

**INFLUENCE OF PROFESSIONAL ADVANCEMENT DYNAMICS ON
TEACHER ATTRITION IN PUBLIC SECONDARY
SCHOOLS IN MOMBASA COUNTY,
KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

This thesis is my original work and has not been presented for a degree in any university or for any other award.

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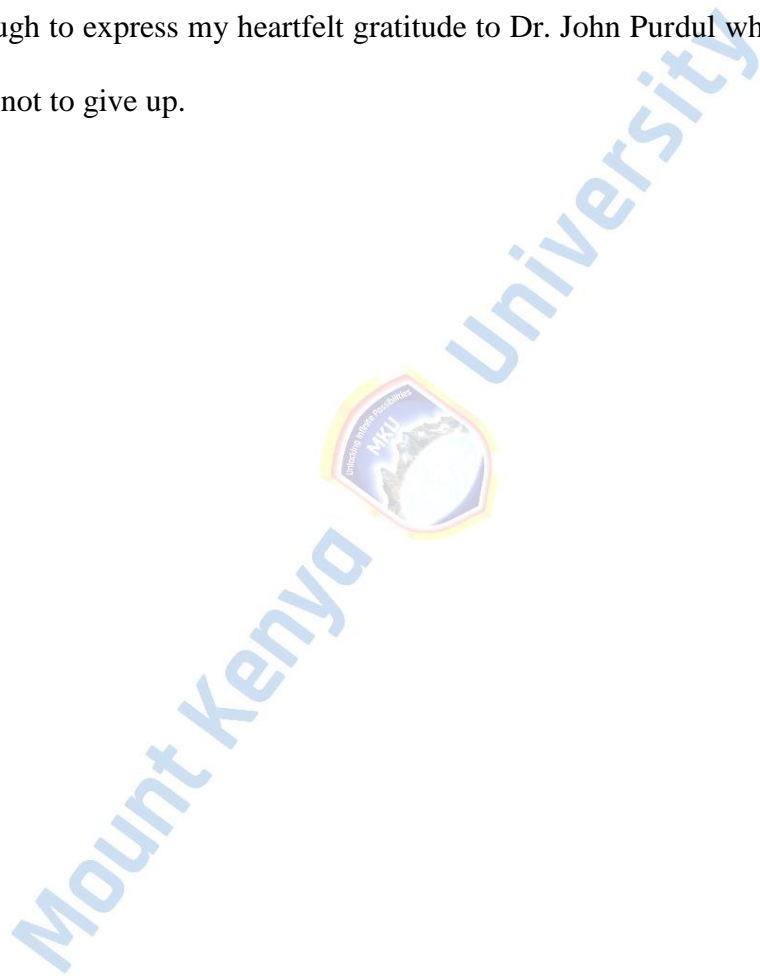
DEDICATION

To my husband Isaac Nyakundi for contributing financially towards my study and my children Nyanchama, Nyamboki, Sagini and Onsomu for their encouragement and support.



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ABSTRACT

The study focused on analyzing the influence of professional advancement dynamics on teacher attrition in public secondary schools in the Mombasa County. The study objectives were; to examine the influence of multiple career paths on teacher attrition in public secondary schools; to establish whether there is a practical influence of vertical professional development on teacher attrition in public secondary schools; to establish whether there is a practical influence of horizontal advancement on teacher attrition in public secondary schools; to analyze the influence of professional advancement labour market opportunities on teacher attrition in public secondary schools and to examine the influence of professional advancement deployment policy on teacher attrition in public secondary schools in Mombasa County, in Kenya. The study was guided by the Human Capital theory, the Burnout theory, and the Appeal Theory. The study used the mixed research methodology and the con-current triangulation design. The target population involved 1,544 respondents comprising of 1,487 secondary school teachers, 45 principals, 6 TSC human resource officers and 6 education officers in public secondary schools from the coastal region. The sample size involved 11 principals, 225 teachers, 3 TSC HRO's and 4 education officers. This study used simple random sampling to select teachers, deputy principals, and education officers and purposive sampling to select principals according to their gender. Stratified random sampling was used to select the various public secondary schools from their strata. Primary data was collected using questionnaires and interview guides. Piloting of instruments was done in Kilifi County due to its close proximity to the study locale. Validity of the instruments was established through expert advice and review by supervisors, while reliability was established using the test-retest technique. To enhance credibility, the study used triangulation where individual interviews were used. Dependability was established by ensuring that the instruments are precise and accurate and can be replicated overtime on a similar group in a similar context and produces the same results. Data collected was fed into the computer, sorted and analyzed using SPSS version 23. Descriptive statistics was analysed by percentages and frequencies, presented in tables and charts, while inferential statistics was analysed using linear regressions, and presented in tables and graphs. Qualitative data was analysed thematically and presented in narrative form. The study revealed that income, high academic qualification, lack of retention policies, job mobility and labour market opportunities influenced attrition of teachers in public secondary schools. The study concludes that improved income and terms of service, regular promotions, stoppage of delocalization policy and acknowledging high academic qualifications attained by teachers are key towards managing attrition of teachers. The study recommends the need for TSC to improve its remunerations and terms of service, review and reduce the levels within the job groups, stop delocalization of teachers and acknowledge higher academic qualifications acquired by teachers if it has to continue attracting new employees and retaining its current employees who are in service.

