PRINCIPALS' INTERVENTIONS ON TEACHERS' RETENTION IN PUBLIC SECONDARY SCHOOLS IN WAJIR COUNTY, KENYA

HASHIM MUSA YUSSUF

A Thesis Submitted to the Department of Post Graduate Studies in Education in Partial Fulfillment of the Requirements of the Award of Degree of Master of Education in Educational Administration and Planning

FACULTY OF EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI-KENYA

SEPTEMBER, 2023

DECLARATION

This dissertation is my original work and has not been presented for an award of any degree in any other university.

HASHIM MUSA YUSSUF Reg. No. 1036403

Signature:..... Date: September 24, 2023

This dissertation has been submitted with our approval as the University supervisors.

Prof. Marcella Momanyi

Associate Professor of Education

Faculty of Education

The Catholic University of Eastern Africa

Sign: ..... Date: September 24, 2023

Dr. Elyas Abdi

Faculty of Education

The Catholic University of Eastern Africa

Sign ..... Date: September 24, 2023

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DEDICATION

I dedicate this dissertation to my family. I love you deeply with all my heart. To my spouse Maryan, you have been a listener and a supporter of all my endeavors. Your partnership and love sustained my efforts throughout my academic journey. To my children, your endured my absence during my long hours pursuing this work.

ABSTRACT

Over the last decades, the education status in Wajir County has been at high risk due to the worrying teacher turnover rate. Consequently, lack of teachers led to poor performance, especially in the national examinations. This study aimed to examine the impact of principals' initiatives on teacher retention in secondary schools located in Wajir County, Kenya. The research was directed by a set of four inquiries. How did work-life balance influence teachers' retention in public secondary schools in Wajir County in Kenya? What was the influence of induction programs and mentoring on teachers' retention in public secondary schools in Wajir County in Kenya? How did the school environment influence teachers' retention in public secondary schools in Wajir County in Kenya? In what ways did school principals' support to teachers influence their retention in public secondary schools in Wajir County in Kenya? What challenges did school principals encounter in their effort to promote teachers' retention in public secondary schools in Wajir County in Kenya? What strategies could be put in place by school principals to minimize further teacher turn over? The study employed Job Embeddedness theory. The study employed convergent parallel mixed method design. It targeted all secondary school principals and teachers in Wajir County, with a total of 49 principals and 629 teachers in the target population. Kothari and Garg (2014)'s sample determination formula yielded 44 principals and 239 teachers. Cluster and simple random sampling selected the participants. This study used document analysis guides, unstructured interviews, and semi-structured surveys. These instruments were carefully tested for concept, content, and face validity. Cronbach's alpha assessed quantitative data reliability. However, qualitative data trustworthiness was assessed. Quantitative data was analyzed using frequencies and percentages. Pearson Correlations and Regression analysis were also done. These investigations yielded tables and figures. The study followed research ethics by content-analyzing qualitative data and presenting direct quotes and narratives. The study reveals that work-life balance significantly influences teachers' retention in public secondary schools in Wajir County, Kenya. Teacher retention is positively linked to school administrators' support, induction programs, and teacher welfare support. The findings show that Workload emerges as a major concern negatively impacting teachers' health, collaboration, and overall service. The study also revealed that the school environment, including recognition, incentives, and positive relationships, also affects teacher retention. Implementing strategies to enhance teacher well-being and job satisfaction is crucial for improving teacher retention in Wajir County's public secondary schools. The study recommends that school administrators in Wajir County prioritize teachers' professional development, welfare, and personal needs to enhance retention rates. The study's findings have broad potential benefits, as they can help school administrators, policymakers, the Ministry of Education, the Teachers' Service Commission, the general public, and academicians gain insights into critical factors affecting teacher retention, motivation strategies, and the role of administrators in schools. Ethical issues like informed consent, respect for cultural values and responses, confidentiality were considered in this study. Works by other scholars was also appreciated and cited.

ACKNOWLEDGEMENT

First and foremost I praise the Lord for his guidance in every stage of this undertaking. I would like to acknowledge and give my sincere gratitude to my supervisor, Prof. Marcella Momanyi, who through her guidance and advice made this work possible in every stage of my research. I acknowledge the assistance I got from the second supervisor Dr. Elyas Abdi.

I thank all the secondary school principals, teachers and the Teachers Service Commission Director of Education of Wajir county for availing themselves to provide information needed for this study. I would also like to thank my defense panel members for their brilliant suggestions and corrections. Special thanks to my family as a whole for their patience and understanding during my research work.

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LIST OF ABBREVIATIONS

DfE	Department for Education
EKUC	East Kenya Union Conference
MRA	Moderated Regression Analysis
NFD	Northern Frontier Districts
NQT	Newly Qualified Teacher
OIQ	Occupational Incentives Questionnaire
PTR	Pupil Teacher Ratio
SDA	Seventh-Day Adventist
SLTs	Senior Leadership Teams
TSC	Teachers Service Commission
USA	United States of America
WLB	Work- Life Balance

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In recent years, global concerns about teacher retention have grown. Worldwide, 69 million teachers are needed to achieve universal basic education by 2030, with the largest deficit in sub-Saharan Africa (UNESCO, 2022). Publications by Perna (2022) and Zamarro et al. (2021) highlight key issues in teacher retention and stress the role of school principals. Supportive leadership in schools, where effective principals create a positive work environment, is crucial. These international researchers argue that principals with strong leadership qualities, offering professional development and fostering collaboration, retain teachers better. Insufficient principal support in managing workloads and promoting work-life balance can increase teacher turnover. Additionally, professional development and career advancement opportunities are critical for retention.

Zamarro, et al. (2018)'s findings suggest that teachers are more inclined to stay in their roles when they perceive avenues for growth and progress within the profession. Principals play a vital role in facilitating these opportunities by providing access to ongoing training, mentorship programs, and career advancement pathways. Conversely, teachers feeling stagnant in their careers or sensing a lack of investment in their professional development are more likely to seek better prospects elsewhere. These studies collectively underscore the pivotal role of school principals in addressing teacher retention challenges through the cultivation of a supportive work environment and the provision of ongoing professional development opportunities.

Teachers everywhere are crucial in assisting students in achieving their academic goals (Hattie, 2019). The foundation of education's brilliance is comprised of qualified and experienced educators. One of the biggest problems confronting educational institutions today is teacher retention, which has been a continuous issue for both public and private schools across the world (Hunter, 2016). Despite all of the attempts to persuade experienced teachers to stay, school officials have failed to determine why they quit or relocate (Noe, Hollenbeck, Gerhart & Wright (2017). Increased teacher turnover hinders attempts to improve schools by interfering with the continuity of the teaching process, which creates a retention issue for the overall educational system (Sango, 2017).

For a variety of reasons, teachers choose to quit the teaching profession. Some issues have to do with either the external job market (such as comparable pay to other professions) or the teaching profession in general (such as benefits and working conditions, drop in teacher demand). Individual variables might be more subjective (like work stress) or more objective (like age or area) in nature. In this case, school administrators need to ensure they have in place interventions that foster teacher retention. Data on teacher attrition are providing more and more support for concerns regarding teacher retention (McInerney, *et al.* 2015).

There are several international policies and guidelines concerning teacher retention in public secondary schools. In 2018, UNESCO introduced the Global Teacher Status Index, which evaluates the status of teachers worldwide, offering valuable insights into global teacher retention factors and potentially influencing policy development (UNESCO, 2018). The United Nations' Sustainable Development Goal 4 (SDG 4) seeks to ensure quality education and lifelong learning opportunities for all, necessitating the development of policies addressing teacher recruitment,

training, and retention at the national level. Furthermore, the Education for All Global Monitoring Report (GMR) series, although concluding in 2015, provided essential insights into global education trends and the significance of teacher motivation, working conditions, and professional development in retaining teachers (OECD, 2018).

In 2016, attrition rates in public educational institutions, from preschool to upper secondary education, varied among comparable countries. Israel had the lowest rate at 3.3%, and Norway had the highest at 11.7%. Overall, male teachers globally showed higher turnover rates compared to their female counterparts (OECD, 2021). The teacher attrition rate represents the percentage of instructors leaving their teaching roles in a given school year. It can be calculated by subtracting the number of teachers in year t from the number in year t-1 and adding the count of newly recruited teachers in year t. In Brazil and Sweden, public school teachers experience higher turnover rates than those in private institutions.

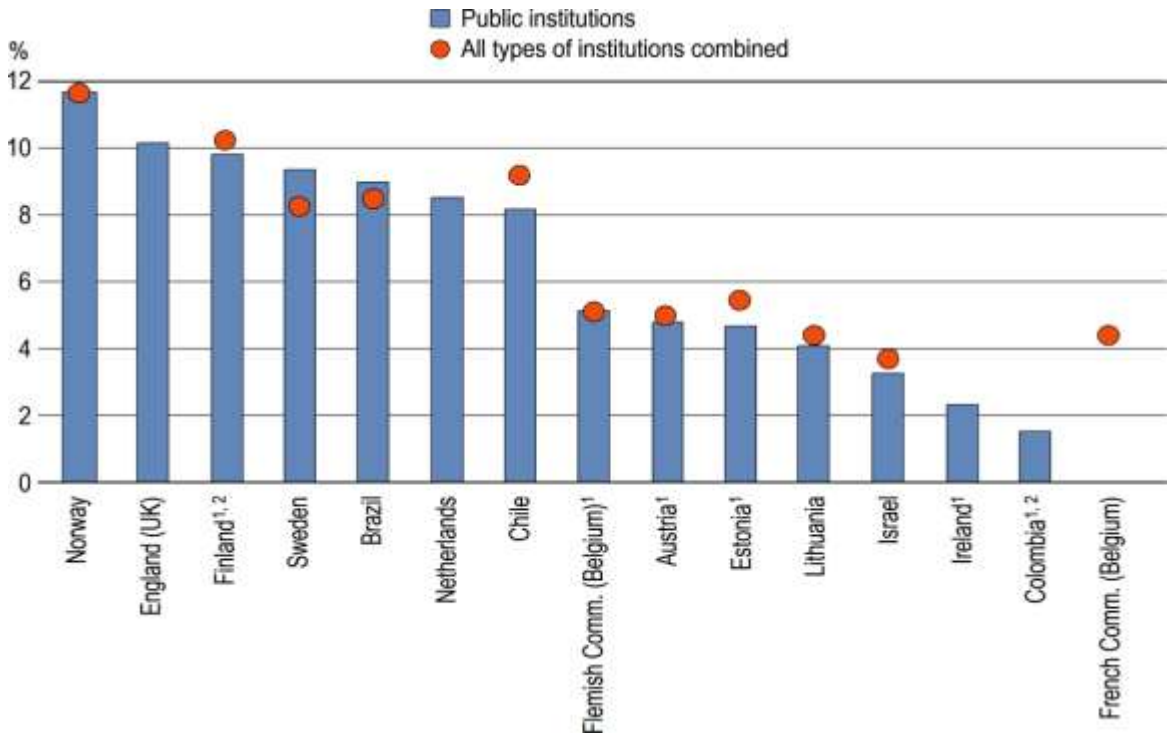

Figure 1: Teacher Attrition Rates by Type of Institution

Source: OECD (2021)

Zeitlin (2021) reports that Rwanda has a high rate of teacher turnover, with 11% of instructors leaving the public-sector teaching field and 20% of teachers quitting their positions each year. In order to boost employee happiness and retain the bulk of the teachers, school managers must establish favorable conditions for teaching and learning there (Mkhondo, 2016). Through recommendation letters, social services, and chances for career advancement, principals assume the leadership role and can inspire teachers (Price & Moolenaar, 2015). As a result, a variety of factors, such as the working circumstances and the principals' governance techniques, influence the retention of teachers at educational institutions.

According to Watt, Richardson, and Wilkins (2014), financial incentives, the accessibility of resources, the backing of upper management, respect in society, the working environment, teacher satisfaction, and student characteristics like conduct, attitude, and respect, affect teacher retention in the USA. Similar factors that negatively impacted teacher retention in China included limited financial incentives, insufficient resources, heavy workloads, a lack of primary support, a lack of social services, and an unfavorable perception of teachers (Wei & Abdullah, 2016).

The recruitment and hiring of new teachers is expensive for educational systems when there is significant teacher turnover (Kearney, 2017). This eventually has an impact on educational quality, which ultimately has an impact on students who may opt to transfer to other schools in search of institutions with adequate personnel (Giroux, 2017). Such observed behaviour highly compromises the quality of education offered in any country. Kenya’s north eastern region has suffered due to the high rate of teacher absenteeism and in the worst-case massive transfers due to the hash and unfavourable conditions of the region. To control further setbacks, there may be a need to identify the real forces behind this phenomenon.

When there is a high teacher turnover rate, it is expensive for educational institutions to attract and hire new instructors (Kearney, 2017). This ultimately has an effect on educational quality, which in turn affects students who may decide to move to other schools in search of establishments with sufficient staff (Armstrong, 2016).

The idea that every employee should or wants the same goal from their career—typically, a rapid climb up the corporate ladder—has persisted for a long time (Foot & Hook, 2017). Employee turnover can have a detrimental impact on a business, leading to a decline in performance and overall effectiveness (Dessler, 2013). This holds particular significance for service-oriented organizations, such as law enforcement agencies and fire departments, as they necessitate personnel possessing advanced proficiencies and capabilities. The phenomenon of low employee retention has led to an increase in both direct costs, such as those related to recruiting and teaching new personnel, and indirect costs, such as the negative impact on daily routines and subsequent poor performance (Kupias & Pelt, 2019; Runalo, 2013; Torrignton, Hall, & Atkinson, 2015). Holtom and Darabi (2018) suggest that the financial strain arising from the costs associated with recruiting and onboarding new employees due to attrition or competition-induced departures could be substantial.

For a business to operate and be competitive, employee retention is crucial (Mogusu, 2016). According to Jones (2015), when employees become unsatisfied with their present employer or job, they immediately start looking for other employment. Employers have a duty to keep their finest workers on staff. The ability to draw in and keep people is a skill that a competent employer should possess (Foot & Hook, 2017; Koikai, 2014; MacArthur, 2014). An organization must learn more about the variables that define employee motivation in order to keep workers

(Dessler, 2013). Since properly hiring, training, and evaluating new teachers requires time and money, teacher turnover causes issues for both schools and children. Thus, every departure results in additional expenses for a school (Harris & Sass, 2016). As an illustration, research suggests that the annual expenditure attributed to teacher turnover in public schools within the United States (US) is approximately $7.3 billion (National Commission on Teaching and America's Future, 2016).

A sample of new teachers in England and Wales were the subject of an inquiry by Her Majesty's Inspectors of Schools (HMI), which uncovered management and administrative problems with their hiring and orientation (Kimila, 2015). The government was encouraged to investigate the first training of teachers as a result, and it was made plain that induction should be viewed as continuing through the first year and should involve professional development and lower teaching loads (Kimila, 2015). Countries like France, China, Switzerland, Japan, and New Zealand mold new teachers' admission into the profession and conform them, particularly for math and science instructors (Huang, 2015). According to the Swiss system, new instructors are considered experts and lifelong learners; hence their induction process in Switzerland is centered on the personal development of the staff (Gitonga, 2015). According to Hunter (2016), the Swiss methodology entails organizing new teachers into cohorts of six instructors, who facilitate their practical training. Subsequently, classroom observations are conducted, involving both experienced and novice teachers.

According to a report by Xinhua (2018), public schools in England are currently facing significant challenges in their efforts to sustain and improve their teaching personnel, hence indicating the presence of a burgeoning crisis. According to a report released by the House of

Commons Committee, various reasons, such as a decrease in the quantity of secondary school educators commencing their careers in 2017, have played a role in this phenomenon. As to the reports, several instructors cited their departure from their employment mostly due to their overwhelming workload. According to a report by Xinhua (2018), criticisms have been directed towards the Department for Education (DfE) in England for allegedly neglecting the importance of teacher retention, a contributing factor to the nation's elevated rates of turnover in the teaching profession. According to recent data provided by Raphael (2015), a significant proportion of newly certified teachers in England, specifically four out of ten or 40%, choose to resign from their teaching professions within one year of obtaining their certification. These individuals attribute their decision to the high levels of pressure experienced inside the classroom environment. The workload may appear ceaseless for the duration of academic sessions. Some schools, according to a number of teachers, are very helpful and have clear and consistent behavior regulations, which lessen the strain on newly qualified teachers (NQTs). The demand on new teaching personnel has increased since the Office of Standards in Education (Ofsted) was established (Raphael, 2015). The points made by the listed writers are convincing since excessive workloads demoralize new teachers, who may need the first six months to adjust. However, it has become standard practice for the TSC of Kenya and the Ministry of Education to give preference during recruitment to schools with severe burdens over those looking to improve their services. Thus, when a teacher's workload gets intolerable, they decide not to teach.

In Africa, similar to other industrialized countries, schools need comprehensive retention strategies that are well-organized. Over the years, there have been instances in South Africa where a high number of teachers have left their positions. According to Mazimbuko (2015), the high turnover rate is attributed to a number of factors, including the workload of instructors, their

increased administrative burden, their inability to accurately record students' grades for CAS assessments, the loss of status, and insufficient pay. According to sources, up to 20,000 teachers in the Gambia leave their careers as teachers each year, according to their union's observations (Hunter, 2016). Lack of proper pay, delays in wages and benefits, lack of promotion opportunities, and poor working conditions were among the reasons given for the huge exodus from the teaching profession (Hattie, 2019).

In Nigeria, a study by Faremi (2017) revealed that schools must make sure that they have the necessary infrastructure, such internet connectivity. According to Faremi's study, teacher retention strategies should include prompt payment of salaries, worker welfare benefits, comfortable working conditions, teacher mentorship programs, preparation for educators, and the supply of essential resources on the effectiveness of academic calendars in secondary schools. In Tanzania, Malisa (2015) identified some of the administrative interventions employed to promote teacher retention in secondary schools included improving school environment through community awareness, provision of in- service training to teachers, and provision of financial incentives.

Insufficient time allocated for fulfilling family obligations and responsibilities intensifies the stress experienced at the boundary between work and home, underscoring the growing significance of work-family matters for individuals, families, and institutions in today's contemporary society. The occurrence of conflict between work and family emerges when there is a clash in the role expectations associated with each domain (Aboobaker & Edward, 2020). Conflicts between work and family develop when what is expected of one area coincides with what is needed of another. The contentious transition between home and work could be a source

of work stress (Mullen et al., 2018). It is theorized that family life interferes with work and that time-based work interferes with it, leading to the conclusion that workplace stress among employees causes attrition (Wood *et al.,* 2020).

The aspects of the work environment that seemed to have the most favorable effects on teachers were encouraging senior leadership teams (SLTs) and supportive coworkers. Teachers had a bad perception of their workplace when they felt isolated, there was a "lack" of support from leadership, or they were harshly scolded after peer observation. A teacher who receives adequate training and support is more likely to be highly motivated and provide high-quality instruction. The responsibility of ensuring the implementation of a comprehensive induction program for newly hired teachers lies with every school principal. The need for regular reiteration of the game's rules, such as safeguarding students from all forms of abuse—physical, emotional, psychological, and sexual—should be made clear to teachers. The guidance and support of educational institution administrators can be very helpful to new or struggling instructors (Oduor, 2019).

One of the key pillars of the Kenyan economy has been highlighted as the education sector. Every Kenyan has a constitutional entitlement to a high-quality education, which is why there is such a high demand for education in Kenya. But with Kenya's expanding population, the public sector cannot provide the need for education on its own (Noe, Hollenbeck, Gerhart, & Wright, 2017). In Kenya's public secondary schools, 3,471 personal transfer requests out of 11,834 total requests were approved in December 2013; nevertheless, 1,493 other transfers based on balance and needy cases occurred in the same year, leaving a gap in some institutions (Grissom, 2015). The proposed study, while delving into the school administrators' influence, also seeks to find out how the external and internal environments influence on teacher's retention.

In Northern Kenya counties, the locals do not pursue teaching careers, and have largely relied on teachers from other parts of Kenya. Due to the resistance of the missionaries, the first schools in the region were established as late as 1940s. Staffing these institutions were further affected by the Shifta Wars of the 1960s, which was a serious menace in Northern Frontier Districts (NFD). As one of the insecurity prone counties in Kenya, TSC has massively lost a number of teachers from Wajir County. The non-local teachers are the most affected lot because they are the main target of the Al-shabaab terrorist group operating in the neighbouring country of Somalia. According to Abdi and Kharbiryamban (2019), the Pupil Teacher Ratio (PTR) in all the northeastern counties is 65:1. To solve this Wajir County has employed measures like; employing board of management teachers, using former students who are untrained to teach, overloading the existing teachers and merging of classes in the same grade or topics. This is the current situation on the ground. Consequently, however, these approaches have jeopardized the quality of education in the county.

1.2 Statement of the Problem

Teacher retention is important in secondary schools because experienced and dedicated teachers can provide students with consistent, high-quality education, fostering better academic outcomes. High teacher turnover can disrupt the learning environment and negatively impact student performance and well-being. The persistent issue of low teacher retention in Kenya raises significant social concerns, impacting both the availability of teachers and the academic performance of students. Despite various measures to address the problem, teacher mobility remains a prevalent issue in many regions of the country (TSC, 2019; Oduor, 2019). Alarming statistics indicate that within the initial three to five years of their careers, a substantial number of

newly recruited teachers choose to resign from their positions, exacerbating the shortage of educators. The Teacher Service Commission (TSC) estimates that, on a daily basis, 44 instructors retire, pass away, or leave the profession, leaving the educational sector short of approximately 100,000 teachers. It's noteworthy that the Kenyan government implemented a bonding policy in 2001, aiming to prevent newly hired teachers from requesting transfers from their initial postings before completing five years of service (Republic of Kenya, 2009b). Despite this policy, many teachers still manage to circumvent it and relocate to schools of their preference. Additionally, there are cases where teachers abandon the teaching profession altogether for alternative job opportunities. This concerning situation has dire consequences for the educational status of regions like Wajir County, where teacher turnover is particularly high. In 2020, over 80 schools in Wajir County faced a severe crisis as teachers resigned from their positions in the area. Ten schools were left without a single teacher, while 72 schools relied solely on headteachers to manage educational operations (Makong, 2020). Unfortunately, there is a paucity of comprehensive studies addressing the state of education in Wajir, especially concerning teacher retention and the external factors contributing to its precarious condition. Therefore, it is imperative to undertake empirical research that includes interviews with affected teachers and administrators to gain insights into the root causes of this pressing issue. In light of the identified gap in research, this proposed study seeks to investigate the impact of administrators' interventions on teacher retention in public secondary schools within Wajir County, Kenya. By addressing this crucial issue, the study aims to contribute to the improvement of teacher retention strategies and ultimately enhance the quality of education in the region.

1.3 Research Questions

The current investigation was guided by the following research inquiries;

i. How does work-life balance influence teachers' retention in public secondary schools in Wajir County in Kenya?

ii. What is the influence of induction programmes and mentoring on teachers' retention in public secondary schools in Wajir County in Kenya?

iii. How does the school environment influence teachers' retention in public secondary schools in Wajir County in Kenya?

iv. In what ways does school principals' support to teachers influence their retention in public secondary schools in Wajir County in Kenya?

v. What challenges do school principals encounter in their effort to promote teachers' retention in public secondary schools in Wajir County in Kenya?

vi. What strategies can be put in place by school principals to minimize further teacher turn over?

1.4 Research Hypothesis

The subsequent research hypotheses were utilized as a framework for the investigation:

Ho_1 Work-life balance does not have a statistically significant influence on teachers' retention in public secondary schools in Wajir County in Kenya

Ho_2 Induction programmes and mentoring do not have a statistically significant influence on teachers' retention in public secondary schools in Wajir County in Kenya

Ho_3 School environment does not have a statistically significant influence on teachers' retention in public secondary schools in Wajir County in Kenya

Ho_4 School administrators' support to teachers does not have a statistically significant influence on teachers' retention in public secondary schools in Wajir County in Kenya

1.5 Significance of the Study

Many different types of individuals may benefit from the study's findings. First of all, Kenyan public school principals and administrators would be able to determine the key elements influencing teacher retention at their particular institutions. Additionally, they might profit from the knowledge about the induction and mentoring procedures at their institutions that was gleaned from the data and conclusions. The results could also serve as a foundation for designing teacher development and retention-focused motivational programs at various schools.

The Ministry of Education could find the study's conclusions valuable. This is because the study may propose some recommendations that the ministry needs to adopt in the realm of educational administration of schools and similar institutions. The county director of TSC in Wajir County may learn about the various issues affecting his county, especially the retention and turnover of teachers. The Teachers' Service Commission and the educational community as a whole may gain from this research since it will enable them to develop more effective motivational tactics targeted at improving overall teacher performance. The study may be pertinent since it

looks at different motivating tactics that affect employees' performance, which may have an impact on the institution as a whole.

The findings and suggestions from this study can help the government, through policymakers, identify the issues impacting teachers' overall effectiveness in the field of education. Additionally, it may utilize the data to help the industry create a setting that will foster the development of stronger motivational tactics targeted at increasing teacher performance. The scholarly contribution of this work may also be advantageous to academics and scholars, particularly regarding the determinants that impact employee retention in the study area's secondary schools. Additionally, the gaps found in the literature review and the proposed topics for additional study may provide academic discussions some direction.

The general public, the Teachers' Service Commission, the neighborhood around the school, parents, teachers, and workers in other industries can all profit from this research. They will be able to recognize how motivation affects how well they perform. Additionally, they can be aware of the most effective motivating techniques to use at their individual workplaces to guarantee that employees give their all in an effort to maximize performance.

More so, various Boards of Management of different schools in the country may benefit from the findings of the proposed study. Particularly, they could learn how to maintain both the external and internal school environments in the manner that favors learning and retains teachers for long. Furthermore, the communities residing around the school could learn how to live and co-exist with the school. The may learn the main pivotal role they play in the excellence of a school.

Further, the proposed study may contribute directly to literature on internal and external school environments. Through this proposed study, the role of an administrator in a school will be very eminent and clear. Furthermore, this study has the potential to make a valuable contribution to the current body of literature on Embeddedness Theory, Tinto's theory, and the attribution theories. The proposed study data will mainly analyzed within the frames and principles of these theories.

1.6 Scope and Delimitation of the Study

The study was conducted at Wajir County public secondary schools. They were favored since they made up 80% of the county's school types and were more affected than the private ones. The study's primary audience included teachers, county TSC director and principals of secondary schools. The study requested information especially on the Administrators' interventions on teachers' retention in secondary schools in Wajir county. Teachers were the affected group, and therefore, elicited substantial information for the course of the study.

Also, both the internal and external environmental factors were on focus. Generally, the success of a school depended on the support base from both the external and internal forces. The external forces were; parental support, security in the host community, adequate funding, and supportive national policies while the internal factors comprised; teachers' motivation, teachers' efficacy, discipline, good performance, and enhanced synergy while at work.

1.7 Theoretical Framework

The research utilized Job Embeddedness Theory (JE) as originally proposed by Mitchell, Holtom, Lee, Sablynski, & Erez (2001). The fundamental aim of the theory is to ascertain the

factors that influence employees' inclination to depart from or join a business. The concept of Job Embeddedness aims to examine the link between many aspects inside the work environment and the connections individuals have outside of work, including their affiliation with the organization, family, and social groups (Osowski, 2018, p. 9). The theory assumes that an employee's psychological, social and financial condition affects his/her retention. The specific factors that may influence an employee in working environment include;

> "age, marital status, size of the family and number of children, years of service, hobbies, participation in community clubs and organizations outside of the church" (Young, 2012, p.35)

Additionally, Mitchell, et al (2011) regards Job Embeddedness as employees' network with other people's perceptions and their appropriateness in relation to a company or an organization's beliefs. Moreover, proponents assert that Job Embeddedness encompasses a comprehensive array of factors and influences that have a substantial effect on an employee's inclination to remain with an organization. Therefore, an individual's view and attitude are influenced by both on-the-job circumstances and off-the-job factors. The theory articulates its claims through the utilization of three interconnected concepts. The concepts under discussion are fitness, connections, and acts of selflessness. The theory encompasses aspects fits, links and sacrifice.

Fit refers to the level of comfortability and compatibility resulting from her environment, community or organization. A person fits well to an organization when;

> Individuals will take into account their compatibility with various aspects of the neighborhood and surroundings, including but not limited to the climate, weather conditions, religious affiliations, and recreational pursuits. Personal beliefs, career

> aspirations, and knowledge, abilities, and skills are in line with the company culture and the job's needs. (Zhang, Fried, & Griffeth, p. 221).

The theory assumes that the positive relationship and enabling factors such as high self-esteem among workers, job satisfaction and the understanding within the organization can increase retention. Fit factors among the school teachers will be assessed by focusing on their attitude, career aspirations, and their fit with the social climate, weather conditions and the religious beliefs.

According to Lee, Hom, Eberly, Junchao, & Mitchell (2017), links relate to the official and unofficial relationships a person has with the organization and the local community. As a result, being trapped is more likely when one has more connections to a company and a higher degree of work embedding. The notion of links is about the level of understanding and connectedness between the different agents within an organization. The community that the person works in may negatively or positively influence an individual in an organization. When the outside environment in the form of customers or the people enjoying an employees' service are welcoming and supportive, an employee will be motivated to stay. However, an abrasive and unsupportive environment discourages employees hence turnover. The study will examine how the school environment such as compatibility between teachers, level of motivation, student's discipline and overall synergy within the schools to assess teachers' turnover and retention issues in Wajir County.

