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Influence of Board of Management Members’ Motivational Practices on Teachers’ Retention in Public Secondary Schools in Athi River Sub County, Kenya

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Abstract

The purpose of this study was to investigate the influence of Board of management motivational practices on teacher’s retention in public secondary schools in Athi River Sub County Athi, Kenya. The study employed a correlation research design. The target population for the study was 13 public secondary schools in Athi River Sub County. The study, therefore, targeted a population of 221 BOM members given that each school has an average of 17 BOM. The main instruments for the study were questionnaires that were administered to teachers and Board of Management. The Statistical Package for Social Sciences (SPSS) software version 20.0 was used to carry data analysis. The findings revealed that teachers in Athi river secondary schools are not well motivated thus there is high staff turnover. Results findings showed that teachers are not given monetary incentives for extra work they do, low provision of non-monetary incentives, inflexible working schedule and little room for career development make teachers unmotivated which lead to low rate of teachers retention. Results further showed that, provision of monetary incentives non-monetary incentives flexible working hours and provision for room for career development influenced teachers’ retention and were statistically significant. The study recommends that BOM should be trained on management skills in order for them to understand the benefits of employee’s motivational practices, this will help to minimize high rate of staff turnover in Athi River public secondary schools. The study also recommends that the BOM should tailor motivational practices that suit teachers to make them feel recognized and appreciated. These initiatives will make them remain in service. There is need for further research

on other motivational practices that influence teachers retention other than the four identified in this research.

Key words: *monetary incentives, non-monetary incentives, work schedule flexibility, career development, retention, Athi River Sub County*

1.0 Introduction

All institutions have goals and objectives to accomplish and this defines their reason for existence. Effective management in these institutions is a necessary tool in improving an enabling working environment in which all workers work together as a team and as individuals towards the accomplishment of the organization's set goals (Das & Baruah, 2013). Therefore, recognizing and understanding how and why employees are motivated, is a central point for every organization (Maicibi, 2003).

In schools, teachers and pupils are always on the look out to gain fame, to be praised, to be promoted or even to gain material rewards from their supervisor, parents, guardians and teachers (Michel, 2015). The reverse may mean low morale in performance or even abandoning the activity (Akyeampong, 2007). Motivating the staff is a necessary tool at the work place for it incites, influences one's actions and behaviors towards the intended desired goals and depending on how they are motivated, determines the efforts that is exerted at a particular time, situation and needs of individuals (Dessler, 2003).

Employee retention is the ability of an organization to retain its employees (Das & Baruah, 2013). According to Kageha and Orina (2008) employee retention refers to the function within an institution that focuses on motivating, orientation, training of teachers and providing direction for the teachers who work in the institution that will enhance job satisfaction. Monetary incentives are the bedrock of today's employee motivation and change management programs (Michel, 2015). The logic is simple and straightforward: change the monetary incentives and the desired behavior will occur.

According to Johnson, Kraft and Papay, (2012) non-monetary incentives include praises and appreciation, promotion, recognition and approval by parents, the general public and ministry of education. It is believed that when a teacher is given such motivation, the performance is influenced positively and thus to their retention (Ayiorwoth, 2008). Paying attention to the career development of employed people will enable employees realize their full potentials and make them aware of learning, work, civic and leisure opportunities, career guidance helps to build confidence and empower individuals. Work schedule flexibility is a very important phenomenon that is of great concern to various employees in both private and public sector. It goes beyond prioritizing the work role and one's personal life. It also affects the social, psychological, economical and mental well-being of the individual (Michel, 2015).

1.2 Statement of the problem

Majority of schools in Kenya have resorted to use different motivational practices to influence teacher and improve on their performance (Kageha & Orina 2008). Despite the possible strategies (such as staff recognition, shared leadership strategies, staff development, support, and proper induction of new teachers, and feedback or supportive teacher evaluation, letters of recommendation and promotions) put in place by the administrators in order to increase the performance of teachers in public secondary schools in Athi River Sub-County, there has been a poor retention of teachers (MoE Report, 2015).