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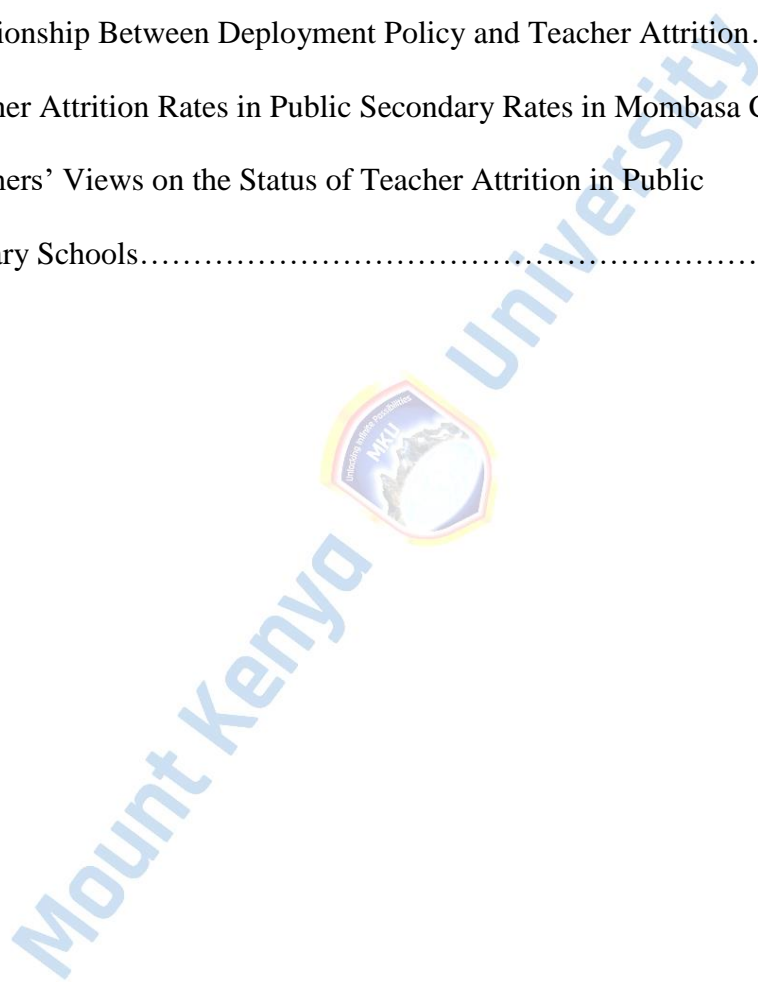
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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| CBC | Competency Based Curriculum |
| CBE | Competency Based Education |
| CPG | Career Performance Guidelines |
| HRO's | Human Resource Officers |
| CQASO | County Quality Assurance and Standards Officer |
| ILO | International Labour Organisation |
| KESSHA | Kenya Secondary Schools Heads Association |
| KNBS | Kenya National Bureau of Statistics |
| KNUT | Kenya National Union of Teachers |
| MOE | Ministry of Education |
| NACOSTI | National Commission of Science Technology and Innovation |
| SRC | Salaries and Remuneration Commission |
| STEM | Science, Technology, Engineering and Mathematics |
| TPD | Teacher Professional Development |
| TSC | Teachers Service Commission |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF | United Nations International Children's Emergency Fund |
| USA | United States of America |

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background to the study, statement of the research problem, purpose, objectives, research questions, rationale, significance, assumptions, scope, delimitations, limitations and assumptions of the study. It also provides a list of operational definitions of key terms.

