

The researcher validated the research instruments in terms of content and face validity. The content related technique was used to measure the degree to which the question items reflect the specific areas covered. The validation of the questionnaires and interview schedule was done through the following ways: the researcher requested research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study. They were asked to read, judge, make recommendations and give feed back to the researcher.

Face validity concerns the extent to which the researcher judges that the instrument is appropriate. The researcher consulted research experts to verify whether the instruments are valid. After the construction of the questionnaires and interview schedule the researcher reviewed the items with the help of supervisors, lecturers and scrutiny of peers. The suggestions given were incorporated to validate the instruments.

3.8.2 Reliability

The term reliability points to the level of internal consistency or stability over time of a research instrument. Therefore for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples that have been drawn randomly from the same population (Mugenda and Mugenda, 1999). To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study. The reliability of the teachers' questionnaire was computed using Cronbach's Alpha reliability coefficient method. Upon computation with the help of SPSS, Cronbach's alpha of 0.7931 was obtained (See Appendix III). According to George and Mallery, (2003), questionnaire likert scale for social science research is deemed reliable if the statistical Alpha is equal to or greater than 0.5.

3.9 Ethical Consideration

The researcher got research permit and letter of authorization from the respective authorities. Having fulfilled the requirements for research permit and authorization the researcher was issued with a permit letter of authorization to carry out the study on

"Effect of teacher motivation strategies on teacher retention in British Curriculum Secondary Schools in Lang'ata Division, Nairobi County".

On the other hand, the researcher explained to the respondents about the research and that the study is for academic purposes only. It was made clear that the participation was voluntary and that they were free to decline or withdraw any time during the research period. The participants had the informed consent to make the choice to participate or not. They were guaranteed that their privacy was protected by strict standard of anonymity that was that participant will remain anonymous throughout the study.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the results and discussion of the findings of the influence of teacher motivation strategies on teacher retention in British curriculum secondary schools in Lang'ata division, Nairobi County. The data were analyzed with the help of a computer program, SPSS. This enabled the research data to be presented in frequencies and percentages and summarized using tables and figures.

The chapter consists of the results and discussion of findings of the study. It is divided into the following sub-headings: response rate, background information, teacher training needs that affect their retention, effect of provision of incentives strategy on teacher retention, how teacher-performance appraisal strategy affects their retention, measures that can be put in place to facilitate teacher motivation and retention in British Curriculum Secondary Schools and hypothesis testing.

4.2 Response Rate

Table 4.1 presents a summary of the response rate of the respondents who took part in the study. These include teachers and principals from the selected British Curriculum Secondary Schools in Lang'ata Division.

Table 4.1

Response Rate of the Respondents

Participants	**Expected Sample Size**	**Actual Sample Size**	**Return rates (%)**
Teachers	120	90	75
Principals	8	5	63
TOTAL	**128**	**95**	**69**

The overall response rate was good at 69%. The high response rate is attributed to the personal follow up made by the researcher and the cooperation received from the respondents (teachers and principals) who were selected to participate in the study.

4.3 Background Information of the Teachers

The respondents were asked to provide their background information, under this section they were expected to provide their: Gender, age, education level and working experience.

4.3.1 Gender

The teachers were asked to provide their gender as either male or female. Figure 4.1 shows the distribution of their responses. This was important in order to enable the researcher to tell if the research subject affected the genders differently.

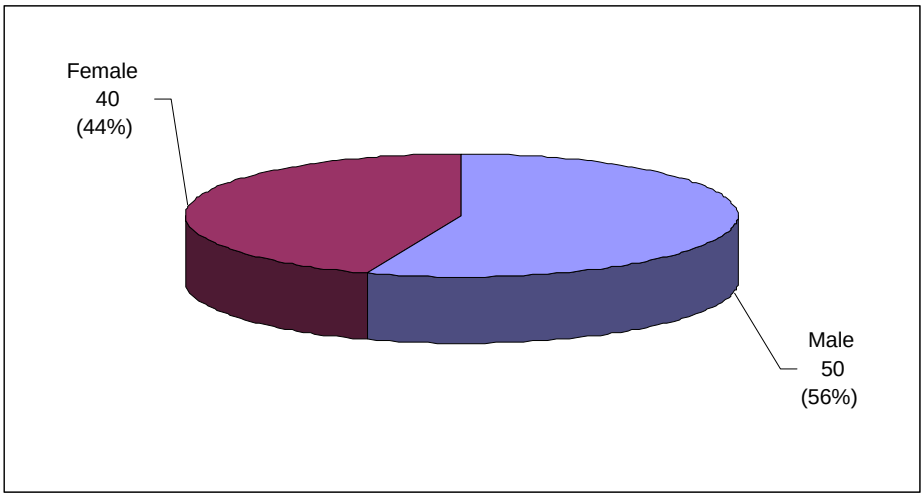


Figure 4.1 ***Distribution of the Teachers by their Gender***

More than half of the teachers (56%) who took part in the study were male. The rest of them (44%) were female.

4.3.2 Age

The teachers were also asked to provide their age. This was broken down into a range of years. These ranges were as follows; 25 to 30 years, 31 to 35 years, 36 to 40 years and 41 years and above. The age helped to answer the question; does age determine the respondents' preference of strategies on motivation and retention. The figure 4.2 shows the distribution of their ages in years.

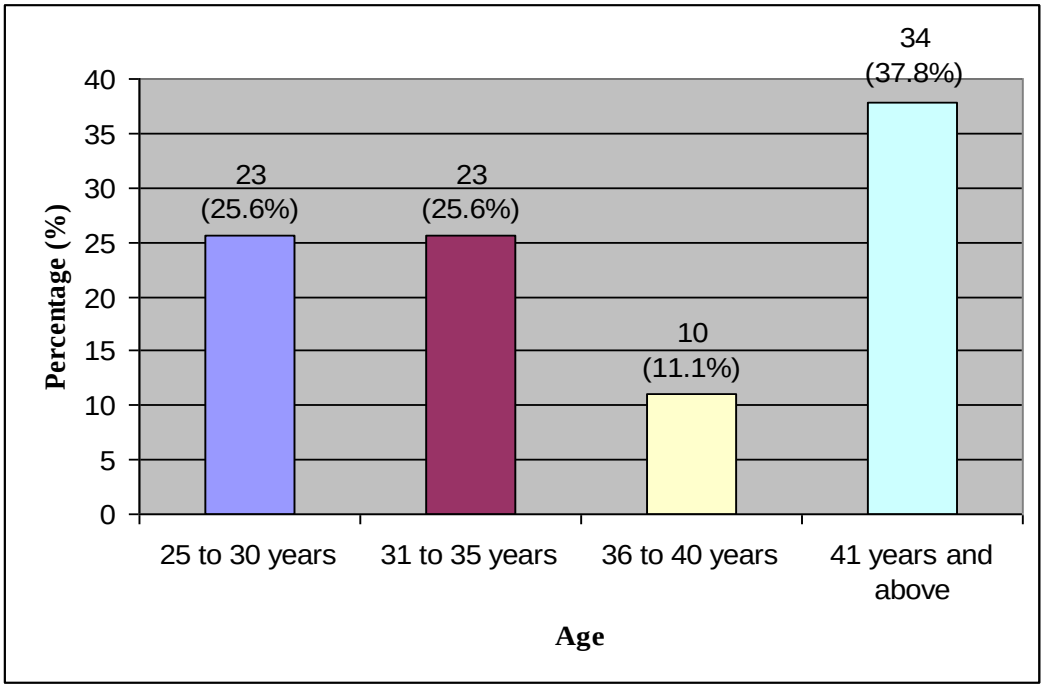


Figure 4.2 ***Distribution of the Teachers by their Age bracket***

Slightly more than half of the teachers, (51.2%) were of youthful age between 25 and 35 years. The remaining, 48.9% were aged 36 years and above. This shows that the British curriculum secondary schools in Langa'ta have a mixed blend of young and elderly teachers of 41 years and above.

4.3.3 Education level

The teachers were also asked to indicate their level of education. This was important to determine the general education qualification of the respondents. They were provided with the following options; Diploma, Degree, Masters in education or any other that wasn't listed. The figure 4.3 shows the distribution of their responses.

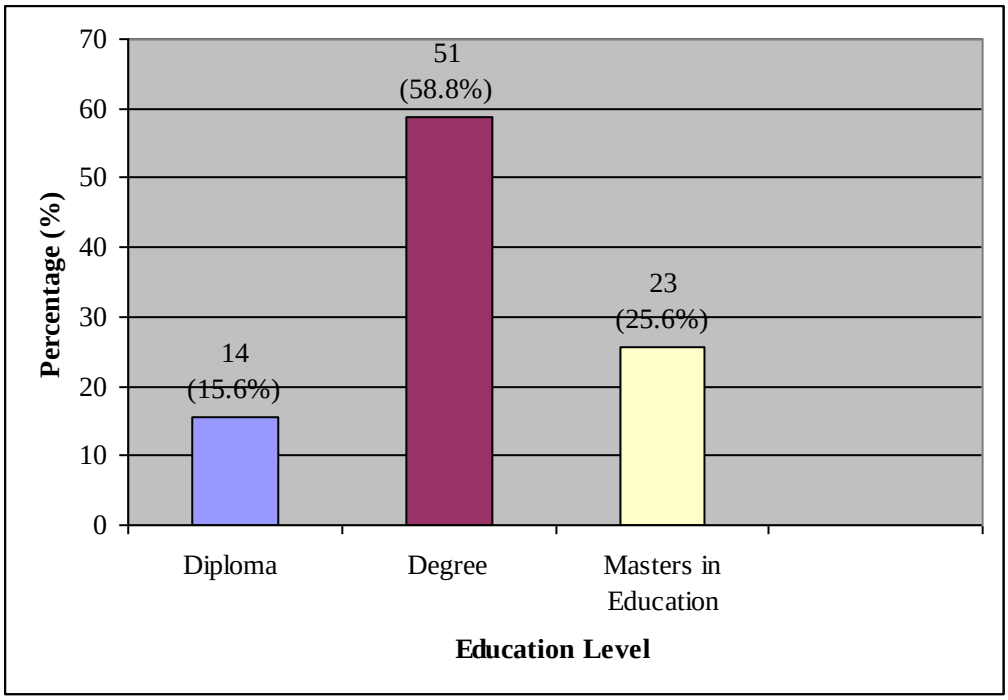


Figure 4.3 ***Distribution of the Teachers by their Education Level***

More than half of the teachers (58.8%) had a degree, while slightly more than a quarter of them (25.6%) had a Masters in Education. A few of them (15.6%) had a diploma in education. Most of the teachers have degrees because it's required for them to teach in secondary schools. Most of the teachers who have masters in education were mostly because they expect promotions and better jobs in the education sector.