Concern for Athi River Sub-County public secondary schools was that there was a declining test scores and escalating poor academic and teachers' performance. Available official records from the County Education Director indicate that teachers have gone to agricultural and retail businesses strategies for a better living, (CED, 2014). Therefore, there was need to carry out a research on influence of motivational practices on teachers retention in public secondary schools in Athi river Sub County.

1.3 Research Objectives

- i. To determine the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.
- ii. To establish the influence of non-monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.
- iii. To establish the influence of work schedule flexibility on the retention of teachers in public secondary school in Athi River Sub County.
- iv. To examine the influence of career development prospects on the retention of teachers in public secondary school in Athi River Sub County.

2.0 Literature Review

2.1 Concept of Motivation and Employee Retention

Different scholars define the term motivation differently. According to Graham and Bennett (1998), employee motivation consists of all the drives, forces, and influences, conscious or unconscious that causes the employee to want to achieve certain aims. Bagraim (2003) defines motivation as the force within individuals that arouses, directs and sustains behaviour. Benell (2004) agrees with Bagraim (2003) in defining work motivation as the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks.

Board of Management (BOM) in a school needs to put in place appropriate motivational practice such as staff recognition, shared leadership strategies, staff development, support, and proper induction of new teachers, and feedback or supportive teacher evaluation, letters of recommendation, promotions and sometimes monetary incentives. These motivational practices enable the teacher to achieve meaningful performance (Akyeampong, 2007).

2.2 Monetary Incentives and Teachers' Retention

Guajardo (2011) argues that money alone cannot motivate workers sustainably to continue performing at their best. Teacher motivation strategies should include other components such as recognition and professional prestige, opportunities for professional growth and accomplishment, and mechanisms for feedback and input into decision making. Also needed are strong accountability and guidance, effective management and transparent policies, and sufficient materials and infrastructure. School board of managements should therefore look at the concept of provision of incentives as a way of triggering and maintaining teacher motivation.

According to Vegas and Umansky (2005), monetary incentives have direct implications on teachers' characteristics and behaviour. However it is less clear how monetary incentives work and under what conditions they create the type of changes desired. The design of teacher monetary incentive schemes varies enormously. Individual merit pay rewards teachers based on particular outcomes or behaviours, such as improvements in student test scores.

Group performance-based incentives reward a group of teachers on the basis of some measure(s) of group performance. Njanja, Maina, Kibet and Kageni (2013) observe that companies use cash bonuses to reward their employees' performance during the year under appraisal and thus increase their contribution to the company's productivity. Money, according to Taylor's Scientific Management theory is the key factor in motivating workers to achieve greater productivity. Money possesses significant motivating power since it symbolizes intangible goals like security, power, prestige and a feeling of success. It can attract, retain and motivate individuals towards higher performance.

2.3 Non-monetary Incentives and Teachers' Retention

According to Johnson, Kraft and Papay, (2012) non-monetary incentives are non-financial benefits including among others status, job security, praise, opportunity for growth and recognition in the society. The employees do not always run after money as it cannot satisfy all their needs. They want to satisfy their egoistic needs and achieve something in their lives. Monetary incentives have to be coupled with various non-monetary incentives like free housing, free water, free electricity and fringe benefits. Therefore, it is recommended that the government should make sure teachers are provided with higher salaries, together with many other incentives so as offset other de-motivating factors like job insecurity.

Ayiorwoth, (2008) conducted a study on non-monetary rewards and teacher-retention in private secondary schools in Wakiso District in Uganda. The study particularly sought to determine the effects of recognition, training and development and fringe benefits on teacher-retention with a view to raising teacher-retention rates in private secondary schools in Uganda as a whole. The study established that adequate and regular recognition of teachers' achievements, provision of training and development opportunities and adequate provision of fringe benefits raise the retention rates of private secondary schools although these non-monetary rewards are inadequate in private secondary schools in Wakiso District. It recommends that managers of private secondary schools in Uganda should maximize the use of recognition strategies, training and development and fringe benefits to improve teachers' performance, enhance motivation and consequently raise teacher-retention rates

Gross and Friedman (2004) mentioned that a total package includes compensation, benefits and careers. Hu, Hsu Lee and Chu, (2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction. Another important goal is increased employee retention. Jimenez (1999) reports on retention research identified consistent employee recognition as a key factor in retaining top-performing workers.