According to Mitchell et al. (2011), sacrifice refers to the perceived cost of prospective opportunity loss or psychological, social, or monetary loss that an individual may go through while leaving an organization. An employee might cut ties with other colleagues, lose on the desired projects, and community-related involvements. **Job Embeddedness** asserts that the family and

community responsibilities held by an individual may inform the decision that an employee makes while attached to an organization. Thus, the larger the social system, the stronger the impact on job-embeddedness (Ramesh and Gelfand, 2010). Zhang (2013) and Sablynski (2014) observe that teacher's job embeddedness depends on the job relations (in school) and out of school/classroom (external) factors; turnover and retention.

1.7.1 Strengths of the Job-embeddedness Theory

Job Embeddedness is a theoretical framework that encompasses three key aspects: fit, linkages, and sacrifices. These dimensions serve as the foundational factors that influence an employee's decision to remain with or transfer from a business. These will be examined by investigating how administrators' involvement, school environment, community involvement and parental involvement affect teachers' retention and turnover in Wajir County. The fit factors will be the school internal environment and attitudes, the links will be the administrators' involvement, community involvement, and parental involvement. Sacrifice will be accounted for by assessing how the teachers' family and community relations influence the decision made by teachers in Wajir County.

Besides, the theory is beneficial to all stakeholders in an organization because it assesses the employees' performance against other factors such as cohesion issues, and turnover (Park and Shaw; 2013; Allen, Pelkotorpi & Rubeinstein, 2016). This study will depend on this strength to foresee how the future of education and teachers in Wajir County would look like if the current state recurs (Kiazad, Holtom & Newman, 2015).

1.7.2 Weaknesses of Job Embeddedness

From the literature reviewed on the theories, however, Job Embeddedness Theory has not been fully investigated, especially within the school setting (Chang & Cheng, 2013; Lee & Koslowsky, 2012; Lee et al, 2014). Few studies have primarily examined external factors like teachers' salaries and organizational leadership, neglecting internal issues such as work-life balance, induction, mentoring, and the school environment. This study explores these less considered strategies to manage the high turnover of teachers in Wajir County, offering a different perspective to education agents in the region. According to Young (2012), the theory is noted to be quite weak in explaining how the institutional environment relates to turnover. It does not vividly explain what may motivate one race to stay in a profession than the other. As such, the theory does not consider the very intrinsic desires or abilities which may as well influence a person's decision to leave or stay in an environment, especially in the multi-racial settings. To address another theory on environment was used.

Studies on Job Embeddedness have also indicated some conflicting findings on public-private employees working in the different institutions. Some indicate that public employees have lower satisfaction while others indicate high levels of satisfaction. The same results are also reported on the private sector (Young, 2012; Young, Stone, Aliaga and Shug, 2013; Engelbrecht, 2020). The theory does not really account for other factors which are beyond, fits, sacrifice and links. Moreover, gender and demographics influences on both retention and attrition at the job place are underscored within Job embeddedness theory. It is possible that one's gender can influence the decision made as to whether to say or desert the job.

1.7.3 Application of Job Embeddedness Theory to the Study.

Job Embeddedness Theory looks into how people are well connected with their jobs, colleagues, community and relevant associations. Using the tenets of links, this study will delve into finding out how the teachers' links with fellow colleagues and groups can determine teacher attrition and retention in Wajir County. The colleagues' links here will comprise both the local and non-local teachers. The issue of mistrust between the local and non-local teachers may be an issue of the close and loose links among teachers in Wajir County, hence, attrition.

More so, fit as another factor propounded by Job Embeddedness theorists may also be applicable to this study. As such, fit refers to the 'perceived comfort within an organization and a community' (Young, 2012, p. 24). Fit can be affected by weather conditions, ease of access of outdoor activities and communities' entertainment avenues, and favourable, security, political and religious climates. Local and non-locals may find the communities' working environment as favourable or unfavourable based on the principle of fit. This study will examine how these factors influence teachers to remain or leave Wajir County. The security threat posed by Al-Shabaab militants in the community may relatively be among one of the negative fit factors motivating teacher attrition.

In order to maximize production, enhance working connections, strengthen employee-manager interactions, and provide effective succession planning, it is essential for every institution to retain its employees. Job Embeddedness theory aims to assess how communities impact employees' decisions to stay or leave. This study investigates how parental involvement, particularly in school matters such as student discipline, peace and security maintenance, and

infrastructural support, influences teachers' retention. Additionally, based on the limitations of Job Embeddedness, the study focuses on the school administrator's role in encouraging teacher retention. Links, links theory, and sacrifices.

1.8 Conceptual Framework

Figure 1 depicts the relation between the independent variables that impact the extent of support received by teachers and their stay within educational institutions. The intervening variables are also indicated to show that they have some influence on teachers' retention if improperly handled.

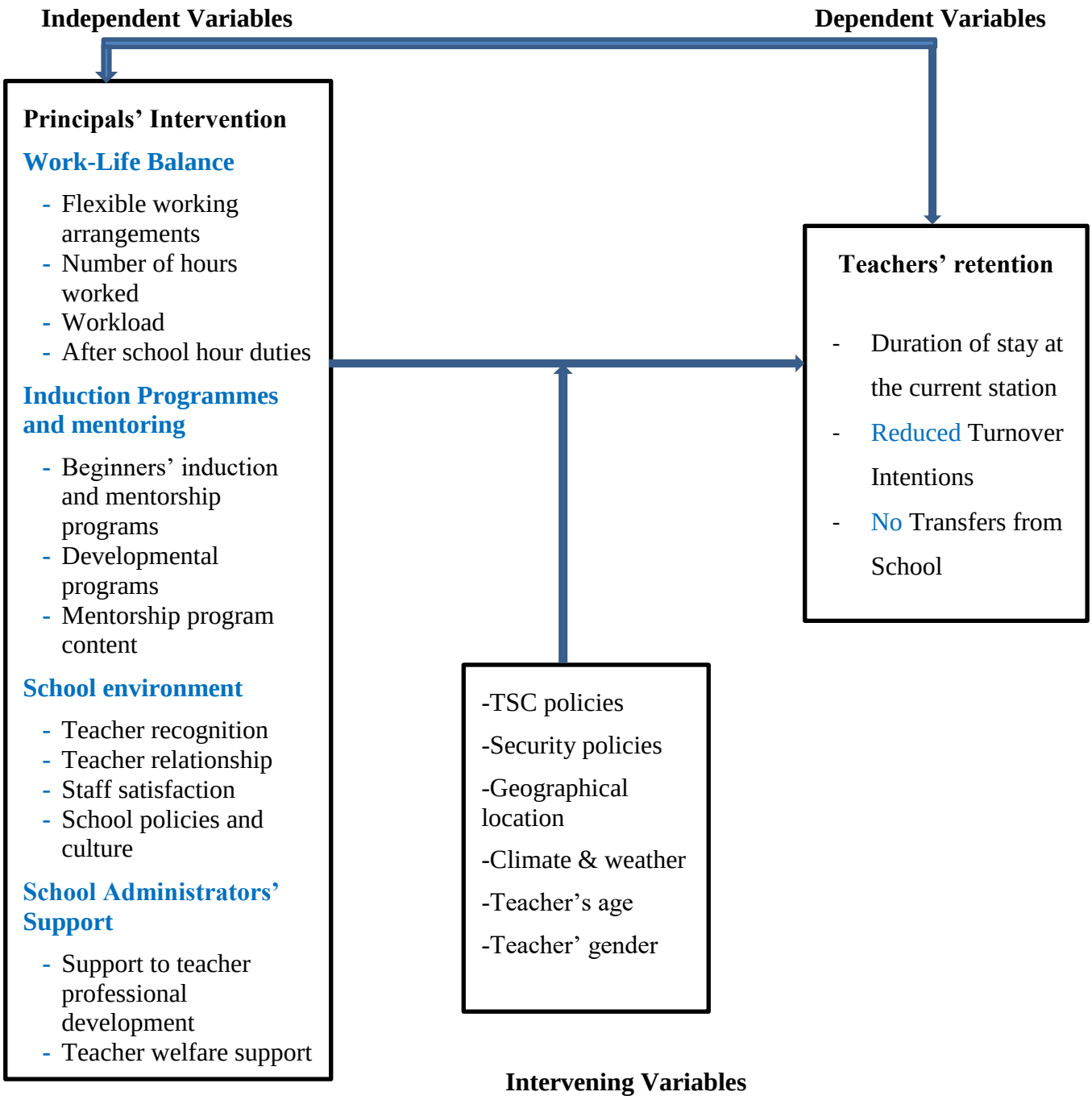

Figure 2: Relationship among Variables in the Conceptual Framework

From the figure 1, the independent variables are preconceived as those factors that may influence teacher retention in the secondary schools in Wajir County. Parental involvement in school matters encompasses various aspects, such as providing support to instructors, students,

and ensuring the well-being of students. Another is community involvement as in the case of maintaining security, clan conflicts, and destruction of school property. In addition, the school's environment in the form of teacher recognition, teacher relationship, teacher satisfaction and school's culture and lastly administrators' impact in the form of teacher induction, teacher welfare support, teacher's delegation of duties and good management and leadership.

The dependent variable used in the study, however, pertains to the factors influencing teacher retention. It looks into the issues may likely influence teachers to stay or leave as a result of existence of positive or negative independent variables as outlined above. The retention specific factors include duration of stay at the current station, administrative role held by a teacher and a teacher's satisfaction in his or her present station. The intervening variables are variables that may in the presence of independent variables can influence the expected outputs. In this study, the specific factors will be TSC policies, those that govern retention and attrition, security policies as to whether the government provides enough security or not, the geographical location of the county that is dry and with harsh weather, especially for the non-local secondary teachers, and lastly, teachers age and gender. Teachers age; old or young, may influence one's decision to leave or stay. One type of a gender, especially female teacher may be more predisposed to insecurities and psychological torture, hence, can leave earlier than the male teachers.

1.9 Operational Definition of Key Terms

Administrators: The secondary school principals who head public Secondary Schools in Kenya.

Interventions: Any strategies or activities aimed at improving teacher retention and workmanship among the teaching staff in a school.

Promotion: Refers to moving normal classroom teachers to positions with more responsibility and pay in public secondary schools in Kenya.

Retention: refers to a secondary school's capacity to retain its faculty or staff over an extended period of time.

Wajir: One of the 47 counties in Kenya situated in North Eastern region of the country

Work-Life Balance: Refers to the right prioritizing and allocation of time between professional and family or leisure activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.

This chapter deals with the various discussions drawn from literature reviews on employees' retention, teacher retention and related factors. This chapter comprises the critical reviews of related theories, and the reviews of empirical and conceptual studies. reviews of empirical and conceptual studies include: work-life balance and teachers' retention, induction programmes and mentoring and their effect on teachers' retention in secondary schools, school environment and teachers' retention, and school administrators' support to teachers and their influence their retention. The chapter also encompasses a concise overview of the literature that has been examined, as well as the identification of areas where knowledge is lacking.

2.2 Critical Reviews of Related Theories

This section reviews some two other employee retention theories which will be used in support of Job Embeddedness Theory. The two selected theories; Tintos Theory of Retention by Tinto. (1975; 1993) and Attribution Theory by Heider (1958), and Weiner (1974; 1986).

2.2.1 Tintos Theory of Retention

Tinto's research, according to Shafer (2016), revealed that social connectedness as well as an institution's degree of dedication to students had a favorable impact on student retention. The degree to which the identities of students who are at danger of leaving are acknowledged and assimilated into school cultures determines how many students are retained. Due to alarming

patterns of student dropout and satisfaction that were prevalent in the 1960s and 1970s, the basis for retention building into theory grew more widespread in that decade (Seidman, 2015).

The theory focuses more on the pre-entry characteristics, objectives, and experiences that pupils have had both internally and outside. It takes into account both formal and informal interactions and experiences when learning occurs not by accident but on purpose and in situations designed to foster learning. The connection of intellectual and social life is strongly emphasized in Tinto's idea. The five prerequisites listed by Tinto's theory for student retention are expectations, support, feedback, engagement, and learning. Tinto's approach focuses solely on student retention, but this study will use the same criteria - teacher expectations, community and school support, and teachers' engagement in school matters.

Tinto's Theory of Retention is highly relevant to the study being conducted in public secondary schools in Wajir County, Kenya, as it provides a valuable framework for understanding and addressing the factors influencing teacher retention. Tinto's theory emphasizes the importance of academic and social integration as key determinants of student persistence in higher education, which can be paralleled to teachers' retention in secondary schools. Work-life balance (i), induction programs, and mentoring (ii), the school environment (iii), and school principals' support (iv) all play crucial roles in teachers' academic and social integration within their educational institutions. These aspects can either enhance or hinder teachers' sense of belonging and commitment, thereby affecting their decision to stay or leave. Additionally, Tinto's theory highlights the significance of identifying and addressing challenges (v) that may impede integration and persistence, aligning with the study's aim to understand the obstacles faced by school principals in promoting teacher retention. Finally, Tinto's theory underscores the importance of proactive strategies (vi) to

minimize attrition, which directly relates to the study's focus on identifying strategies that school principals can implement to reduce teacher turnover in Wajir County's public secondary schools. In summary, Tinto's Theory of Retention provides a comprehensive theoretical foundation for investigating and addressing the multifaceted factors influencing teacher retention in this specific educational context.

One of the advantages of Tinto's Theory, according to Tinto (1993) and Arnekrans (2014), is that If students are able to have both formal as well as informal social and academic integration, they may reconsider their commitments, aims, and intents from and toward the institution and regard them as external duties. External obligations are often thought of as personal goals, families, employment, and relationships with peers outside of the educational setting. Students can choose if they wish to continue their studies at the institution based on these commitments, degrees of achievement, and integration. In this context, leaving a university rather than giving up on higher education completely is referred to as dropping out.

Tinto (1975; 1993) also states that students bring a variety of background traits with them when they enroll in universities. These qualities include a person's attitudes, pre-entry qualities, and family history. Gender, color, age, and aptitude are all factors in individual views. Pre-entry features include traits like credentials and accomplishments. Family background traits include family expectations, family social position, and family education level.

On the other hand, Tinto's methodology is sometimes criticized for only being suitable to pupils who attend traditional residential schools. In essence, it has been argued that the Tinto model cannot be applied to students who do not live on or close to campus and who enroll in a university

or college right after high school. What is the supporting evidence for this? The extent to which Tinto's concept might apply to students enrolled in distant learning programs was examined in a study by Alfred Rovai (Rovai, 2002). He claims that previous researchers have noted that Tinto's approach has limited relevance in the study of non-traditional students since it is based on an evaluation of how average undergraduate students integrate into the institutions of higher learning that they attend. He draws attention to Bean and Metzner's work, who developed their own model of student attrition called the S.A.M. and argued that Tinto's model did not adequately take into account students who do not particularly want to participate in social components of student life and who's primary objective about the university they attend is what it can offer them academically. These students included those who were over twenty-four, did not live on campus, were not enrolled full-time, and those who did not live on campus. This line of reasoning contends that whereas most students have a somewhat common support system—classmates, roommates, etc.—non-traditional students may have a totally diverse support system. Mature students, for instance, are more likely to have a wide, established network of friends and family outside of the institution, and as a result, they are less likely to require the type of intra-campus social and academic integration outlined by Tinto. Additionally, because distance learners have various forms and degrees of social and academic integration, they are unlikely to exhibit the same patterns of attrition as traditional students. There is a very easy explanation for why the Tinto SIM model may not generalize beyond regular full-time undergraduate students, despite the fact that this critique may be upheld to a point. The Tinto model has a very broad scope and attempts to explain every possible behavior associated with student attrition. However, given that some student communities' overall experiences with higher education are different from those of conventional students, it was nearly inevitable given the ambitious nature of its design that it would fall short of

addressing the attrition behavior of such populations. However, it was primarily created to characterize the reasons why students quit higher education, and it does so with some degree of effectiveness. Even while it is doubtful that a model can account for every potential reason that a departing student may have for leaving higher education, it will still be a huge success if it can accurately capture the attrition behavior of the usual student type.

2.2.2 Attribution Theory

The attribution theory contends that people's interpretations of events affect their perceptions and actions. Heider (1958) was the initial contributor to the development of a psychological theory of attribution, although it is worth noting that Weiner and colleagues subsequently formulated a theoretical framework that has gained significant prominence as a fundamental research paradigm in the field of social psychology. According to the concept of attribution, people try to justify or provide reasons for the behavior of other people. One may provide one or more explanations when seeking to comprehend the driving forces behind another person's actions. The process of assigning blame involves three steps: perception or observation of the behavior, conviction that it was intentional, and chooses whether to place blame on the other person or the environment depending on whether or not they think the other person was forced into acting in a specific way.

Achievement was the main emphasis of Weiner's attribution theory (Weiner, 1974). He came to the conclusion that the most significant elements influencing how successes are assigned are ability, effort, task complexity, and chance. In the context of causality, it may be observed that effort is characterized as an external factor that is subject to variability, whereas ability is regarded

as an internal factor that remains relatively constant. Controllability distinguishes between variables that are subject to manipulation, such as competency or efficacy, and those that are not, such as aptitude, mood, other people's behaviour, and chance.

Three fundamental differences exist between attributes: locus, stability, and controllability. The concept of the locus of attribution pertains to the origin or source of achievement or lack thereof, when viewed metaphorically. When an individual attributes a high score on a test to their personal aptitude, this is referred to as an internal locus. Conversely, if the individual attributes the outcome to the ease of the exam, this is categorized as an external locus. The attribute stability of a phenomenon is determined by its inherent quality of relative permanence. When assigning a value to one's ability, the origin of success tends to remain consistent as ability is an enduring characteristic that persists over an extended duration. If you attribute a good grade to your study efforts, the source of success is fragile since effort can fluctuate and needs to be renewed frequently or it will finally disappear. The degree to which attribution is subject to control is called controllability. You may relatively control the source of success by just deciding how much to study if you attribute a good grade to your study efforts. The source of the success, however, is unpredictable if you credit the mark to pure luck; nothing can affect random chance.

The attribution theory excels in the following areas in particular. First, attrition theory assumes that humans and animals are drawn toward particular goals rather than being driven to perform things (Bernstein, 2012). The theory recognizes that when there is a strong pull factor, individuals will act in ways that are necessary to attain goals. According to this study, motivational elements including frequent feedback, pay, pleasant working circumstances, specific goals and objectives, health coverage, and tuition reimbursement influence teacher retention (Franzoi, 2011).

Furthermore, this view recognizes that individuals are driven by pleasure, or by activities that are naturally pleasant (Martinko, & Mackey, 2019). Promotion, training, acknowledgment of work completed, and early payment are therefore crucial to teachers' motivation since they make them feel good and motivate them to work more in order to optimize results. Additionally, it motivates instructors to stay at their jobs, increasing retention.

The proponents of this theory also acknowledge that people are motivated by The individual's inclination to optimize pleasure and minimize discomfort (Franzoi, 2011). Teachers need to be rewarded for their efforts, just like any other person, in order to motivate them to continue working. It is crucial to incentivize teachers in order to motivate them. Rewards may be used to encourage particular behaviors in people, but they can also be used to discourage certain behaviors. For instance, rewarding instructors for being on time will deter teachers from skipping work. Since each instructor places value on the reward, the inceptive motivational method is a potent tool. If the rewards are attainable, teachers are driven. The principal's choice of reasonable, doable objectives is an important instrument for motivating teachers.

There are notable shortcomings in this concept, namely the unequal nature of rewards and the potential insufficiency of motivating benefits for those other than oneself. What rewards one finds motivating can depend on physiological, social, and cognitive variables. For instance, educators are more likely to be motivated by the possibility of advancement when they are genuinely in need of it, as opposed to when they are content in their present role. The idea of a much-desired abroad vacation may inspire a biology teacher to set up remedial sessions, but a history teacher would find such a trip utterly unattractive. According to Stephen L. Franzoi, the author of the book Psychology: A Discovery Experience, the perceived worth of an incentive may

vary over time and in diverse contexts. For instance, in some circumstances, a teacher may find that receiving praise from the administration has a positive motivating effect, but not in others (Franzoi, 2011).

2.3 Reviews of Empirical and Conceptual Studies

This section presents a discussion of the related empirical and conceptual studies on related issues which influence teacher retention. The section commences with an analysis of the impact of the external environment on the retention of teachers. The subsequent section provides an analysis of previous research examining the impact of a school's internal climate on teachers' retention, as well as an exploration of the recognition given by principals to teacher retention. The concluding portion of this section examines the scholarly discourse surrounding the difficulties encountered by school administrators and teachers, as well as the potential solutions that may be implemented to achieve teacher retention in educational institutions.

2.3.1 Work-Life Balance and Teachers' Retention in Secondary Schools

The concept of "work-life balance" pertains to a form of inter-role conflict arising from incongruent expectations between one's family and professional responsibilities, hence posing challenges in fulfilling both sets of obligations (Andrade et al., 2021). According to Schieman, McBrier, and Gundy (2003), this conflict has an effect on psychological functioning. Employers who place a high priority on work-life balance rules send a message to all employees in the company that these matters should be taken seriously, claim Park et al. (2020). Chuan-Chiew et al. (2018) claim that employee turnover is a substantial issue for firms and that welcoming work-life policies can help to minimize turnover. Work-life balance is a critical factor that impacts teachers' retention in public secondary schools. Educators who are able to effectively integrate

their personal and professional spheres are more inclined to maintain their posts for a prolonged duration. Individuals experiencing elevated levels of stress and burnout due to an inequilibrium between their personal and professional spheres may exhibit a heightened inclination to discontinue their occupations.

According to Agha et al. (2017), maintaining a work-life balance entails juggling the responsibilities of the workplace with those of one's home life in order to guarantee both devotion to one's family and job happiness. In a similar spirit, Khan and Agha (2013) proposed that measures that might boost employees' autonomy and flexibility as they balance various responsibilities are part of work-life balance. To achieve work-life balance, organizational policies and work schedules must be modified so that all teachers, it is simple for people to balance employment with their other commitments or objectives outside of the office.

According to Holland et al. (2019), imbalances between work and personal life can lead to several negative consequences such as reduced productivity, diminished morale, lateness, absenteeism, and other related concerns. Additionally, these imbalances can also contribute to employee turnover. Over the course of extended period, individuals who are able to effectively manage the equilibrium between their personal and professional spheres will prove to be advantageous for both the organization and their own well-being. According to Zahra et al. (2018), work-life balance is associated with the psychological well-being of individuals and has the potential to significantly enhance their self-efficacy. The quantity of overtime hours performed and the person's working hours are inversely connected with work-life balance. The more working and overtime hours that employee puts in, the more their professional and personal lives go out of balance, thus affecting their productivity and willingness to remain in the organization.

In a recent study, Oglesby (2021) investigated the factors influencing the retention and attrition rates of healthcare professionals, with a specific focus on the role of work-life balance in promoting retention. This study aimed to investigate the work-life balance, job satisfaction, and retention rates of healthcare employees employed in small medical offices. The research design employed in this study was correlational in nature. The study revealed a correlation between work-life balance and meaningful connections. Based on the findings of the research, a robust and affirmative correlation has been identified between the concept of work-life balance and the retention of employees. However, it is important to note that the study was done at health institutions rather than educational institutions.

Five-star hotels in Malang, East Java, Indonesia were studied by Raharjo et al. (2019), who found that work-life programs were successful in enhancing attitudes and lowering work-family conflict. The researchers noted that businesses are developing more forgiving work-life policies as they become more cognizant of the value of work-life balance. High staff turnover rates endanger both the continuity of care and the capacity of employees to carry out essential case management duties. The employers that achieve the highest levels of success are those who effectively include work-family policies into their overall human resource strategies, which may include job redesign, incentives to enhance employee engagement, and initiatives aimed at reducing employee turnover and addressing work-family disputes. Work-Life balance is a crucial retention strategy for teachers. Increased flexibility may be the answer to the work-life balance issue. Additionally, it makes sense to believe that flexible work schedules will appeal to employees, especially those who are manipulating many obligations, as the purpose of these arrangements is to reduce inter-role conflict. However, Raharjo's study was in Indonesia, and

thus, conclusion that there is increasing awareness by organizations of the essence of work life balance should not be generalized to schools in Wajir County

The study conducted by Obasi and Adieme (2021) investigated the levels of teacher engagement and work-life balance within private secondary schools located in Rivers State. The study utilized correlational research methods. The method of proportional stratified random sampling was employed, resulting in a sample size of 714 teachers, which represents 10% of the total population. The results of the study indicated that there was a significant but weak relationship between work-life balance and teacher participation in secondary schools in Rivers State. Obasi and Adieme (2021) argue that it is imperative for businesses and school administrations to establish flexible work environments that prioritize teachers' work-life balance. This is crucial in fostering a conducive environment that motivates instructors to exert their utmost efforts towards achieving educational objectives. The focus of their research, however, was on private institutions rather than public high schools.

In Imo State, Nigeria, Ukaigwe and Adieme (2017) conducted research on secondary school teachers' use of time management techniques to reduce workplace stress. The survey found that obligations related to the profession, such as staff meetings, extra mural courses, weekend class coaches, summer vacation lessons, and after-school chores, among others, frequently interfere with teachers' personal time. The study also showed that stress at work might make it difficult for teachers to handle the responsibilities of their jobs, which led to increased teacher turnover intentions. This may suggest that programs promoting work-life balance were effective in promoting teacher retention. Ukaigwe and Adieme (2017) did not, however, look into the impact of this intervention on teacher retention.

Sailatha and Swathi (2022) conducted a study to investigate the correlation between work-life balance, job satisfaction, and employee retention. The data required for this study was provided by a sample of 105 participants from the education sector. Secondary data is obtained from various sources such as the internet, research publications, books, journals, articles, magazines, and previously published theses. The correlation between work-life balance, employee retention, and job satisfaction showed a negligible magnitude.

In a recent investigation carried out by Odisa et al. (2021), the researchers explored the influence of work-life balance factors on the levels of job satisfaction among teachers employed in public secondary schools situated in Nairobi County, Kenya. The primary aim of this research was to assess the influence of gender and supervisor support on the job satisfaction levels of teachers. The research utilized Stacy Adams' equity theory, which proposes that individuals evaluate their ratio of inputs to outcomes relative to those of others. The present study employed a descriptive survey methodology. The multiple regression analysis was conducted under the assumption of null hypotheses. Based on the primary results, the administrators shown a high level of support for their instructors, particularly by promptly granting them authorization to address personal matters and pursue opportunities for professional growth. There was no statistically significant disparity observed in job satisfaction between male and female teachers. Based on the findings, it is recommended that the Teachers Service Commission establish specific policies aimed at enhancing the work-life equilibrium of teachers. Comparative investigations should prioritize rural regions.

In Kenya's Homa-Bay County public secondary schools, Joseph (2022) investigated how work-life balance rules affected teachers' performance. The purpose of the study was to determine

how teachers' performance at public secondary schools in Homa Bay County, Kenya, was impacted by administrative adherence to leave regulations, a supportive work environment provided by the school administration, make-up time, and job sharing. The study's contributing elements were discussed in light of the spillover theory. The study's findings were as follows: WLB increases output; there is still work-family conflict among teachers in Homa Bay County; leave regulations do not, by themselves, increase output; rather, their absence will have a negative influence on output. The survey also found that instructors are still overworked, make-up time allows teachers to spend adequate time with children, and job sharing improves employee effectiveness and efficiency. The research recommended, among other things, that businesses increase funding for work-life balance initiatives to assist teachers in maintaining a healthy balance between their personal and professional lives, instead, their absence will negatively affect how well you do your work.

2.3.2 Induction Programmes and Mentoring and their effect on Teachers' Retention in Secondary Schools

According to Kesee, et al. (2022), the retention of teachers in secondary schools has been proven to benefit from introduction programs and mentorship. These programs offer new teachers assistance and direction, assisting them in adjusting to their new surroundings and acquiring the skills required for success in the classroom. Additionally, mentoring offers continuing assistance and chances for professional growth, which can enhance work satisfaction and lower turnover rates. Induction and mentorship programs have statistically significant benefits on teacher and student outcomes, including retention, effectiveness, and success, according to their study.

Han (2023) looked at the relationships between teacher self-efficacy, first-year teacher retention expectations, and how useful teacher induction programs are. This study, which likewise used a non-experimental correlational technique to collect data from 408 first-year primary school teachers in Shanghai, was theoretically based on the high-quality TIP model developed by Horn et al. In the study, a number of regressions and correlations were looked at. The outcomes showed what was following: (2) a modest yet discernible correlation was seen between self-efficacy and anticipated retention, indicating that individuals with higher self-efficacy ratings were more likely to have lower predicted retention rates (1) Contrary to the study's premise, there was no discernible relationship between teachers' perceptions of the effectiveness of TIP and their sense of their own efficacy.; (3) The gender, major, and TIP scores were found to have a substantial impact on predicted retention. Gender, major, and assessments of TIP helpfulness were shown to be strongly correlated with anticipated retention. In the paper, the findings, consequences, and suggestions are further examined.