4.3.4 Working Experience

The teachers were also required to provide their working experience. This generally indicates that amount of effort and time that one has spent in a given field of professionalism. As such, this working experience will enable the researcher to have a deeper rooting on the professional practices of the teachers in the British Curriculum Secondary Schools. This was categorized into the following: 5 years and below, 6 to 10

years and 11 years and above. It was important to know the years of experience against the preferred motivation strategies. Figure 4.4 shows the distribution of their responses.

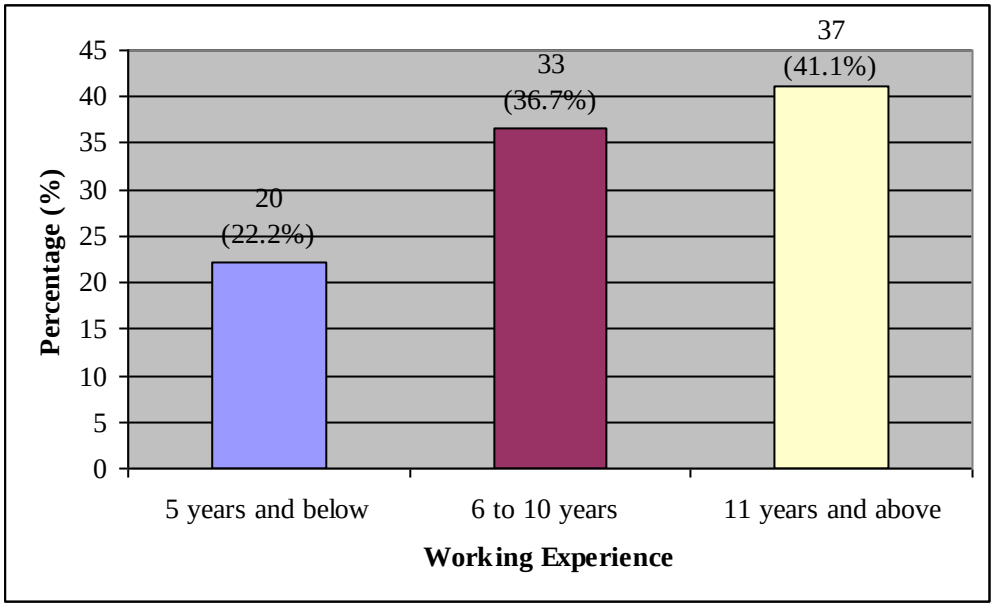


Figure 4.4 ***Distribution of the Teachers by their Working Experience***

A good number of teachers (41.1%) indicated that they had a working experience of 11 years and above. This is an indication that indeed based on teaching profession most of the teachers who participated in this study have a wide coverage of information and encounters and hence being effective in giving appropriate information pertaining to the area under study. On the other hand, slightly more than a third of them (36.7%) indicated that they had a working experience of between 6 to 10 years.

4.4 Influence of Teacher Training Needs on Their Retention in British Curriculum Schools

The study also sought to establish the influence of teacher training needs on teacher retention in British curriculum schools. Under this section the study explored the following subsections in relation to teacher training needs: teacher training needs that if

met may facilitate teacher motivation and retention in British curriculum schools and influence of teacher training needs.

4.4.1 Teacher training needs that may facilitate teacher motivation and retention in British Curriculum schools

The respondents were also asked to indicate which of the teacher training needs would facilitate teacher motivation and retention in schools. These training needs included; Teachers need adequate training on the subject matter and pedagogical preparation; Mastering of the five attitudes of effective teachers (caring and kindness, sharing responsibility; sensitively accepting diversity, fostering individualized instruction and encouraging creativity); Training on effective utilization of scarce resources in the school. Table 4.2 shows the distribution of their responses.

Table 4.2

Teacher training needs that if met may facilitate teacher motivation and retention in schools

Training Needs	Yes	No
Teachers need adequate training on the subject matter and pedagogical preparation	77.8	22.2
Mastering of the five attitudes of effective teachers (caring and kindness, sharing responsibility; sensitively accepting diversity, fostering individualized instruction and encouraging creativity)	75.6	24.4
Training on effective utilization of scarce resources in the school	64.8	35.2

On whether teachers need adequate training on the subject matter and pedagogical preparation, majority of the respondents (77.8%) agreed. While the rest of them (22.2%)

felt that adequate training on the subject matter and pedagogical preparation was not important in facilitating teacher motivation and retention in schools.

When asked whether the mastering of the five attitudes of effective teachers (caring and kindness, sharing responsibility; sensitively accepting diversity, fostering individualized instruction and encouraging creativity) was an essential need in teacher motivation and retention in schools, majority of the respondents (75.6%) agreed that it was. However, slightly less than a quarter of them (24.4%) were not in agreement with the statement.

Majority of the respondents (64.8%) agreed that training on effective utilization of scarce resources in the schools was an important training need in teacher motivation and retention in school. However, slightly more than a third of them (35.2%) felt that it wasn't an important training need in teacher motivation and retention in school.

Majority of the teachers were positive about the training needs that were outlined in the questionnaire by the researcher. They indicated that these training needs were essential in motivation and retention of teachers in schools. This is because through training teachers are able to perform better in their daily activities in class. Training not only provides professional development for the teacher but imparts them with further skills that can be utilized in dealing with the dynamic nature of students that are in the British Curriculum secondary schools. Most of the students from these schools are from diverse backgrounds and therefore, would require a teacher with a level of training and set of skills to deal with this array of students. This is inline with Ingersol (2001) who states that, traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at

the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs.

4.4.2 Influence of Teacher Training Needs on Teacher Retention in British Curriculum Schools

The respondents were also asked to indicate the effect of training needs on teacher retention in schools. The respondents were expected to either; strongly agree (SA), agree (A), disagree (D), strongly disagree (SD) and if not sure indicate undecided (U). Table 4.3 shows the distribution of their responses.

Table 4.3 ***Influence of Teacher Training Needs on Teacher Retention***

Statements	**SA**		**A**		**U**		**D**		**SD**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Lack of proper teacher training on handling emerging issues in education de-motivates teachers especially when new tasks are introduced in schools this makes them feel like quitting and looking for other jobs.	41	45.6	41	45.6	6	8.8	-	-	-	-
Poor teacher training on how to relate with students has made it so hard for some teachers to handle students who come from diverse backgrounds.	24	26.7	47	52.2	14	15.6	3	3.3	2	2.2
Teachers remain in teaching profession due to unlimited teacher training on the subject matter and pedagogical issues	24	27.3	39	44.3	12	13.6	11	12.5	2	2.3

Slightly less than a half of the teachers (45.6%) strongly agreed that lack of proper teacher training on handling emerging issues in education de-motivated them

especially when new tasks are introduced in schools this makes them feel like quitting and looking for other jobs. This was further supported by 45.6% of them who agreed with the statement.

Slightly more than a half of the teachers (52.2%) agreed that poor teacher training on how to relate with students made it so hard for some teachers to handle students who come from diverse backgrounds. This was further supported by slightly more than a quarter of them (26.7%) who strongly agreed with the statement. There were however a few of them (15.6%) who were undecided on the matter.

Majority of the teachers (71.6%) either strongly agreed or agreed with the statement that most of the teachers remained in teaching profession due to unlimited teacher training on the subject matter and pedagogical issues. However, a few of them (12.5%) disagreed to the statement.

Meeting the training needs of teachers may be conceptualized as to influence the overall teaching career progress of teachers to a greater extent. This may be attributed to the fact that a better trained teacher is more open to job promotions and also better positions as compared to a teacher who lacks training. Also, meeting the training needs of teachers makes them more valuable to a school due to the skill set and competence that come with continued training.

The principals were also asked to explain the effect that teacher training needs would have on teacher retention in their respective schools. One of them stated that if a teacher is not well trained then they would be less qualified and therefore may feel inadequate among others, and this may affect his/her motivation in school.

Training is essential in any professional career for productivity, competence and professional development. Therefore even for teachers training it is important if they are to make good progress in their career and also to do a better job. According to School Teachers' Review Body (STRB 2012), improving the teacher quality through provision of training, has been noted as an influence on motivation to some extent. Evidence shows that improving the quality of teaching is essential to driving up standards in schools. This is in line with the findings of this study whereby majority of the teachers (72%) indicated that they were adequately trained in relation to the British curriculum. Moreover, students who are taught by good teachers score nearly half a GCSE point more per subject than those who are taught by poor teachers.