2.4 Work Schedule Flexibility and Teachers' Retention

In recent years, the term work-schedule flexibility has replaced what used to be known as work-family balance (Anderson, Binder, & Krause, 2003). The concept of work-life balance is based on the notion that paid work and personal life should be seen less as competing priorities than as complementary elements of a full life. The way to achieve this is to adopt an approach that is conceptualised as a two way process involving a consideration of the needs of employees as well as those of employers (Lewis, 2000). In order to engage employers in this process it is important

to demonstrate the benefits that can be derived from employment policies and practices that support work-life balance, and the scope that exists for mitigating their negative effects on the management of the business.

A study on the role of work schedule flexibility by Lazăr, Osoian and Rațiu (2010) posits that building an organizational culture which supports work-life balance is a long term process for large organizations. It involves changing the way people think and talk about their work and about work-life balance so that using flexible working options and other work-life initiatives becomes accepted and normal for everyone regardless of their gender, seniority within the organizational or personal commitments.

According to Hartel and Bagtasos, (2007) being perceived as having innovative work-life balance practices allows organizations to enhance their reputation in the public domain. This means that they are also well-positioned to attract and retain greater numbers of job applicants from which a larger pool of better qualified employees can be selected. Flexible time allows employees, to determine (or be involved in determining) the start and end times of their working day, provided a certain number of hours is worked. This can allow them to meet family or personal commitments.

2.5 Career Development Prospects and Teachers' Retention

According to Dockel (2003) investment in training is one way to show teachers how important they are to the organization. Training and development are often used to close the gap between current performances and expected future performance. One way of coping in the competitive markets is to ensure current teachers have the sufficient skills needed by implementing training and development interventions (Greenhalgh and Mavrotas, 1996).

Hammer (2000) asserts that an individual will be motivated to do something if they have the mental ability and skills to accomplish it. He states that when employees are trained, they get the knowledge of how to perform tasks and challenges. It is an affirmed fact, that poorly trained employees provide poor quality service. For organizations to succeed against competition, and thus gain a competitive advantage, their staff needs to be in receipt of a great training and development program. Trained employees have a more positive attitude towards their work, as well their organization. These employees can do more effective work, work better with fewer errors, and require less supervision.

According to Orina (2008) career development is usually employed in schools to cover the various policies and practices. This is deliberately established by the schools, to improve the career effectiveness of their teachers. As a sequence of related work experiences and activities, directed at personal and institutional goals seems to have an influence on the perceived quality of the employment experience.

2.6 Theoretical framework

The theory guiding this study is Expectancy theory. Expectancy theory was founded in 1964 by Victor Vroom. The theory advances that there must be a link between effort (motivation) and reward, and that reward should be achievable and of value (worth) to a person (Armstrong, 2001). This implies that when efforts and rewards are sustained performance will be enhanced.

According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment

or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self - esteem and personal growth, and the individual can exercise a degree of personal control. According to Cole (1996), extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual.

The strength of this theory is that it is more scientific than some other theories on motivation. It explains many of the phenomenon related to employee efforts, work performance, employee motivation etc. that are observed in organizations. Its weakness is that, the theory is complicated and involves many variables. Practical applicability of the theory therefore might be a little suspect. The theory is relevance to this study since the strength of motivation of teachers is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes.