In New Jersey secondary schools, Kruegel (2022) investigated the interactions between new teachers and their mentors as they finished their mentorship. This qualitative research study analyzed a sample of rookie teachers' experiences with mentoring using interpretative phenomenological analysis of semi-structured interviews. The framework of cultural historical activity theory was utilized to examine relationships between the elements of each participant's activity system. The study was motivated by the fact that there is a teacher shortage in school districts all throughout the United States as a result of a significant exodus of new teachers. The results show how crucial a mentor's interpersonal abilities and the design and administration of induction programs are to the success of provisional instructors. The most effective and satisfied newcomer induction programs "are those that employ the most stringent mentor selection

procedure. However, Kruegel (2022)'s study was carried out in advanced economy with a high capacity to roll out effective induction in comparison to the location of the current study, Wajir County.

Using information from nationally representative samples, the study conducted by Ronfeldt and McQueen (2017) aimed to examine the potential relationship between different types of induction support and the likelihood of teacher turnover within the first year of employment. They made use of data from the Beginning Teacher Longitudinal Study, Teacher Follow-Up Surveys, and Schools and Staffing. The study revealed that extensive induction support can reduce teacher attrition by approximately 4.8%. Receiving such support in the first year was associated with decreased teacher migration and attrition, suggesting a promising policy trend for utilizing induction to mitigate new teacher turnover. Certain induction strategies, such as facilitating communication from school administrators, implementing mentorship programs, conducting beginners' seminars, and providing dedicated time for cooperation and planning, have been associated with reduced rates of teacher migration and attrition. However, it is important to note that the specific outcomes varied across different research models.

According to the findings of several research conducted over the course of one or two years, it was determined that the Teacher Induction Program (TIP) had minimal to no impact on positive student outcomes or teacher retention (LoCascio et al., 2016). Furthermore, a recent scholarly investigation (Gibbons and Cobb, 2017; Kraft et al., 2018) focused on a limited range of themes and subjects, highlighting the growing necessity for further scholarly inquiry into the themes and impacts of TIPs. Furthermore, there remain certain unresolved issues pertaining to the interrelationships among these factors, although the examination of connections between the

success of Teacher Induction Programs (TIPs), teacher self-efficacy, and their anticipated retention. Is there a mediator that exists between these variables?

According to Saffold (2005), the belief in the effectiveness of one's teaching leads to an increase in efficacy beliefs, which in turn boosts expectations for future teaching performances to be successful. Based on his scholarly investigation and comprehensive examination of a sample including 225 first-year instructors, Shearn (2007) arrived at the finding that the efficacy of TIPs emerged as the most influential factor in predicting the perception of efficacy. The study by Lemon and Garvis (2017) demonstrated that the implementation of Teacher Improvement Programs (TIPs) has the potential to enhance students' evaluations of instructors' effectiveness. Scholars that have contested the robust linkage between these two variables argue that there exists no discernible link between the various types of TIPs and teacher efficacy (Lowrey, 2012). Furthermore, there is currently a lack of empirical research investigating the correlation between the value of these elements related to teacher efficacy and/or the retention of first-year teachers.

In a study conducted by Hanita et al. (2020), the objective was to investigate the correlation between adherence to the standards of the TEAM Programme and teacher retention. The study findings indicated that teachers who met a larger number of programme requirements demonstrated an increased probability of maintaining their positions within the same district and the wider public school system in Connecticut. The extent to which program criteria were adhered to exhibited variability, with higher rates of completion observed for programs that incorporated modules, while lower rates were observed for programs that required mentor contact hours.

In their investigation of the effect of flexible work schedules on teacher retention in Ghanaian public schools, Asare-Danso and Boateng (2020) emphasized the benefits of such schedules for improving work-life balance and lowering turnover. According to a research by Baffour-Awuah et al. (2019), encouraging work-life policies had a favorable impact on teachers' resolve to remain in their positions. Additionally, maintaining a healthy work-life balance appeared as a crucial element in reducing the difficulties teachers experienced and promoting their continuing participation.

Recent studies in Nigeria have emphasized the value of work-life balance in keeping teachers. Ogunmakin and Adebayo (2020) emphasized the importance of work-life policies in lowering teacher turnover intentions in Nigeria. Olagoke et al. (2019) further emphasized the advantageous correlation between work-life balance practices and the job satisfaction and retention of teachers. The study conducted by Adeoye et al. (2018) also discovered that addressing work-life balance concerns significantly influences the retention of teachers in Nigeria.

Anachuna and Obi (2021) conducted a descriptive survey study to assess the mentorship strategies employed by principals in order to promote teacher retention within public secondary schools in Anambra State, Nigeria. The study's population consisted of 256 principals, all of whom were included in the data collection process. The researchers distributed and collected a total of 256 fully completed surveys with the assistance of ten study assistants. Based on the findings of the survey, it can be observed that administrators at public secondary schools in Anambra State employ a combination of formal and informal mentorship approaches intermittently in order to enhance teacher retention.

2.3.3 School Environment and Teachers' Retention

Geiger and Pivovarova (2018) conducted a study in Arizona public schools to examine the influence of working conditions on teacher retention. The study revealed a correlation between the demographic composition of schools, specifically higher proportions of low-income and/or minority pupils, and two key outcomes: lower attrition rates and higher teacher ratings. The research indicates that educators exhibit a much higher propensity to depart from educational establishments characterized by pronounced resource deficiencies and/or elevated poverty rates. Nevertheless, the research was carried out in a distinct geographical area of the country, with educational institutions that significantly differed from the present study's setting.

In the United States, Curtis (2012) conducted a research to look at the factors that prevented mathematics instructors from becoming teachers and compared those factors to the reasons for their decision to leave teaching. According to the report, instructors of math, science, special education, and bilingual education quit their jobs more frequently than those of other subjects. Instructors of physical education, music, and English tended to quit more frequently in the UK. The reasons cited were a negative relationship with the school administration, a poor work environment, and a lack of resources that is, the community's general lack of discipline and aggressive behavior, which caused professors to abandon the teaching profession.

In a research conducted in the Netherlands, Den Brok, Wubbels, and Van Tartwijk (2017) discovered a variety of causes for attrition. These factors included organizational culture, interpersonal relationships, and professional support at the school; salary, resources, and career advancement at the workplace; learning needs, engagement, and behavior at the student level. This means that interventions focusing an area such as school environment could contribute favourably

toward teacher retention. Nevertheless, the study did not look at how working conditions influenced teacher retention.

Gore et al. (2015) conducted research on the traits, drives, and retention beliefs of instructors. Australian working teachers made up the participants. The Factors Influencing Teaching Choice (FIT-Choice) measure, which was previously used to pre-service teachers, was included in the study. The findings demonstrate that: (i) teacher motivations are impacted by traits like gender; (ii) teachers are intimidated by unfavorable social judgments; and (iii) teachers are motivated by their self-perceptions in educating children and adolescents in the community. It is concluded that job procedures and societal attitudes that damage a teacher's self-concept can decrease retention.

Ansley et al. (2019) discovered that high levels of stress and job dissatisfaction brought on by unfavorable working circumstances are to blame for the high rate of teacher turnover in high-need settings rather than issues related to the requirements of the pupils. The research on the working conditions and degree of professional expertise of teachers in public schools who taught adolescents with multiple risk factors is presented in this article. The facility provided therapy to students whose least restrictive setting was a special school for those with significant emotional disturbance requirements. The majority of the students also struggled financially and had histories of trauma from their early years, behavioral issues, and academic underachievement. The majority of respondents said their working circumstances and professional experiences were satisfactory.

Based on the research conducted by Pas, Bradshaw, and Hershfeldt (2012) as well as Petty et al. (2012), it has been established that school leadership practices play a pivotal role in shaping

the working environment, which in turn affects teacher job satisfaction and ultimately impacts teacher retention. Effective school leadership for a supportive environment was affected by a variety of characteristics, per study by Simon and Johnson (2015) and Stewart-Banks, Kuofie, Hakim, and Branch (2015). These characteristics include the following: consistent adherence to school regulations; assistance with the control of student behavior; frequent interaction and constructive criticism; versatility for teacher autonomy; inclusiveness of teachers in school-wide making decisions; provision of needed resources; and mentoring of new teachers. However, all of these researches were carried out in industrialized nations, which have various school environments.

The likelihood of several categories of principle turnover (mover, promoted, demoted, leaver, and retired) was explored by Yan (2020) in relation to the working circumstances of principals. According to a research, principals with favorable employment agreements, a tenure system, and greater salaries were less likely to switch jobs. Positive disciplinary environments also decreased the likelihood of administrators switching schools, especially in institutions with large populations of students of race. More budgeting and teacher professional development effects were linked to a decreased risk of principals quitting their jobs, while more control over performance criteria demonstrated the reverse trend.

Dwipayana and Suwandana (2021) suggest that the non-physical work environment has a moderating role in the assessment of the influence of leadership style and work environment on employee retention. Associative research methodology is employed. The study was carried out in Bali's Ayodya Resort. 501 employees made up the study's population, and 84 of them served as samples. The method of sample selection is proportionally stratified. Observation, interview, and

questionnaire data collecting techniques were utilized, and moderated regression analysis (MRA) was used for analysis. The findings indicated a significant and positive correlation between leadership style and staff retention. The likelihood of employees desiring to remain employed by the company is positively correlated with the efficacy of the leadership style implemented by the organization. The combination of an effective leadership style and a positive non-physical work environment has been found to enhance an employee's inclination to remain committed to the organization. Consequently, the intangible work environment amplifies the impact of leadership style on the retention of employees.

Ingersoll and May (2012) and Goldhaber, Gross, and Player (2011) all agree that it can be difficult for high-need schools that serve a sizable number of children in underprivileged communities to hire and retain teachers, especially the most talented ones. As a result, they contend that most teachers choose low-need schools for their first employment, with those hired into high-need schools subsequently preferring to move to low-need ones. In addition, Sun (2018) while referring to that transfer dichotomy argues that the movement from low need schools to high-need schools contributes to the unequal distribution of teacher quality. According to Sun (2018) and Feng (2012), this precedent is the main cause of differences in black teachers' retention and transfer patterns in student accomplishment in Northern Carolina, which eventually leads to uneven occupational results. This study will bank on these authors' claims in order to understand the teacher transfer and retention issues observed in Wajir County. The difference between the current study and the stated authors' studies is that the latter investigated the teachers of colour transfer and retention issues in New York City in America, while the former investigates the massive non-local teachers' transfer and retention issues in Wajir County in Kenya.

A study conducted by Maigari et al. (2021) career satisfaction and the retention had an effect on the retention of teachers in schools located in the Dass Local Government Area of Bauchi State, situated in North Eastern Nigeria. For this study, 186 teachers were selected as sample responders using a proportionate stratified sampling technique. Findings showed a positive correlation between career satisfaction and teachers' retention and attrition in Dass Local Government, Bauchi State's public secondary schools. The study suggested that by providing suitable teaching and learning tools, school administration and the government may enhance the working circumstances for teachers.

Recent research in Nigeria highlights the significance of a conducive school environment in retaining teachers. Adeyemo and Akintunde (2019) found that positive school culture, supportive leadership, and adequate resources contribute to teachers' job satisfaction and ultimately enhance their retention. Similarly, Adelabu and Adelabu (2020) emphasized the importance of a harmonious working environment and collaborative relationships among staff members in promoting teacher retention in Nigerian public secondary schools. Furthermore, Olatunde and Adeyemi (2021) emphasize that a safe and well-maintained physical school environment positively impacts teachers' job satisfaction and reduces turnover rates.

A study by Asumadu-Sarkodie et al. (2020) demonstrated that a positive school climate characterized by mutual respect, teacher autonomy, and effective communication contributes significantly to teachers' job satisfaction and retention. Additionally, Abeka and Gbelebu (2018) highlighted the importance of school leadership and supportive policies in creating an enabling environment that enhances teacher retention. These findings suggest that a conducive school environment is instrumental in fostering teachers' commitment to their profession in Ghana.

Wushishi (2014) cites teacher delay in promotion, low salaries, late payment, heavy workload, incommensurate teacher-student ratio, and the poor status of teachers within the community as the main causes for teacher attrition in Northern Nigeria. Wushishi, moreover, posits that the increase in the teachers' workload for the remaining teachers, burdensome duties imposed by the school administration, and the cost effects used to recruit another teacher also directly influences teacher attrition. Additionally, Olamiken (2014) notes that children and teachers in Nigeria have become the main targets and victims of Boko Haram. Teachers and children are psychologically traumatized to continue going to schools where their emotional status and lives are threatened. Olamiken faults the government in enhancing security in Boko Haram infested townships in northern Nigeria.

According to Juliet (2010), referenced by Ekabu et al. (2018), working environments, including psychological and physical aspects of a job, are crucial motivators, and if these motivators are absent, people will abandon their existing positions. The likelihood that a teacher may leave their position is determined by the kind of working conditions they experience, such as low pay, big class sizes, insufficient administrative assistance, inadequate school facilities, long commutes to work, and a lack of participation in school decision-making.

Marinnete (2017) conducted a study in the South West Region of Cameroon to investigate the correlation between employment conditions and teacher attrition in secondary schools. A total of 370 instructors were selected by a random sampling method from a target population of 5250 teachers in the Fako, Meme, and Ndian divisions, in order to participate in the study. The study's findings indicated that there is a need for enhancements in the learning environment inside educational institutions, a lack of adequate teaching materials, and an excessive workload burden

on teachers. The results also unveiled a negative and statistically significant correlation between the working circumstances of instructors and their retention.

Gatsinzi, Jesse, and Makewa (2014) used a correlational study design to investigate how factors connected to work and school affected teacher motivation in Rwanda. The study's main findings showed a strong correlation between teacher motivation and workload, the nature of the work, and school amenities. Although the study under consideration demonstrated a link between working circumstances and teacher motivation, secondary school instructors may not be able to adapt the study's conclusions to their situations. The study evaluated the impact of working circumstances on secondary school science teachers' retention.

Researchers Joram, Wanjala, and Matula (2018) looked at how institutional variables affected teachers' dedication to their jobs in Kenyan primary schools. A descriptive survey approach was used. 95 instructors and 17 Headteachers from 17 schools were chosen at random to participate in the study. The findings of the study indicate that a prominent factor contributing to decreased commitment among teachers in the teaching profession is their limited involvement in critical decision-making processes within their respective schools, as evidenced by the majority of instructors (80%) not participating in such procedures. By utilizing a representative sample consisting of 17 Headteachers and 95 teachers, drawn from a larger population comprising 63 Head Teachers and 315 instructors, it is possible to make inferences and generalize the findings to the entire population. Nevertheless, the research employed a predominantly quantitative approach in its methodology, without any qualitative components that would have explored the instructors' inclination to remain in the profession. Moreover, due to the specific sample of elementary school instructors included in the study, the generalizability of its findings to high schools is limited. The

present investigation employed a mixed-methods design and integrated qualitative components, focusing on teachers in secondary schools located in Wajir County.

The study conducted by Nyakundi and Omwenga (2020) demonstrated that an encouraging and empowered leadership approach, coupled with a collaborative and respectful school environment, has a significant role in enhancing teachers' work satisfaction and retention within the context of Kenyan public secondary schools. Furthermore, the significance of professional development opportunities and a conducive working environment in impacting teachers' retention was underscored by Koech and Katuse (2019). In addition, the authors Onsomu et al. (2021) emphasized the need of sufficient instructional resources, infrastructure, and support systems in improving teacher retention rates within secondary schools in Kenya.

Odukah (2016) employed a descriptive survey methodology to investigate the factors influencing employee motivation within the context of Kisumu County. The objective of the research was to establish the correlation between employees' motivation and their work environment. The data in this study were obtained by the utilization of a questionnaire that was developed specifically for this research. Subsequently, the acquired data were subjected to analysis employing statistical measures such as percentages and frequencies. The study's findings indicate that employee motivation was influenced by factors such as flexible work hours, facilities, and coworker support. Although the study in question examined elements associated with working conditions, it primarily established a correlation between these variables and employee motivation. The relationship between working conditions and employee motivation cannot be accurately ascertained just by descriptive data such as frequencies and percentages. Hence, the present study

used inferential statistics to assess the influence of working conditions on teacher retention in public secondary schools within Wajir County.

Oloo (2018), investigated how school environment influences teacher retention in pre-school (ECDE), Nyatike Sub county in Migori county. She reports that a schools' climate, safety, cleanliness, other teachers' motivation and students' behavior positively influence teacher retention. The school environment is notably an enabling environment when it is favorable. Other aspects include presence of enough facilities and the school's collegiality. The study also revealed that workload is the lead cause of teachers' attrition or exodus in schools. Oloo (2018) study and the current study are similar because both touch on teachers' retention in the Kenyan context. They are, however, different because one deals with ECDE and the current deals with secondary schools. The current study will also seek to examine how the school environment influences teacher retention or attrition in Wajir county secondary schools.

The study conducted by Mabeya et al. (2019) examined the various elements that influence the phenomenon of teacher attrition within educational institutions. The working circumstances within educational institutions are influential variables that may potentially contribute to teachers in Uasin Gishu County contemplating resignation from their positions. The data collection process involved the participation of Form 3 and Form 4 students, instructors, administrators, county education officials, and past teachers at public high schools. The data collection for this study involved the utilization of a questionnaire and an interview schedule. The data was analyzed with descriptive statistics. The study's results indicate that several factors, including student misbehavior, inadequate facilities and instructional resources, political involvement, ethnicity, ineffective leadership, and excessive workload, influenced teacher attrition in educational settings.

The survey additionally revealed that the departure of educators from urban areas significantly contributed to the attrition rate.

The study conducted by Obungu et al. (2021) examined the impact of working circumstances on the retention rates of science instructors at public secondary schools located in Kisumu County, Kenya. The investigation aimed to study a target group of 905 respondents, consisting of 221 administrators and 684 science instructors from 221 public secondary schools in Kisumu County. The study employed a methodology that included mixed approaches. The study revealed that factors such as workload, health and safety, and employee representation exerted a substantial impact on the duration of science instructors' tenure in the profession.

The study conducted by Ekabu et al. (2018) examined the relationship between working conditions and teacher turnover intentions in public secondary schools located in Meru County, Kenya. The study utilized a descriptive survey methodology to collect and analyze data, incorporating both quantitative and qualitative approaches. The survey comprised 503 secondary school teachers in total, 15 administrators, and 2 staffing officers. The study's findings revealed a strong correlation between secondary school teachers' intentions to leave their jobs and their working circumstances in Meru County. According to the findings, bad working conditions in secondary schools in Meru County have a negative impact on teachers' motivation, and it appears that the educational system is filled with educators who have low morale and a low degree of dedication to their profession, which might result in high turnover intentions. The findings demonstrate that poor working conditions have a link with perceived teacher retention. The study by (Ekabu et al., 2018), however, did examine working conditions as an intervention by school administrators for enhancing teacher retention in secondary school.

2.3.4 School Administrators' Support to Teachers and their influence their Retention

According to Ronfeldt and McQueen (2017), the primary policy approach for enhancing new teacher retention has been the provision of direct assistance to these educators. Newly hired teachers are offered induction programs, mentorship opportunities, and professional development initiatives to equip them with the necessary guidance and expertise required to effectively educate the diverse student body they are responsible for. According to the findings of Young et al. (2017), there has been a significant rise in administrative support over the past two decades, however the impact on instructional practice and teacher retention has yielded mixed outcomes. The study that investigated the correlations between administrative support and many components of the school environment, such as teacher autonomy and professional support from both administration and peers, yielded the most noteworthy results. Boyd et al. (2011), Grissom (2011), and Ladd (2011) are the authors referenced in the text. However, in contrast to the present study, these trials were conducted in different locations.

Nguyen (2021) conducted an assessment of the associations between school organizational characteristics and teacher attrition by utilizing repeated cross-sectional data derived from nationally representative samples. The study aimed to identify potential strategies that could provide positive outcomes for the teaching profession. The study suggests that increased teacher cooperation, improved effectiveness of principals, and more administrative help have the potential to contribute to teacher retention. The research also revealed that schools with lower income levels see greater rates of staff turnover compared to their more affluent counterparts, mostly influenced

by school-specific factors such as the extent of administrative support. The research, however, utilized online questionnaires as its primary data collection method, which may not have fully captured the authentic experiences of the teachers.

The study conducted by Reitman and Karge (2019) examined the impact of principal support and teacher cooperation on teacher work satisfaction within the context of the United States of America. The analysis of the relationship between principal support, teacher cooperation, and their impact on teacher job satisfaction was conducted using the 2011-2012 Schools and Staffing Survey, which is a dataset that is typical of the entire nation. After controlling for teacher- and school-level variables, it was shown that the support of the principal and teacher cooperation were statistically significant factors influencing work satisfaction among all instructors.

Statistics showed that race and the moderating effect between the two important components were both significant. However, these studies were conducted in a different geographical which is more advanced compared to the location from the current study. Moreover, teacher cooperation may not necessarily translate to teacher retention, and thus this study fills this gap.

The study conducted by Redding et al. (2019) examined the direct and indirect impacts of school administrators on the attrition of middle school mathematics teachers. The current study employed a survival analysis to examine the timing of departure among novice mathematics educators and the association between teacher efficacy, administrative support, and turnover. The data from the exit survey was additionally examined in order to ascertain the rationales provided by teachers for their departure from the profession. The study found that new teachers who work

with administrators who are more supportive are less likely to leave their jobs. However, it does not seem that these elements are what make administrative support have an effect on teacher turnover. Instead, it seems to be something else. A school's professional community may be enhanced, teacher autonomy may be increased and professional development and mentoring may occur more often with supportive administration. The study, however, only looked at beginning math instructors and seemed to rely more on administrative pedagogical support. The present study extends this by examining other areas of support.

Teachers are abandoning the field of education, according to Hill-Carter (2010), never to return. In addition to family difficulties, instructors are quitting their jobs because of the administration's lack of support, the high bar for proficiency, and the lack of assistance with discipline in the classroom. The researcher said that keeping talented teachers in high-poverty schools is a larger challenge than getting them there in the first place. These schools see more teacher turnover than other schools, and the departing teachers are frequently better competent than the remaining ones.

Hughes (2012) noted that the school principle is crucial in fostering a professional environment. The principal plays a key role in ensuring that qualified teachers are retained by doing a variety of things, including giving them direction and a sense of shared authority, praising and rewarding them for their accomplishments, supporting their professional development, and offering chances for collaboration and the exchange of specialized knowledge (Hughes, 2012)

Kimball (2011) posits that the retention of personnel in educational institutions is influenced by school leadership, particularly in terms of effectively managing human capital, with

the ultimate objective of promoting school growth. Principals have discovered that the practice of solely providing teachers with classroom access and expecting them to be solely responsible for student achievements is ineffective in enhancing schools, teacher effectiveness, and teacher retention. The research findings indicate that the presence of a well-defined performance management system, encompassing elements such as formal goal-setting, accessible support and mentoring, continuous feedback, and recognition of achievements, exerted a substantial influence on teachers' perceptions regarding the connection between leadership support and decisions related to retention.

In Nigeria, Adeyemi and Adeyinka (2019) found that teachers who received consistent mentoring and guidance from administrators were more likely to remain in their positions. Similarly, in Ghana, Adu-Gyamfi and Asare (2020) highlighted the significance of supportive leadership in reducing teacher turnover rates. Okoro and Nwachukwu (2018) emphasized the positive correlation between access to continuous professional development programs facilitated by school administrators and teachers' intention to stay. In Ghana, Boateng and Ampiah (2019) noted that teachers who were provided with opportunities for skill enhancement and career growth were more likely to remain in their schools.

Odisa, Kalai, and Okoth (2021) conducted a study to examine the impact of work-life balance features on the job satisfaction levels of teachers in public secondary schools located in Nairobi County, Kenya. The present study employed a descriptive survey methodology. The sample consisted of 670 instructors and 67 principals. The study employed the equity theory proposed by Stacy Adams, which posits that individuals assess their input-outcome ratio in comparison to that of others. The data was collected through the utilization of an interview

schedule and a questionnaire. The study employed descriptive statistics to analyze the quantitative data. The findings indicate that educators placed the highest importance on the support provided by the principal, particularly in terms of financial aid during periods of mourning, expeditious authorization for teachers to address their personal requirements, and the promotion of professional development opportunities. This revelation facilitated the ability of instructors to be present inside the classroom setting. The research was carried out in schools located in Nairobi, however, it is important to note that the operational characteristics of these schools differ from those in Wajir Sub County.

In the East Kenya Union Conference (EKUC), Kamundi (2021) looked at teacher retention in Seventh - day Adventist (SDA) secondary schools. The study used a concurrent mixed methods research design and a descriptive survey as its primary exploratory tool. Teachers, principals, conference/field education directors, and BoM chairpersons were the study's subjects. Documentary analysis was done on retention data for teachers. To find the emergent themes, content analysis was done on interview replies as well as responses to open-ended questions. The results demonstrate that during the course of the majority of the years, more instructors quit their jobs than were hired. In general, it is clear that several instructors quit their positions with churches. Every year there was a turnover. However, instructors had the intention of sticking around as long as the administration was respectful, helpful, understanding, appreciated their work, and willing to treat them with dignity.

Kibet and Kimeli (2021), emphasized that teachers who felt valued and supported by their school administrators were more motivated to continue their service. A study by Kariuki and Simatwa (2019) in Kenya revealed that well-structured professional development initiatives led

by administrators contributed to higher teacher retention rates. Muthoni and Njoroge (2020) pointed out that supportive administrators who addressed issues related to workload, class sizes, and infrastructure contributed to higher teacher retention rates.

The study conducted by Gichuhi et al. (2020) examined the relationship between leadership ideologies and staff turnover within private schools located in Rongai Sub-County, Nakuru, Kenya. The study employed a descriptive survey design. A preliminary sample of 204 workers was chosen via the method of simple random sampling. The research findings indicate that inadequate leadership practices significantly contribute to the considerable rate of employee turnover observed in private primary schools. The results of the study indicate that school leadership exhibits competence in monitoring and overseeing school operations, as well as providing teachers with necessary resources. However, there is room for improvement in terms of offering appropriate guidance and support to teachers, involving them in decision-making and school management, and providing constructive feedback. According to the study conducted by Maku and Nyakwara (2017), the elevated rate of attrition observed in pre-primary schools within the region can be attributed to various educational factors, such as inadequate management practices, insufficient infrastructure, and unsupportive administrative policies.

2.4 Summary of the Reviewed Literature and Identification of Knowledge Gaps

The chapter has elucidated the various theories' and research studies' arguments about teacher retention and the influencing factors. The chapter began with discussions on related theories of retention; Tinto's theory and Attribution theory. The main principles and some weaknesses as highlighted by other studies were enumerated and explained.

The second part of the chapter outlined the various empirical studies both local and global which relate to school administrators' recognition and external internal environments of a school. From the studies, it was apparent that teacher's retention and turnover can be controlled by school's internal and external factors. The host communities may support or fail to support teachers in a school in various ways. A supported teacher is very motivated to work and is secure in a school while an unsupported teacher is ever worried about his or her stay at a school.

In view of the study designs adopted, most studies used a cross-sectional survey design, qualitative and quantitative design in carrying their investigations. Few of them, however, chose to ignore the convergent parallel mixed methods design, which calls for the researcher to conduct both the quantitative and qualitative components of the study at the same time, weigh the methods equally, examine the two parts separately, and combine their interpretations of the findings (Creswell & Pablo-Clark, 2011). Given that it incorporates and triangulates data from the two primary designs, the latter strategy is the one that the proposed research prefers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The research design was a framework or blueprint that outlined the plan of action, structure, and direction, which was followed when undertaking the study (Baran, 2020). According to Creswell and Pablo-Clark (2011), a convergent parallel mixed methods design was used, which required the researcher to conduct both the quantitative and qualitative components of the study at

the same time, weigh the methods equally, separately analyze the two components, and combine their interpretations of the findings. The desired design allowed for the direct triangulation of the methodologies and comparison of the quantitative statistical findings with the qualitative findings, which allowed for the verification and validity of the data. Both quantitative and qualitative research designs were employed throughout the whole process to steer this investigation.

A convergent parallel mixed methods design enabled the collection of both quantitative (survey data) and qualitative (interviews) data concurrently. This integration allows for a deeper exploration of the research inquiries, with quantitative data providing breadth and qualitative data providing depth. The design was also preferred because it allowed the researcher to observe all the respondents in the same phase and helped in investigating the characteristics, causes, and effects in one study. Teachers and the principals were studied at the same time. This saved on time and resources because Wajir County was spatially big, thus expensive to cover if the study was done in different phases. The researcher, for example, submitted the questionnaires to all teachers in one phase. Presentations such as percentages, percentiles, and pie charts were used.

3.2 Target Population

The study targeted 1 TSC Director, and 49 principals, and 629 teachers (548 male and 81 female teachers) from 49 secondary schools in the six sub-counties of Wajir County in Kenya. The six sub-counties were Wajir East, Wajir West, Wajir South, Wajir North, Eldas, and Tarbaj. The TSC Director was better placed to provide information on matters related to administrators' interventions and teachers' retention from the employer's perspective. The principals were resourceful to the study considering their responsibility as school managers whom the teachers reported to on a daily basis. The teachers were the main respondents as they were at the center of

the phenomenon and thus had direct experience with the factors influencing retention. The county was chosen because it was one of the counties in the country experiencing mass teachers' turnover due to the insecurity issues affecting teachers directly and indirectly.

Table 1**Target Population**

Target Population

Sub – Counties	**No. of Schools**	**Principals**	**Teachers**
Wajir West	7	7	90
Wajir East	13	13	167
Wajir South	12	12	154
Wajir North	7	7	90
Eldas	4	4	51
Tarbaj	6	6	77
Total	**49**	**49**	629

Source: Wajir County Education Office (2022)

3.3 Description of Sample and Sampling Procedures

This section mainly deals with the sampling process of the proposed study. It includes a subsection on the general sampling techniques employed and the sample size, sampling of schools, teachers and the school principals and the TSC County Director respectively.