Poorly trained teachers are usually frustrated by their work and lack job security. Therefore, without any training, it's very hard for any teacher to enjoy any kind of promotions or better job positions. This is because without more training the teachers lack any chance of professional growth due to the competitive nature of the teaching profession.

The respondents were asked to indicate some of the training needs that if met would facilitate teacher motivation and retention in schools. Majority of the teachers (77.8%) indicated that teachers need adequate training on the subject matter and pedagogical preparation as one of the ways of improving teacher motivation and retention in school. Also Mastering of the five attitudes of effective teachers (caring and kindness, sharing responsibility; sensitively accepting diversity and fostering individualized instruction and encouraging creativity); Training on effective utilization of scarce

resources in the school were popular training needs that were supported by a majority of the respondents.

Majority of the respondents felt that training had serious implications on the retention of teachers in schools. Instead, the organizational causes of low teacher retention should be considered (Ingersoll, 2001). One of these causes is normally lack of job satisfaction among teachers which in turn may be linked to poor teacher motivation. The interrelation of teacher motivation and school reform efforts has also been addressed through the issue of staff development.

In conclusion training needs seem to have major effect not only on teacher retention in school but also to the growth of their career. Therefore it is important for teachers to get better training. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level, providing funding for conferences and workshops; and developing other training opportunities, including in-service programs.

4.5 Incentives Provisions for teachers Retention in British Curriculum Schools

The study sought to establish the effect that incentives had on the retention of teachers in British curriculum schools. Under this section the study explored the following: some of the incentives that were provided by the schools that motivate teachers to remain in the teaching profession and the influence of the incentives provision on teacher retention in the British curriculum schools.

4.5.1 Incentives that motivate teachers to remain in the teaching profession

The respondents were asked to state whether there were any incentives provided to them for their retention in the schools. The respondents were provided with the following list of incentives; achievement recognition, provision of tokens to teachers who do their best, job promotions and job security. Table 4.4 provides the distribution of their responses.

Table 4.4: Incentives that motivate teachers to remain in the teaching profession

Incentives	**Yes**	**No**
Achievement recognition	64.8	35.2
Provision of tokens to teachers who do their best	70.5	29.5
Job promotions	68.2	31.8
Job security	67	33

When asked whether achievement recognition was an incentive provided to retain teachers in the teaching profession, majority of the respondents (64.8%) indicated that it was among the incentives that motivated the teachers to remain in the teaching profession. Slightly more than a third of them (35.2%) however indicated that it wasn't among the incentives that motivated the teachers to remain in the teaching profession.

Majority of the respondents (70.5%) agreed that provision of tokens to teachers who do their best was among the incentives that motivated teachers to remain in the teaching profession. However, slightly more than a quarter of them (29.5%) indicated that it wasn't a good incentive. This may be due to the fact that there are certain extrinsic motivation factors that only appealed to the financial needs but not to the professional growth of the teaching career.

Majority of the teachers (68.2%) were positive that indeed the job promotion was an incentive that motivated them to remain in the teaching profession. However, slightly less than a third of them (31.8%) disagreed with the statement.

Majority of the teachers (67%) indicated that job security was an important incentive in motivating the teachers to remain in teaching profession. A third of them (33%) did not believe that job security was an essential incentive in teacher retention in the teaching profession.

Majority of the respondents were positive about the incentives provided. They believed that these incentives played an important role in the retention of teachers in the teaching profession. Despite all this, still a reasonable number of the respondents were not certain that the incentives were key to the retention of teachers in the teaching profession. This is basically because majority of the incentives provided are extrinsic.

The respondents were also asked how often the incentives/rewards are provided to teachers who performed well. Slightly more than a third of the respondents (36.7%) indicated that incentives were often provided to the teachers who performed well in their work whereas slightly less than a quarter of them (21.1%) indicated that incentives were provided very often to teachers who did well. On the other hand slightly less than a third of them (31.1%) indicated that incentives were rarely provided to teachers who performed well. This may be an indication that not all schools may be in a position to frequently provide incentives to their teachers due to one reason or the other.

Provision of incentives to the best performing teachers in schools may be common owing to the impact that it may bring in promoting the effectiveness of the teacher while at the same time gaining their loyalty at work. Having the loyalty of

teachers in the schools means that it may be rare for them to think of even shifting from that school as to join another school where their efforts can be recognized.

It should be noted further there are different type of incentives that the school can provide to the teachers to motivate them to work. As illustrated by Paynter (2004), teachers have not been motivated by extrinsic needs for money or status, yet most teacher incentive plans focus on extrinsic rewards that can motivate at best "a fair day's work for a fair day's pay." Cognitive motivation theories associate intrinsic and moral motivation with high performance.

The study revealed that some of the teachers did not feel that the incentives provided by the school motivated them to remain in the teaching profession. This can be related to the findings of Chapman et. al. (1993) who noted that most incentives are related to teacher job satisfaction, but not to teacher classroom practices. Thus, it appears that while teachers need housing, food, safety, belonging, etc. in order to be professionally motivated, the provision of these needs past a baseline requirement is not a sustainable driver of teacher motivation. Instead, teachers need supports that encourage their intrinsic or internal motivation; such as achievement, recognition, and career development.

4.5.2 Influence of Incentives Provision on Teacher Retention

The respondents were also asked to indicate the influence of incentives provisions on teacher retention in schools. They were expected to either agree or disagree with the following statements; Lack of effort recognition as a teacher de-motivates me to work harder and improve my career profession through work delivery; Provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching

profession rather than having a divided attention; Teachers need to be motivated frequently either through provision of gifts, out door tours, giving of feedbacks for them to have that positive spirit of being their best in the teaching practice. Table 4.5 shows the distribution of their responses.

Table 4.5

Influence of incentives provision on teacher retention in schools

Statements	**SA**		**A**		**U**		**D**		**SD**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Lack of effort recognition as a teacher de-motivates me to work hard and improve my career profession through work delivery	37	41.1	36	40	11	12.3	4	4.4	2	2.2
Provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching profession rather than having a divided attention.	29	32.2	41	45.6	14	15.6	4	4.4	2	2.2
Teachers need to be motivated frequently either through provision of gifts, outdoor tours, giving of feedbacks for them to have that positive spirit of being their best in the teaching practice.	25	27.8	50	55.6	13	14.5	-	-	2	2.2

On whether the lack of effort recognition as a teacher de-motivates a teacher to work hard and improve their career profession through work delivery, slightly less than a half of the respondents (41.1%) strongly agreed. Similarly, 40 percent of them agreed to the statement. However, a very small number of them (4.4%) strongly disagreed to that

lack of effort recognition as a teacher de-motivates a teacher to work hard and improve their career profession through work delivery.

When asked whether the provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching profession rather than having a divided attention, slightly less than half of the respondents (45.6%) agreed. Similarly 32.2% of the teachers also strongly agreed that provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching profession rather than having a divided attention. However, a few of them (4.4%) disagreed that provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching profession rather than having a divided attention.

More than half of the respondents (55.6%) agreed that teachers need to be motivated frequently either through provision of gifts, out door tours, giving of feedbacks for them to have that positive spirit of being their best in the teaching practice. Similarly, slightly more than a quarter of them (27.8%) strongly agreed to the statement. However, a few of them (14.5%) were not sure.

The teachers were also asked how the lack of provision of incentives hinders their professional growth. Majority of them (64.4%) indicated that the lack of incentives provisions by the school hindered the growth in the teaching profession to some extent. Also slightly more than a quarter of them (26.8%) indicated that it affected the growth in teaching profession to a greater extent.

Majority of the respondents were positive about the influence of the incentives provided by the schools. This means that the respondents would like for the schools

administration to recognize their effort so as to motivate them to work hard. Also they believe that Provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching profession rather than having a divided attention. Thus, incentives come out as one of the most important provisions that the schools can use to improve teacher retention in their schools and also in the teaching profession.

The views of the principals were also considered regarding how the provision of incentives influenced the motivation and retention of teachers in schools. Most of the principals who participated in this study reported that lack of incentives to some extent made the teachers feel like they were not being fully supported by the administration. Moreover, they also reported that this made them feel like their efforts were not really being recognized in the school. As such, this made some of the teachers resign and look for other opportunities. In fact, one of the school principals reported that:

> In my school, there are various incentives that we offer to teachers so as to motivate them to continue working smart and effectively. Some of these incentives that my school provides to the teachers include but may not be limited to bursaries awarded to the children of the teachers, payment of full salaries to teachers during holidays and provision of annual salary increment for the teachers. This has made most of the teachers in my school not to have the urge for mobility to other schools but instead to remain.

From the analysis an overwhelming majority of the respondents 91.1% indicated that the incentives provided by the school did hinder the growth of the teaching profession to some extent. Therefore, it is evident that if the right type of incentives are provided to the teachers it can have a great effect on them both in their lives and

profession. For instance, Naseer Ud Din, et. al., (2012) notes that a teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. An extrinsic motivation incentive plays an important part in people's life, and it is very important in influencing behaviour.

Findings reveal that 83.4% of the respondents agreed that teachers need to be motivated frequently either through provision of gifts, out door tours, giving of feedbacks for them to have that positive spirit of being their best in the teaching practice. This is in line with the findings of Qayyum (2003) who found that teacher's competency motivated them to do well. Moreover, chance of promotion, proper division of work among the employees, availability of teachers for guidance, appropriate working conditions and and job security increased motivation.