2.7 Conceptual framework

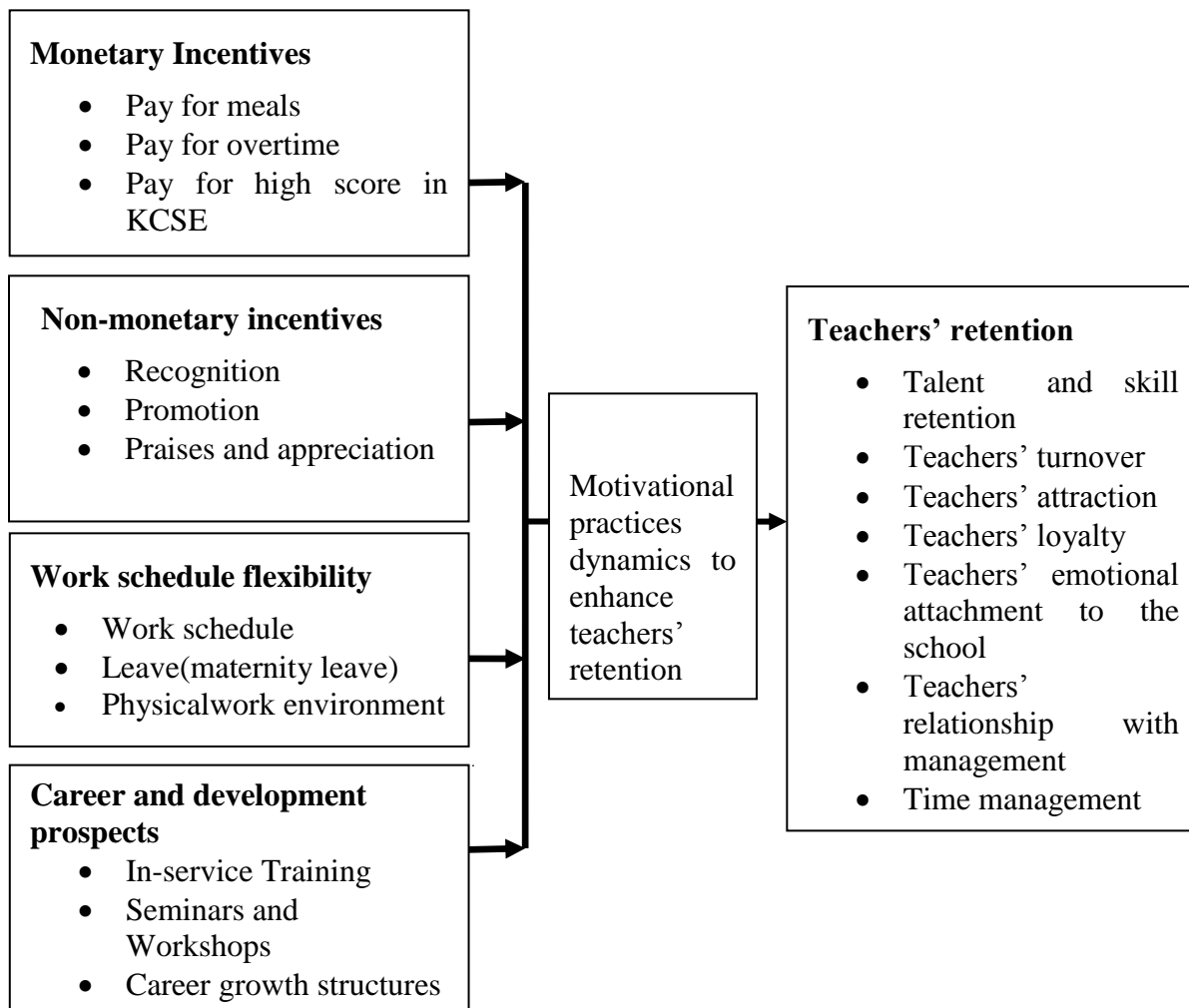


Figure 1: BOM Members' Motivational Practices and Teachers' Retention

3.0 Research Methodology

The study employed a correlation research design. The target population for the study was 13 public secondary schools in Athi River Sub County. The study, therefore, targets a population of 221 BOM members given that each school has an average of 17 BOM (MoE Report, 2015). For this study BOM was sampled using simple random sampling from the total 221. Primary data was collected through the use of questionnaires. Validity and reliability test were conducted to ensure that research instruments are adequate and reliable. The data was analyzed using Statistical Package for Social Sciences (SPSS). The researchers evaluated, analyze and interpret the data. Quantitative data collected by use of questionnaires were presented in frequency tables. Chi square was used to check on the relationship between the variables.