3.3.1 Sampling Techniques

Sampling is the process of drawing a smaller number of study participants from a larger population (Mugenda & Mugenda, 2019). It was normally guided by the study objectives. The

study utilized the stratified sampling technique to access the target population and samples. Stratified sampling technique involves subdividing a population into some smaller population categories (Baran, 2020). In this study, two strata were created owing to the heterogeneity of the populations, and these two strata included principals and teachers.

a) Sampling of Participating Schools

The participating schools were selected using the cluster sampling technique. The population of schools was clustered into 6 administrative regions (the six sub-counties listed in Table 3.1). This was done to ensure that all areas were represented in the study. Cluster sampling, according to Kothari and Garg (2014), is the process of randomly selecting a subset of the entire population from smaller divisions (such as geographic or other boundaries). These clusters were the 6 sub-counties of Wajir County, namely Wajir North, Wajir East, Wajir West, Eldas, Wajir South, and Tarbaj, ensuring that each school was represented in the study.

b) Sampling of Schools

The researcher used cluster sampling technique to determine the schools included in the study. This technique involved categorizing the schools based on geographical regions. As a result, the study utilized six clusters, which represented the six sub-counties of Wajir County. In simpler terms, the population of schools was divided into six clusters, namely, Wajir East, Wajir South, Wajir West, Eldas, Wajir North, and Tarbaj. Cluster sampling was justified as it allowed for a representative selection of schools from different regions within Wajir County, ensuring a comprehensive analysis of the study's objectives. By including schools from each cluster, the

researcher could gather a diverse range of data and insights, providing a more holistic understanding of the research topic.

c) Sampling of Principals

In the study, a cluster sampling technique was employed, similar to the approach used for selecting schools. Cluster sampling was justified due to the presence of only one principal per school. To identify the participating principals, the researcher utilized cluster sampling by categorizing the schools based on their geographical regions. Consequently, the study employed six clusters representing the six sub-counties of Wajir County mention in (b) above. This clustering approach enabled the population of principals to be divided into six distinct groups.

d) Sampling of Teachers

The basic random sampling approach was used to choose the instructors who would make up the sample. A selection of participants from a population are randomly selected by the researcher using the probability sampling technique known as simple random sampling (Thomas, 2020). In this investigation, the adoption of a straightforward random sample strategy was acceptable for a number of reasons. The first benefit was that it made sure every instructor in the population had an equal chance of getting chosen, reducing bias and boosting the generalizability of the results. By randomly selecting teachers from the population, the sample was more likely to be representative of the entire group. Additionally, simple random sampling allowed for the elimination of any systematic patterns or preferences in the selection process. This helped to ensure that the sample was not biased towards a particular subgroup of teachers, thus enhancing the overall fairness and validity of the study. The sample size was determined as follows.

1. Sample for Principals

The sample size for this study is calculated using a formula for determining the sample size by Kothari and Garg (2014) as given below:

$$s = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where:

s = required sample size

X^2 = table of chi-square values for a degree of freedom with the appropriate level of confidence (3.841)

N = population size

P = In order to provide the maximum sample size, the population percentage is estimated to be 0.50.)

d = the fraction of correctness in terms of degree (0.05)

The sample size for the principals was therefore computed as follows:

$$s = \frac{(1.96)^2 \times 49 \times 0.5(1 - 0.5)}{(0.05)^2 (49 - 1) + [(1.96)^2 \times 0.5 \times 0.5]} = 43.55757127$$

Therefore, the sample size is 44 principals. The sample is distributed proportionately according to the percentage of the target population holding of the clusters.

1. Sample for Teachers

Using the same formula by Solving, the sample for teachers from a target population of 296 is computed as follows.

$$s = \frac{(1.96)^2 \times 629 \times 0.5(1 - 0.5)}{(0.05)^2 (629 - 1) + [(1.96)^2 \times 0.5 \times 0.5]} = 238.733639$$

Therefore, the sample for the study was 239 teachers.

The sample size of 239 teachers was distributed proportionately to the 44 public secondary schools according to the cluster (sub-county) percentage holdings. As each of the population clusters in the sample was taken to be proportionate to the size of the cluster, proportionate sampling was justified. Based on the research question or study design they were using, the analyst would have over- or under-sampled some strata in disproportionate sampling (Hayes, 2022). This, therefore, meant that, in each school, 5 teachers (239/44 = 5.425764522) participated in the study. This was presented in Table 2

Table 2: Sample Distribution Matrix

Sample Distribution Matrix

Sub – Counties	No. of Schools	% Proportion	Principals	Teachers
Wajir West	7	14	6	33
Wajir East	13	27	12	65
Wajir South	12	24	11	57
Wajir North	7	14	6	33
Eldas	4	8	4	22
Tarbaj	6	12	5	29
Total	**49**	100	44	239

Therefore, the sample size comprised 44 principals and 239 teachers drawn from 44 secondary schools. There was also 1 TSC County Director participating in the study.

3.4 Description of Research Instruments

This section dealt with the three main research instruments that were applied in the proposed study. The three were the interview schedule, audio recorder, and the semi-structured questionnaires.

3.4.1 Interview Guide for Principals and TSC County Director

An interview guide is a set of structured questions created to assist researchers, interviewers, and investigators in acquiring information or data on a certain topic or issue (Kumar, 2014). In relation to interview guides, there are three types of interviews; structured interviews

where the researcher faithfully follows the interview protocol to conduct the interview, semi-structured interview where the researcher has a protocol that guides but allows for a window to probe for more information, and unstructured interview where the interview sessions flow like a normal conversation with few or no predetermined questions to guide the process (Baran, 2020).

The study employed the semi-structured interview guide approach. The integration of structured and unstructured interviews yields a hybrid interview format known as semi-structured interviews. Despite possessing a rudimentary understanding of the desired inquiries, the interviewer may not invariably adhere to a fixed sequence or linguistic framework when posing questions. Semi-structured interviews commonly employ open-ended questions, which provide participants flexibility and a sense of organization within the confines of a predetermined thematic format. Consequently, they are sometimes characterized as possessing "the optimal combination of advantages". Semi-structured interviews serve as a valuable method for researchers seeking to collect qualitative, open-ended data, explore participant perspectives, emotions, and viewpoints regarding a specific subject matter, and delve into personal and possibly sensitive topics (DeJonckheere & Vaughn, 2023).

The researcher used the interview guide to guide the interview sessions that the researcher conducted with the principals and TSC County Directors. A semi-structured interview guide was preferred because there was a need to control the course of an interview in terms of pointing out the very important topics, staying within the scope, and minimizing time wastage. The semi-structured interview was somehow controlled and allowed fewer unwarranted deviations. However, if the interview session was not guided, there was a possibility of veering off-topic and ultimately failing to accomplish its intended goal (George, 2020).

The interview guide had five main thematic areas. The first part sought to find pertinent information on the length of service of the administrator and the past history of service in the teaching profession. The second part probed to find the main causes of teacher turnover in the secondary schools and their impact. The third part aimed to find the impact of the external environment (community) on the retention of teachers. This section, as well, encompassed the parental' and the community behaviors and characteristics influence on teacher retention. The school's internal environment characteristics were also considered. The fourth section centered on establishing the main practices that the administrator adopted and envisioned in the attainment of high teacher retention. The last part captured some possible recommendations or remedies that The Teacher's Service Commission and Ministry of Education could put in place to achieve a high retention of teachers in Wajir County secondary schools.

3.4.2 Questionnaire for Teachers

The classroom instructors' responses to a semi-structured questionnaire were utilized by the researcher to gather data. A questionnaire was just a series of questions that were mimeographed or printed and allowed respondents a chance to express their ideas. It was considered the principal "method for gathering quantitative primary data" (Roopa & Rani, 2017). The classroom instructors' responses to a semi-structured questionnaire were utilized by the researcher to gather data. In order to gather information from respondents for a survey or statistical study, a questionnaire was utilized as a type of research tool. There was a list of questions or other prompts supplied. A questionnaire was just a series of questions that were mimeographed or printed and allowed respondents a chance to express their ideas. Questionnaires were of four different types, and these were structured questionnaires, unstructured questionnaires, open-ended

questionnaires, and closed-ended questionnaires (OECD, 2019). Questionnaires were generally easy to tabulate, code, and analyze. They could also collect data from many informers in the shortest time possible.

For the intended study, a semi-structured questionnaire with both closed-ended and open-ended questions was employed. The semi-structured questionnaire was chosen because it allowed for the systematic collection of quantitative data, resulting in data that was internally consistent and coherent for analysis. The purpose of the open-ended portion was to gather some unbiased thoughts about the difficulties and tactics to be used to support the qualitative data. The questions were designed as per the six thematic areas. However, the closed-ended responses required respondents to choose from the five degrees of; Strongly Disagree1), 2) Disagree, and 3) Undecided, 4) Agree, and 5) Strongly Disagree.

As part of the document analysis procedure, both electronic and physical documents were assessed in order to examine, interpret, and build upon the information they provided. Part B of the questionnaire probed on work-life balance and teachers' retention. Part C probed on induction programs and mentoring and the retention of teachers in secondary schools. Part D sought to find answers to questions about the efforts toward school environment in enhancing teacher retention. It sought information on the principal's efforts in induction and mentorship, the existence of teacher welfare activities, regular meetings, and delegation of duties. Part E focused on how the school administrators' support to teachers influenced their retention and their influence on teacher retention.

3.4.3 Description of Document Analysis Guide

Another research instrument adopted in this study was the document analysis guide. Electronic and physical documents were evaluated as part of the document analysis process in order to analyze, comprehend, and expand upon the information they supplied. This was an instrument employed in qualitative research that used systematically analyzed documents, reports, journals, and prior published books on a specific phenomenon investigated whether in print or electronic form in order to answer the devised research questions (Frey, 2018). Just as the other strategies of analysis utilized in qualitative research, document analysis capitalized on repeated reviews, investigations, and on in-depth interpretation of the data with a view to gaining empirical evidence and knowledge on the studied construct. The document analysis guide was used to scrutinize the Teachers' Service Commission and Ministry of Education reports on education and teacher turnover or retention in Kenya as a whole. Newspaper reports on insecurity in the northern Kenya counties from 2010 to date were also examined to identify the bases behind teachers' mass exodus in these counties, and moreover, identify some challenges and workable recommendations that many studies have reported.

Data extracted from the document analyses of various reports and published content established that the high teacher turnover in north eastern counties were as a result of insecurity instabilities prevalent in the area. In particular, the predominant Al-Shabaab attacks and the common inter-clan wars have scared the non-local teachers from the region. Notwithstanding, devolution as a new governance style posed a great challenge to education as many teachers deserted teaching to go for the lucrative county jobs. In addition, there were claims that the school administrators hardly effect the induction of new teachers in their schools.

The data collected was used to model the questions probed in the interview guide and the questionnaire. As such, the question of external environment was rephrased to include insecurity related impacts to teacher retention. Also, the school administrator's role was also probed further by designing to find more information about the principal's role and the school culture. The objective of the latter was to find out how the school internal structure influences teacher retention in both the interview and the questionnaire.

Document analysis was considered essential because the data collected through it would be triangulated with the data obtained from the interview schedule and the questionnaire in order to wholly account for Wajir County's teacher turnover and retention both at the proposal and report writing stage. The data collected did not only validate the data collected in those other instruments but also adds to what has been identified already.

3.4.4 Validity of Research Instruments

Roopa and Rani (2017) posit that validity deals with the extent of an instrument to test what is originally expected to measure. It is, therefore, the extent of an instrument to yield the desired outputs. According to Baran (2020) validity can be in four different types; face validity which deals with the appearance of the test to replicate or to show what it is supposed to test, construct validity shows whether the item tests the correct attribute or not, criterion validity that indicates whether the results obtained correspond to other similar measures of the same type and content validity which seeks to find whether all the parts of the investigated phenomenon are covered adequately and correctly.

The study utilized content validity in testing the viability of the instruments chosen. As such, content validity referred to the extent to which a tool represented all aspects of a given social concept. The researcher relied on an expert's judgment in order to determine whether both the questionnaire and the interview schedule were adequate enough in terms of content validity. After drawing both the questionnaire and the interview schedule, the researcher gave the supervisors the two instruments for check-up. Any identified mishaps were corrected as advised. The supervisors checked whether the six thematic areas had been covered well by the instruments. As for the document content analysis guides, the researcher shared all the documents read and analyzed with the supervisors so as to derive their own themes and later on checked their findings with what had been developed during the piloting stage.

3.7.2 Pilot Testing

Pilot testing is a procedure in research whereby the researcher organizes a small preliminary study in order to test the viability of the main proposed study (Kumar, 2014). It aims at measuring the viability and reliability of the research instruments chosen. To test the validity of both the interview schedule and the questionnaire, the researcher has piloted the main data collection instruments by interviewing 10% of the study sample, that is, respondents comprising four (4) principals and seventeen (17) teachers. The results of the pilot test were used to enhance the quality of the instruments.

3.4.5 Reliability of the Research Instruments

Reliability is “the extent to which a measurement gives consistent results.” (Roopa & Rani, 2017, p. 4). There are three main types of reliability identified in research. They include Inter-

interviewer reliability, test-retest reliability and internal consistency reliability. Each of these has its own advantages and disadvantages. The subsequent section outlines the specific reliability types to be used in the two study designs adopted by this proposed study; quantitative and qualitative.

In qualitative investigations, reliability mostly involved "being thorough, careful, and honest in the research process." The reliability of qualitative research instrument was purposed to ensure that the research was credible, transferable, dependable, and the findings could be confirmed (Hossain, 2019). The qualitative research instruments were the interview schedules and content analysis reports. In regards to reliability, the extent to which an instrument would yield the same results if the measurement were to be repeated under the same conditions, the study ensured that it achieved four critical aspects of qualitative research that included credibility, conformability, dependability, and transferability (Baran, 2020). Firstly, Credibility in qualitative research was the aspect of research where the existence of the link between the findings and the reality was crucial. When the study findings reflected the actual reality, the instruments were considered credible and vice versa. Triangulation was applied to achieve credibility in the proposed study. Triangulation involved comparing the results achieved from the three data collection methods employed. As such, the data from the interviews, questionnaire, and the document analysis were compared, and any consistent themes or issues were identified. The consistent themes would be an indicator for credibility.

Secondly, reliability in qualitative research also had to achieve conformability. Conformability referred to the extent to which the findings could be confirmed or replicated by others or other studies (Kumar, 2014). Conformability in this study was enhanced through expert analysis of the reports and published studies under document analyses. The researcher, after

analyzing the different security reports and published content, handed over the same materials to another expert for their independent review. If the themes arrived at by the two different observers were the same or overly similar, then the document content analysis was considered reliable. To strengthen the observations, any themes arising from the reports read were accompanied by direct quotations from the reports and articles read.

Thirdly, this study always ensured that transferability was achieved. The degree to which a qualitative study's conclusions may be used generally or in other situations is known as transferability (Kumar, 2014; Baran, 2020). Transferability allowed the researchers to generalize research findings. This study committed to describing in entirety the extent to which the external environment of a school, the internal environment of a school, and the administrators' efforts influenced turnover in secondary school in Wajir County. The challenges experienced and the successes achieved in Wajir County were identified. Similarly, the recommendations made to all the educational stakeholders were described and identified. As regards the instruments, the researcher designed them in a way that all could be adapted to study other phenomena about other education institutions and other regions.

Fourthly, this study also strived to achieve dependability. Dependability in qualitative research meant the ability of the instrument or the study to account for future changes about the same investigated phenomenon (Baran, 2020). To achieve this, the questionnaire and the interview questions had a segment that probed for any future changes that might occur or affect the investigated phenomenon. The findings on the hypothetical future changes were also discussed in the study. The same findings (about the future) drawn from both the questionnaire and interview were compared, and any consistent issues were identified. Moreover, the

sampling procedure and the data collection procedures were carried out in a very transparent and clear manner. The researcher sampled the schools randomly to arrive at unbiased respondents: principals and the TSC County Director. Also, the researcher compared the different responses to achieve representativeness when discussing the data findings.

3.5 Description of the Data Collection Procedures

To secure a research permit from the National Commission for Scientific Technology and Innovation (NACOSTI), the researcher sought an introduction letter from The Catholic University of Eastern Africa. Before data collection began, the Ministry of Education was informed of the anticipated data gathering activity in order to extract the necessary cooperation from the respondents. The Wajir County Directorate of Education provided the researcher with a permission letter, which was utilized to acquire access to the secondary schools and the respondents—principals and teachers who participated in this survey, in the study. The school principals were used because they were the administrators in the schools.

The main data collection methods were questionnaires and interviews. Additionally, a content analysis of the reports, journals, and publications on education and conflicts in the northeastern region of Kenya was used to support the two primary sources. Interviews were used when collecting data from principals. Each interview was guided by an interview guide and took thirty minutes. This method was preferred for this group of respondents because it aimed to collect more qualitative data, which could reveal the attitudes and predicaments faced by administrators and assistant administrators in their schools. The interviews were conducted on Fridays when the researcher dropped the questionnaires to be administered to the teachers.

Questionnaires were administered to the teachers. The questionnaires were semi-structured as they had both closed-ended and open-ended questions. However, two-thirds of the questions were closed-ended in order to minimize the time used for filling and cleaning. Questionnaires are generally easy to tabulate, code, and analyze. They can also collect data from many informers in the shortest time possible. The questions were designed according to the six thematic areas. However, the closed-ended responses required respondents to choose from the five degrees of agreement: 1 strongly agree, 2 agree, 3 undecided, 4 disagree, and 5 strongly disagree. When administering, the researcher dropped the questionnaires on Friday afternoon and picked them up on Monday. This gave the teachers ample time to fill in the questionnaires.

The researcher also conducted a content analysis of previous government reports, NGO reports, and journal articles on education issues in the northeastern counties, especially Mandera, Wajir, and Garissa counties.

3.6 Description of Data Analysis Procedures

Data analysis was a method of presenting facts and figures in order to find answers to solve the research problem. It was one of the most critical parts of the study because it validated the existence of a problem and the availability of data to solve it (Calzon, 2022). Data from both the quantitative design and qualitative designs were analyzed in a very sequential and procedural manner. Prior to any analyses, data from the interviews, questionnaire, and document analysis guide were first cleaned and tabulated.

Particularly, quantitative information collected from the questionnaire was reviewed, organized in accordance with study questions, and input into a computer using SPSS version 25

software. Because it was simple to use and could provide a wide range of needed descriptive statistics to reflect the data, SPSS was picked. The best program for both simple and sophisticated data analysis was SPSS, which offered a straightforward and user-friendly interface. Additionally, SPSS made it simple to input data into data sets in a number of different formats, including xlsx and csv. The ability to export graphs, tables, and charts from SPSS or other files was really helpful (Arkkelin, 2014).

The numerals 1, 2, 3, 4, and 5 were used to code the data. Strongly agree, agree, uncertain, disagree, and strongly disagree were represented by these. Moreover, data findings were quantitatively represented using descriptive statistics, particularly percentages %, Standard Deviation, and pie charts. Regression analysis and other inferential statistics like Pearson correlations were produced. When analyzing the correlation between the independent variables, the Pearson correlation coefficient was utilized, and relationships that were statistically significant were subject to the test significance threshold of $p<0.5$. The computation of R^2, ANOVA, F-tests, beta values, and t-tests were all included in the inferential statistics. The beta value scores and p values served as a reference for accepting or rejecting the hypotheses. With the help of SPSS version 27, the analysis was performed, and the regression model that guided the analysis in chapter four was as follows:

$$\mathbf{Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mathcal{E}}$$

Y Teacher Retention in Public secondary schools

$\boldsymbol{\beta_1}$ beta coefficient of the first predictor X_1

$\boldsymbol{\beta_2}$ beta coefficient of the second predictor X_2

β_3 beta coefficient of the third predictor X_3

β_4 beta coefficient of the fourth predictor X_4

X_1 Work-Life Balance

X_2 Induction Programme and Mentoring

X_3 School Environment

X_4 School Administrators' Support

ε a normal distribution is assumed for the error term, with a mean of zero and a constant variance.

Furthermore, qualitative data was derived from the interview and was discussed thematically based on the four question types adopted. These were the independent variables of the study. The qualitative analysis process followed the six Creswell (2018) steps. First, the researcher organized and prepared the data for analysis by transcribing the interview sessions that were transcribed. The next step was to read carefully and understand the data, and to gain a general sense of the information and general meanings occurring. The third phase in qualitative data analysis involved coding the data. The researcher pegged the responses to specific themes and gave each a number. The fourth step involved using the derived codes to describe a population and to come up with the themes. This step was observed because it helped in designing detailed description questions posed. The fifth step was to select the strategy to use to explain the information collected. This study mainly adopted the narrative strategy to explain the findings of the study. The sixth and the last stage of this study were to make interpretation of the findings or the results. The researcher drew meaningful conclusions out of the data obtained.

3.7 Ethical Considerations

A set of guiding principles known as ethical considerations served as a guide for the researcher's research designs and methods (Cresswell, 2013). In terms of research ethics, the researcher first obtained clearance from the CUEA post-graduate school before moving on to get the NACOSTI. The researcher then went to the Wajir County director of education to get a permit. The researcher went on to see his responders after getting the go-ahead.

While at the field, the researcher first observed the principle of informed consent when planning to recruit the research informers. Informed consent in social research entailed briefing the respondents prior so that they could voluntarily decide to take part in the research or a survey (Ferreira & Serpa, 2018). As such, both the aims and the scope of the research were outlined so that the respondent got a clear understanding of the project. Each responder filled out the consent form voluntarily and consented to participate in the study. Threats or inducements were never used in the course of this inquiry. The respondents were informed that the information they provided was confidential and that the research was being done only for academic purposes.

During the writing stage, the researcher adhered to the scholarly writing types. As such, the researcher acknowledged any other inputs from other authors and writers. A reference list was provided after this section. The researcher acknowledged and honored the author's intellectual property rights by referencing the author's work. You could use any of the millions of thoughts, perceptions, and arguments written by other authors as a student or professor because many of them had invested years in their study and writing (Horkoff, 2015).

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings from a study conducted in Wajir County, Kenya, which focused on administrators' interventions for teachers' retention in secondary schools. The findings are provided, discussed, and interpreted in this chapter. The chapter commences with a comprehensive examination of the instrument return rate response rate, emphasizing the quantity of intended participants and the factual response rate. The findings are organized thematically in alignment with the research objectives.

4.2 Instrument Return Rate

Afolayan and Oniyinde (2019) define an instrument return rate as the number of respondents who returned useable research instruments issued out of the total number of respondents contacted during the study. Table 4.1 presents the response rate observed among secondary school teachers and principals in Wajir County, Kenya. The researcher distributed 239 questionnaires to teachers, intended to interview 43 secondary school principals, one TSC County Director. The sample size consisted of 282 participants as shown in Table 3

Table 3**: Response Rate**
Instrument Return Rate

Respondent Category	Instruments	Issued	Received	Return Rate%
Teachers	Questionnaire	239	212	88.70
Principals	Interview Guide	43	41	95.30
TSC County Director	Interview Guide	1	1	100.00
Total / Average		282	253	94.7

Source: Field Data, 2023

Table 3 displays the results obtained from a sample of 239 teachers, indicating that 212 individuals provided responses. Consequently, the response rate achieved was 88.70%. Likewise, among the total of 43 principals who were specifically targeted for the study, a notable 41 principals provided responses, yielding a response rate of 95.30%. The study achieved a total response rate of 94.67%. The response rates for both educators and administrators in this study exceed the recommended threshold of 75% for paper-based surveys, as shown by a previous study conducted by Rothman (2018). The observed high response rates suggest that the selected sample is likely to be representative of the larger community, hence enhancing the overall reliability and validity of the study. The elevated response rate seen among principals can be ascribed to their occupational role, which renders them more inclined to accord priority to survey participation according to their professional responsibilities.

4.3 Demographic Information of the Study Participants

This section provides an overview of the findings from the analysis conducted on the demographic features of the participants. The variables encompassed in the study are the respondents' gender, age range, highest level of professional training achieved, duration of service, and job positions. The data is displayed in Table 4

Table 4: Demographic Information of the Study Participants

Demographic Information of the Study Participants

Question	Response	Frequency	Percentage
Indicate your Gender	Male	138	65.1
	Female	74	34.9
Tick your appropriate age bracket	20-29 years	60	28.3
	30-39 years	80	37.7
	40-49 years	69	32.5
	50-59 years	3	1.4
Highest attained professional training	Diploma	68	32.1
	Bachelors	115	54.2
	Masters	29	13.7
	Other	0	0.0
Length as TSC secondary school teacher	Less than 1 year	11	5.2
	1 - 5 years	15	7.1
	6 -10 years	55	25.9
	11 - 15 years	59	27.8
	16 years or above	72	34.0
Number of years you have stayed your school	Less than 1 year	12	5.7
	2 - 3 years	25	11.8
	4 - 6 years	58	27.4
	7 - 10 years	59	27.8
	Over 10 years	58	27.4
The positions served in the school	Class teacher	106	50.0
	Subject teacher	87	41.0
	Guidance and counseling teacher	9	4.2
	Boarding master	1	0.5
	Clubs and societies matrons/ patron	9	4.2
	Other, specify.	0	0.0

Source: Field Data, 2023

The findings presented in Table 4 indicate that the survey encompassed a total of 212 participants, with 138 individuals (65.1%) identifying as male and 74 individuals (34.9%) identifying as female. The data suggests that there is a very equitable distribution of genders among the secondary school instructors in Wajir County. This discovery holds significance as it indicates that there is an equal likelihood of participation in studies on teacher retention among both male and female teachers in the county. Consequently, the findings of the research are less prone to bias stemming from gender-related variables.

The participants were allocated among different age groups. The age group of 30-39 years was the most prevalent among the participants, including 80 individuals or 37.7% of the total replies. The subsequent notable demographic cohort consisted of individuals aged 40-49 years, accounting for 69 participants, which represented 32.5% of the total sample. Individuals between the ages of 20 and 29 comprised 28.3% (n=60) of the total respondents, whilst a minority of participants, specifically 1.4% (n=3), belonged within the 50-59 years age range. The survey observed a higher presence of teachers within the age range of 30-49 years, as evidenced by the majority of participants falling within this demographic. This demonstrates that the researcher took measures to ensure that the data collected was not influenced by the age of the respondents.

When queried about their highest achieved professional training credential, participants indicated a diverse range of educational backgrounds. Out of the total sample, a majority of 115 individuals (54.2%) had successfully obtained a Bachelor's degree, thereby establishing it as the prevailing qualification within the group. Subsequently, it was found that 68 individuals, accounting for 32.1% of the respondents, possessed a Diploma, while 29 respondents, constituting 13.7% of the sample, had successfully obtained a Master's degree. None of the respondents

mentioned any qualifications other than those specified. The data suggests that there is a notable prevalence of secondary school teachers in Wajir County who possess comparatively advanced educational credentials, as a considerable fraction of them have successfully obtained a minimum of a Bachelor's degree. The discovery aids in mitigating the potential for bias within the study, as it suggests that the participants possess a wide array of educational credentials. The findings of the survey possess a higher degree of representativeness with regards to the prevailing circumstances in Wajir County due to the different educational degrees of the respondents. The elimination of bias in research is of utmost importance as it guarantees the representation of the complete population in the findings, while preventing any effect from extraneous influences on the results. Ranganathan (2018) posits that the presence of bias within research endeavors might have detrimental effects on the overall validity and reliability of the obtained data, ultimately resulting in erroneous conclusions. Hence, it is imperative to employ suitable sampling methodologies for participant selection and establish a study design that is resilient in order to mitigate any potential biases.

The findings indicate that the participants exhibited a range of tenures as secondary school teachers inside the TSC. The most substantial demographic consisted of individuals who had been involved for a duration of 16 years or longer, constituting 72 individuals or 34.0% of the overall sample. The group with the second highest level of significance consisted of individuals who had completed a service period ranging from 11 to 15 years. This particular group comprised 59 participants, which accounted for 27.8% of the total sample. Individuals who had served for a duration of 6-10 years accounted for 55 respondents, which corresponds to 25.9% of the total. In contrast, respondents with less than 1 year or 1-5 years of service comprised lesser numbers, with 11 (5.2%) and 15 (7.1%) individuals, respectively. The inclusion of the table in the analysis is

significant as it offers valuable insights about the duration of teachers' engagement with the TSC, a factor that may influence their likelihood of remaining employed in secondary schools within Wajir County. Experienced educators are more likely to exhibit a heightened level of job commitment and are inclined to remain in the teaching profession, but novice teachers may be more susceptible to attrition if they encounter difficulties or discontentment in their professional roles.

The participants exhibited a range of teaching experience durations within their present educational institution. The largest proportion of participants, comprising 58 individuals (equivalent to 27.4% of the total sample), indicated that they had been engaged in teaching within their respective educational institutions for a duration spanning between 4 to 6 years and 7 to 10 years. In a similar vein, it was found that a total of 25 respondents, accounting for 11.8% of the sample, reported having a teaching experience ranging from 2 to 3 years. The groups with the smallest proportions consisted of individuals who had been enrolled in the school for less than one year, including 12 individuals (5.7%), and those who had been enrolled for over ten years, comprising 58 individuals (27.4%). The aforementioned discovery indicates that a considerable number of educators in Wajir County exhibit a relatively consistent tenure in their teaching roles and have acquired substantial experience inside their present educational institutions. The consistency observed in the teaching staff of schools may have a good impact on the overall quality of education provided. This is because experienced teachers are generally more proficient in their instructional practices compared to their novice counterparts.