As further pointed out by Benabou and Tirole (2000), while the fulfillment of basic needs is important to lay the foundation for teachers to desire to improve their professional behavior and personal achievement, there a number of theories which indicate that satisfaction of basic needs in and of itself functions as a mere extrinsic, or external incentive. There is a great need for schools to ensure that they provide incentives to their teachers both intrinsic and extrinsic not only to retain them in school but to also ensure that they give the best services to the students.

4.6 Performance Appraisal for Teacher's Performance Effect on Teacher Retention

Performance appraisal is one of the ways used by schools to motivate their teachers for better performance. This if carried out well can ensure that a school is able to retain its teachers while having them performs at their optimum. According to Berman (2005), appraisal and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee. The study sought to establish the effect of performance appraisal for teacher's performance on their retention in British curriculum schools. Under this section the study explored the following parameters: the performance appraisal practices that schools conduct to motivate teachers and the effect of performance appraisal on teacher retention in British curriculum schools.

4.6.1 Performance Appraisal Practices Conducted by Schools to Motivate teachers

The respondents were asked to indicate the performance appraisal practices that their schools conducted. They were provided with the following performance appraisal practices; 360-degree feedback and teacher based evaluation. Table 4.6 shows the distribution of their responses.

Table 4.6

Performance Appraisal Practices Conducted by Schools to Motivate Teachers

Performance Appraisal Practices	Yes		No	
	F	%	F	%
360-degree feedback	29	32.2	71	78.8
Teacher Based Evaluation	51	56.7	39	43.3
Not sure	6	6.7	-	-

Majority of the respondents 78.8% indicated that 360-degree feedback performance appraisal practice was not being used by the school administration so as to motivate them. On the other hand, slightly less than a third of them 32.2% agreed that the 360-degree feedback performance appraisal was indeed being practiced by the school administration.

On whether teacher based evaluation performance appraisal tactic was used in their schools, slightly more than a half of the respondents 56.7% indicated that it was performed in the school. However, a good number of them 43.3% indicated that the teacher based evaluation was not being performed in the school.

Majority of the teachers 75.6% indicated that performance appraisal is often performed in their school. Slightly less than a quarter of them indicated that performance appraisal was rarely carried out in their schools. A very small number of them 2.2% indicated that no performance appraisal practices are performed in their schools. The rest of them (8.9%) were not sure how often performance appraisal is performed in their schools. Not all the practices outlined were performed in the different schools with teacher based evaluation being the most common in the school. 360-degree feedback was not very common.

The respondents from the analysis pointed out that there was some level of performance appraisal done in the British curriculum schools. On the same note, Scott and Finch (2005) pointed out that good performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual–peer appraisal. These components help to minimize subjective impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations are well developed and increasingly common in both large and small institutions. Therefore, conducting performance appraisal alone is not final but also the school should consider implementing the most appropriate practice for the specific schools based on individual teacher needs.

4.6.2 Effects of Performance Appraisal on Teacher Motivation and Retention

The respondents were also asked to indicate the effects of performance appraisal on teacher retention. They were expected to agree or disagree to the following statements; Through performance appraisal practices we are able to obtain feedbacks regarding our progress in the profession and this encourages one to work hard; Performance appraisal gives us the opportunity to receive professional development from the school as professionals are involved in training and evaluation; Frequent performance appraisal practices play a great role in improving teacher individual performance and accountability in the profession; Through these practices we teachers are able to handle various issues such as stress and conflict reduction, emotion and conscientiousness handling and improved accurate self-awareness; There is a significant relationship between the schools evaluation criteria, teacher performance and their retention in schools; Teacher based evaluation practices are fully done in the school and this makes

the teachers feel empowered and integrated within the school running. Table 4.7shows the distribution of their responses.

Table 4.7

Effects of Performance appraisal on Teacher Retention

Statements	**SA**		**A**		**U**		**D**		**SD**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Through performance appraisal practices we are able to obtain feedbacks regarding our progress in the profession and this encourages one to work hard.	19	21.1	51	56.7	16	17.8	4	4.4	-	-
Performance appraisal gives us the opportunity to receive professional development from the school as professionals are involved in training and evaluation.	15	16.7	55	61.1	16	17.8	2	2.2	2	2.2
Frequent performance appraisal practices play a great role in improving teacher individual performance and accountability in the profession.	18	20	48	53.3	20	22.3	4	4.4	-	-
Through these practices we teachers are able to handle various issues such as stress and conflict reduction, emotion and conscientiousness handling and improved accurate self-awareness	14	15.6	49	54.4	21	23.4	6	6.7	-	-
There is a significant relationship between the schools evaluation criteria, teacher performance and their retention in schools.	16	17.8	50	55.6	22	24.5	2	2.2	-	-
Teacher based evaluation practices are fully done in the school and this makes the teachers to feel empowered and integrated within the school running.	5	5.6	52	57.8	21	23.4	10	11.1	2	2.2

When asked whether through performance appraisal practices they were able to obtain feedback regarding their progress in the teaching profession which encourages them to work hard, slightly more than half of the respondents (56.7%) agreed. Slightly less than a quarter (21.1%) of them also strongly agreed. A few of them (17.8%) were undecided. The rest of them, (4.4%) disagreed with the statement. This is inline with Berman (2005), who states that appraisal and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee.

On whether performance appraisal gives them the opportunity to receive professional development from the school because professionals are involved in training and evaluation, Majority of the respondents (61.1%) agreed. Similarly a few of them (16.7%) also strongly agreed that whether Performance appraisal gives them the opportunity to receive professional development from the school because professionals are involved in training and evaluation.A very small number of them (2.2%) strongly disagreed with the statement, whereas the rest of them (17.8%) were undecided on whether Performance appraisal gave them the opportunity to receive professional development from the school because professionals are involved in training and evaluation.

Slightly more than half of the respondents (53.3%) strongly agreed that frequent performance appraisal practices play a great role in improving teacher individual performance and accountability in the profession. Slightly less than a quarter of them (22.3%) were not decided on the statement. The rest of them disagreed with the statement.

When asked whether through these practices the teachers are able to handle various issues such as stress and conflict reduction, emotion and conscientiousness handling and improved accurate self-awareness, slightly more than half of the respondents (54.4%) agreed to the statement. Similarly a few of them (15.6%) supported this by strongly agreeing to the statement. Slightly less than a quarter of them (23.4%) were undecided about the statement.Slightly more than half of the respondents (55.6%) strongly agreed that there is a significant relationship between the schools evaluation criteria, teacher performance and their retention in schools. Slightly less than a quarter of them (24.5%) were undecided about the statement.

When asked whether teacher based evaluation practices are fully done in the school and this makes the teachers feel empowered and integrated within the school running, slightly more than half of the respondents (57.8%) strongly agreed with the statement. Slightly less than a quarter of them (23.4%) were not decided as to whether teacher based evaluation practices are fully done in the school and this makes the teachers to feel empowered and integrated within the school running.

Most of the principals stated that performance appraisal is held in the school. Most of the appraisals are done within the departments by the Head of the Department (HOD) or teachers within the department with a view to improve the service; however this is sometimes taken negatively.

In conclusion the respondents were positive that the different forms of performance appraisal affected the motivation and retention of the teachers in the British curriculum schools. The teachers in particular were quite insistent on the fact that constant performance appraisal not only motivates them but also creates a platform for

them to review their professional development and performance. Therefore, as clearly brought out in the findings the efforts shouldn't focus only on providing performance appraisal but is also in conducting the most appropriate performance appraisal guided by the context and advice from the teachers themselves. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee (Berman, 2005). This statement by Berman emphasizes on the structured performance which can only be possible if the school administration does proper research and understands the teachers and the factors that motivate them to work and how this factors can be used to reinforce them, through the performance appraisal practices.

4.7 Measures That May Be Put In Place to Facilitate Improved Teacher Motivation and Retention in Secondary Schools

There are various measures that can be put in place to facilitate teacher motivation and retention in schools. These measures are aimed at ensuring that the teacher's needs are well taken care off. The study asked the respondents to state the measures according to the category provided. These categories included: Training needs incentive provision and teacher performance appraisal.

4.7.1 Teacher Training needs to improve teacher Retention in British Curriculum Schools

In any profession the development of an individual requires more training. This not only reinforces the individual's competencies but also adds new knowledge with which to better perform in their specific areas. This also applies to the teaching profession which with the dynamism of the students that they teach. Thus this study set to

establish some of the measures in relation to training that could be put in place to improve teacher motivation and retention in school. The measures that the teachers provided under this section include:

Training them on how to handle difficult children, helping them grow in the profession, setting and establishing of a plan with reference to training of new teachers, remuneration, medical cover and insurance and good working environment.

On the other hand the principal provided the following measures of motivating teachers; Teachers are trained to handle various emerging issues in the school with ease. Only qualified and experienced teachers are recruited and there are occasional refresher courses held during the term.

When asked about the teacher training needs measures that can be put in place to enhance teacher motivation and retention in British Curriculum secondary school, one of the principals provided the following: counseling training and communication training. The principal felt that sharing experience with experienced teachers was important in the training of the teachers. All of them felt that the teachers required individual self-assessment so as to decide the career path for each teacher independently.

The respondents generally provided measures in relation to training needs that would ensure that the teacher was continuously developed professionally to ensure they are able to deal with the ever diverse population of students in British curriculum secondary schools.

4.7.2 Incentive Provision Measures to Improve Teacher Retention in British Curriculum Schools

Incentives provide a basis for the school to show appreciation to the teachers for the work done. They also provide a basis for motivating the teachers to perform even better in their daily works. In this study some of the incentives that the respondents suggested that can enhance teacher motivation and retention in school are:

Acceptance by senior teachers and adequate pay is what most teachers prefer against bonuses and appraisals that may seem to secure future jobs for them. Together with this, the teachers should be allowed to be in control with regard to school resources. This should be geared towards encouraging growth and improvement and not victimization as is often the case. Other motivators cited were, financial and non-financing rewards e.g. team building with full staff, more and advanced teaching resources, involvement in policy formulation, promotion and recognition.