4.0 Data Analysis, Presentation and Interpretation

4.1 Questionnaire Response Rate

The return rate provides a profile of respondents who participated in the study. The respondents of the study were Board of management members and teachers. Response rate for the study is shown in table 1.

Table 1: Response Rate

Respondents category	Administered	Returned	Unreturned	Percentage response rate
Board of management	111	103	8	92.8

The response rate for board of management members was 92.8 percent. According to Mugenda and Mugenda (2003); Kothari (2004) a response rate of above 50 percent is adequate for a descriptive study. Based on these assertions from renowned scholars, a response rate of 92.8percent for Board of management members was sufficient for the study.

4.2: Monetary Incentives and Teachers' Retention

The first objective was to determine the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.

Table 2: Monetary Incentives and Teachers' Retention

Statement	Yes		No	
	Freq	Percent	Freq	Percent
Do you give teachers allowances to teachers for additional responsibilities at school?	49	47.6	54	52.4
Do you grant monetary incentives granted on basis of grades attained in KCSE exams?	41	39.8	62	60.2
Are financial waivers granted for high performing teachers for rent?	39	37.9	64	62.1
Do you offset any costs you incur for i. Breakfast? ii. Lunch? iii. Supper?	47	45.6	56	54.4
Does the school make arrangements for teachers for cheaper shopping with specific supermarket?	48	46.6	55	53.4

The respondents were asked to respond on statements monetary incentives and teacher’s retention. The responses were rated Yes or No. Results in table 2 revealed that majority of the respondents disagreed that there is recognition as far as allowance for additional responsibilities are concerned. The results also showed that majority of the respondents were not rewarded based on KCSE performance. Respondents revealed that there is no waiver granted to rent for performing teachers. Also the most of the respondent disagreed that the cost they incur on breakfast, lunch and supper were not offset and the respondents also disagreed there are arrangements for teachers to shop in specific supermarkets.

This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement, Lack of recognition lead to high staff turnover.

Further, a cross tabulation table of BOM provision of monetary incentives categorized as those teachers satisfied with incentives and those not satisfied against teachers’ rate of turnover. Table 3 shows how teachers’ retention was evaluated against provision of monetary incentives by BOMs, a cross tabulation of the table was computed.

Table 3: Cross Tabulation between Teachers Levels Retention and Monetary Incentive Provision

		Monetary incentives		Chi-square (p value)
		unsatisfied	satisfied	
Teachers’ retention	Low retention	61	3	79.0760(0.000)
	High retention	3	36	

Where teachers stated they were unsatisfied the rate of retention was low and it also shows that where teachers were satisfied the rate of retention was high. The findings therefore indicate that provision for incentives motivate teachers to work hard which lead to employee retention. The study findings were statistically significant supported by a chi square of 79.076 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between BOM provision of monetary incentives and teachers retention. The findings therefore indicate that provision of monetary incentives can motivate teachers which reduce rate of teachers’ turnover.

4.3: Non-monetary Incentives and Teachers' Retention

The second objective was to establish the influence of non-monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.

Table 4: Non-monetary Incentives and Teachers' Retention

Statement	Yes		No	
	Frequency	Percent	Frequency	Percent
We issue letters of recommendations to teachers	46	44.7	57	55.3
issue free housing to teachers	31	30.1	72	69.9
give subsidized housing to teachers	36	35	67	65
Offer recreational trips to teachers	41	39.8	62	60.2
Give teachers Christmas gifts	48	46.6	55	53.4

The respondents were asked to respond on statements non-monetary incentives and teacher's retention and teacher's retention. The responses were rated Yes or No. Results in table 4 revealed that majority of the respondents disagreed that there were given recommendation letter and issued free houses. The results also showed that majority of the respondents answered No to question that they are offered recreation trips and they also disagreed to the fact that they were given Christmas gifts. This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). Moreover, Mulkeen (2010) has shown that in some contexts where housing is lacking, the community tends to provide it to attract teachers. According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well.