The individuals involved in the study occupied various roles within their respective educational institutions. The largest proportion of respondents, accounting for 106 individuals or

50.0%, held the position of Class Teachers. The subsequent notable group consisted of subject teachers, comprising 87 individuals, accounting for 41.0% of the total participants. A somewhat smaller percentage of participants, specifically 9 individuals (4.2% each), fulfilled roles as Guidance and Counseling Teachers or Clubs and Societies Matrons/Patrons. Out of all the respondents, a mere 0.5% indicated that they held the job of Boarding Master, whilst no other respondents provided any specific information regarding their positions. The results of this study indicate that a significant proportion of secondary school educators in Wajir County engage in classroom instruction and maintain direct interaction with their students.

In summary, the demographic attributes of the participants indicate a heterogeneous population of educators with various backgrounds, experiences, and positions within the secondary education system. Comprehending these demographic particulars is vital for the analysis and interpretation of the participants' behaviors and attitudes in the future segments of the study.

4.4 Presentation, Interpretation and Discussion of the Findings as Per the Research Questions

This section comprises of the presentation, interpretation and discussion of the findings as per the research questions. In each research question, the findings of quantitative data is presented first, discussed and then converged with qualitative data obtained from interviews of principals and Teachers Service Commission County director. Codes are used to conceal the identity of the schools and principals for anonymity purposes.

4.4.1 Influence of Work-Life Balance on Teachers' Retention

The study sought to determine the influence of work-life balance on the retention of teachers in public secondary schools in Wajir County, Kenya. The respondents for this question were the teachers, the principals and Teachers Service Commission County director.

The teacher participants were given a series of assertions pertaining to the equilibrium between professional and personal life, and its influence on the likelihood of teachers remaining employed at their current educational establishments. They were asked to tick **(√)** on the best option on a five-point Likert scale (1-5) to show their level of agreement or disagreement with statements using the Key: SA=Strongly Agree, A=Agree, NS=Not sure, D=disagree, SD=Strongly Disagree. The mean scores are provided to indicate the average responses for each statement. The researcher categorized the mean score into three levels as follows: 1.0 – 2.4 = low, 2.5 – 3.4 = moderate and 3.5 – 5.0 high .The data was collected in 2023 as part of the field data for the study on teachers' retention and work-life balance. Table 5 provides insights into how teachers perceive the influence of work-life balance factors on their decision to stay in the current school.

Table 5: Descriptive Statistics for the Influence of Work-Life Balance on Teachers' Retention

Teachers' Responses on Influence of Work-Life Balance on Teachers' decision to stay in their current school *n=212*

Statement	SD		D		U		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	
Flexible working arrangements in place help to eliminate interference of work with family life.	0	(0.0)	8	(3.8)	106	(50.0)	98	(46.2)	0	(0.0)	3.42
Our school's flexible scheduling options enable me to get a sufficient amount of sleep while still producing results at work.	0	(0.0)	8	(3.8)	100	(47.2)	104	(49.1)	0	(0.0)	3.45
Number of hours each day in current school go beyond the traditional working hours, and this causes exhaustion	0	(0.0)	11	(5.2)	102	(48.1)	99	(46.7)	0	(0.0)	3.42
The workload in my school leaves me little time to work collaboratively with my colleagues	0	(0.0)	6	(2.8)	117	(55.2)	89	(42.0)	0	(0.0)	3.39
The workload in my current school adversely affects my health	0	(0.0)	6	(2.8)	92	(43.4)	114	(53.8)	0	(0.0)	3.51
After school hours duties affect my service as a teacher	0	(0.0)	6	(2.8)	87	(41.0)	119	(56.1)	0	(0.0)	3.53
After school hours duties affect my work as a teacher in the current school.	0	(0.0)	8	(3.8)	94	(44.3)	110	(51.9)	0	(0.0)	3.48

Source: Field Data, 2023

The results in Table 5 show that a total of 212 teachers participated in the study and gave the following responses, Strongly Disagree: 0 (0.0%), Disagree: 8 (3.8%), Undecided: 106 (50.0%), Agree: 98 (46.2%) and Strongly Agree to the statement implying that flexible working arrangements help to eliminate interference of work with family life. About 96.2% of the teachers either agreed or were undecided regarding the effectiveness of flexible working arrangements in eliminating interference of work with family life. The mean score of 3.42 suggests that, on average, teachers leaned towards agreement. The results suggest that a considerable number of teachers in Wajir County, Kenya, acknowledge the role of flexible working arrangements in maintaining work-life balance. This finding is consistent with previous research by Mwangi and Macharia (2018) that revealed that teachers' workload is a significant factor affecting their work-life balance and job satisfaction in Kenya. The authors recommend that school administrators should consider introducing flexible working arrangements to enhance teachers' work-life balance and job satisfaction.

Furthermore, empirical evidence has shown that the implementation of flexible working arrangements, such as part-time employment, job sharing, telecommuting, and flexible scheduling, has a positive impact on employee productivity, job satisfaction, and loyalty (Meyer, Becker, & Van Dick, 2016). This discovery underscores the significance of incorporating these techniques inside public secondary schools in Wajir County as a means to enhance the rates of teacher retention and their general welfare.

It is shown that out of the respondents, 104(49.1%) agreed that their school's accommodating work schedules enable them to get enough sleep and be effective in their jobs. The other responses were as follows: Strongly Disagree: 0 (0.0%), Disagree: 8 (3.8%), Undecided:

100 (47.2%, and Strongly Agree: 0 (0.0%). Close to half of the teachers (49.1%) agreed that the flexible working arrangements in their school enabled them to get adequate sleep and be productive at work. The mean score of 3.45 indicates a relatively positive perception among the teachers. The results indicate that instructors have a favorable opinion of how flexible working schedules affect their ability to function at work. This is consistent with the results of a related study by Karanja, Mbatia, and Njagi (2018) which found that flexible working arrangements, such as telecommuting and flexible hours, positively influence work-life balance, job satisfaction, and productivity among teachers in Kenya. In our school, we have flexible working hours that allow me to get enough sleep and yet be productive.

The findings show that out of the 212 teachers who responded, 99 (46.7%) agreed that the extended working hours caused exhaustion, while 102 (48.1%) were undecided and 11(5.2%) disagreed. Almost half of the teachers (46.7%) agreed that the extended working hours in their school lead to exhaustion. The mean score of 3.42 indicates a moderate level of agreement on this aspect. The rest of the responses strongly agree and strongly disagree recorded 0 (0.0%). These findings imply that many instructors in the public secondary schools of Wajir County experience exhaustion as a result of working longer hours than usual. These results are in line with a research by Kimani et al. (2019) that discovered that lengthy working hours were a major predictor of workplace stress among teachers at public secondary schools in Kiambu County, Kenya. According to the study, instructors who put in more hours were more prone to burn out, a condition marked by emotional weariness, depersonalization, and a decline in self-achievement. The findings of this study suggest that extended working hours are a significant source of exhaustion among teachers in Wajir County's public secondary schools.

Out of the 212 teachers who responded, 89 (42.0%) agreed that their workload left them with little time to work collaboratively, while 117 (55.2%) were undecided and 6 (2.8%) disagreed. A significant proportion of teachers (55.2%) were undecided about the impact of workload on their ability to collaborate with colleagues. The mean score of 3.39 suggests a slightly negative inclination on this matter. The study also revealed that workload was a major source of stress among teachers and that it negatively affected their job satisfaction and retention. The high percentage of undecided responses suggests that some teachers may be unsure about the impact of workload on their ability to collaborate with colleagues. This may be due to a lack of clarity regarding the expectations and opportunities for collaboration in their schools. It could also indicate that some teachers are able to manage their workload effectively and find time for collaborative work despite the challenges. These results are in line with those of a recent study by Kamau and Njoroge (2019), which discovered that Kenyan teachers have a demanding schedule that leaves them limited free time to participate in collaborative activities.

Out of the 212 teachers surveyed, 114 (53.8%) agreed that their workload adversely affects their health, while 92 (43.4%) were undecided, and only 6 (2.8%) disagreed. This means that more than half of the teachers (53.8%) agreed that the workload adversely affected their health. The mean score of 3.51 indicates a notable level of agreement on this issue. These results suggest that a significant proportion of teachers in Wajir County public secondary schools perceive their workload as a health hazard. These findings are consistent with a related study conducted in Kenya by Njoroge and Orodho (2019), which examined teacher retention in public secondary schools. The study revealed that excessive workload was one of the factors contributing to high teacher turnover rates in Kenya. The findings also suggest that the workload in public secondary schools

in Wajir County may be too demanding, which could affect the retention of teachers in these schools.

Out of the 212 teachers who participated in the study, 119 (56.1%) agreed that after school hours duties affect their service as teachers, 87 (41.0%) were undecided, and only 6 (2.8%) disagreed. This means that a majority of the teachers (56.1%) agreed that after-school duties impact their service as teachers. The mean score of 3.53 indicates a relatively high level of agreement. The high percentage of teachers who agreed that after school hours duties affect their service delivery is a cause for concern. The high percentage of teachers who were undecided in this study suggests a need for further research to explore the extent to which after school hours duties affect teachers' service delivery. It also highlights the need for school administrators to engage with teachers and address any concerns they may have regarding after school hours duties. The findings of this study suggest that after school hours duties have a significant impact on the service delivery of teachers in public secondary schools in Wajir County, Kenya. This result is congruent with a research by Ogengo and Ogur (2019), which found that after-school obligations including marking, lesson planning, and attending meetings have a negative influence on teachers' morale and work satisfaction. This can lead to burnout, low productivity, and even high turnover rates among teachers. These findings are in line with a previous research by Kiprop and Kiprono (2018), which discovered that teacher workload, including after-school obligations, is a major predictor of job satisfaction and intentions to quit among Kenyan teachers.

4.4.4.2 Correlation between Work-Life Balance and Teacher Retention

The table 6 presents the correlation between work-life balance and teacher retention in public secondary schools within Wajir County, Kenya. The research question under investigation is how work-life balance influences teachers' retention. The table displays the Pearson correlation coefficients and the corresponding statistical significance (p-values) for the relationship between work-life balance and teacher retention.

Table 6: Correlation between Work-Life Balance and Teacher Retention

Correlation between Work-Life Balance and Teacher Retention

		Work-Life Balance	Teacher Retention
Work-Life Balance	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	212	212
Teacher Retention	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	212	212

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data, 2023

The findings in Table 6 show a positive connection between work-life balance and teacher retention of r = 0.514; p = 0.05. This correlation coefficient implies that these two variables have a mildly favorable association. Work-life balance and teacher retention appear to be somewhat positively correlated, according to the correlation coefficient (r) of 0.514. A perfect positive correlation would have a correlation of 1, whereas a perfect negative correlation would have a value of -1. A score of 0.514 thus denotes a moderately strong correlation between the two

variables, suggesting that an improvement in work-life balance is linked to a rise in teacher retention rates. The correlation coefficient's stated p-value is 0.000. Due to this, p-value is under the cutoff of p0.05, the association between work-life balance and teacher retention is statistically significant. This makes the result more important since it suggests that the correlation in the data is unlikely to have occurred by coincidence.

There are various ramifications of the considerable favorable association between work-life balance and teacher retention. It firstly implies that keeping a healthy work-life balance might be extremely important in influencing teachers' decisions to continue working in the public secondary schools of Wajir County. Teachers who feel that they have a better work-life balance are more likely to be content with their jobs and, as a result, stay in such positions for longer. Ndiku et al. (2019) did a related study in Kenya looking at the work-life balance of teachers in Nairobi County. There are several similarities between the two research' findings. In both studies, teachers faced challenges with their workload, which affected their overall well-being. Additionally, both studies highlighted the importance of flexible working arrangements in improving teachers' work-life balance and, consequently, their retention in the teaching profession.

Principals' Perception of Work-Life Balance Interventions and Teacher Retention

The principals were asked to indicate how their efforts for teachers’ work-life balance interventions affect teacher retention, and the response was as follows. The principals indicated that offering flexible working arrangements has led to improved teacher satisfaction and reduced burnout, with 32 out of 41 principals acknowledging its positive impact. Reducing the number of hours worked has resulted in better work-life balance for teachers, according to 28 principals. Managing workload through efficient planning and support has led to increased teacher retention,

as mentioned by 36 principals. Minimizing after school hours duties has enhanced teacher job satisfaction, as reported by 30 principals.

Wajir TSC County Director's Perception of Work-Life Balance Interventions and Teacher Retention

The response from the Wajir TSC County Director on the influence of work-life balance interventions and teacher retention was as follows: Administrators' interventions have played a significant role in enhancing teacher retention in our county. Work-life balance initiatives, such as flexible scheduling and support for teachers' personal needs, have been well-received and have contributed to improved job satisfaction among teachers.

The positive perception of work-life balance interventions by the principals in Wajir County is an encouraging finding. It suggests that the efforts made by administrators to implement flexible scheduling and provide support for teachers' personal needs have been effective in enhancing teacher retention. Improved job satisfaction among teachers is a crucial factor in retaining them in their current schools, which ultimately contributes to a stable and experienced teaching workforce.

This finding aligns with a related study in Kenya conducted by Kihara (2021), which also emphasized the importance of work-life balance interventions in improving teacher retention. Kihara's study found that schools with supportive work-life balance policies and practices experienced higher teacher retention rates. The availability of flexible scheduling and measures to support teachers' personal needs creates a positive and conducive work environment, leading to greater job satisfaction and commitment among teachers. As a result, they are more likely to

remain in their current schools, benefiting both the teachers themselves and the educational institutions.

4.4.2 Influence of Induction Programs and Mentoring on the Retention of Teachers

This part covers the data pertaining to the findings of second research question, which aimed to investigate the impact of induction programs and mentorship on the retention of teachers in public secondary schools in Wajir County, Kenya. Data answering this question was obtained from the teachers and principals who participated in the study. In questionnaire, the teachers were provided with a series of statements regarding the influence of mentoring and induction activities on their commitment to staying at their current schools. The participants were instructed to rate several statements on a Likert scale ranging from strongly disagreeing (SD) to Strongly Agreeing (SA). They were asked to tick **(**√**)** on the best option on a five-point Likert scale (1-5) to show their level of agreement or disagreement with statements using the Key: SA=Strongly Agree, A=Agree, NS=Not sure, D=disagree, SD=Strongly Disagree. The mean scores are provided to indicate the average responses for each statement. The researcher categorized the mean score into three levels as follows: 1.0 – 2.4 = low, 2.5 – 3.4 = moderate and 3.5 – 5.0 high. Table 7 presents the induction programs and mentoring experiences reported by the teacher participants.

Table 7: Descriptive Statistics for Induction Programs and Mentoring

Teachers' Responses on Influence of Induction Programs and Mentoring on Teachers Retention n=212

Statement	SD		D		U		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	
Orientation on onboarding procedures and processes regarding school policy and expectations contributed to my stay in current school	7	(3.3)	6	(2.8)	71	(33.5)	58	(27.4)	70	(33.0)	3.84
The understanding that colleagues were prepared to work with me ensuring I was not working alone and isolated makes like my current school	6	(2.8)	6	(2.8)	75	(35.4)	61	(28.8)	64	(30.2)	3.81
Due to induction, I am able to access to a network of teachers, inclusion as part of the team within the school has elongated my stay in the current school	3	(1.4)	3	(1.4)	73	(34.4)	72	(34.0)	61	(28.8)	3.87
Developmental career programmes in my school have increased my knowledge and skills related to classroom management techniques	5	(2.4)	6	(2.8)	71	(33.5)	62	(29.2)	68	(32.1)	3.86
Developmental career programmes have helped enhanced commitment to my career as a teacher in my current school	10	(4.7)	5	(2.4)	59	(27.8)	76	(35.8)	62	(29.2)	3.83
Mentoring activities organized in my school have made me appreciate my work as a teacher	3	(1.4)	7	(3.3)	82	(38.7)	61	(28.8)	59	(27.8)	3.78
Mentorship programs address both practical teaching needs with emotional and social support, and this encouraged me to stay in the teaching profession	5	(2.4)	2	(0.9)	73	(34.4)	68	(32.1)	64	(30.2)	3.87

Source: Field Data, 2023

The results in Table 7 revealed that for the statement "Orientation on onboarding procedures and processes regarding school policy and expectations contributed to my stay in the current school," 7 respondents (3.3%) strongly disagreed, 6 (2.8%) disagreed, 71 (33.5%) were undecided, 58 (27.4%) agreed, and 70 (33.0%) strongly agreed. The average score for this statement was 3.84, suggesting a comparatively strong consensus among the participants. The findings of this study align with prior scholarly investigations on the topic of teacher retention in Kenya. The study conducted by Tengeh and Waweru (2018) revealed that the implementation of efficient induction programs, which offer assistance and direction to newly appointed educators, has a positive impact on their professional growth and increases their likelihood of remaining employed within educational institutions. Additionally, a study by Muthaa and Inyega (2019) found that teachers who receive orientation on school policies and expectations have a positive attitude towards their work, which ultimately enhances their retention in schools.

The findings indicate that a total of 61 respondents, accounting for 28.8% of the sample, expressed agreement with the supportiveness of their colleagues. Additionally, 64 respondents, constituting 30.2% of the sample, strongly agreed that they received support from their colleagues. Nevertheless, a considerable segment of participants, specifically 75 individuals (35.4%), expressed uncertainty regarding the extent to which they received assistance from their peers. Conversely, just 12 respondents (5.6%) expressed disagreement or strong disagreement with this assertion. The average score for this statement was 3.81, indicating a positive inclination towards the existence of coworkers who provide help. The results of this study indicate that a significant number of educators in Wajir County hold the perception that their fellow instructors provide support, however a notable fraction of them express uncertainty regarding the extent of the support they receive. This observation suggests a potential requirement for increased endeavors in

fostering a nurturing environment among colleagues inside public secondary schools in the county. The present findings align with a similar study conducted by Akunga and Okwara (2019) in Kenya, which revealed that the provision of support and fostering of collaboration among teachers significantly influence teacher retention rates in public secondary schools. This implies that endeavors aimed at fostering a conducive culture among colleagues could potentially enhance the rates of teacher retention in Wajir County and other regions of Kenya.

In light of the assertion, "As a result of induction, I have gained the ability to connect with a network of educators; being included as a member of the school team has extended my tenure at the present institution." Out of the total number of respondents, 3 individuals (1.4%) expressed strong disagreement, while another 3 individuals (1.4%) expressed disagreement. A majority of the respondents, specifically 73 individuals (34.4%), remained uncertain. On the other hand, 72 individuals (34.0%) agreed with the statement, while 61 individuals (28.8%) strongly agreed. The average score for this statement was 3.87, suggesting that the induction program effectively promoted networking opportunities and fostered a sense of belonging among teachers. The findings of this study underscore the significance of induction programs in fostering teacher retention within public secondary schools in Wajir County, Kenya. This finding demonstrates that induction programs have the potential to offer teachers the essential assistance and resources required for adapting to their new teaching context, cultivating proficient teaching approaches, and establishing connections with fellow educators. Consequently, this can result in a feeling of affiliation and integration within the educational institution, which is essential for the preservation of teachers. The findings shown here are consistent with a study conducted in Kenya by Kariuki, Wanjohi, and Muniu (2019), wherein it was observed that induction programs exhibited a positive correlation with the retention of teachers in public primary schools. The study proposed that the

design of induction programs should take into consideration the distinct requirements and obstacles encountered by educators in various settings, such as Wajir County.

The findings indicate that a majority of the educators expressed a strong belief that their participation in the orientation program had played a significant role in their decision to remain employed at their present educational institution. The results of this study align with previous research conducted on the topic of teacher retention in Kenya. The study conducted by Tengeh and Waweru (2018) revealed that the implementation of effective induction programs, which provide new instructors with support and guidance, has a positive impact on their retention rates within educational institutions and facilitates their professional development. Furthermore, a research conducted by Muthaa and Inyega (2019) shown that educators who undergo orientation regarding school policies and expectations have a favorable disposition towards their profession, leading to an improved likelihood of remaining employed within educational institutions.

Regarding the influence of developmental career programs on classroom management practices, it was found that out of the total responses, 5 individuals (2.4%) expressed strong disagreement, 6 individuals (2.8%) disagreed, 71 individuals (33.5%) were unsure, 62 individuals (29.2%) agreed, and 68 individuals (32.1%) highly agreed. The average score for this statement was 3.86, indicating that these programs had a notable impact on improving teachers' understanding and abilities in regards to classroom management. The findings indicate that developmental career programs have yielded favorable outcomes in enhancing the knowledge and abilities of certain teachers in relation to classroom management approaches. However, it is evident that there is a requirement for more focused and efficacious professional development initiatives to provide comprehensive assistance to teachers in this domain. The findings presented

here align with a study carried out by Mwamwenda, Orodho, and Ratemo (2019), whereby it was shown that educators in Kenya encounter numerous obstacles pertaining to the administration of their classrooms. These issues encompass substantial student enrollments, restricted availability of resources, and insufficient professional development opportunities. The study proposed that the provision of professional development programs to teachers would serve to increase their classroom management skills and therefore lead to improvements in student learning outcomes.

Moreover, with relation to the assertion "Developmental career programs have contributed to the augmentation of my dedication to my vocation as an educator in my present educational institution," Out of the total sample size of 212 respondents, it was found that 10 individuals (4.7%) expressed strong disagreement, 5 individuals (2.4%) expressed disagreement, 59 individuals (27.8%) were indecisive, 76 individuals (35.8%) expressed agreement, and 62 individuals (29.2%) strongly agreed. The average score obtained for this statement was 3.83, suggesting that the career programs had a favorable impact on instructors' dedication to their job. The results indicate that a majority of teachers expressed consensus regarding the positive impact of developmental career programs on their level of dedication to their teaching profession. The findings of this study align with prior investigations conducted in Kenya, indicating that teacher retention is impacted by variables such as access to professional development initiatives and levels of job satisfaction (Mutisya, 2018; Ogechi & Kangethe, 2020). Mutisya (2018) discovered a strong correlation between teacher retention in public secondary schools in Kenya and the provision of professional development options, such as mentorship and coaching.

In relation to the influence of mentoring activities, it is noteworthy that among the participants, 3 respondents (1.4%) expressed strong disagreement, 7 (3.3%) disagreed, 82 (38.7%)

remained undecided, 61 (28.8%) agreed, and 59 (27.8%) strongly agreed that these activities contributed to their appreciation of their role as educators. The average score for this item was 3.78, indicating that mentorship had a significant impact on enhancing teachers' job satisfaction and fostering a greater sense of appreciation for their career. This implies that engaging in such activities may serve as a viable approach to enhance job satisfaction and promote the retention of teachers within public secondary schools in the area. Educators who possess a genuine appreciation for their profession are more inclined to retain their posts, so fostering enhanced stability within educational institutions and yielding improved academic achievements among students. The results align with prior research conducted in Kenya, which has demonstrated the significance of mentoring interventions in facilitating the professional growth of teachers and enhancing their levels of work satisfaction and retention (Kithuka & Nzioka, 2019; Kose et al., 2019). In their research conducted in 2019, Kithuka and Nzioka discovered a positive correlation between mentorship programs and enhanced job satisfaction, as well as a decrease in turnover intentions, among educators in secondary schools in Kenya. In a similar vein, the study conducted by Kose et al. (2019) revealed that mentoring initiatives yielded positive outcomes in terms of enhancing teachers' self-assurance, proficiency, and drive, thereby resulting in heightened levels of job contentment and employee retention. The implementation of mentoring activities in public secondary schools in Wajir County, Kenya, seems to yield a favorable influence on teachers' job satisfaction.

The statement "Mentorship programs address practical teaching needs along with emotional and social support, which motivated me to remain in the teaching profession" received

responses from 5 individuals (2.4%) who strongly disagreed, 2 individuals (0.9%) who disagreed, 73 individuals (34.4%) who were undecided, 68 individuals (32.1%) who agreed, and 64 individuals (30.2%) who strongly agreed. The average score for this statement was 3.87, suggesting that mentorship programs offer significant support, fostering teacher retention in their teaching professions. The findings indicate that a significant proportion of the participants express agreement or strong agreement with the beneficial effects of mentorship programs on their ability to remain in the teaching profession. The considerable proportion of unsure responses indicates a potential lack of awareness among teachers regarding the advantages of mentorship programs or a limited personal experience with such programs. Hence, it is imperative for policymakers and educational administrators to cultivate awareness and execute efficacious mentorship initiatives in order to cater to the requirements of educators in Wajir County. This finding is consistent with previous studies conducted by Kithuka (2018) and Ogongo and Inyega (2019), which demonstrated that mentorship initiatives have the potential to enhance teachers' dedication to their profession, job satisfaction, and belief in their own capabilities. The results of this study indicate that mentorship programs have the potential to significantly enhance the rate at which teachers remain employed at public secondary schools located in Wajir County, Kenya.

The principals were requested to provide their perspectives on the impact of structured teacher induction programs and mentorship on teacher retention. The ensuing feedback is as follows. According to a majority of principals, specifically 38 out of 44, the implementation of structured induction programs has demonstrated positive effects on the self-assurance and instructional abilities of novice educators. According to a survey conducted with 40 principals, mentoring programs have been found to boost teacher support and retention. According to a survey conducted by 36 principals, the implementation of developmental programs has yielded positive

outcomes in terms of increased teacher satisfaction and improved performance. The favorable influence of mentors' mentorship and ongoing professional development on teacher retention has been cited by 42 principals.

The principals were asked to indicate some of the themes covered during induction and mentorship programs, and the responses were as follows. Themes covered during induction and mentorship programs include: school culture (34 principals), promoting discipline and classroom management techniques (21 principals), fostering positive teacher-teacher relations (21 principals), establishing effective teacher-student relationships (31 principals), documentation of academic progress and administrative tasks (28 principals), delegation of duties (27 principals), and understanding various teacher roles within the school community A(26principals).

A total of 34 out of 41 principals mentioned that school culture and values were emphasized during induction and mentorship programs. Another 28 principals reported that discipline strategies and classroom management techniques were addressed while 26 principals highlighted the importance of teacher-teacher relations and collaboration. About 22 principals mentioned that teacher-student relations and effective communication were covered. Eighteen principals reported that documentation procedures and record-keeping were part of the induction program. Another 20 principals mentioned that delegated duties and responsibilities were discussed during the mentorship program. Only 15 principals stated that teacher roles and professional ethics were emphasized.

The findings from the principals' responses indicate that induction and mentorship programs in the surveyed schools focus on various themes crucial for teacher development and

retention. School culture and values were emphasized in a significant number of schools, indicating the importance of creating a positive and supportive environment for teachers. This aligns with a related study by Yan (2020), which also emphasized the significance of professional development programs in improving teachers' work performance, subject matter knowledge, and attitudes towards teaching. The emphasis on discipline and classroom management techniques is essential for maintaining a conducive learning environment, and fostering positive teacher-teacher relations and effective teacher-student relationships can enhance collaboration and communication within the school community.

Correlation between Induction Programs and Mentoring and Teacher Retention

The findings of a correlation analysis examining the association between Induction Programs and Mentoring, and Teacher Retention in public secondary schools in Wajir County, Kenya are displayed in Table 8. The primary inquiry driving this investigation is, "What is the impact of induction programs and mentoring on the retention of teachers in public secondary schools located in Wajir County, Kenya?"

Table 8: Correlation between Induction Programs and Mentoring and Teacher Retention

Correlation between Induction Programs and Mentoring and Teacher Retention

		Induction Programs and Mentoring	Teacher Retention
Induction Programs and Mentoring	Pearson Correlation	1	.492**
	Sig. (2-tailed)		.000
	N	212	212
Teacher Retention	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.000	
	N	212	212

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data, 2023

As shown in Table 8 The correlation coefficient (Pearson Correlation) between Induction Programs and Mentoring and Teacher Retention is r = 0.492; p = 0.000. This indicates a moderate positive correlation between these two variables. The p-value corresponding to this connection is stated as 0.000. Based on the obtained p-value of less than 0.05 ($p<0.05$), it may be inferred that there exists a statistically significant link between Induction Programs and Mentoring and Teacher Retention, with a significance threshold of 0.01 (two-tailed).

The findings indicate a substantial and relevant correlation between the adoption of Induction Programs and Mentoring and the retention of teachers in public secondary schools within Wajir County, Kenya. A positive correlation of 0.492 suggests that as the quality and availability of induction and mentoring programs increase, teacher retention also tends to increase. This

finding aligns with the notion that providing support and guidance to teachers during their early career stages can positively impact their job satisfaction and commitment to the profession.

The significant correlation between Induction Programs and Mentoring and Teacher Retention highlights the importance of investing in comprehensive support systems for teachers, particularly those new to the profession. By providing effective induction programs and mentoring opportunities, educational authorities in Wajir County and similar regions in Kenya can potentially improve teacher retention rates.