Most of the incentives that the teachers indicated that they required comprised both intrinsic and extrinsic, but most of them still preferred better remuneration packages and resources.

On the same question of incentives provision strategy the principals indicated that there was a need to have a committee comprising of teachers to decide the kind of incentives that should be provided to the teachers to better motivate them and retain them in school. They also agree that the teachers ought to be involved more in the organization and implementation of team building exercises that affect them. In some cases they should be allowed to determine the kind of resources acquired for their departments.

In conclusion, it is evident from the findings that both sets of respondents expected that the schools would offer a more specialized set of incentives to ensure that they were able to fully motivate and retain most of their teachers. The teachers felt also that it was important for the schools to consider the teachers individually so they could properly establish the needs and hence the best suited incentives to promote teacher motivation and retention in the British curriculum secondary schools.

4.7.3 Teacher performance appraisal Measures to Improve Teacher Retention

Performance appraisal is one of the key methods used by schools to enhance the performance and motivation of teachers in school. Taylor (2003) notes that the performance appraisal process offers employees the opportunity to receive structured, constructively framed feed back about their work and growth potential. This study also sought to establish some of the measures that could be put in place in relation to performance appraisal to enhance teacher motivation and retention in schools.

Some of the key measures that were outlined by the respondents include feedback, guidance and mentoring to encourage improvement, good planning, and implementation of resolutions and improved teaching resources. Furthermore, teachers' children should be allowed to school for free or provided with tuition waivers. Findings also revealed that teacher prefer good to check oneself against a set of guideline or rules, appraisal is very important and should be used for teacher development and not victimization, methods to be decided by the teacher in individual department, recruitment and replacement strategies, should involve all including inexperienced teacher and teachers should be appraised every time and weak points addressed.

These findings are in line with those of Lope and Habbibah (2004) in their study on improving the teaching profession through Understanding Educators'. In their study some of the suggestions that the respondents provided included understanding of personal traits, selection of good school leaders, and review of educational system, salary scale, and workload.

Most of the principal when asked about measures to improve performance appraisal to enhance teacher motivation and retention in school provided that the practice should be all inclusive to achieve ownership among the teachers.

4.8 Testing Hypotheses

In order to establish the relationship between various study parameters and the retention of teachers in the British Curriculum Secondary Schools in Nairobi, three hypotheses were tested.

H_0 1**;** There is no significant relationship between teacher's training background and their capacity to handle students from diverse backgrounds

Table 4.8

ANOVA Results for the relationship between teacher's training background and their capacity to handle students from diverse backgrounds

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	6.515	3	2.172	3.067	.032
Within Groups	59.485	84	.708		
Total	**66.000**	**87**			

Since the obtained p value (.032) is less than the level of significance, the null hypothesis was rejected and concluded that there is a significant relationship between teachers' training background and their capacity to handle students from diverse backgrounds. This implies that teachers' training background and their level of education is crucial and can therefore help British Curriculum Schools in terms of staff retention since teachers are able to handle students from diverse backgrounds. This finding coincides with that of Harris and Sass (2007) on their study on Teacher training, quality and student achievement in schools in Florida. They indicated that the training of teachers was very significant in improving their experience in handling students appropriately and effectively.

$H_0$2**;** There is no significant relationship between the provision of incentives and teachers' retention in the British Curriculum Secondary Schools in Nairobi

Table 4.9

ANOVA Results for the relationship between the provision of incentives and teachers' retention in the British Curriculum Secondary Schools

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	3.220	3	1.073	3.372	.023
Within Groups	24.829	78	.318		
Total	**28.049**	**81**			

Since the calculated p value (.023) is less than the level of significance, the null hypothesis was rejected and concluded that there is a significant relationship between the provision of incentives and teachers' retention in the British Curriculum Secondary Schools in Nairobi. This means that the provision of incentives to teachers such as non-monetary benefits which include but not limited to positive appraisal, insurance covers, gifts, retreats among others has a significant potential of creating teacher retention in British Curriculum Schools in Nairobi. This is inline with Herzberg (1966) who observed that achievement; recognition, the work itself, responsibility and advancement were more effective long-run motivators on employees. In line with these findings was Qayyum (2003) who found that chance of promotion, proper division of work among the employees, due favor, availability of teachers for guidance, appropriate working conditions and an assurance of job security increased motivation of teachers which also at the end translated to their retention in the school.

H_03**;** There is no significant relationship between the rate of conducting performance appraisal and its effect on teacher retention in the British Curriculum Secondary Schools in Nairobi

Table 4.10

ANOVA Results for relationship between the rate of conducting performance appraisal and its effect on teacher retention

		Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Performance appraisal gives teachers the opportunity to receive professional development from the school	Between Groups	7.333	4	1.833	3.339	.014
	Within Groups	43.370	79	.549		
	Total	50.702	83			
Frequent performance appraisal improves teacher individual performance and accountability	Between Groups	9.309	4	2.327	4.776	.002
	Within Groups	38.500	79	.487		
	Total	**47.810**	**83**			

Since the obtained p values on the effect of performance appraisal on teacher retention (0.14 and .002 respectively) are less than the level of significance, the null hypothesis was rejected and concluded that there is a significant relationship between the rate of conducting performance appraisal and its effect on teacher retention in the British Curriculum Secondary Schools in Nairobi. This implies that the rate of conducting teachers' performance appraisal in British Curriculum Schools has an effect on their retention since they feel that frequent appraisal: a) gives teachers the opportunity to receive professional development from the school and b) improves teacher individual performance and accountability. In line with this finding, Namuddu (2010) in his study

entitled "*Staff Appraisal Systems and Teacher Performance at Aga Khan Schools in Kampala District"* found that there was significant relationship between teacher-based evaluations, schools evaluation criteria and teacher performance. All these attributes are related with performance appraisal and thus they also contribute to teacher motivation.

These findings are also inline with the drive motivation theory. This is whereby the actions of teachers moving from one British curriculum school or from teaching to another profession is generally caused by lack of satisfaction of various needs which aren't met. Some of these needs include recognition of their efforts and hence provision of incentives and provision of training to enhance their capacity in handling additional tasks and responsibilities within the school among others. These internal drives within the teacher if they aren't met do have a significant influence on the retention rate of teachers in the respective schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. The summary mainly contains the key findings. On the other hand, conclusions and recommendations are based on the research objectives and the key findings of the study respectively.

5.2 Summary

The purpose of this study was to examine the effects of teacher motivation strategies on teacher retention in British curriculum secondary schools in Lang'ata Division. The study was guided by the following research questions: What are the teacher training needs that affect their retention in the British Curriculum secondary schools in Lang'ata division? How does the provision of incentives strategy affect teacher retention in the British Curriculum Secondary Schools in Lang'ata division? How does teacher performance appraisal strategy affect their retention in the British Curriculum Secondary Schools in the Division? What are the measures that can be put in place to facilitate teacher motivation and retention in British Curriculum secondary schools in Lang'ata division?

The study employed a mixed methods research design. The sample included one hundred and twenty teachers (n=120) and eight (n=8) principals selected from eight (8) British Curriculum Secondary Schools in Lang'ata Division. Simple random sampling procedure was used to arrive at the teachers. All the school principals were included in

the study. Questionnaire was used to collect data from teachers whereas interview guide was used to collect data from the principals.

The collected data was analyzed with the help of Statistical Package for Social Sciences (SPSS). Both descriptive and inferential analyses were used in data analysis. Data from questionnaires was analyzed quantitatively and presented in frequencies and percentages while data from interview guide was analyzed qualitatively and its findings integrated within the quantitative data. From the analysis the study came up with the following findings:

5.2.1 Influence Teacher Training Needs on Teacher Retention in British Curriculum Schools

The studies found that majority of the teachers (72%) were adequately trained in relation to the British curriculum. It was also established that Training had serious effect on the career progress of the teachers, as indicated by a majority of the respondents (76.6%).

Majority of the teachers (77.8%) in this study indicated that teachers need adequate training on the subject matter and pedagogical preparation as one of the ways of improving teacher motivation and retention in school.

Mastering of the five attitudes of effective teachers (caring and kindness, sharing responsibility; sensitively accepting diversity and fostering individualized instruction and encouraging creativity) and training on the effective utilization of scarce resources in the school were popular training needs that were supported by a majority of the respondents 75.6 percent and 64.8 percent respectively.

An overwhelming majority of the respondents (91.2%) agreed that lack of proper teacher training on handling emerging issues in education de-motivates teachers especially when new tasks are introduced in schools this makes them feel like quitting and looking for other jobs.

Finally, majority of the respondents (78.9%) indicated that poor teacher training on how to relate with students has made it so hard for some teachers to handle students who come from diverse backgrounds. Also a majority of the respondents (71.6%) stated that teachers remain in teaching profession due to unlimited teacher training on the subject matter and pedagogical issues.

5.2.2 Provision of Incentives Strategy effect on Retention in British Curriculum Schools

Provision of incentives strategy was also another factor that was found to have some impact on the motivation and retention of teachers in school. The study found that a majority of the respondents (70.5%) agreed that provision of tokens to teachers who do their best was among the incentives that motivated teachers to remain in the teaching profession. Also a majority of the respondents (67%) identified job security as one of the most important incentives in retaining teachers in school. Achievement recognition was an incentive provided to retain teachers in the teaching profession as was supported by (64.8%). An overwhelming majority of the respondents (91.1%) indicated that the incentives provided by the school did hinder the growth of the teaching profession to some extent.