1.1 Background to the Study

Globally, it is a common phenomenon that workers are leaving their present jobs for greener pastures. This creates a state of panic among organizations because of much losses associated with such a move due to financial implications involved in terms of recruiting afresh and training of the new employees (Guskey, 2010). Attracting new educators and retaining experienced, qualified teachers continues to pose a worldwide challenge (Fessehatsion & Peng, 2021). Teacher attrition is a worldwide challenge because in many circumstances it is a major setback when it comes to the allocation of resources and personnel planning at the higher levels and these impacts negatively on the quality of education (Waititu, 2010).

Amanda (2023) references a U.S.-based study by Borman and Dowling (2008), which estimated that in 2001, nearly \$2.2 billion was spent replacing public school teachers who left the profession. These resources, she suggests, could have been more effectively invested in enhancing student learning, increasing teacher salaries, or improving classroom materials. The issue of teacher retention is a growing international concern, crucial to the long-term success and stability of educational institutions (Doherty, 2020). Mulei et al. (2016) add that annual teacher attrition rates globally vary between 2% and 14%.

Amanda (2023) also notes that attrition has steadily increased over time, negatively impacting both student achievement and school morale. Although attrition rates differ across regions and countries, the underlying causes—ranging from personal to institutional—are broadly consistent worldwide. As such, teacher turnover has become a key focus of global educational discourse. Teaching is not only one of the most widespread professions globally but also among the most vital, with approximately two-thirds of the global population interacting with educators at some point in their lives. According to Gatemi and Thinguri (2018), the teaching profession, like many others, is subject to workforce turnover. Each year, schools experience teacher departures for a variety of reasons and destinations.

Doherty (2020) explains that many educators leave the profession not to change careers entirely but due to specific challenges within the field of teaching that make it unsustainable for them. Personal elements such as motivation, resilience, and family obligations often influence these decisions. Consequently, high attrition rates pose significant challenges for educational systems, particularly in supporting novice teachers. When new educators exit the profession prematurely, they are unable to reach the high levels of effectiveness that come with experience and time in the classroom (Amanda, 2021).

The teaching profession worldwide is synonymous with low professional status, low pay, associated with mediocrity, and in many countries, it is predominantly occupied by women hence associated with low prestige. Others generally view teaching as rural-based occupation where living conditions are poor. Teacher attrition is a big problem in education, even more so now than in the past. The extent of the problem is not only in most schools across the United States, but in other countries as well (Amanda, 2023). Nketsia et al. (2022) emphasize that retaining newly qualified teachers remains a

persistent global issue. A significant number of early-career educators leave the profession within their first decade. In the United States, this trend is particularly alarming, with only about half of novice teachers remaining in the profession after five years (Stewart et al., 2021). Ingersoll (2014) identifies various contributors to this problem, including organizational dynamics, individual circumstances, and community influences. Additionally, many teachers leave in pursuit of better professional development opportunities.

Studies from developed nations show that teacher turnover is a widespread concern. Research by Herbert and Ramsay (2014) and Ingersoll (2014) indicates that the issue is intensifying in the U.S. Razik and Swanson (2010) also highlight that classroom educators in the U.S. leave at notably high rates, leading to significant costs for recruitment and replacement at both the school and district levels. Despite three decades of policy efforts to reduce attrition and boost the recruitment of qualified teachers in countries like England and the U.S., progress has been modest, with attrition rates hovering between 11%-13% and 7%-8% respectively (Carver-Thomas & Darling-Hammond, 2017; Fessehatsion & Peng, 2021). As Donch (2024) notes, teacher attrition has long been a persistent challenge in the education sector.

In many African nations, voluntary departure from the teaching profession is equally troubling. Countries including Nigeria, Zambia, Malawi, and New Guinea report elevated teacher turnover, while in The Gambia, factors such as insufficient pay, poor housing, and lack of career advancement contribute to teacher exits. While wealthier nations actively develop policies to retain early-career teachers, such initiatives remain limited across Africa (Nketsia et al., 2022). Historically, teaching held great prestige across many African countries, with educators viewed as community leaders and trusted advisors (Mutune & Orodho, 2013).

However, retention strategies in places like Ethiopia are still underdeveloped, limiting efforts to ensure universal access to quality education (Nketsia et al., 2022). A 2007 report by Education International revealed that 40% of teachers in Lesotho were unqualified due to the departure of trained professionals from the field. Zimbabwe and Malawi face similar issues, where many skilled teachers have left the profession for better opportunities abroad (Xaba, 2013). Research by UNESCO (2010) across 15 countries found that the professional status of teaching has declined significantly. Obike et al. (2019) observe that in Nigeria, secondary education suffers the highest attrition rates among all professions. Nketsia et al. (2022) reinforce that nearly all Sub-Saharan African countries are grappling with the loss of qualified educators.