4.4.3 Influence of School Environment on Teacher Retention

This section presents the findings of the third research question which sought to find out the influence of school environment on teachers' retention in public secondary schools in Wajir County in Kenya. Teacher participants were requested to indicate their degree of agreement or disagreement with a range of statements pertaining to the school environment and mentoring methods. The participants were instructed to rate several statements on a Likert scale ranging from strongly disagreeing (SD) to Strongly Agreeing (SA). They were instructed to tick **(**√**)** on the best option on a five-point Likert scale (1-5) to show their level of agreement or disagreement with statements using the Key: SA=Strongly Agree, A=Agree, NS=Not sure, D=disagree, SD=Strongly Disagree. The mean scores are provided to indicate the average responses for each statement which serves as a representation of the average degree of agreement among all participants. The researcher categorized the mean score into three levels as follows: 1.0 – 2.4 = low, 2.5 – 3.4 = moderate and 3.5 – 5.0 high. Table 9 displays the descriptive statistics pertaining to the perceptions of the respondents on the school environment and mentoring

Table 9: Descriptive Statistics for School Environment and Mentoring

Teachers' Responses on Influence of School Environment and Mentoring on Teacher Retention

n=212

Statement	SD		D		U		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	
Administrators' recognition of my work in public has encouraged me to stay in the current school since my deployment	6	(2.8)	8	(3.8)	69	(32.5)	75	(35.4)	54	(25.5)	3.77
The administrators always acknowledge my extra effort through incentives	3	(1.4)	6	(2.8)	79	(37.3)	74	(34.9)	50	(23.6)	3.76
The administrators always support positive relationships and teamwork among the teachers, and this has encouraged my stay in the school	6	(2.8)	7	(3.3)	79	(37.3)	69	(32.5)	51	(24.1)	3.72
The administrators always arrange regular meetings and social events with teachers leads and this has encouraged my stay in the school	7	(3.3)	4	(1.9)	72	(34.0)	71	(33.5)	58	(27.4)	3.80
The administrators are committed towards ensuring that the staff are satisfied with their jobs, and this has encouraged my stay in the school	3	(1.4)	6	(2.8)	79	(37.3)	77	(36.3)	47	(22.2)	3.75
The ambience of the school has made me remain in the current school	4	(1.9)	11	(5.2)	80	(37.7)	62	(29.2)	55	(25.9)	3.72
The school has adequate procedures of addressing teachers' complaints	8	(3.8)	7	(3.3)	71	(33.5)	74	(34.9)	52	(24.5)	3.73

Source: Field Data, 2023

According to table 9, 54 (25.5%) of the teachers strongly agreed that administrators' recognition of their work in public has encouraged them to stay in the current school since their

deployment. Another 75 (35.4%) agreed with the statement, while 69 (32.5%) were undecided. Only a small proportion of teachers disagreed 8 (3.8%) or strongly disagreed 6 (2.8%) with the statement. The majority of teachers (35.4%) agree that the administrators' recognition of their work in public has encouraged them to stay in the current school. However, a considerable number of teachers (32.5%) are still undecided about this factor. The mean score of 3.77 indicates a relatively positive perception among teachers regarding this statement. The percentages suggest that administrators' recognition of teachers' work in public plays a significant role in enhancing teachers' job satisfaction and, consequently, their retention in the current school. The results are consistent with a study by Kamau et al., (2018) that found a positive impact of recognition on employees' job satisfaction and retention.

A related study in Kenya conducted by Kamau et al. (2018) found that teacher retention is significantly influenced by job satisfaction. The study also showed that recognition, in particular, was one of the factors that contribute to job satisfaction. Therefore, the findings of the current study align with the previous research and suggest that administrators' recognition of teachers' work in public is a crucial aspect of creating a positive work environment that fosters job satisfaction and retention among teachers.

The table shows that out of 212 teachers who participated in the survey, 3 (1.4%) strongly disagreed, 6 (2.8%) disagreed, 79 (37.3%) were undecided, 74 (34.9%) agreed, and 50 (23.6%) strongly agreed that administrators always acknowledge their extra effort through incentives. The administrators always acknowledge my extra effort through incentives. This means that a significant proportion of teachers (37.3%) are undecided about whether administrators acknowledge their extra effort through incentives. However, the majority (34.9%) agree that such

acknowledgment exists. The mean score of 3.76 indicates a generally positive perception of this statement. The percentages suggest that a significant proportion of teachers are either undecided or do not feel that administrators always acknowledge their extra effort through incentives. Less than half (58.5%) of the instructors said administrators should constantly recognize their additional work through rewards. The results of this survey are in line with those of a previous study conducted in Kenya by Ng'asike et al. (2019), in which it was discovered that only 54% of instructors were pleased with the appreciation they got for their dedication.

The results show that the statement implying that the administrators always support positive relationships and teamwork among the teachers had the following responses from teachers. Strongly Disagree: 6 (2.8%), Disagree: 7 (3.3%); Undecided: 79 (37.3%); Agree: 69 (32.5%); Strongly Agree: 51 (24.1%). The mean score of 3.72 indicates a moderately positive perception of this aspect. The percentages suggest that a significant proportion of the teachers perceive that the administrators in their schools are supportive of positive relationships and teamwork among teachers. However, there are still a considerable number of teachers who are uncertain about the level of support from their administrators. The results of this study are in line with those of a previous study carried out in Kenya by Kariuki et al. (2020), which discovered a favorable association between job satisfaction and retention and teachers' views of administrative support for collaborative relationships and cooperation. These results suggest that administrators should prioritize the creation of a positive work environment that encourages teamwork and collaboration among teachers, as it can promote teacher retention and job satisfaction.

Interpretation: The results show that a substantial number of teachers, 72 (34.0%) are undecided about whether regular meetings and social events with teachers' leads are arranged by

administrators. However, the majority (33.5%) agrees that such arrangements exist and have a positive impact. The mean score of 3.80 indicates a relatively high level of agreement on this statement. The majority of respondents (33.5%) agreed, 58 (27.4%) strongly agreed that regular meetings and social events arranged by the administrators encouraged their stay in the school. About a third 72 (34.0%) of the respondents were undecided, while only 4 (1.9%) disagreed and 7 (3.3%) strongly disagreed. The results show that a substantial number of teachers, 72 (34.0%) are undecided about whether regular meetings and social events with teachers' leads are arranged by administrators. However, a sizeable percentage (33.5%) agrees that such arrangements exist and have a positive impact. The mean score of 3.80 indicates a relatively high level of agreement on this statement. The results suggest that regular meetings and social events arranged by administrators have a positive impact on teacher retention. These results are congruent with a related research done in Kenya by Wambui and Mwania (2019), which discovered that teachers were more likely to remain in their existing schools when they felt supported by their administrators. The research stressed how crucial it is for administrators and teachers to work together effectively and promote teacher retention.

The results show that the majority of the teachers are either undecided 79 (37.3%) or agree 77 (36.3%) that the administrators are committed to ensuring that the staff is satisfied with their jobs. A total of 47 (22.2%) of the respondents strongly agree, while 6 (2.8%) disagree and 3 (1.4%) strongly disagree. A significant portion of teachers (37.3%) is undecided about the administrators' commitment to ensuring job satisfaction. However, a considerable number of teachers (36.3%) agree that administrators are committed to this aspect. The mean score of 3.75 indicates a moderately positive perception of this statement. The percentages suggest that while a significant portion of the teachers agrees with the administrators' commitment to ensuring job satisfaction,

there is still a considerable number of teachers who are unsure about it. This indicates that there is room for improvement in the administrators' efforts to retain teachers by addressing their job satisfaction. The results of this study are in line with those of a previous study carried out in Kenya by Ombui and Agak (2018), which discovered that work satisfaction is a key element in keeping teachers in schools. The study also showed that administrators' dedication to and support of their personnel had a big impact on both of those factors.

The results show that 62 (29.2%) of the teachers agreed and 55 (25.9%) strongly agreed that the ambience of the school had influenced their decision to remain in their current school. Conversely, 11 (5.2%) disagreed and 4 (1.9%) strongly disagreed with this statement, while 80 (37.7%) were undecided. While a notable proportion of teachers (37.7%) is undecided about the ambiance of the school, the majority (29.2%) agrees that it has contributed to their decision to stay in the current school. The average rating of 3.72 represents a relatively favorable opinion of the school's atmosphere. The percentages indicate that most of the instructors were unsure or concurred that the school's atmosphere had affected their choice to stay there. This result is in line with earlier research that demonstrated that the working conditions at the school, including elements like leadership at the institution, peer support, and general school culture, had an impact on teachers' job satisfaction (Ngware et al., 2019). Ngware et al. (2019) showed that school culture and leadership were important determinants of teacher retention in a parallel study carried out in Kenya. The authors argued that schools with positive cultures and supportive leadership were more likely to retain teachers than schools with negative cultures and unsupportive leadership.

The results show regarding whether the school has adequate procedures for addressing their complaints was as follows: Strongly Disagree: 8 (3.8%), Disagree: 7 (3.3%), Undecided: 71

(33.5%), Agree: 74 (34.9%), and Strongly Agree: 52 (24.5%). While a substantial number of teachers (33.5%) are undecided about the adequacy of procedures for addressing complaints, the majority (34.9%) agrees that such procedures are in place. The mean score of 3.73 indicates a moderately positive perception of this aspect. However, a considerable proportion of teachers (37.1%) were either undecided, disagreed, or strongly disagreed with the statement. The findings suggest that there is a need for school management to review and improve the procedures for addressing teachers' complaints, especially for the teachers who expressed dissatisfaction with the existing procedures. This is crucial because unresolved complaints can lead to demotivation, disengagement, and decreased job satisfaction among teachers. A related study in Kenya by Oketch and Rolleston (2019) found that teachers' job satisfaction was positively correlated with the adequacy of procedures for addressing their complaints. This implies that schools that have effective complaint procedures are likely to have more satisfied and motivated teachers, which can lead to improved teaching and learning outcomes.

The respondents (principals were asked to explain how the school environment affects teacher retention, and the responses were as follows.

> Recognition of teachers' efforts and achievements boosts morale and fosters a positive work environment. Strong teacher relationships and collaboration among staff improve job satisfaction and retention. High staff satisfaction leads to reduced turnover and higher commitment to the school. Positive school policies and culture that support teacher well-being enhance retention rates (Principal 2, Personal communication, March y 3.

Creating a supportive school environment has positively impacted teacher retention, as mentioned by 39 out of 44 principals. Recognizing teachers' efforts and achievements has

improved teacher morale and retention, according to 36 principals. Positive teacher-teacher relationships have led to a collaborative and conducive working atmosphere, as reported by 41 principals. High staff satisfaction with school policies and culture has contributed to teacher retention, as cited by 37 principals.

Correlation between School Environment and Teacher Retention

Table 10 displays the outcomes of the correlation analysis conducted to examine the relationship between School Environment and Teacher Retention in public secondary schools situated in Wajir County, Kenya. The present study aims to examine the impact of work-life balance on teachers' retention inside educational institutions.

Table 10: Correlation between School Environment and Teacher Retention

Correlation between School Environment and Teacher Retention

		School Environment	**Teacher Retention**
School Environment	Pearson Correlation	1	.458**
	Sig. (2-tailed)		.000
	N	212	212
Teacher Retention	Pearson Correlation	.458**	1
	Sig. (2-tailed)	.000	
	N	212	212

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data, 2023

The Pearson correlation coefficients pertaining to the relationship between the school environment and teacher retention are presented in the findings of Table 14. The correlation

coefficient assesses the strength and direction of the relationship between two variables. In this particular case, the correlation coefficient between School Environment and Teacher Retention is 0.458** with a significance level of p = 0.000. The correlation coefficient (r-value) of 0.458** suggests a moderately positive link between the school environment and teacher retention. In the present case, the asterisks (**) are used to indicate a statistically significant connection at the 2-tailed 0.01 level. The p-value for this connection is 0.000, indicating statistical significance at the 0.05 level. This suggests that the observed correlation between the school environment and teacher retention, which is believed to possess statistical significance, is improbable to have occurred just due to random chance.

The observed positive association of significance between School Environment and Teacher Retention suggests that an improved school environment may potentially enhance the likelihood of higher teacher retention rates within public secondary schools located in Wajir County, Kenya. A conducive educational setting may encompass elements such as effective leadership that provides support, sufficient resources, a secure and inclusive ambiance, and avenues for professional development.

4.4.4 Influence of School Administrators' Support and Teacher Retention

This is the fourth research inquiry, which explored how school administrators' support influence teacher retention in public secondary schools within Wajir County, Kenya. Teacher participants were requested to indicate their degree of agreement or disagreement with a range of statements pertaining to the administrative support. The participants were instructed to rate several statements on a Likert scale ranging from strongly disagreeing (SD) to Strongly Agreeing (SA). They were instructed to tick **(√)** on the best option on a five-point Likert scale (1-5) to show their

level of agreement or disagreement with statements using the Key: SA=Strongly Agree, A=Agree, NS=Not sure, D=disagree, SD=Strongly Disagree. The mean scores are provided to indicate the average responses for each statement which serves as a representation of the average degree of agreement among all participants. The researcher categorized the mean score into three levels as follows: 1.0 – 2.4 = low, 2.5 – 3.4 = moderate and 3.5 – 5.0 high. Table 11 presents the descriptive statistics pertaining to the perceptions of the respondents on the administrative support and teacher retention.

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Table 11: Descriptive School Administrators' Support and Teacher Retention

Teachers Responses on School Administrators' Support and Teacher Retention n=212

Statement	SD		D		U		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	
The school organizes instructional support from experienced staff, and this has contributed to my stay in current school	5	(2.4)	21	(9.9)	98	(46.2)	82	(38.7)	6	(2.8)	3.30
The school arranges frequent In-service training, which has made me remain in the current school	4	(1.9)	14	(6.6)	94	(44.3)	95	(44.8)	5	(2.4)	3.39
I am still in the current school since the school management is highly considerate towards teachers and supportive	5	(2.4)	19	(9.0)	93	(43.9)	90	(42.5)	5	(2.4)	3.33
I am still in the current school owing to its' friendly and supportive school culture	7	(3.3)	19	(9.0)	89	(42.0)	93	(43.9)	4	(1.9)	3.32
It is easy to approach my school administrators and share any issue with him/her	5	(2.4)	19	(9.0)	82	(38.7)	103	(48.6)	3	(1.4)	3.38
The school policies support the existence of many welfare benefits	6	(2.8)	21	(9.9)	87	(41.0)	93	(43.9)	5	(2.4)	3.33
The school administrators always provide financial support to teachers during bereavement,	7	(3.3)	21	(9.9)	81	(38.2)	96	(45.3)	7	(3.3)	3.35
The school administrators readily grant permission to teachers to attend to their personal needs	8	(3.8)	20	(9.4)	80	(37.7)	99	(46.7)	5	(2.4)	3.34

Source: Field Data, 2023

The results in Table 11 show that the responses from the teachers with respect to whether the school organizes instructional support from experienced staff, and this has contributed to my stay in the current school were as follows. Strongly Disagree: 5 (2.4%), Disagree: 21 (9.9%), Undecided: 98 (46.2%), Agree: 82 (38.7%), and Strongly Agree: 6 (2.8%). The majorities of teachers (85.4%) either agree, or are undecided about the impact of instructional support from experienced staff on their decision to stay in the current school. The mean score of 3.30 suggests that, on average, teachers perceive this support as moderately influential in their retention. This finding highlights the significance of providing instructional support to teachers for enhancing their commitment to the school.

The provision of regular In-service training by the school has significantly contributed to my decision to stay in the current school. Among the respondents, 4 (1.9%) strongly disagreed with this statement, 14 (6.6%) disagreed, 94 (44.3%) were undecided, 95 (44.8%) agreed, and 5 (2.4%) strongly agreed. The average score for this statement was 3.39, suggesting that instructors generally view In-service training to have a modest level of influence on their retention. A significant percentage of educators (87.1%) express either agreement or indecision regarding the impact of regular in-service training on their inclination to remain at their present educational institution. The average score of 3.39 suggests that teachers generally believe In-service training to have a moderate level of influence on their memory. This highlights the need of providing ongoing professional development opportunities as a means to enhance teacher retention within the educational institution.

The teachers' feedback regarding the statement "I am still in the current school since the school management is highly considerate towards teachers and supportive" was as follows: 5 respondents (2.4%) strongly disagreed with the statement, 19 respondents (9.0%) disagreed, 93 respondents (43.9%) were undecided about the statement, 90 respondents (42.5%) agreed with the statement, and 5 respondents (2.4%) strongly agreed. The mean score for this statement was 3.33. The data illustrates that a considerable number of teachers (85.4%) either agreed or were undecided, suggesting that a majority of respondents perceived the school management's high consideration and support towards teachers as moderately influential in their decision to remain in the current school. The mean score of 3.33 further supports this, indicating a moderate level of influence on teacher retention. This suggests that, on average, teachers perceive the school management's support as moderately influential in their decision to stay. This indicates the importance of fostering a supportive and considerate environment to retain teachers.

The findings indicate that regarding the impact of a friendly and supportive school culture on teacher retention, the responses from the teachers were as follows: 7 teachers (3.3%) strongly disagreed, 19 teachers (9.0%) disagreed, 89 teachers (42.0%) were undecided, 93 teachers (43.9%) agreed, and 4 teachers (1.9%) strongly agreed. The mean score was 3.32. The majority of teachers (87.9%) either agree or are undecided about the impact of a friendly and supportive school culture on their decision to stay. The mean score of 3.32 indicates that, on average, teachers perceive the school culture as moderately influential in their retention. This emphasizes the significance of creating a positive and supportive school climate.

The findings indicate that when asked about the ease of approaching school administrators and discussing any issue with them, 5 respondents (2.4%) strongly disagreed, 19 respondents (9.0%) disagreed, 82 respondents (38.7%) were undecided, 103 respondents (48.6%) agreed, and 3 respondents (1.4%) strongly agreed. The mean score for this statement was 3.38. Substantial proportions of teachers (88.4%) either agree or are undecided about the ease of approaching school administrators with any issue. The mean score of 3.38 indicates that, on average, teachers perceive the accessibility of administrators as moderately influential in their retention. This highlights the importance of open communication and approachable administrators in retaining teachers.

The participants' feedback regarding whether the school policies endorse the provision of various welfare benefits can be summarized as follows: 6 respondents (2.8%) strongly disagreed, 21 respondents (9.9%) disagreed, 87 respondents (41.0%) were undecided, 93 respondents (43.9%) agreed, and 5 respondents (2.4%) strongly agreed. The mean score was 3.33. The majority of teachers (87.9%) either agree or are undecided about the school policies supporting welfare benefits. The mean score of 3.33 indicates that, on average, teachers perceive the presence of welfare benefits as moderately influential in their retention. This suggests that providing comprehensive welfare benefits can positively impact teacher retention.

The results suggest that when inquired about the school administrators' consistent provision of financial support to teachers during bereavement, the teachers' responses were as follows: 7 teachers (3.3%) strongly disagreed, 21 teachers (9.9%) disagreed, 81 teachers (38.2%) were undecided, 96 teachers (45.3%) agreed, and 7 teachers (3.3%) strongly agreed. The mean score for this statement was 3.35. A significant proportion of teachers (88.5%) either agree or are undecided about the school administrators' provision of financial support during bereavement. The mean

score of 3.35 indicates that, on average, teachers perceive this financial support as moderately influential in their retention. This finding highlights the importance of empathetic support during challenging times.

The results suggest that, when questioned about whether the school administrators are willing to grant permission to teachers for attending to their personal needs, 8 respondents (3.8%) strongly disagreed, 20 respondents (9.4%) disagreed, 80 respondents (37.7%) were undecided, 99 respondents (46.7%) agreed, and 5 respondents (2.4%) strongly agreed. The mean score for this statement was 3.34. A significant proportion of teachers (89.1%) either agree or are undecided about the school administrators' readiness to grant permission for personal needs. The mean score of 3.34 indicates that, on average, teachers perceive this flexibility as moderately influential in their retention. This underscores the importance of accommodating teachers' personal responsibilities to enhance their job satisfaction and retention.

The principals were asked to explain how school administrators' support affects teacher retention and the responses were as follows; Providing support for teacher professional development has enhanced teacher skills and retention, as mentioned by 40 out of 44 principals. Offering teacher welfare support has improved teacher well-being and job satisfaction, according to 38 principals. Granting permission to teachers for personal needs has positively impacted teacher work-life balance and retention, as reported by 36 principals. Providing financial support to teachers during bereavement has demonstrated care and concern, leading to increased teacher loyalty and retention, as cited by 35 principals.

The findings suggest that providing support for teacher professional development has a significant positive impact on both teacher skills and retention. The overwhelming response from 40 out of 44 principals highlights the effectiveness of investing in teachers' continuous growth and development, as it enhances their competencies and motivates them to stay in their positions. Similarly, offering teacher welfare support has proven to be essential in improving teacher well-being and job satisfaction, as reported by 38 principals. This indicates that addressing teachers' needs and concerns related to their welfare contributes to a more positive and fulfilling work environment, ultimately leading to higher teacher retention rates.

Furthermore, the practice of granting permission to teachers for personal needs has proven to positively influence teacher work-life balance and retention, as indicated by 36 principals. This suggests that acknowledging and accommodating teachers' personal responsibilities and allowing them the flexibility to manage their work and personal lives effectively can contribute to their job satisfaction and commitment to their schools. Additionally, providing financial support to teachers during bereavement has been viewed as a caring and considerate gesture, leading to increased teacher loyalty and retention, as cited by 35 principals. This shows that demonstrating empathy and support during challenging times fosters a stronger bond between teachers and their schools, motivating teachers to remain in their positions.

Correlation between School Administrators' Support and Teacher Retention

Table 12 presents the correlation analysis between School Administrators' support and Teacher Retention in the context of the study. The table displays the Pearson correlation coefficients for both variables, along with their corresponding two-tailed p-values. The linear relationship between the two variables is quantified by the correlation coefficient, which has a

range of -1 to +1. A positive correlation exists when a value is present, which suggests that if one variable rises, the other is likely to follow suit.

Table 12: **Correlation between School Administrators' Support and Teacher Retention**

Correlation between School Administrators' Support and Teacher Retention

		School Administrators' support	Teacher Retention
School Administrators' support	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.000
	N	212	212
Teacher Retention	Pearson Correlation	.555**	1
	Sig. (2-tailed)	.000	
	N	212	212

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data, 2023

As shown in table 12, there is a r = 0.555; p = 0.000 association between the support of school administrators and teacher retention. Additionally, the correlation's p-value is claimed to be 0.000. The observed connection demonstrates statistical significance at the $p < 0.05$ level, using a two-tailed test, which is vital to know. The support of school administrators and teacher retention are somewhat positively correlated, according to the correlation value of 0.555**. This shows that the chance of teacher retention tends to grow along with the quantity of support offered by school management. In contrast, there can be a larger chance of teachers quitting their jobs if the support from school officials declines. According to the statistically significant p-value of 0.000 (p 0.05), the link that was found is not likely to be a result of chance. The lack of significance and relevance

of the association between teacher retention and school administrators' assistance is further supported by the low p-value.

These findings have significant implications for improving teacher retention in public secondary schools in Wajir County, Kenya. School administrators play a crucial role in creating a conducive work environment for teachers. By providing adequate support and addressing their needs, administrators can positively influence teacher retention rates. This includes offering professional development opportunities, recognition for their hard work, and a supportive atmosphere that values teachers' contributions.

4.4.5 Challenges encountered by School Administrators in their effort to promote Teachers' Retention

The study investigated from teachers the challenges school administrators face in their effort to promote teacher retention. Table 13 summarizes the challenges encountered by school administrators (principals) in their efforts to promote teachers' retention in public secondary schools. The table includes the frequency and percentage of qualitative responses from the principals for each challenge based on the given data (N = 44).

Table 13: **countered by School Administrators in their effort to promote Teachers' Retention**

Challenges encountered by School Administrators in their effort to promote Teachers' Retention

Challenges	Frequency (out of 44)	Percentage (%)
Scheduling conflicts and staffing constraints	12	27.27
Potential implications for school performance	8	18.18
Maintaining a supportive school environment	9	20.45
Variability in teacher recognition efforts	7	15.91
Negative teacher-teacher relationships	6	13.64
Adapting school policies to changing circumstances	5	11.36
Resistance from certain teachers	14	31.82
Impact on extracurricular activities and teacher engagement	6	13.64
Difficulty finding experienced subject-specific mentors	6	13.64
Balancing mentoring responsibilities with teaching duties	10	22.73
Updating mentorship program content	8	18.18
Limited resources for developmental programs	7	15.91
Allocation of resources for teacher professional development opportunities	7	15.91
Providing comprehensive teacher welfare support	3	6.82
Granting permission for personal needs	4	9.09
Financial support during bereavement	4	9.09
Maintaining equitable support for all teachers	7	15.91

Source: Field Data, 2023

As provided in Table 13, the principals highlighted various challenges they encountered while implementing flexible working arrangements and workload management initiatives in their schools. Firstly, 12 out of 44 principals expressed concerns about scheduling conflicts and staffing constraints when trying to implement flexible working arrangements. This suggests that finding

suitable arrangements that accommodate both teachers' preferences and school operational needs can be challenging.

A total 8 out of 44 principals mentioned concerns that reducing the number of working hours might have potential implications for overall school performance. This indicates that some principals worry that reducing teachers' hours may impact instructional time and, consequently, academic outcomes.

It is also established that Some principals (9 out of 44) acknowledged that maintaining a supportive school environment could be challenging during periods of staff turnover or change. A few principals (7 out of 44) noted that teacher recognition efforts might vary across different departments or levels. Occasionally, negative teacher-teacher relationships have led to reduced teacher job satisfaction and retention, as mentioned by 6 principals. Few principals (5 out of 44) reported that adapting school policies to changing circumstances could pose challenges.

The results show that 14 principals reported facing resistance from certain teachers when trying to introduce workload management initiatives. This suggests that not all teachers may be willing to embrace changes to their workload, which can hinder the effective implementation of such initiatives.

It was also established that 6 out of 44 principals expressed apprehensions that reducing after school hours duties could potentially affect extracurricular activities and teacher engagement. This highlights the delicate balance between reducing workload and ensuring teachers' active participation in school-related activities outside regular hours.

These challenges indicate that while flexible working arrangements and workload management initiatives may have potential benefits for teachers' work-life balance and retention, their successful implementation requires careful consideration and tailored approaches to address the specific needs and concerns of individual schools and teachers.

The analysis of data collected through interview schedules revealed several challenges related to the implementation of the mentorship program in the education institutions. Firstly, a small number of principals (6 out of 44) noted difficulties in finding experienced mentors who specialized in specific subject areas or specialized programs. This scarcity of subject-specific mentors could potentially hinder the effectiveness of the mentorship program, as teachers may not receive the specialized guidance they require.

The data showed that some mentors (10 out of 44) faced challenges in balancing their mentoring responsibilities with their regular teaching duties. This finding suggests that the mentors' dual roles might lead to time constraints and, in turn, affect the quality of the mentorship provided to teachers.

A few principals (8 out of 44) reported that the mentorship program's content required periodic updates to keep pace with teachers' evolving needs. The evolving nature of education and teaching methods may demand continuous adjustments to ensure the mentorship program remains relevant and impactful.

Furthermore, limited resources were cited as a constraint in expanding developmental programs by some principals (7 out of 44). Insufficient resources might limit the scope and scale

of the developmental programs, hindering their ability to reach a broader range of teachers and provide comprehensive support.

Analysis of data collected through interview schedules, show that few principals (6 out of 44) noted challenges in finding experienced mentors for specific subject areas or specialized programs. Some mentors (10 out of 44) faced difficulties in balancing mentoring responsibilities with their teaching duties. A few principals (8 out of 44) reported that the mentorship program's content needed periodic updates to meet teachers' evolving needs. Limited resources were cited by some principals (7 out of 44) as a constraint in expanding developmental programs.

The explanation highlights the challenges reported by a small proportion of principals regarding the allocation of resources for teacher professional development opportunities, providing comprehensive teacher welfare support, granting permission for personal needs, offering financial support during bereavement, and maintaining equitable support for all teachers. While these challenges were mentioned by a few principals (ranging from 3 to 7 out of 44), it is essential to acknowledge that they can pose logistical and budgetary difficulties in implementing these interventions. Despite these challenges, the majority of principals recognized the positive impact of administrators' support on teacher retention. They emphasized the importance of continued efforts to enhance and sustain these interventions, demonstrating their commitment to supporting their teachers and ensuring a positive work environment in their schools. The acknowledgment of the positive outcomes underscores the value placed on these initiatives and the willingness of principals to find solutions to overcome the challenges faced in providing essential support to their teaching staff.

4.4.6 Enhancing Administrators' Interventions for Teacher Retention in Wajir County

The study sought suggestions from the study participants on strategies school administrators can employ to enhance teacher retention in their schools. Table 14 summarizes the suggestions provided by principals to enhance the effectiveness of administrators' interventions for retaining teachers in secondary schools in Wajir County, along with the frequency and percentage of each qualitative response. Data was captured using interview schedules.

Table 14: Suggestions for enhancing the effectiveness of principals' Interventions

Suggestions for enhancing the effectiveness of principals' Interventions

Suggestion	Frequency (n)	Percentage (%)
Increase funding and resources for induction and mentorship	26	59.1
Regularly evaluate the content and impact of programs	19	43.2
Cultivate a positive and supportive school culture	27	61.4
Implement transparent and consistent school policies	22	50.0
Offer professional development opportunities for teachers	29	65.9
Enhance communication and collaboration with teachers	16	36.4

Source: Field Data, 2023

Table 14 shows that the principals provided suggestions to improve the effectiveness of administrators' interventions for retaining secondary school teachers in the county. Their responses included increasing funding and resources for teacher induction and mentorship programs (26 out

of 44), regularly evaluating the content and impact of such programs to ensure their relevance and effectiveness (19 out of 44). They also emphasized the importance of cultivating a positive and supportive school culture that values and acknowledges teachers' contributions (27 out of 44), implementing transparent and consistent school policies that prioritize teacher well-being and job satisfaction (22 out of 44), offering professional development opportunities for all teachers (29 out of 44), and enhancing communication and collaboration between administrators and teachers to better understand their needs and concerns (16 out of 44). Some of the direct responses from the school principals were as follows.