The study found that Incentives are provided to the teachers though with some level of inconsistency as indicated by slightly more than half of the teachers (57.8%). This inconsistency in itself can be a problem if not addressed.

An overwhelming majority of the respondents (81.1%) agreed that the lack of effort recognition de-motivates teacher and discourages hard work and the improvement of their career profession through work delivery.

Also, when asked whether the provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching profession rather than having a divided attention, a majority of the respondents (77.8%) agreed.

Finally, a majority of the respondents (83.4%) agreed that teachers need to be motivated frequently either through provision of gifts, out door tours, giving of feedbacks for them to have that positive spirit of being their best in the teaching practice

5.2.3 Teacher Performance Appraisal effect on Retention in British Curriculum Schools

The study sought to establish the teacher performance appraisal practices that are conducted in the schools and how they affect the motivation and retention of teachers in schools. The study came up with the following findings. Slightly more than half of the respondents (54%) indicated that their schools conducted performance appraisals practices. Slightly more than a third of them (39%) indicated that their school didn't perform any performance appraisal practices.

Also when asked how often the performance appraisal practices are conducted in the schools, A majority of the respondents (75.6%) indicated that performance appraisal is often performed in their school.

Some of the performance appraisal practices that were conducted by the schools include; teacher based evaluation as indicated by slightly more than half of the respondents (56.7%) and 360-feedback which was not very common with just 32.2 percent of them indicating that it was used in their schools. Majority of the respondents (77.8%) were positive that through performance appraisal practices they were able to obtain feedback regarding their progress in the teaching profession which encourages them to work hard. Also a majority of the respondents (77.8%) indicated that Performance appraisal gives them the opportunity to receive professional development from the school because professionals are involved in training and evaluation.

Majority of the respondents (73.3%) also agreed that frequent performance appraisal practices play a great role in improving teacher individual performance and accountability in the profession. The study also found that majority of the respondents (70%) were positive that through performance appraisal practices the teachers are able to handle various issues such as stress and conflict reduction, emotion and conscientiousness handling and improved accurate self-awareness.

In this study, (73.4%) of the respondents agreed that there is a significant relationship between the schools evaluation criteria, teacher performance and their retention in schools. Slightly more than half of the respondents (57.6%) agreed that teacher based evaluation practices are fully done in the school and this makes the teachers to feel empowered and integrated within the school running.

5.2.4 Measures to Facilitate Teacher Motivation and Retention in British Curriculum Schools

The study sought to establish some of the measures that if put in place would improve teacher motivation and retention in schools. From the analysis the study came up with the following findings.

Under training needs the respondents provided the following key measures: Full professional training, Funding, how to handle difficult children, how to conduct and differentiate learning activities use of emerging techniques and technologies to teaching, find teachers weaknesses and focus on them during training and teachers need to be trained very well in the subject areas they deal with.

The respondents provided the followings measures in relation to incentives provision strategy: Acceptance by senior teachers, adequate pay is what teachers need and not a price of bonuses, applications of ones work, appraisals that make future jobs for teachers, better pay package, financial and non-financing rewards e.g. team building with full staff provide facilities for teachers to acquire their own teaching resources, this can be money, praise, teachers should be allowed to be in control with regard to resources school/student and finally all this should be geared towards encouraging growth and improvement not victimization as is often done.

For performance appraisal measures that can be used to enhance motivation of teachers and retention in schools the respondents provided the following: Feedback, guidance and mentoring to encourage improvement, good planning, implementation of resolutions, improve teaching resources, appraisal is very important and should be used for teacher development and not victimization, methods to be decided by the teacher in

individual department and should involve all including inexperienced teacher and teachers should be appraised every time and weak points addressed.

5.3 Conclusions

From the findings of this study it can be concluded that indeed teacher motivation and retention are quite intertwined. The retention of the teachers in both the school and teaching profession is wholly based on the teacher's perception of the status accorded to them and the incentives provided by the schools.

In terms of training, it may be concluded that there are indeed various training needs which play a critical role in the motivation and retention of teachers in schools. This study concluded that there was a significant relationship between teachers' training background and their capacity to handle students from diverse backgrounds. Teachers need to be trained in various areas such as handling emerging issues in education, relating with students, subject matter and pedagogy and effective utilization of scarce resources in the teaching and learning process. These areas have been highlighted as to influence their motivation and retention in the teaching practice.

Incentives are mainly provided by the school administration so as to encourage and motivate teachers to improve and maintain high performance. This study concluded that there is significant relationship between the provision of incentives and teachers' retention in the British Curriculum Secondary Schools in Nairobi. Lack of incentive usage in some of the schools have made teachers feel like their hard work is not being recognized and thus opting to move to other area of professions where they feel that they can be highly motivated and their efforts recognized and appreciated through incentives.

In terms of performance appraisal, this study concludes that there is a significant relationship between the rate of conducting performance appraisal and its effect on teacher retention in the British Curriculum Secondary Schools in Nairobi. Further, not many schools apply teacher appraisal in their institution. This affects the overall retention rate of the same teachers.

5.4 Recommendations

From the findings, summary and conclusions the following recommendations were drawn:

Teacher motivation and retention is perceived differently across the world. In developing economies like Kenya, pay and other material benefits are considered key to survival. Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction, to be realized. Therefore, it is important for the school administrators to motivate teachers independently rather than generalizing the motivation aspects they assume is necessary for better performance at work.

Based on the findings on teacher training needs that enhance teacher motivation and retention in schools, there is need for better and constant training of the teachers. This being the British curriculum system there is need for schools to provide teachers with additional training on emerging trends and also new technology. This will better equip the teacher to meet the expectations of the schools and to be more motivated and focused at work. Also assessment of the teachers should be constantly done to ensure that all their weaknesses are known and can be helped through training.

The schools should come up with forums and workshops whereby teachers from various institutions of learning come together to share their experience and learn new ways of how they can improve not only their teaching skills, but also their relationship with the students and other teachers.

In relation to the incentives provision strategy used by the schools, it is important to understand that pay is not enough as an incentive by itself. There is need to evaluate the teachers and come up with more localized incentives that are able to meet the direct needs of the teachers. These incentives need to be both intrinsic and extrinsic to ensure teacher is properly motivated. Also many teachers have been known to leave their work place due to poor salaries and allowances. Therefore, the schools should ensure they institute new ways and mechanisms to supplement the salaries/wages of the teachers.

Schools should also ensure that there is constant evaluation of teacher's performance. This will ensure they are able to identify performing teacher and those that are underperforming. This can also be used to advise the method of performance appraisal to use so as to motivate other teachers to perform better so as to get recognition and appreciation for good performance. Also, a varied number of performance appraisal techniques should be used in the schools. The performance appraisal practices should also be assessed and teachers themselves involved in the developing of the instruments. Some areas to consider before performing any kind of performance appraisal are: Enrichment Plan for New Teachers; Improvement Plan for New Teachers; Improvement Plan for Experienced Teachers; Annual Learning Plan (ALP) for Experienced Teachers.

5.5 Suggestions for Further Research

From the study findings and limitations, the researcher recommends the following areas for further research;

- Influence of Teacher Motivation Strategies on Teacher Retention in British Curriculum Primary Schools in Lang'ata Division, Nairobi County, Kenya
- Teacher Motivation Strategies in British Curriculum and 8-4-4 Schools: A Comparative Study of Primary Schools in Lang'ata Division, Nairobi County, Kenya
- Intrinsic Factors Promoting Teacher Retention in British Curriculum Secondary Schools in Lang'ata Division, Nairobi County, Kenya

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APPENDICES

Appendix I: Questionnaire for Teachers

I am Erick Huma a student at The Catholic University of Eastern Africa. You have been selected randomly to participate in this research on teacher motivation strategies in British Curriculum Secondary Schools in Lang'ata Division. The information you provide is meant for academic purpose only and information provided will be treated with strict confidence. . Thank you for your willingness to participate.

Section I: Demographic Information

1. Gender
   a) Male [ ]
   b) Female[ ]

2. Age Range
   a) 25-30 years [ ]
   b) 31-35 years [ ]
   c) 36-40 years [ ]
   d) 41 years and above [ ]

3. Educational Level
   a) Diploma [ ]
   b) Degree [ ]
   c) Masters in Education [ ]
   d) other (please specify), _____

4. Working Experience
   a) 5 years and below [ ]
   b) 6-10 years [ ]
   c) 11 years and above [ ]

5. Job designation, _____

Section II: Teacher Training Needs

6. Do you feel adequately trained as a teacher in relation to the British Curriculum system of Education?
   a) Yes [ ]
   b) No [ ]

7. To what extent does inadequate teacher training affect your teaching career progress?
   a) To some extent [ ]
   b) To a greater extent [ ]
   c) Not at all [ ]
   d) Not sure [ ]

8. By ticking where applicable, indicate what are the teacher training needs that if met may facilitate your motivation and retention in schools?

No.	Training Needs	Tick
a)	Teachers need adequate training on the subject matter and pedagogical preparation.	
b)	Mastering of the five attitudes of effective teachers (Caring and Kindness, Sharing Responsibility; Sensitively Accepting Diversity, Fostering Individualized Instruction and Encouraging Creativity)	
c)	Training on effective utilization of scarce resources in the school	
d)	Any other please specify, _____ _____	

9. By use of a tick please indicate whether you strongly agree (SA), agree (A), undecided (UD), disagree (D) or strongly disagree with the following statements regarding the influence of teacher training needs on their retention in schools.