Further, a cross tabulation table of BOM provision of non-monetary incentives categorized as those teachers satisfied with non-monetary incentives and those not satisfied against teachers' rate of turnover. Table 5 shows how teachers' retention was evaluated against provision of non-monetary incentives by BOMs, a cross tabulation of the table was computed.

Table 5: Cross tabulation between teachers levels retention with BOM provision of non-monetary incentive

		Non-monetary incentives		Chi-square (p value)
		unsatisfied	satisfied	
Teachers' retention	Low retention	57	7	73.698(0.000)
	High retention	1	38	

Where teachers stated they were unsatisfied the rate of retention was low and it also shows that where teachers were satisfied the rate of retention was high. The findings therefore indicate that provision for non-monetary incentives motivate teachers to work which increases their chances of stay. The study findings were statistically significant supported by a chi square of 73.698 and a reported p value of (0.000) which was less than (0.05) level of significance.

Chi square test was meant to show whether there existed any significant association between BOM provision of non-monetary incentives and teachers retention. The findings therefore indicate that provision of non-monetary incentives can motivate teachers to stay and continue working in their schools which reduce rate of teachers' turnover.

4.4: Work schedule flexibility and teachers' retention

The third objective was to establish the influence of work schedule flexibility on the retention of teachers in public secondary school in Athi River Sub County.

Table 6: Work Schedule Flexibility and Teachers' Retention

Statement	Yes		No	
	Frequency	Percent	Frequency	Percent
There exists a flexi work schedule in our school	33	32	70	68
There exists conducive staff room for teachers.	50	48.5	53	51.5
The teachers' expectation is not interfered with my work life program.	40	38.8	63	61.2
There exists a conducive dining room for teachers	44	42.7	59	57.3
There exists a conducive sick bay for teachers who fall sick during working hours	38	36.9	65	63.1
There exists a clear work schedule in the institution	35	34	68	66

The study shows that majority of teachers didn't agree to the fact that they have a conducive work schedule and they also supported that they do not have a conducive staff room. The study also showed that majority of teachers supported the fact that they do not have conducive dining room and also conducive sick bay Majority also said that that there was no clear working schedule.

Further, a cross tabulation table of provision of good working schedule categorized as unfavorable working schedule and favorable working schedule against teachers' rate of turnover. Table 6 shows how teachers' retention was evaluated against type of working schedule, a cross tabulation of the table was computed.

Table 6: Cross Tabulation between Teachers Levels Retention With Provision Of Favourable Working Schedule

		Working schedule		Chi-square (p value)
		unfavourable	favourable	
Teachers' retention	Low retention	60	4	87.580(0.000)
	High retention	0	39	

Where the working conditions are unfavorable, there is low retention of teachers, The study also concludes that where conditions are favorable there is high retention of teachers. The findings therefore indicate that provision flexible working schedule increases teachers’ chances of stay. The study findings were statistically significant supported by a chi square of 87.58 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between favorable working schedule and teachers retention. The findings therefore indicate that provision of favourable working schedule can motivate teachers to stay and continue working in their schools which reduce rate of teachers’ turnover.

4.8: Career development prospect and teachers’ retention

The forth objective was to examine the influence of career development prospects on the retention of teachers in public secondary school in Athi River Sub County. It is a deliberate plan by the management to improve the quality of staffing. It is also a way of giving the staff a chance to update and improve their skills, knowledge and qualifications in order to be adaptive to their job (Parsey, 1992). In schools, it is done by encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in service programs (Monanhan, 1996).