There is rising concern in Tanzania and other countries that teachers are increasingly demotivated, which has contributed to declining instructional quality and learning outcomes (Mdeme, 2014). This demotivation is accompanied by a trend of teachers leaving the profession for other career paths (Donch, 2024). Consequently, secondary schools are losing vital human capital, including skilled and knowledgeable teachers, thereby weakening the entire education system.

In Kenya, Wamukuru (2011) reports a mismatch where schools suffer from a lack of qualified teachers despite an oversupply of trained graduates, largely due to budgetary limitations or attrition for various reasons. Although teacher training institutions continue to produce graduates, recruitment into the profession has remained low. According to Wamukuru (2016), few, if any, initiatives have succeeded in improving the hiring, retention, or professional development of secondary school teachers. Education in Kenya commands a vast financial and human resource commitment, with billions invested annually in primary and secondary education systems. In particular, attrition of teachers from public secondary schools in Kenya has become a critical issue,

which needs serious attention from the Teachers Service Commission (TSC), policy makers and Ministry of Education (MOE). Existing empirical research by Waititu, (2010) have asserted that the main reason why teachers leave teaching as a career vary from one individual to another. According to Meyiwa (2011), schools are facing the challenge of teacher attrition because of retirement due to old age, early retirement, resigning in pursuit of greener pastures, poor health and death. According to the *Economic Survey 2024* by the Kenya National Bureau of Statistics (KNBS), as of December 2023, 2060 PhD and Master holders were working as primary school teachers. Additionally, 6224 PhD and Masters holders were working as secondary school teachers.

Teacher Service Commission continues to assert its stance on non-recognition of higher qualifications attained by teachers while in service insisting it only promotes teachers purely based on its established Career Progression Guidelines (Mwangi, 2024). As a result of better opportunities in the labor market and dissatisfaction with their current roles, many teachers choose to leave the profession in search of improved conditions elsewhere. Prior research suggests that a teacher's professional trajectory significantly influences both attrition and retention, particularly concerning their sense of professional identity (Fessehatsion & Peng, 2021). A 2015 report by the Kenya National Union of Teachers (KNUT) revealed that 76% of the 260,000 public school teachers expressed dissatisfaction with their jobs.

According to data cited by Orina (2014) from a 2010 report by the Kenya Secondary Schools Heads Association (KESSHA), approximately 6,000 teachers exit the profession annually, often seeking alternative careers. This trend, referred to as "brain drain," contributes to ongoing teacher shortages, which are attributed to factors affecting both the supply and demand for educators (Wamukuru, 2011).

While some reasons behind these departures are well-documented, others remain unclear. Orina (2014) emphasizes the importance of preventing unnecessary loss of talent through avoidable attrition. Many teachers interviewed in the study expressed willingness to leave their posts under the Teachers Service Commission if better opportunities arose. Key reasons for dissatisfaction included unfulfilled personal and professional needs.

The continued exit of secondary school teachers, as observed by Orina (2014), poses potential risks to the quality of education. Motivation and job satisfaction are closely intertwined, with the latter often shaped by workplace conditions, including both the physical environment and interpersonal relationships (Mdeme, 2014). Professional development, whether through short or long-term training, is essential for improving teacher competence and enhancing the overall quality of instruction. Despite the steady influx of graduates from teacher training institutions, retaining well-qualified educators remains a significant hurdle (Nketsia et al., 2022). Teacher attrition encompasses a range of scenarios, including resignation from specific schools, complete departure from the profession, or shifts within the educational sector, such as transitioning from primary to tertiary education. Stress, burnout, and emotional exhaustion are frequently cited challenges in the teaching profession.

Ingersoll (2014) notes that some level of teacher attrition is natural and can even be beneficial. For individuals, leaving for better roles can lead to upward career mobility. For schools, the departure of underperforming staff may improve institutional effectiveness. Furthermore, when teachers transition to other education-related roles, it does not necessarily represent a permanent loss to the education sector. However, all forms of attrition incur costs, particularly the need to replace departing educators, and often lead to reduced classroom staffing in the affected institutions.