	Statements	SA	A	U	D	SD
a)	Lack of proper teacher training on handling emerging issues in education de-motivates teachers especially when new tasks are introduced in schools this makes them feel like quitting and looking for other jobs.					
b)	Poor teacher training on how to relate with students has made it so hard for some teachers to handle students who come from diverse backgrounds.					
c)	The reason as to why some of the teachers quit from the teaching profession is due to limited teacher training on subject matter and pedagogical issues.					

Section III: Incentive Provision

10. What are some of the incentives that motivate teachers to remain in the teaching profession?

a) Achievement recognition [ ]
b) Provision of tokens to teachers who do their best [ ]
c) Job promotions [ ]
d) Job security [ ]
e) Any other, specify, _____

11. To what extent does lack of incentives provision by the school administration hinder your career growth in the teaching profession?

a) To some extent [ ]
b) To a greater extent [ ]
c) Not at all [ ]
d) Not sure [ ]

12. How often are incentives or rewards provided by the school administration to the teachers who do well in their profession?

a) Often [ ]
b) Very often [ ]
c) Rarely [ ]
d) Not at all [ ]
e) Not sure [ ]

13. By use of a tick please indicate whether you strongly agree (SA), agree (A), undecided (UD), disagree (D) or strongly disagree with the following statements regarding the influence incentive provisions on teacher retention in schools.

	Statements	SA	A	U	D	SD
a)	Lack of effort recognition as a teacher de-motivates me to work hard and improve my career profession through work delivery.					
b)	Provision of incentives such as money besides the salary motivates teachers to concentrate more on the teaching profession rather than having a divided attention.					
c)	Teachers need to be motivated frequently either through provision of gifts, out door tours, giving of feedbacks for them to have that positive spirit of being their best in the teaching practice.					

Section IV: Performance Appraisal

14. Does the school conduct any teacher performance appraisal practices?

a) Yes [ ]
b) No [ ]

If yes, how often are these practices conducted in the school?

a) Often [ ]
b) Very often [ ]
c) Rarely [ ]
d) Not at all [ ]
e) Not sure [ ]

15. What are the performance appraisal practices that the school conduct to motivate teachers?

No.	Performance Appraisal Practices	Tick
a)	360-degree feedback	
b)	Teacher Based Evaluation	
c)	Any other, specify _____	

16. By use of a tick please indicate whether you strongly agree (SA), agree (A), undecided (UD), disagree (D) or strongly disagree with the following statements regarding the effects of performance appraisal on teacher retention in schools.

	Statements	SA	A	U	D	SD
a)	Through performance appraisal practices we are able to obtain feedbacks regarding our progress in the profession and this encourages one to work hard.					
b)	Performance appraisal gives us the opportunity to receive professional development from the school as professionals are involved in training and evaluation.					
c)	Frequent performance appraisal practices play a great role in improving teacher individual performance and accountability in the profession.					
d)	Through these practices we teachers are able to handle various issues such as stress and conflict reduction, emotion and conscientiousness handling and improved accurate self-awareness					
e)	There is a significant relationship between the schools evaluation criteria, teacher performance and their retention in schools.					
f)	Teacher based evaluation practices are fully done in the school and this makes the teachers to feel empowered and integrated within the school running.					

Section V: Improving Teacher Motivation

What are the measures that may be put in place to facilitate improved teacher motivation and retention in Secondary schools?

a) Training Needs

_____
_____
_____

b) Incentive Provisions

_____
_____
_____

c) Teacher-Performance Appraisal

_____
_____
_____

Thank you for your cooperation

Appendix II: Interview Guide for Principals

Dear Respondents,

I am Erick Huma, a graduate student at The Catholic University of Eastern Africa. You have been selected to participate in this research on teacher motivation strategies in British Curriculum Secondary Schools in Lang'ata Division. The information you provide is meant for academic purpose only and will be treated in strict confidence. Thank you for your willingness to participate.

Section I: Demographic Information

1. Age Range
   a) 30years and below [ ]
   b) 31-35 years [ ]
   c) 36-40 years [ ]
   d) 41 years and above [ ]

2. Educational Level
   a) Degree [ ]
   b) Masters in Education [ ]
   c) PHD
   d) Any other specify, _____

3. Working Experience
   a) 5 years and below [ ]
   b) 6-10 years [ ]
   c) 11 years and above [ ]

Section II: Teacher Motivation Strategies

4. Please explain whether your teachers are adequately trained to handle various emerging issues in the school with ease.

_____
_____
_____
_____
_____

5. a) What are the training needs that teacher require for them to be fully motivated as teacher professionals in the British Curriculum system of education.

_____
_____
_____
_____
_____

6. b) What are the training needs that teacher require for them to be fully effective as teacher professionals in the British Curriculum system of education.

7. a) Please explain how teacher training needs may influence their motivation in schools.

8. b) Please explain how teacher training needs may influence their Retention in schools.

9. Are teachers provided with incentives in the school for their motivation? Yes/ No. explain.

10. Explain the extent to which lack of incentives provision by the school administration has hindered teachers' career growth and development in the teaching profession?

11. Does the school conduct teacher performance appraisal? Yes/ No. explain.

12. What are the teacher performance appraisal practices conducted in the school and how do they influence teacher motivation and retention in this area.

_____
_____
_____
_____
_____

13. To improve teacher motivation and retention strategies in your school, what are the measures that you think if put in place would play a great role to facilitate this process?
a) Training Needs

_____
_____
_____
_____
_____

b) Incentive Provisions

_____
_____
_____
_____
_____

c) Teacher-Performance Appraisal

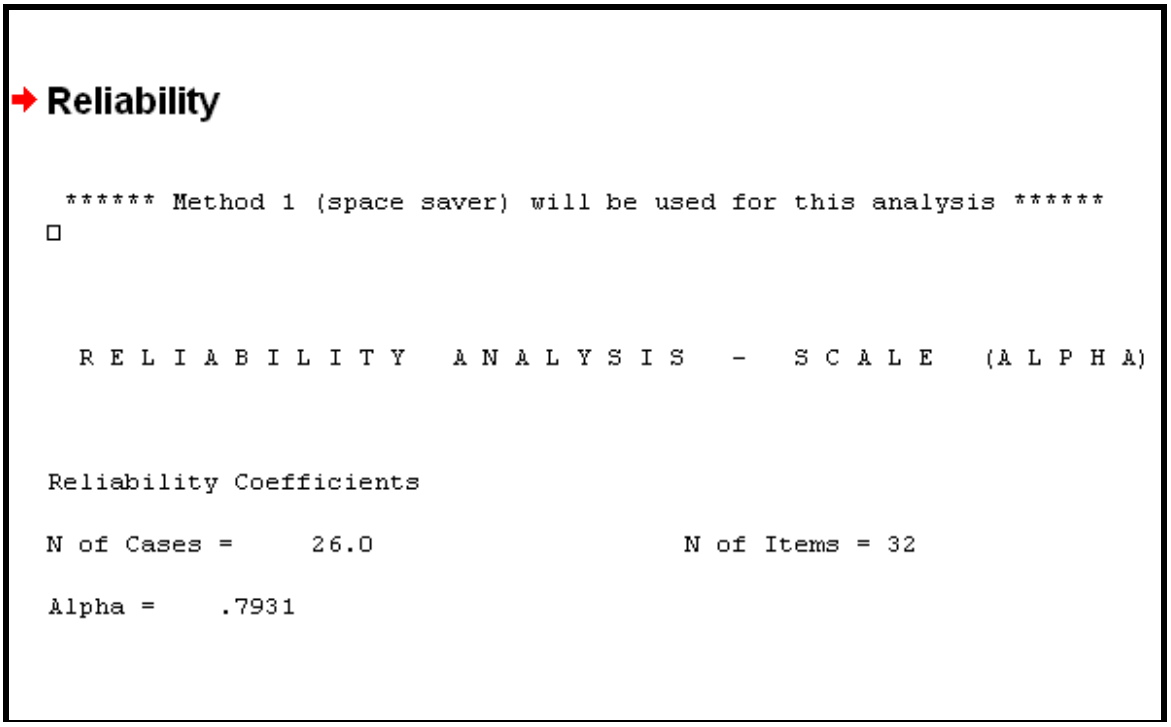
_____
_____
_____
_____
_____

d) Any other, strategies state

_____
_____
_____
_____
_____

Thank you for your cooperation

Appendix III: Reliability of the Instrument



Reliability

****** Method 1 (space saver) will be used for this analysis ******

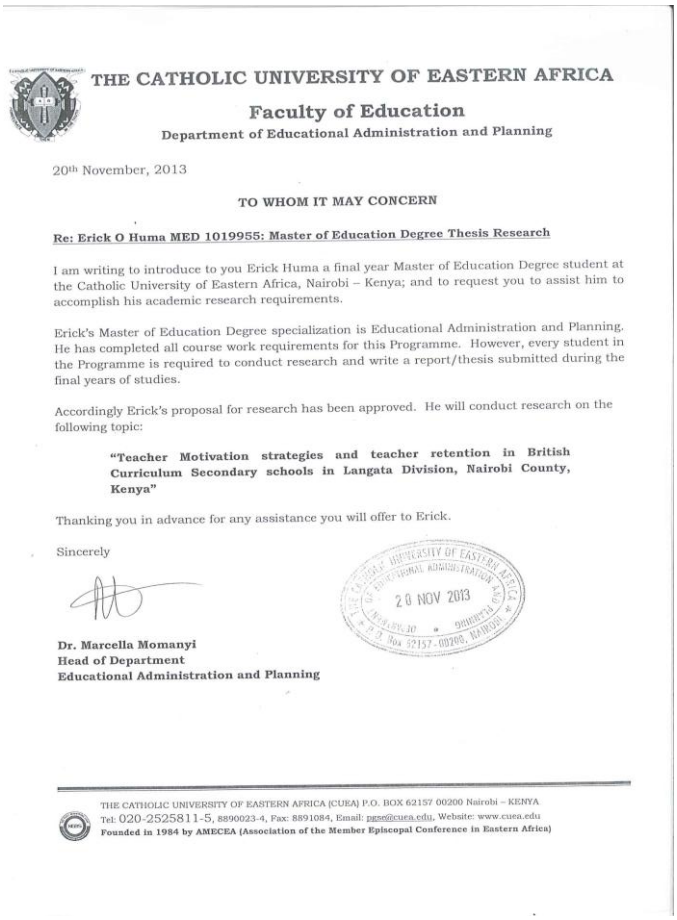
R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 26.0 N of Items = 32