Table 6: Career development and teachers’ retention

Statement	Yes		No	
	Frequency	Percent	Frequency	Percent
There exists an in-service teacher- training policy in our school	46	44.7	57	55.3
There exist a short term seminar support services.	42	40.8	61	59.2
The BOM promotes equality of promotion to teachers	36	35	67	65
Teacher’s career aspirations within the institution are known by the BOMs.	44	42.7	59	57.3
Fair appraisal	49	47.6	54	52.4

The respondents were asked to respond on statements career development prospect and teacher’s retention. The responses were rated Yes or No. The study indicates that majority of teachers disagreed that there is a training policy in school and they also disagreed that they were provided for with short term trainings. The study further indicates that there is no equality and fair appraisal as far as promotion is concerned and also majority of teachers disagreed to the fact that BOG knows their career aspirations. This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999).

The main reasons for teachers leaving the profession have been found as stated by Tong, (2007) cited by Tin and Ngee (2010) to be inadequate training; insufficient career progression and meager salary increments (Tong, 2007). Numerous studies have suggested that teachers leave the profession to new careers because of inadequate training and insufficient career progression

(Tong, 2007 and Tin el (2010). Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement, Lack of recognition lead to high staff turnover.

Further, a cross tabulation table of room for career development categorized as supportive and unsupportive against teachers’ rate of turnover. Table 7 shows how teachers’ retention was evaluated against career development, a cross tabulation of the table was computed.

Table 7: Cross tabulation between teachers levels retention and career development

		Career development		Chi-square (p value)
		unsupportive	supportive	
Teachers’ retention	Low retention	63	1	86.693(0.000)
	High retention	3	36	

The study shows that where BOM are unsupportive staff turnover is high and where BOM are supportive staff turnover is low. The findings therefore indicate that provision of room for career development increases teachers’ chances of stay. The study findings were statistically significant supported by a chi square of 86.693 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between career development and teachers retention. The findings therefore indicate that provision of room for career growth can motivate teachers to stay and continue working in their schools which reduce rate of teachers’ turnover.

Further, teachers were asked to respond to statements relating to the study of the objectives. The first objective was to determine the influence of monetary incentives on the retention of teachers in public secondary school in Athi River Sub County.

5.0 Conclusions

The conclusions of this study were informed by the findings based on each study objective and also findings of other similar studies. Each objective was reviewed and a conclusion provided which covers both theory and practice. The purpose of this study was to investigate the influence of Board of motivational practices on teacher’s retention in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya.

Based on the findings the study concluded that lack of provision of incentives to teachers influences teacher’s retention. The culture of not giving incentives by rewarding teachers with financial rewards made them move to other jobs and or even quit their teaching jobs

Further, the study concluded that lack of provision of non monetary incentives influences teacher’s retention. This is because lack of rewards demotivate them leading to low retention. Based on the findings the study also concluded that career development influences teacher’s retention. The main aim of career development is to motivate teachers to work extra hard as they feel recognized by BOM. The study concluded that teachers were not recognized as far as career development is concerned leading to high teachers turnover.

Based on the findings the study further concluded that lack of flexible schedule in schools influence teachers retention. Due to lack of flexible schedule most teachers find the working conditions unfavorable hence high rate of staff turnover.

6.0 Recommendations

The BOM members should be sensitized on the importance of motivational practices to teachers since it was found that lack of provision of incentives, lack of career development programs lack of flexible schedule in schools influences teachers' retention. They can therefore impalement them in their respective schools as initiatives to improve on teachers retention.

Every school should be mandated to have BOM members appointed after gaining the required professional qualification in management skills where motivation practice is part of management skills in secondary schools. The school management should be advised on the need to include checking the BOM members' professional qualification in financial management. This will ensure that boards of management are able to manage school funds effectively, use them to reward teachers based on their performance. These practices in the long run will improve overall school performance.

The training institutes like KEMI should organize tailor made courses for BOM members to equip them with the right knowledge on best Management skills and practices in schools. This will help them identify the best ways to manage schools; reward teachers as a step to encourage them work hard.

Principals should also devise various ways to reward their teachers as an encouragement for those who have shown exemplary performance. The respondents also pointed out various suggestions to improve on teacher's retention. The suggestions included; provide adequate teaching and learning resources, encourage BOM undertake management courses, provision of rewards and incentives among teachers and involvement of teachers when designing their working schedule and encourage them to like their job .

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