One Principal suggested that:

> There is need for an increase funding and resources to support teacher induction and mentorship programs.

Another principal stated that:

> Regularly assess the content and impact of induction and mentorship programs to ensure their relevance and effectiveness.

Another principal stated that:

> Foster a positive and supportive school culture that recognizes and appreciates teachers' contributions.

The response from the TSC County Director on suggestions to enhance the success of administrators' interventions for teacher retention in Wajir County included;

To enhance the success of our interventions, we need to focus on recruiting and retaining more teachers specifically for hard-to-reach areas. Offering incentives such as housing allowances and improved career development opportunities could attract and retain teachers in these regions. Investing in infrastructure and resources in schools will create a conducive learning environment for both teachers and students. Regular training and capacity-building for school administrators will equip them with the skills and knowledge to effectively support their teaching staff. Strengthening collaboration between schools, the TSC, and the County Government will also foster a coordinated approach to address teacher retention challenges.

Recruiting and retaining teachers for hard-to-reach areas: Hard-to-reach areas often face unique challenges such as limited infrastructure, inadequate facilities, and challenging living conditions. By specifically targeting recruitment efforts and providing incentives to attract and retain teachers in these regions, the quality of education can improve, and students in these remote areas can have access to better educational opportunities.

Offering housing allowances and improved career development opportunities: Housing is a critical concern for teachers working in remote areas, and providing housing allowances can alleviate this issue, making it more attractive for teachers to work in such regions. Additionally, improved career development opportunities can help teachers feel valued and motivated to stay in their positions, knowing that their professional growth is supported.

4.4.7 Descriptive Statistics for Teacher Retention

The results presented in Table 15 pertain to teachers' responses regarding their intentions to stay or leave their current teaching positions. A Likert scale was used to gather the replies, with the options being "Strongly Disagree" and "Strongly Agree." In order to understand the general consensus for each statement, the mean ratings are also given.

Table 15: Descriptive Statistics for Teacher Retention

Teachers' Perspectives for their intention to stay or leave in their current teaching school

Statement	**SD**		**D**		**U**		**A**		**SA**		**Mean**
	F	%	F	%	F	%	F	%	F	%	
I envision working as a teacher in the current school for a long time.	0	(0.0)	14	(6.6)	78	(36.8)	72	(34.0)	48	(22.6)	3.73
Many teachers have been leaving this school over the last 12 months	0	(0.0)	18	(8.5)	76	(35.8)	63	(29.7)	55	(25.9)	3.74
Most of my colleagues are contemplating leaving this school, at the slightest opportunity	0	(0.0)	20	(9.4)	72	(34.0)	65	(30.7)	55	(25.9)	3.73
Given an opportunity, I can recommend my relative to work in this school	0	(0.0)	20	(9.4)	71	(33.5)	62	(29.2)	59	(27.8)	3.75
I have not seriously considered leaving my present teaching position for another teaching position	0	(0.0)	17	(8.0)	83	(39.2)	51	(24.1)	61	(28.8)	3.74
I have not seriously considered leaving the teaching profession.	0	(0.0)	16	(7.5)	72	(34.0)	55	(25.9)	69	(32.5)	3.83

Source: Field Data, 2023

According to Table 15, the teachers' feedback regarding the statement "I see myself working as a teacher in the current school for an extended period" is as follows: Strongly Disagree: 0 (0.0%), Disagree: 14 (6.6%), Undecided: 78 (36.8%), Agree: 72 (34.0%), Strongly Agree: 48 (22.6%). The mean score was 3.73. The results indicate that none of the teachers strongly disagree with the idea of staying at the current school for a long time. Approximately 6.6% disagreed, while 36.8% were undecided. On the positive side, 34.0% agreed and 22.6% strongly agreed with the notion of long-term commitment to the school. The mean score of 3.73 suggests that, on average, teachers expressed a relatively high level of envisioning themselves working as teachers in the current school for an extended period. The majority of teachers (34.0%) are undecided about staying in their current school for an extended period. While a significant percentage (22.6%) strongly agrees with this statement, a considerable portion (6.6%) disagrees. The mean score of 3.73 suggests a moderately positive inclination towards staying.

The teachers' feedback regarding the statement "Many teachers have been leaving this school over the last 12 months" is as follows: Strongly Disagree: 0 (0.0%), Disagree: 18 (8.5%), Undecided: 76 (35.8%), Agree: 63 (29.7%), and Strongly Agree: 55 (25.9%). Among the participants, there was no strongly disagreement with the assertion, and only 8.5% (18 teachers) disagreed. A significant proportion, 35.8% (76 teachers), remained undecided. On the other hand, 29.7% (63 teachers) agreed with the statement, and 25.9% (55 teachers) strongly agreed. The mean score of 3.74 suggests that, on average, the teachers' perceptions lean toward agreement with the idea that many teachers have left the school in the past year. This indicates a slightly positive perception of teacher attrition.

The educators were requested to provide their feedback in response to the given statement, "Most of my colleagues are contemplating leaving this school at the slightest opportunity," and their answers were as follows: Strongly Disagree: 0 (0.0%), Disagree: 20 (9.4%), Undecided: 72 (34.0%), Agree: 65 (30.7%), and Strongly Agree: 55 (25.9%). The average (mean) score given by the teachers was 3.73. The results indicate that a substantial percentage of teachers (30.7%) concur with the idea that their colleagues are contemplating leaving the school at the slightest chance, while 34.0% are uncertain about this matter. Interestingly, none of the teachers strongly disagreed with the statement. The mean score of 3.73 indicates an overall neutral stance among the respondents concerning their perception of their colleagues' intentions to leave. This result suggests a considerable level of uncertainty or mixed viewpoints regarding their colleagues' future plans within the school. To address any concerns and gain insights into the factors contributing to these perceptions, further investigation and open communication among the staff may be necessary.

The teachers were presented with a statement regarding their willingness to recommend their relatives to work in the school if given the opportunity. The distribution of responses was as follows: Strongly Disagree: 0 (0.0%), Disagree: 20 (9.4%), Undecided: 71 (33.5%), Agree: 62 (29.2%), and Strongly Agree: 59 (27.8%). The mean score calculated from the responses was 3.75. The results indicate that a substantial percentage of teachers (29.2%) agree, and a significant portion (27.8%) strongly agree with the statement, showcasing a positive inclination to recommend the school to their relatives. However, a considerable proportion (33.5%) remains undecided. The mean score of 3.75 reveals a moderately positive sentiment towards recommending the school.

The teachers were presented with the statement, "I have not seriously considered leaving my present teaching position for another teaching position," and their responses were as follows: Strongly Disagree: 0 (0.0%), Disagree: 17 (8.0%), Undecided: 83 (39.2%), Agree: 51 (24.1%), Strongly Agree: 61 (28.8%). The mean score obtained from their responses was 3.74. Remarkably, a substantial percentage (28.8%) of teachers strongly express their agreement with the statement, indicating that they have not entertained the thought of leaving their current teaching position, while a substantial number (39.2%) remain undecided. The mean score of 3.74 indicates a moderately positive attitude among the respondents towards not contemplating other teaching positions. Overall, these results indicate that a significant portion of teachers is dedicated to their roles and do not seriously consider leaving the teaching profession.

The teachers were presented with the statement, "I have not seriously considered leaving the teaching profession," and their responses were as follows: Strongly Disagree: 0 (0.0%), Disagree: 16 (7.5%), Undecided: 72 (34.0%), Agree: 55 (25.9%), and Strongly Agree: 69 (32.5%). The mean score obtained from their responses was 3.83. The results show that a significant portion of teachers (32.5%) strongly agrees that they have not contemplated leaving the teaching profession, indicating a strong commitment to their current career path. However, there is a considerable percentage of teachers (34.0%) who are undecided, suggesting some level of uncertainty about their future in the teaching profession. Moreover, 25.9% of teachers agree with the statement, which indicates that they have at least considered the possibility of leaving, even if they haven't made a firm decision. Interestingly, none of the teachers strongly disagree with the statement, implying that there is no outright rejection of the idea of leaving the teaching profession. The mean score of 3.83 reflects an overall moderately positive attitude towards the teaching profession. The teachers' responses indicate a general inclination towards staying in their current

roles, as reflected by the higher percentage of "Agree" and "Strongly Agree" responses compared to "Disagree" and "Strongly Disagree" responses. However, the significant proportion of undecided respondents suggests that some teachers may be contemplating career choices or are uncertain about their future plans..

The results suggest a mixed sentiment among teachers regarding teacher retention and their commitment to their current schools and the teaching profession. While some teachers strongly express their loyalty and dedication to their schools and the profession, others are more uncertain and undecided. The overall mean scores are generally close to the mid-point of the scale, indicating a moderate level of agreement with the statements.

The responses from the TSC County Director regarding teacher retention trends in Wajir County over the last 3 years:

> Teacher retention in Wajir County has shown some improvement over the past three years. We have witnessed a slight increase in teacher retention levels due to various factors such as improved teacher support programs, enhanced work-life balance initiatives, and efforts to create a conducive school environment for teachers. However, we still face challenges, particularly in hard-to-reach areas where teacher turnover remains a concern.

Responses from the TSC County Director regarding teacher retention trends in Wajir County over the last 3 years:

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as improved teacher support programs, enhanced work-life balance initiatives, and efforts to create a conducive school environment for teachers. However, we still face challenges, particularly in hard-to-reach areas where teacher turnover remains a concern.

The correlations between the study's dependent variables and dependent variables are shown in this section.

4.4.8 Regression Analyses

Multiple linear regressions will be computed for the study. The purpose of the multiple regression analysis was to determine if a combination of four head teachers' instructional leadership strategies had a significant impact on the work performance of teachers. The study investigated four independent (predictor) variables, namely School Administrators' support, Work-Life Balance, School Environment, and Induction Programs and Mentoring. The dependent (criterion) variable under consideration was Teacher Retention. By utilizing multiple regression analysis, the researchers sought to understand the collective impact of these instructional leadership practices on the teachers' work performance and retention in the given context.

Model Summary

Table 16 presents the Model Summary, which offers crucial details regarding the goodness-of-fit and overall efficacy of the regression model employed to examine the influence of several predictors on teacher retention. The table presents several important statistical measures, including

the multiple correlation coefficient (R), coefficient of determination (R Square), adjusted coefficient of determination (Adjusted R Square), standard error of the estimate, and Durbin-Watson statistic.

Table 16: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.631[a]	.398	.387	.42329	1.864

a. Predictors: (Constant), School Administrators' support, Work-Life Balance, School Environment, Induction Programs and Mentoring
b. Dependent Variable: Teacher Retention

Source: Field Data, 2023

A moderately significant positive correlation between the predictors and the dependent variable (teacher retention) is shown by the regression model's multiple R of 0.631, which is shown in the model summary. Based on the R-squared value of 0.398, it can be inferred that the predictors included in the model account for approximately 39.8% of the variability seen in teacher retention. The adjusted R-squared value of 0.387 accounts for the number of predictors, offering a more conservative assessment of the explained variance. The difference between the actual teacher retention levels and the model's projected values is on average 0.42329 standard errors of the estimate. The Durbin-Watson statistic of 1.864 tests for autocorrelation in the residuals and, in this case, suggests no significant autocorrelation.

Analysis of Variances (ANOVA)

The ANOVA table 17 displays the statistical analysis for the variables involved in the study. The model includes four predictors: School Administrators' support, Work-Life Balance, School Environment, Induction Programs, and Mentoring. The dependent variable measured is "Teacher Retention."

Table 17 Analysis of Variances (ANOVA)

Analysis of Variances (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.553	4	6.138	34.258	.000[b]
	Residual	37.090	207	.179		
	Total	61.642	211			

a. Dependent Variable: Teacher Retention

b. Predictors: (Constant), School Administrators' support, Work-Life Balance, School Environment, Induction Programs and Mentoring

Source: Field Data, 2023

The significant F-value of 34.258 (p .001) in the regression model demonstrates that the variables jointly account for a large amount of variance in teacher retention. The regression model's total squares are 24.553 and have 4 degrees of freedom, giving it a mean square of 6.138. The residual, representing unexplained variance in the model, has a sum of squares of 37.090 with 207 degrees of freedom, and a mean square of .179. The total sum of squares is 61.642 with a total of 211 degrees of freedom.

The significant F-value and the contribution of the predictors indicate that work-life balance, alongside other factors like School Administrators' support, School Environment,

Induction Programs, and Mentoring, play crucial roles in influencing teacher retention in public secondary schools in Wajir County, Kenya. The findings suggest that maintaining a healthy work-life balance for teachers may lead to increased retention rates in these schools. Providing support from school administrators, ensuring a positive school environment, implementing effective induction programs, and offering mentoring opportunities are also important strategies for improving teacher retention.

Beta Coefficients

Table 18 presents the beta coefficients and collinearity statistics for the regression analysis examining the impact of work-life balance, induction programs and mentoring, school environment, and school administrators' support on teacher retention, which serves as the dependent variable. The beta coefficients represent the unstandardized regression coefficients, indicating the magnitude and direction of the relationship between each independent variable and teacher retention. These coefficients are accompanied by their corresponding standard errors, t-values, and p-values, providing insights into the significance of the relationships.

Table 18: Beta Coefficients

Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.299	.339		.880	.380
	Work-Life Balance	.391	.121	.224	3.245	.001
	Induction Programs and Mentoring	.167	.077	.156	2.179	.030
	School Environment	.121	.084	.102	1.442	.151
	School Administrators' support	.312	.080	.287	3.914	.000

Source: Field Data, 2023

Significant insights into the link between certain factors and teachers' decisions to stay in their employment are provided by the findings in Table 18. According to the findings, work-life balance significantly improves teacher retention ($\beta = 0.224$, p 0.001). This shows that instructors are more likely to remain in their employment if they have a better balance between their personal and professional obligations. When teachers can effectively manage their work demands while having time for personal and family commitments, they are likely to experience less burnout and job dissatisfaction, leading to higher retention rates. This finding highlights the importance of implementing policies and practices that promote work-life balance to improve teacher retention in educational institutions.

Induction programs and mentoring also show a positive association with teacher retention ($\beta = 0.156$, $p = 0.030$). This finding suggests that providing support and guidance to new teachers through induction programs and mentoring can positively impact their decision to remain in the teaching profession. This suggests that providing support and guidance to new teachers through structured induction programs and mentoring can positively impact their decision to remain in the teaching profession. New teachers often face various challenges when starting their careers, and having access to experienced mentors and formal support systems can help them navigate these challenges more effectively. The finding underscores the significance of investing in robust onboarding processes and mentorship programs to enhance teacher retention and support the professional growth of new educators.

While the school environment has a positive effect on teacher retention ($\beta = 0.102$), the relationship is not statistically significant ($p = 0.151$). Although the results do not indicate a significant impact on teacher retention, it is essential to note that a positive school environment can still play a role in influencing teachers' decisions to stay. A positive school environment, characterized by supportive colleagues, effective leadership, and a conducive learning atmosphere, can contribute to teacher job satisfaction and commitment to their profession. While the lack of statistical significance in this study may be attributed to various factors, it is essential for educational institutions to focus on fostering positive school cultures that promote teacher well-being and job satisfaction.

The most influential factor in this study is the support from school administrators, which significantly impacts teacher retention ($\beta = 0.287$, $p < 0.001$). Teachers who perceive strong support from their school administrators are more likely to remain in their teaching positions.

Supportive administrators can positively influence teachers' experiences at work by providing resources, recognizing their efforts, and addressing their concerns. Teachers are more likely to be committed to their careers and experience greater work satisfaction when they perceive that their school administrators value and respect them. This result highlights the critical role of school administrators in creating a supportive and nurturing work environment that fosters teacher retention and overall school success.

Hypotheses Testing

The p-value associated with the analysis of work-life balance is 0.001, indicating a level of significance that is lower than the predetermined threshold of 0.05. The alternative hypothesis, which posits a relationship between work-life balance and teachers' retention, has substantial support when the p-value is below the predetermined significance threshold. Therefore, the null hypothesis Ho1 is rejected. In essence, this study demonstrates that the concept of work-life balance plays a crucial role in influencing the ability of public secondary schools in Wajir County, Kenya to retain their teaching staff.

The p-value for the relationship between induction programs and mentoring is 0.030, indicating statistical significance at the 0.05 level. This result indicates that there exists sufficient evidence to reject the null hypothesis (Ho2) and provide support for the alternative hypothesis. The findings indicate that the implementation of Induction Programs and Mentoring has a statistically significant impact on the retention of teachers within public secondary schools in Wajir County, Kenya.

The p-value for the school environment is 0.151, indicating that it above the predetermined significance threshold of 0.05. When the p-value exceeds the predetermined level of significance, it is not possible to reject the null hypothesis (Ho3). The findings suggest that there is no significant statistical relationship between the school environment and teacher retention in public secondary schools in Wajir County, Kenya.

The p-value for the School Administrators' Support is 0.000, indicating statistical significance at a threshold of 0.05. The null hypothesis (Ho4) is rejected based on the substantial evidence supporting the alternative hypothesis. The influence of school administrators' support on teachers' retention at public secondary schools in Wajir County, Kenya, is found to be statistically significant.

We reject Ho1, Ho2, and Ho4, indicating that Work-Life Balance, Induction Programs and Mentoring, and School Administrators' Support have a statistically significant influence on teachers' retention. We fail to reject Ho3, meaning that School Environment does not have a statistically significant influence on teachers' retention.

4.4.9 Diagnostic Tests

This section presents diagnostic tests for two critical assumptions in multiple regression analysis: multicollinearity and heteroskedasticity. Multicollinearity refers to high correlations among predictor variables, complicating individual contribution interpretation and leading to unstable regression coefficients. Collinearity statistics (tolerance and VIF) assess multicollinearity. Heteroskedasticity involves unequal residuals' variance across predictors, potentially affecting regression result accuracy. Various tests (residual plots, statistical tests) assess heteroskedasticity. Addressing these assumptions ensures valid and reliable regression analysis for

meaningful conclusions about predictor variables' relationship with the dependent variable (Teacher Retention). Detecting and addressing issues is vital to avoid bias, distortion, and improve study quality.

4.4.9.1 Collinearity Statistics

Collinearity statistics are essential in assessing the multicollinearity among independent variables in a regression analysis. In Table 19, the collinearity statistics are presented for the model analyzing the impact of work-life balance, induction programs and mentoring, school environment, and school administrators' support on teacher retention as the dependent variable. The table provides the Tolerance and Variance Inflation Factor (VIF) values for each independent variable.

Table 19: Collinearity Statistics

Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Work-Life Balance	.608	1.644
	Induction Programs and Mentoring	.564	1.773
	School Environment	.582	1.718
	School Administrators' support	.540	1.851

a. Dependent Variable: Teacher Retention

Source: Field Data, 2023

The measure of variation in an independent variable that is not predicted from other independent variables in the model is represented by the Tolerance values in Table 19. Low multicollinearity is indicated by a Tolerance value around 1, whereas severe multicollinearity is suggested by values near 0. This model has a reasonably low level of multicollinearity because all independent variables have Tolerance values over 0.5, which is normally considered acceptable.

The VIF values, on the other hand, represent the inflation factor by which the variance of an independent variable is increased due to multicollinearity. VIF values greater than 1 but less than 5 are considered acceptable, while values greater than 5 indicate high multicollinearity. In this model, all VIF values are below 2, well within the acceptable range, further confirming the absence of significant multicollinearity issues.

The collinearity statistics demonstrate that the independent variables in the model (work-life balance, induction programs and mentoring, school environment, and school administrators' support) do not suffer from severe multicollinearity problems. This means that these variables can be reliably used to predict teacher retention without undermining the accuracy and stability of the regression model. Therefore, the analysis can proceed with confidence in interpreting the individual effects of these variables on teacher retention in the given context.

4.4.9.2 Residuals Statistics

Table 20 presents the results of the residuals statistics for the dependent variable "Teacher Retention." The table includes various measures such as the minimum, maximum, mean, and standard deviation for the predicted value, residual, standard predicted value, and standard residual. These statistics are based on a sample size of 212.

Table 20: Residuals Statistics

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.4627	4.3876	3.7749	.34112	212
Residual	-1.35226	.94123	.00000	.41926	212
Std. Predicted Value	-3.847	1.796	.000	1.000	212
Std. Residual	-3.195	2.224	.000	.990	212

a. Dependent Variable: Teacher Retention

Source: Field Data, 2023

The findings in Table 20 shed light on how well the model for teacher retention predicts retention rates. The model predicts a teacher retention score that is typically close to this value since the mean projected value is about 3.77. For each data point, the residuals show the discrepancies between the observed and projected values. Notably, the mean residual is extremely close to zero (approximately .00000), suggesting that, overall, the model is performing well in accurately predicting teacher retention.

The standard deviation of the predicted value (0.34112) and the standard residual (0.41926) indicate the spread or dispersion of the data points around the mean. A lower standard deviation indicates that the data points are relatively closer to the mean predicted value, signifying higher

precision in the model's predictions. Conversely, a higher standard deviation may imply more variability in the model's predictions. The histogram and the normal P-P plot below shows that there is normal distribution.

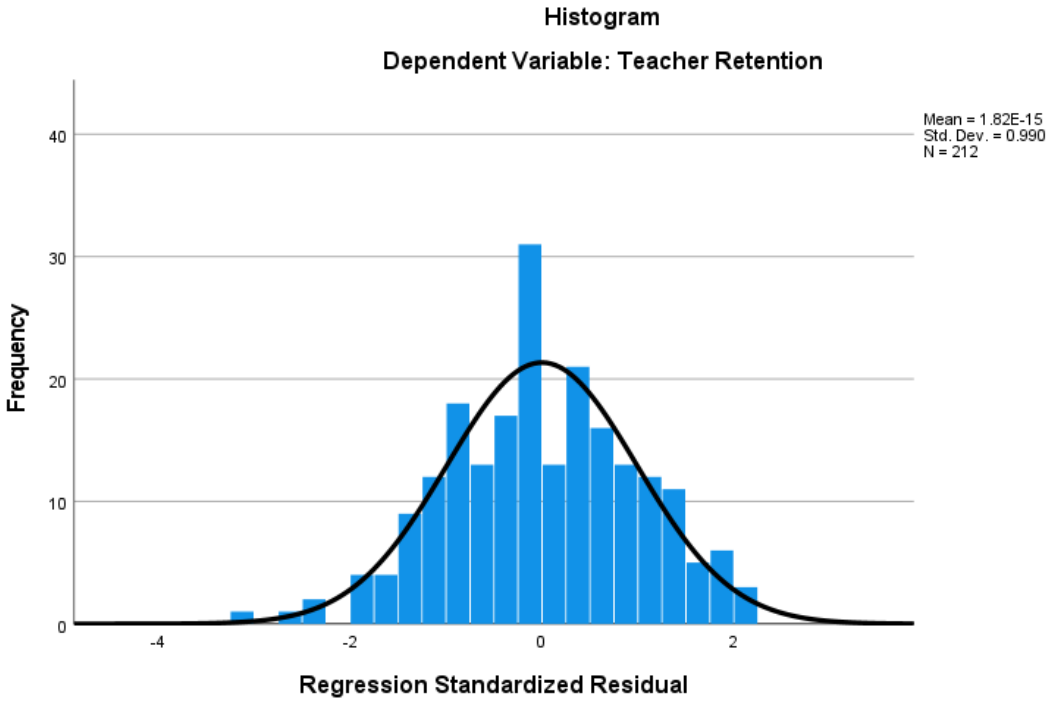

Figure 3: Regression Histogram

Source: Field Data, 2023

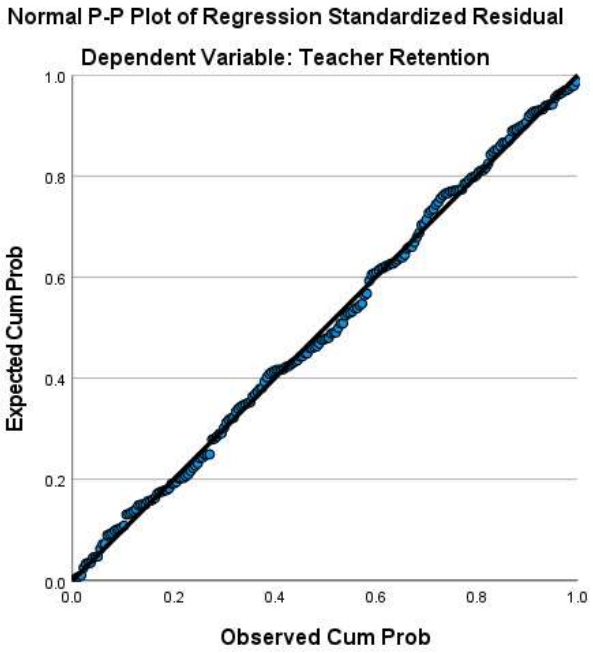

Figure 4: Normal P-P Plot of Regression

Source: Field Data, 2023

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, findings, and suggestions derived from the study. The objective of the study was to assess the endeavors made by administrators in enhancing teacher retention in secondary schools within Wajir County, Kenya. The chapter encompasses a comprehensive examination of the study findings, a conclusive summary, suggested actions, and potential avenues for further investigation.

5.2 Summary of the Findings

This section provides a brief summary of the research. This is presented thematically according to the research questions.

5.2.1 Work-Life Balance and Teachers' Retention in Public Secondary Schools

The study investigated various factors related to teachers' retention in public secondary schools in Wajir County, Kenya. It found that Work-Life Balance significantly influence teachers' retention. Teachers who perceived a better work-life balance, benefited from induction programs, and educators who garnered substantial backing from school administration shown a higher propensity to remain in their respective roles. Nevertheless, the study failed to uncover statistically significant evidence that would substantiate a direct correlation between the School Environment and the retention of instructors. Additionally, workload emerged as a significant concern among teachers, with many reporting that extended working hours, high workload, and after-school duties adversely affected their health, collaboration with colleagues, and overall service as teachers. The

aforementioned findings underscore the need of effectively resolving workload concerns and implementing support mechanisms in order to enhance teacher retention rates and job satisfaction within the public secondary schools of Wajir County. A statistically significant positive link was observed between work-life balance and teacher retention, with a correlation coefficient of $r = 0.514$ ($p = 0.05$). The observed correlation coefficient indicates the presence of a moderate positive association between the two variables under consideration.

5.2.2 Induction Programmes and Mentoring on Teachers' Retention in Public Secondary Schools

This study investigated the influence of school administrators' support on teacher retention in public secondary schools located in Wajir County, Kenya. The findings indicate that providing support for teacher professional development, offering teacher welfare support, granting permission for personal needs, and providing financial support during bereavement are all positively correlated with teacher retention. The overwhelming responses from principals underscore the importance of investing in teachers' continuous growth and development, addressing their welfare needs, and demonstrating empathy and support during difficult times to enhance teacher job satisfaction and commitment to the school, ultimately leading to higher teacher retention rates. The correlation coefficient (Pearson Correlation) between Induction Programs and Mentoring and Teacher Retention is $r = 0.492$; $p = 0.000$. This correlation coefficient suggests a moderate positive relationship between these two variables.

5.2.3 School Environment and Teachers' Retention in Public Secondary Schools

The findings of the study on the influence of school environment on teacher retention in public secondary schools in Wajir County, Kenya, reveal several important aspects. Administrators' recognition of teachers' work in public positively influences their job satisfaction and retention, with a considerable proportion of teachers agreeing or strongly agreeing with this factor. Similarly, acknowledging teachers' extra effort through incentives has a positive impact on job satisfaction, but a significant number of teachers remain undecided about this aspect. Positive relationships and teamwork among teachers, regular meetings, and social events arranged by administrators, as well as administrators' commitment to ensuring staff satisfaction, all contribute to teachers' decision to stay in the school. However, there is room for improvement in some areas, such as addressing teachers' complaints adequately, as a notable proportion of teachers are either undecided or express dissatisfaction with the current procedures. the correlation coefficient for School Environment and Teacher Retention is 0.458**; p = 0.000.

5.2.4 Influence of School Administrators' Support on Teacher Retention in Public Secondary Schools

This study aimed to investigate the impact of school administrators' support on teacher retention in public secondary schools located in Wajir County, Kenya. Based on the results of the descriptive statistics, it can be inferred that educators regard specific elements of support from school administrators to have a modest level of influence on their inclination to remain in their present educational institution. These aspects include instructional support from experienced staff, frequent in-service training, school management's consideration and support towards teachers, a friendly and supportive school culture, approachability of school administrators, school policies

supporting welfare benefits, provision of financial support during bereavement, and willingness to grant permission for personal needs. These findings highlight the significance of providing instructional support, professional development opportunities, a supportive school environment, accessible administrators, comprehensive welfare benefits, and empathetic support to enhance teacher retention. There was a Pearson correlation coefficient between School Administrators' support and Teacher Retention is ($r = 0.555$; $p = 0.000$).