Alpha = .7931

Appendix IV: University authorization letter



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Educational Administration and Planning

20th November, 2013

TO WHOM IT MAY CONCERN

Re: Erick O Huma MED 1019955: Master of Education Degree Thesis Research

I am writing to introduce to you Erick Huma a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Erick's Master of Education Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this Programme. However, every student in the Programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly Erick's proposal for research has been approved. He will conduct research on the following topic:

"Teacher Motivation strategies and teacher retention in British Curriculum Secondary schools in Langata Division, Nairobi County, Kenya"

Thanking you in advance for any assistance you will offer to Erick.

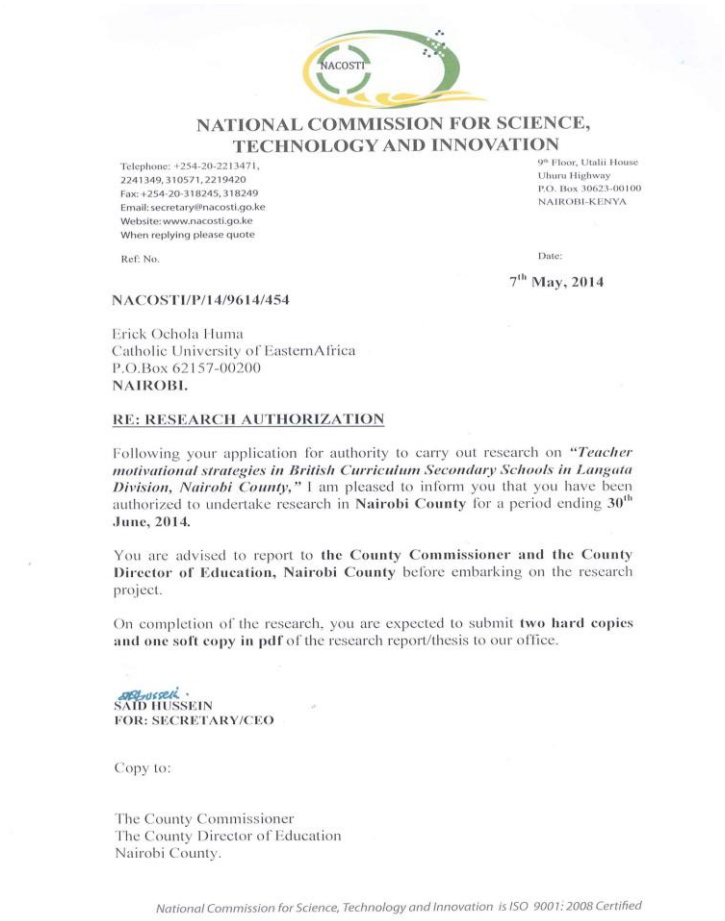
Sincerely

20 NOV 2013

Dr. Marcella Momanyi
Head of Department
Educational Administration and Planning

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

Appendix V: Research authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

7th May, 2014

NACOSTI/P/14/9614/454

Erick Ochola Huma
Catholic University of EasternAfrica
P.O.Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Teacher motivational strategies in British Curriculum Secondary Schools in Langata Division, Nairobi County,"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30th June, 2014.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix VI: British curriculum international schools authorization letter



Semper prospice

HILLCREST
SECONDARY SCHOOL
SENIOR SCHOOL

3rd January 2014,

To whom it may concern,

RE: AUTHORITY TO CONDUCT RESEARCH IN BCIS SCHOOLS IN LANGATA.

Mr. Erick O. Huma is a teacher at Hillcrest International School and a student at Catholic University of Eastern Africa. He is conducting a research study on "Teacher motivational strategies in British curriculum secondary schools in Langata Division, Nairobi"

As a member school of the BCIS organization, please allow Mr. Erick Huma to conduct this study in your institution.

Thank you.

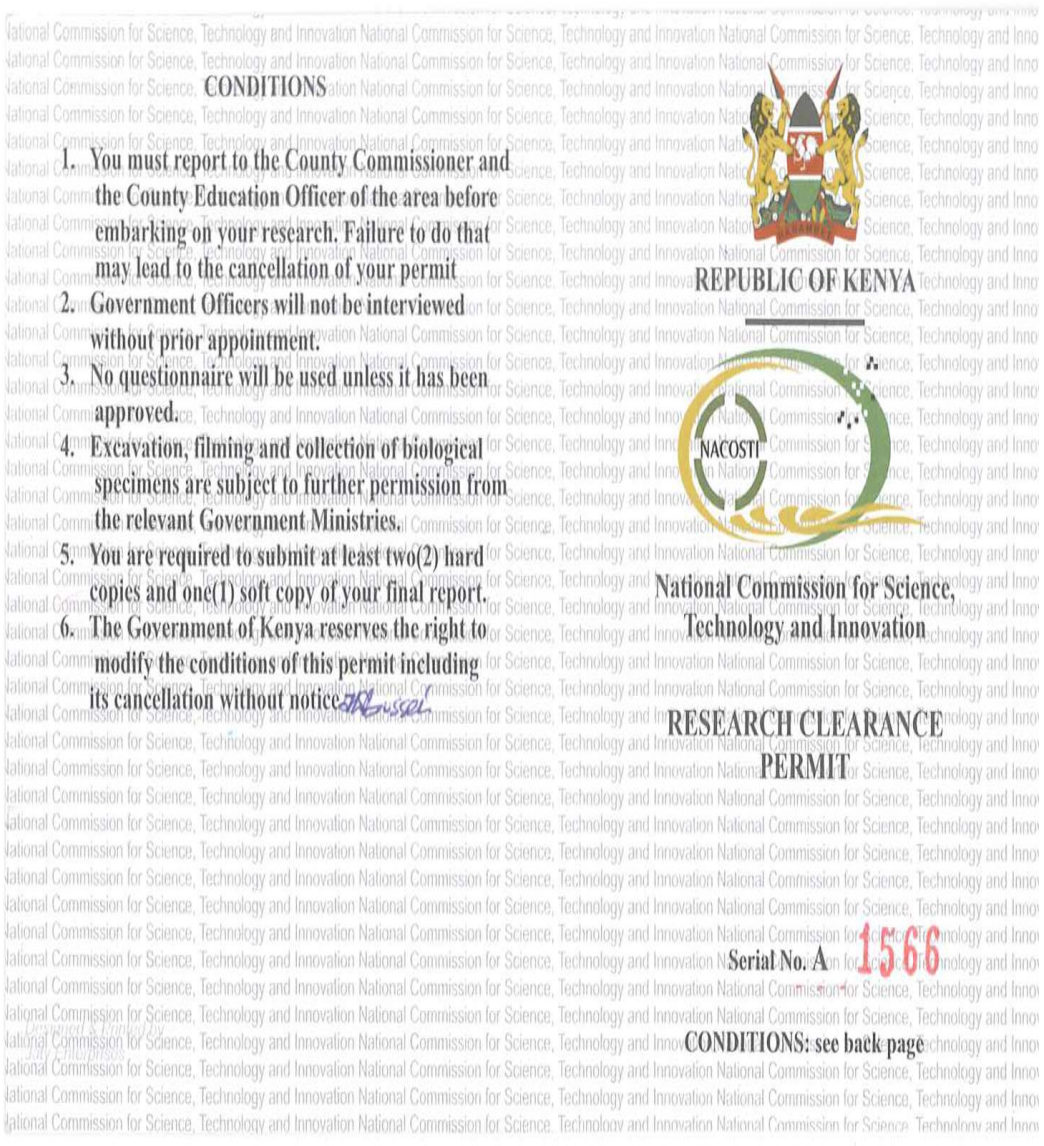
Yours sincerely,

Mr Leon Bareham,

Head Teacher

P. O. Box 24819 Nairobi 00502 Kenya
Email: admin@hillcrest.ac.ke
Landlines: (254) 020 806 7783/4
(254) 020 266 2137/8
Mobiles: (254) 0724 255 444
(254) 0733 255 442
Website: www.hillcrest.ac.ke

Appendix VII; Research clearance Permit



CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 1566

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. ERICK OCHOLA HUMA
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 862-517 NAIROBI, KENYA,has been permitted to conduct research in *Nairobi County*

on the topic: *TEACHER MOTIVATIONAL STRATEGIES IN BRITISH CURRICULUM SECONDARY SCHOOLS IN LANGATA DIVISION, NAIROBI COUNTY*

for the period ending:
30th June,2014

.....
Applicant's Signature

Permit No : NACOSTI/P/14/9614/454
Date Of Issue : 7th May,2014
Fee Recieved :Ksh 1,000



.....
Secretary
National Commission for Science, Technology & Innovation