5.2.5 Challenges do school administrators encounter in their effort to promote teachers' retention in public secondary schools

The findings indicate that while there are potential benefits to implementing flexible working arrangements and workload management initiatives for teachers' work-life balance and retention, there are also various challenges that principals encountered during their implementation. Concerns included scheduling conflicts and staffing constraints, potential implications for overall school performance, resistance from some teachers, and the delicate balance between reducing workload and maintaining extracurricular activities. Similarly, the mentorship program faced challenges related to finding experienced mentors, balancing mentoring responsibilities with regular teaching duties, updating program content, and limited resources.

5.2.6 Strategies that can be put in Place by School Administrators to minimize further Teacher Turn Over

The study's findings suggest that to improve the effectiveness of administrators' interventions for retaining secondary school teachers in Wajir County, several key strategies are recommended by principals and the TSC County Director. These include increasing funding and resources for teacher induction and mentorship programs, regularly evaluating the content and impact of such programs, fostering a positive and supportive school culture that recognizes

teachers' contributions, implementing transparent and consistent school policies prioritizing teacher well-being and job satisfaction, offering professional development opportunities for all teachers, and enhancing communication and collaboration between administrators and teachers to understand their needs better. Additionally, recruiting and retaining teachers for hard-to-reach areas through incentives like housing allowances and improved career development opportunities can address specific challenges in those regions and improve education quality. Strengthening collaboration between schools, the TSC, and the County Government is also crucial to tackling teacher retention challenges more effectively.

5.3 Conclusions

In conclusion, the findings of this study indicate that the maintenance of a healthy work-life balance has a substantial impact on the ability of teachers to remain employed in public secondary schools within Wajir County, Kenya. Teachers who have a positive perception of their work-life balance, participate in induction programs, and receive substantial support from school officials are more inclined to retain their positions. Nevertheless, the study did not yield statistically significant findings to substantiate a direct correlation between the school environment and the retention of instructors. The issue of workload has arisen as a significant worry among educators, exerting a detrimental effect on their well-being, ability to collaborate with peers, and general effectiveness in fulfilling their professional responsibilities. The results emphasize the need of tackling workload concerns and establishing support mechanisms to improve teacher retention and job satisfaction in public secondary schools within Wajir County. The existence of a moderate positive association between work-life balance and teacher retention provides additional evidence for the necessity of implementing interventions that prioritize the well-being and work-

life balance of teachers in order to cultivate a teaching environment that is both positive and sustainable.

In conclusion, the study demonstrates a significant positive impact of school administrators' support on teacher retention in public secondary schools in Wajir County, Kenya. The findings reveal that providing support for teacher professional development, teacher welfare support, granting permission for personal needs, and financial assistance during bereavement are all linked to higher teacher retention rates. The principal's comments overwhelmingly highlight the significance of allocating resources towards ongoing growth and development opportunities for teachers, addressing their well-being requirements, and providing compassionate support through difficult periods in order to promote teacher satisfaction and dedication to the educational institution. Furthermore, the research emphasizes a moderately good correlation between Induction Programs and Mentoring and Teacher Retention, thereby reinforcing the importance of these interventions in the retention of teachers.

In conclusion, the study highlights significant findings regarding the influence of the school environment on teacher retention in public secondary schools in Wajir County, Kenya. The administrators' recognition of teachers' work and the provision of incentives positively impact job satisfaction and retention, while positive relationships and teamwork among teachers, facilitated by administrators, also contribute to teacher retention. However, certain areas, such as addressing teachers' complaints, require improvement. The strong correlation coefficient and significant p-value demonstrate the importance of the school environment in influencing teacher retention. Overall, the study emphasizes the significance of recognizing and enhancing the school

environment to foster teacher satisfaction and retention in Wajir County's public secondary schools.

In conclusion, the results of the study indicate that the assistance provided by school administrators has a substantial impact on teacher retention within public secondary schools in Wajir County, Kenya. The descriptive statistics indicate that teachers perceive various aspects of this support as moderately influential in their decision to remain in their current schools. These aspects encompass instructional support, professional development opportunities, a supportive and considerate school culture, accessible administrators, comprehensive welfare benefits, and empathetic support during challenging times. The positive correlation between school administrators' support and teacher retention further strengthens the link between these factors. The study underscores the importance of implementing strategies that prioritize teacher well-being, growth, and job satisfaction to improve overall teacher retention rates in the region.

5.4 Recommendations

The following are the study recommendations.

i. The school administrators in Wajir County's public secondary schools should consider taking proactive steps to implement and improve support systems that cater to teachers' professional development, welfare, and personal needs. This involves offering continuous growth opportunities, addressing welfare concerns, and providing empathetic assistance during challenging circumstances. Prioritizing teachers' well-being and career advancement can significantly contribute to boosting teacher retention rates positively.
ii. The Kenyan Ministry of Education and policymakers in the education sector should recognize and acknowledge the significance of induction programs for newly appointed

teachers. They should allocate resources and actively promote effective induction programs and mentoring initiatives in public secondary schools. These initiatives have demonstrated a moderate positive correlation with teacher retention and play a crucial role in supporting and integrating new educators into the school community.

iii. The school administrators and policymakers in Wajir County need to tackle the issue of excessive workload experienced by teachers, as it directly affects their health, collaboration with colleagues, and overall performance. They should implement measures aimed at reducing work-related burdens and fostering a more balanced and sustainable teaching environment. Such actions are instrumental in positively influencing teachers' decisions to remain committed to their positions.

iv. The school administrators in Wajir County's public secondary schools need to create a positive and nurturing school environment by acknowledging and incentivizing teachers' efforts. They should provide recognition and rewards for their dedication, as research shows that these factors significantly impact job satisfaction and retention. Moreover, actively promote positive relationships and teamwork among teachers, facilitated by administrators, to foster a supportive and cohesive school community.

5.5 Suggestions for Further Studies

There is need to investigate the effectiveness of Workload Management Strategies in alleviating the burden on teachers in Wajir County's public secondary schools. The study identified workload as a major concern among teachers, negatively impacting their health, collaboration with colleagues, and overall performance. Further research could focus on exploring specific workload management strategies and their effectiveness in alleviating the burden on teachers. This could include examining workload distribution techniques, technology integration to streamline

administrative tasks, and the implementation of teacher support systems to ensure a better work-life balance.

It is needed to conduct a comprehensive study in order to evaluate the effects of enhancing the school environment on the retention of teachers within the public secondary schools of Wajir County. The research emphasized the importance of the school environment in relation to teacher retention. it did not find statistically significant evidence to support a direct relationship. Further investigation could delve into specific aspects of the school environment that need improvement and evaluate the impact of targeted changes. For instance, understanding how changes in school culture, incentives, and addressing teachers' complaints can positively influence job satisfaction and retention.

It is imperative to conduct a comprehensive study in order to assess the enduring impacts of induction programs and mentoring initiatives on the retention of teachers within the public secondary schools of Wajir County. The research findings revealed a moderate positive correlation between the implementation of Induction Programs and Mentoring and the incidence of Teacher Retention. A subsequent investigation might be conducted to monitor the enduring consequences of these initiatives on the rates of teacher retention, with the aim of ascertaining if they consistently yield favorable outcomes in the long run. This research could provide insights into the most effective elements of such programs and how they contribute to sustaining teacher commitment to their schools.

There is need for a study exploring the effects of administrator-teacher relationships in enhancing teacher retention in Wajir County's public secondary schools. The study highlighted the importance of school administrators' support in teacher retention. Further research could delve into the specific dynamics of administrator-teacher relationships and the factors that contribute to effective support systems. Understanding the qualities of supportive administrators, exploring communication strategies, and evaluating the influence of positive relationships on teacher morale and commitment could provide valuable insights for enhancing teacher retention efforts.

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APPENDICES

Appendix 1: Research Authorization Letter from CUEA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/MED/08/February/2023

14 February 2023

THE DIRECTOR,
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NASOSTI)
NAIROBI, KENYA

RE: HASHIM MUSA YUSSUF

I wish to introduce to you **Hashim Musa Yussuf** Master of Education student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist him accomplish his academic research requirements.

Hashim area of specialization is in Educational Administration & Planning. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, Hashim research proposal has been approved and he will conduct research on the following topic: ***"Administrators' Interventions for Teachers' Retention in Secondary Schools in Wajir County, Kenya "***

Thanking you in advance for according Hashim the assistance he may require to conduct his research successfully.

Sincerely,

15 FEB 2022

SR. DR. ELIZBETH NDUKU
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

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)

ISO 9001:2015 Certified by the Kenya Bureau of Standards

Appendix 2: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **827526**

Date of Issue: **24/February/2023**

RESEARCH LICENSE



This is to Certify that Mr.. HASHIM MUSA YUSSUF of Catholic University of Eastern Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Wajir on the topic: ADMINISTRATORS' INTERVENTIONS FOR TEACHERS' RETENTION IN SECONDARY SCHOOLS IN WAJIR COUNTY, KENYA for the period ending : 24/February/2024.

License No: **NACOSTI/P/23/23856**

827526

Applicant Identification Number

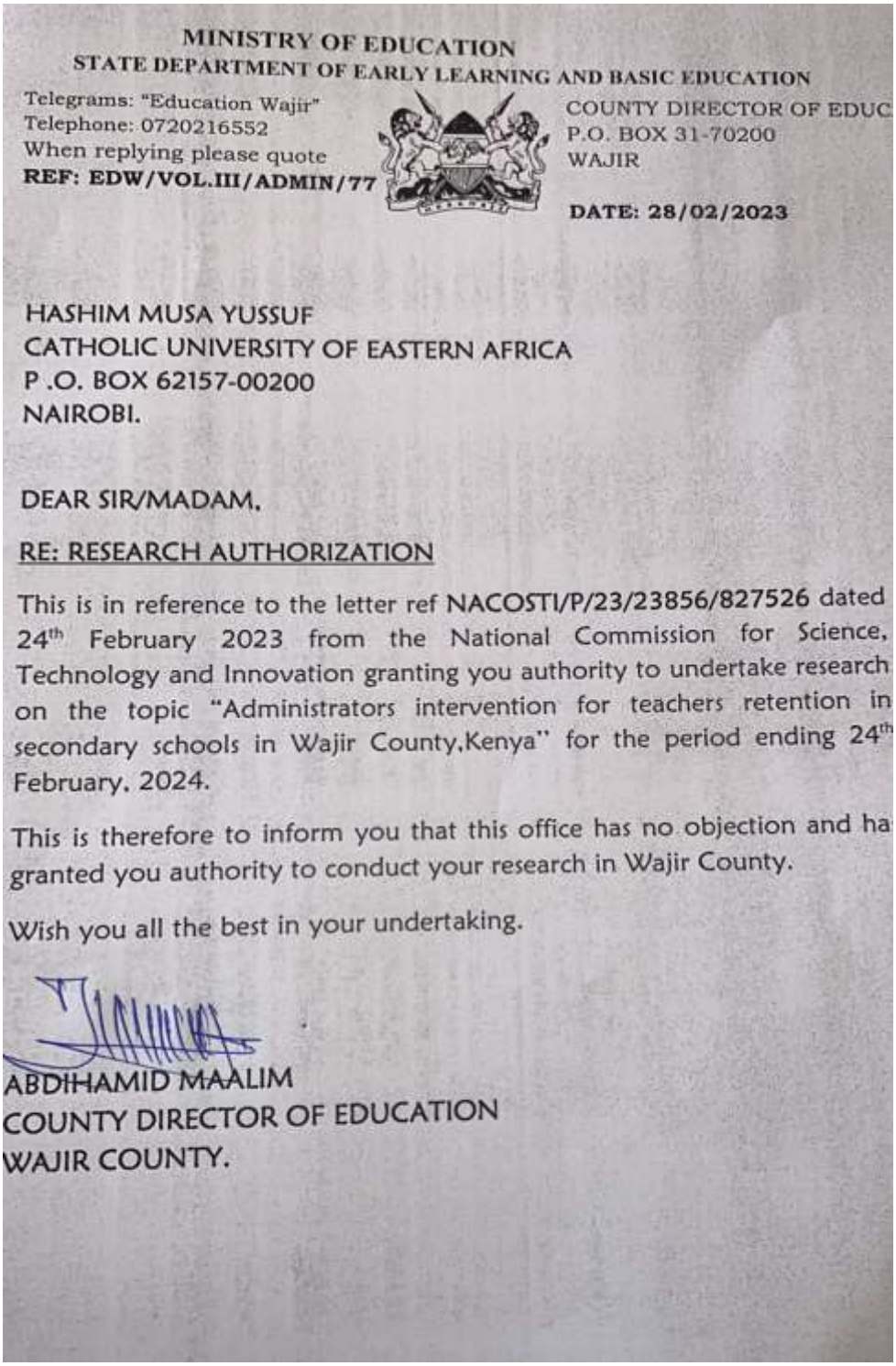
Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix 3: Letter from the County Director of Education



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "Education Wajir"
Telephone: 0720216552
When replying please quote
REF: EDW/VOL.III/ADMIN/77

COUNTY DIRECTOR OF EDUC
P.O. BOX 31-70200
WAJIR

DATE: 28/02/2023

HASHIM MUSA YUSSUF
CATHOLIC UNIVERSITY OF EASTERN AFRICA
P .O. BOX 62157-00200
NAIROBI.

DEAR SIR/MADAM,

RE: RESEARCH AUTHORIZATION

This is in reference to the letter ref NACOSTI/P/23/23856/827526 dated 24th February 2023 from the National Commission for Science, Technology and Innovation granting you authority to undertake research on the topic "Administrators intervention for teachers retention in secondary schools in Wajir County,Kenya" for the period ending 24th February, 2024.

This is therefore to inform you that this office has no objection and ha granted you authority to conduct your research in Wajir County.

Wish you all the best in your undertaking.

ABDIHAMID MAALIM
COUNTY DIRECTOR OF EDUCATION
WAJIR COUNTY.

Appendix 4: Research Participation Consent Form

Research Title: Principals' Interventions on Teachers' Retention in Public Secondary Schools in Wajir County, Kenya

Declaration

I have read and I understand the purpose and objective of the research undertaken. Enough information has been provided on all the areas of concern and was provided with the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form and that information provided and my persona will be kept confidential. I voluntarily agree to take part in this study since my participation is important for the findings of the study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix 5: Questionnaire for Teachers

Introduction.

Hello, My name is ……. I am a Master of Arts student at Catholic University of Eastern Africa researching on the Teacher Retention and Attrition in secondary schools in Wajir County. I hereby, beseech you to be part and parcel of my study by voluntarily accepting to be one of the respondents. Your thoughts and sentiments will help in uncovering the issue of teacher retention and attrition in Wajir County schools. Thank you.

SECTION A: DEMOGRAPHIC INFORMATION.

- Tick where applicable
- Provide a brief account of yourself where necessary

1. What is your Gender? Male ( ) Female ( )
2. Tick your appropriate age bracket
   [1] 20-29 years
   [2] 30-39 years
   [3] 40-49 years
   [4] 50-59 years
3. What is your highest attained professional training qualification? Tick the appropriate one from the list given below.
   1. Diploma ( )
   2. Bachelors ( )
   3. Masters ( )
   4. Other ( ) specify.
4. For how long have you been engaged as a TSC secondary school teacher?
   [1] Less than 1 year
   [2] 1-5 years
   [3] 6-10 years
   [4] 11- 15
   [5] 16 and above
5. How long have you taught in this school?
   [1] Less than 1 year
   [2] 2-3 years
   [3] 4-6 years
   [4] 7-10 years
   [5] Over 10 years
6. In your school, which of the following positions do you serve in? Indicate by ticking against the choices.

[1] Class teacher

[2] Subject teacher

[3] Guidance and counseling teacher

[4] Boarding master

[5] Clubs and societies matrons/ patron

[6] Other, specify.

Section B: Work-Life Balance and Teachers' Retention

7. The following table indicates some work-life balance aspects that may influence teacher retention at your school. Indicate the extent to which all these influence teacher retentions. The scale adopted is as follows: 5 Strongly Agree (SA), 4 Agree (A), 3 Undecided (U), 2 Disagree, and 1 Strongly Disagree (SD).

	Statement	**5**	**4**	**3**	**2**	**1**
i.	Flexible working arrangements in place help to eliminate interference of work with family life.					
ii.	Flexible working arrangements in our school allows me to sleep for adequate number of hours and perform productively at work.					
iii.	Number of hours each day in current school go beyond the traditional working hours, and this causes exhaustion					
iv.	The workload in my school leaves me little time to work collaboratively with my colleagues					
v.	The workload in my current school adversely affects my health					
vi.	After school hours duties affect my service as a teacher					

vii.	After school hours duties affect my work as a teacher in the current school.					

SECTION C: Induction Programs and Mentoring on the Retention of Teachers

8. The following table contains induction programs and mentoring aspects that influence teacher retention at your school. Indicate the extent to which all these influence teacher retentions. The scale adopted is as follows: 5 Strongly Agree (SA), 4 Agree (A), 3 Undecided (U), 2 Disagree, and 1 Strongly Disagree (SD).

		5	**4**	**3**	**2**	**1**
i.	Orientation on onboarding procedures and processes regarding school policy and expectations contributed to my stay in current school					
ii.	The understanding that colleagues were prepared to work with me ensuring I was not working alone and isolated makes like my current school					
iii.	Due to induction, I am able to access to a network of teachers, inclusion as part of the team within the school has elongated my stay in the current school					
iv.	Developmental career programmes in my school have increased my knowledge and skills related to classroom management techniques					
v.	Developmental career programmes have helped enhanced commitment to my career as a teacher in my current school					

vi.	Mentoring activities organized in my school have made me appreciate my work as a teacher					
vii.	Mentorship programs address both practical teaching needs with emotional and social support, and this encouraged me to stay in the teaching profession					

SECTION D: School environment and Teacher Retention.

9. The following table contains induction programs and mentoring aspects that influence teacher retention at your school. Indicate the extent to which all these influence teacher retentions. The scale adopted is as follows: 5 Strongly Agree (SA), 4 Agree (A), 3 Undecided (U), 2 Disagree, and 1 Strongly Disagree (SD).

	Statements	**5**	**4**	**3**	**2**	**1**
	Administrators' recognition of my work in public has encouraged me to stay in the current school since my deployment					
i.	The administrators always acknowledge my extra effort through incentives					
ii.	The administrators always support positive relationships and teamwork among the teachers, and this has encouraged my stay in the school					

iii.	The administrators always arrange regular meetings and social events with teachers leads and this has encouraged my stay in the school					
iv.	The administrators are committed towards ensuring that the staff are satisfied with their jobs, and this has encouraged my stay in the school					
v.	The ambience of the school has made me remain in the current school					
vi.	The school has adequate procedures of addressing teachers' complaints					

SECTION E: School Administrators' Support and Teacher Retention

10. The following table contains school administrators' support aspects that influence teacher retention at your school. Indicate the extent to which all these influence teacher retentions. The scale adopted is as follows: 5 Strongly Agree (SA), 4 Agree (A), 3 Undecided (U), 2 Disagree, and 1 Strongly Disagree (SD).

		5	**4**	**3**	**2**	**1**
i.	The school organizes instructional support from experienced staff, and this has contributed to my stay in current school					

ii.	The school arranges frequent In-service training, which has made me remain in the current school					
iii.	I am still in the current school since the school management is highly considerate towards teachers and supportive					
iv.	I am still in the current school owing to its' friendly and supportive school culture					
v.	It is easy to approach my school administrators and share any issue with him/her					
vi.	The school policies support the existence of many welfare benefits					
vii.	The school administrators always provide financial support to teachers during bereavement,					
viii.	The school administrators readily grant permission to teachers to attend to their personal needs					

SECTION E: Teacher Retention

11. The following table contains statement describing teacher retention statuses at your school. Indicate whether you agree. The scale adopted is as follows: 5 Strongly Agree (SA), 4 Agree (A), 3 Undecided (U), 2 Disagree, and 1 Strongly Disagree (SD).

		5	**4**	**3**	**2**	**1**
i	I envision working as a teacher in the current school for a long time.					
ii	Many teachers have been leaving this school over the last 12 months					
iii	Most of my colleagues are contemplating leaving this school, at the slightest opportunity					
iv	Given an opportunity, I can recommend my relative to work in this school					
v	I have not seriously considered leaving my present teaching position for another teaching position					
vi	I have not seriously considered leaving the teaching profession.					

Thank you for participating

Appendix 5: Interview Schedule to School Principals

This interview will probe to find information on five areas that affect teacher retention in secondary schools. They include the length of service of the administrator and the past history of service, main causes of teacher turnover in the school, the impact of the external environment (community) on the retention of teachers, the school's internal environment characteristics, the role of the administrator in enhancing teacher retention, and some possible recommendations or remedies that The Teacher's Service Commission and Ministry of Education can put in place to achieve a high retention of teachers in Wajir County secondary schools.

Questions

1. How do your efforts for teachers' work-life balance interventions affect teacher retention? Talk about the positives and negatives. *(Probe on Flexible working arrangements, Number of hours worked, Workload, and After school hours duties).*

2. How do organized teacher teachers' induction programmes and mentoring affect teacher retention? Talk about the positives and negatives. *(Probe on Beginners' induction and mentorship programs, Developmental programs, and Mentorship program content)*

3. What are some of the themes covered during induction and mentorship programs? *(Probe for any areas under focus (school culture, discipline, teacher-teacher relations, teacher-student relations, Documentation, Delegated Duties, Teacher Roles etcetera.)*

4. How does school environment affect teacher retention? Talk about the positives and negatives. *(Probe on Teacher recognition, Teacher relationship, Staff satisfaction, and School policies and culture)*

5. Explain how school administrators' support affects teacher retention. Talk about the positives and negatives. *(Probe on Support to teacher professional development, Teacher welfare support, permission to teachers and financial support during bereavement)*

6. What do you suggest that should be done to enhance the effectiveness of administrators' interventions for retaining teachers in secondary in the county.

End of Interview, Thank You.

Appendix 7: Interview Schedule for the TSC County Director

This interview in collecting data for a study on *"Administrators' interventions for teachers' retention in secondary schools in Wajir County, Kenya"*. Please assist by responding to the following questions.

Questions

1. Comment on the trends of teacher retention in Wajir County over the last 3 years. *(Probe on the causes, whether there is a decline or increase on teacher retention levels).*
2. Comment on the effectiveness of administrators' interventions put in place to enhance teacher retention in schools *(Probe on interventions such as work-life balance interventions teachers' induction programmes and mentoring, school environment, and school administrators' support).*
3. What issues do you think are affecting the success of the administrators' interventions put in place to enhance teacher retention in schools?
4. What do you suggest should be done to enhance the success of the administrators' interventions for teacher retention in schools in your county?

Thank you for participating

Appendix 8: List of Public Secondary Schools in Wajir County

1. Abakore Mixed Day Secondary School – Mixed
2. Ademasajida Mixed Day Secondary School – Mixed
3. Ahmed Liban Secondary School – Mixed
4. Biyamathow Mixed Day and Boarding Secondary School – Mixed
5. Buna Secondary School –
6. Bute Boys Secondary School – Boys
7. Bute Girls Secondary School – Girls
8. Eldas Secondary School – Boys
9. Furaha Mixed Day Secondary School – Mixed
10. Griftu Secondary School – Boys
11. Habaswein Boys Secondary School – Boys
12. Habaswein Mixed Day Secondary School – Mixed
13. Hadado Secondary School – Boys
14. Hon Khalif Girls Secondary School
15. Inshaallah High School – Mixed
16. Khorof Harar Secondary School – Boys
17. Korondille Boys Secondary School –
18. Kutulo Girls Secondary School – Girls
19. Leheley Secondary School – Mixed
20. Makaror Mixed Day Secondary School – Mixed
21. Mansa Boys Secondary School – Boys
22. Sabunley Secondary School – Boys
23. Sarman Boys Secondary School – Boys
24. Senior Chief Ogle Girls' Secondary School
25. Tarbaj Secondary School – Boys
26. Waberi Mixed Day Secondary School – Mixed
27. Wajir High Secondary School
28. Wajir Girls Secondary
29. Eldas Girls Secondary
30. Laghbogol Secondary school
31. Habaswein Mixed Sec
32. Arbajahan Secondary
33. Wagalla Secondary School
34. Barwako mixed Day sec
35. Elnur Secondary
36. Hon. DM Amin
37. Jogbaru Girls
38. Garsekoftu Sec school
39. Furaha Girls Sec
40. Senior Chief Adano Girls
41. Wajir Bor Boys
42. Sabuli Secondary
43. Jowhar mixed
44. Diff Secondary school
45. Bute Mixed Day sec
46. Ileys Mixed sec
47. Shalete Mixed Day
48. Riba Girls
49. Furaha Girls

Appendix 9: Plagiarism Report



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
INFORMATION SYSTEMS LIBRARIAN
TURNITIN ORIGINALITY REPORT

REF: PGS/POE/296/DEF/LANGATA,

Turnitin Originality Report

ADMINISTRATORS' INTERVENTIONS FOR TEACHERS' RETENTION IN SECONDARY SCHOOLS IN WAJIR COUNTY, KENYA By Hashim Musa Yussuf 1036403

9%

I HEREBY CONFIRM THAT **HASHIM MUSA YUSSUF** REG NO: **1036403**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **ADMINISTRATORS' INTERVENTIONS FOR TEACHERS' RETENTION IN SECONDARY SCHOOLS IN WAJIR COUNTY, KENYA. A THESIS SUBMITTED TO THE DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD OF DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND PLANNING AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.**

Verification by Systems Librarian:

Name: HARUN MWANGI Signature: Date:



Turnitin Originality Report

ADMINISTRATORS' INTERVENTIONS FOR TEACHERS' RETENTION IN SECONDARY SCHOOLS IN WAJIR COUNTY, KENYA By Hashim Musa Yussuf 1036403

9%

Appendix 10: Map of Wajir County

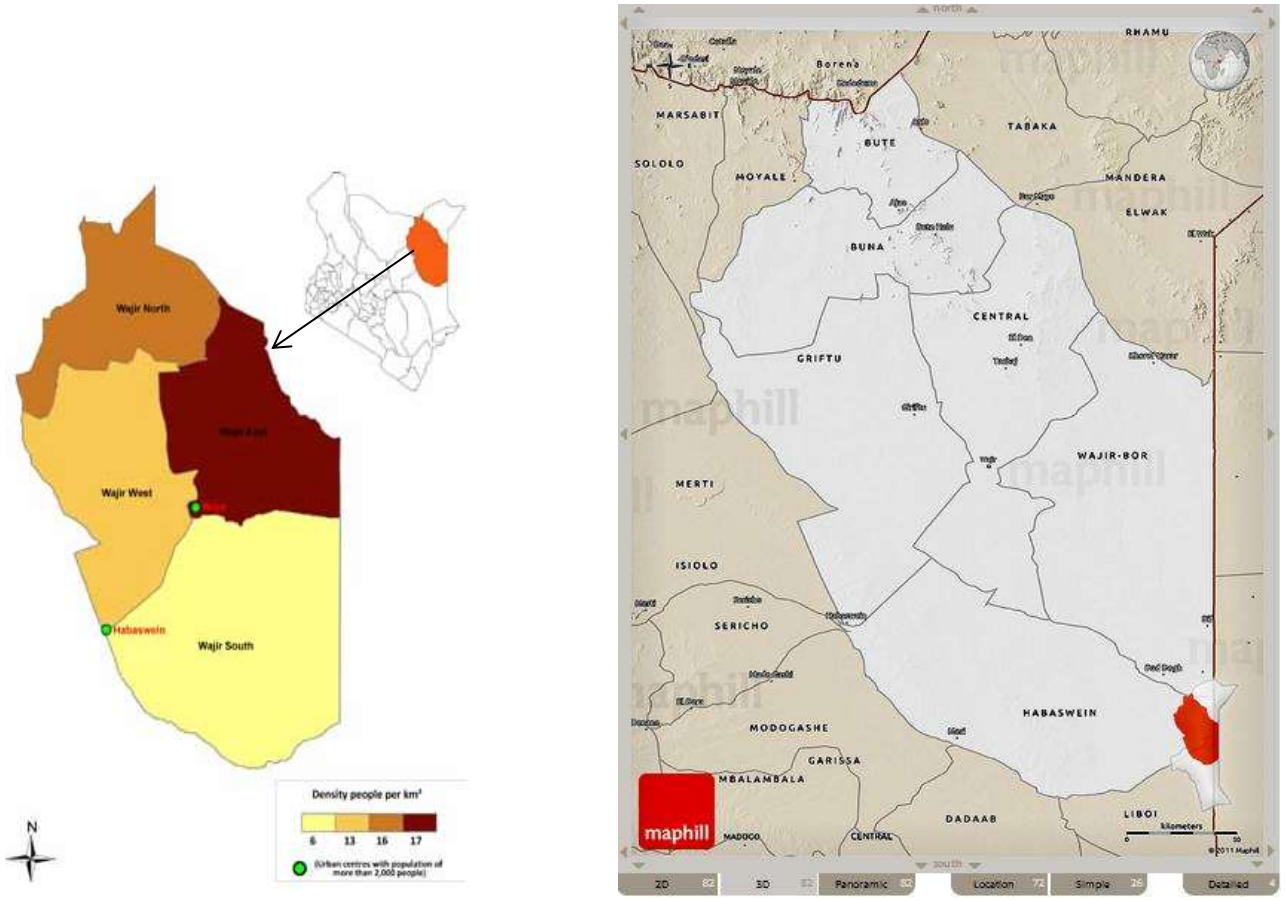


Figure 5: Map of Wajir County