According to Kiongo (2013), the roles of teachers are indisputable because without teachers the future is dim. The teachers determine the type of society by shaping different careers through teaching. Teacher shortages in public secondary schools are likely to have a negative impact on quality of education and delay in attainment of vision 2030 (Wamukuru, 2016). As such, teachers are in many ways the greatest nation builders. Teachers should not be disheartened and disrespected because by doing so, their morale suffers and this affects their work. According to Locklear (2010), teaching like any profession should be done in a stable and satisfying environment. The study therefore analysed the dynamics behind professional advancement that influenced teacher attrition in public secondary schools in Mombasa County, Kenya.

1.2 Statement of the Problem

Teacher attrition has emerged as a significant issue in the 21st century, impacting not just students and schools but also educators, school leadership, and the broader community. This growing concern demands urgent attention, as many teachers are exiting the classroom either for alternative careers or leaving the education sector entirely. The ongoing pattern of frequent teacher turnover must be addressed to ensure stability in the profession. The existence of various career options and labor market opportunities that require similar educational backgrounds has made it easier for educators to transition into other fields in pursuit of better prospects.

The delocalization policy, lack of and corruption in the promotion for teachers, failure by TSC to recognize higher academic qualification acquired; the replacement of the graduate scheme of teachers by the Career Progression Guidelines; poor teacher management practices and increased teachers' workload in addition to introduction of the Competency Based Education (CBE) has resulted to low teachers' morale making the teaching profession to be stressful and lose its allure.

In Mombasa County, attrition of teachers has resulted in the loss of the most qualified teachers and those with qualifications in Mathematics and Science (UNESCO, 2010). A similar study conducted in Kisumu East District (2019) revealed that many teachers left the service and joined banking firms, insurance firms, sugar industries, fishing firms and NGOs among many other job opportunities. Mombasa County offers teachers a wide range of job opportunities from the hospitality industry, tour guiding in tourist attraction sites, Kenya Ports Authority, universities, fishing industry, County Government, businesses, transport industry, politics and NGOs among others. These sectors attract many teachers from the teaching service leading to shortage of teachers and this affects schools across Mombasa County.

Those most likely to exit the teaching profession tend to be the highly qualified individuals especially those with advanced degrees such as Master's and PhDs, and educators specializing in high-demand subjects like Science and Mathematics. These individuals are often drawn to more lucrative opportunities available outside the teaching field (Donch, 2020). Teacher remuneration plays a critical role in both retention and attrition decisions. If this trend continues, the remaining teachers in public secondary schools across Mombasa County may face increased workloads due to a shrinking workforce. Notably, there is a lack of research specifically examining how professional growth and career development influence teacher attrition in Mombasa County. This gap highlights the need for further investigation. Consequently, this study seeks to explore the impact of professional advancement dynamics on teacher attrition within the region.

1.3 Purpose of the Study

The purpose of this research was to analyze the influence of professional advancement dynamics on teacher attrition in public secondary schools in Mombasa County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To examine the influence of multiple career paths on teacher attrition in public secondary schools in Mombasa County.
- ii. To establish whether vertical professional development influence teacher attrition in public secondary schools in Mombasa County.
- iii. To establish whether horizontal professional development influence teacher attrition in public secondary schools in Mombasa County.
- iv. To analyze the influence of labour market opportunities on teacher attrition in public secondary schools in Mombasa County.
- v. To examine the influence of deployment policy on teacher attrition in public secondary schools in Mombasa County.

1.5 Research Questions

The study was guided by the following research questions:

- i. To what extent do multiple career paths influence teacher attrition in public secondary schools in Mombasa County?
- ii. How does vertical professional advancement influence teacher attrition in public secondary schools in Mombasa County?
- iii. To what extent does horizontal professional advancement influence teacher attrition in public secondary schools in Mombasa County?
- iv. How do labour market opportunities influence teacher attrition in public secondary schools in Mombasa County?
- v. To what extent does deployment policy influence teacher attrition in public secondary schools in Mombasa County?

1.6 Rationale of the Study

There has been high attrition of teachers from secondary and primary schools to other professions in the recent past in Kenya. Attrition is a worldwide phenomenon that deprives the teaching profession its most qualified teachers. This study endeavored to analyse the influence of professional advancement dynamics on teacher attrition in public secondary schools in Mombasa County, in Kenya. The researcher investigated if there existed a connection between career development and attrition of teachers. Thus, the study provided useful insights on best teacher management practices with a view of providing initiatives towards a better-satisfied teaching population.

Through relevant literature review, the study enriched principals with proper administrative procedures aimed at managing teachers. The study also justified that teachers as professionals need improved terms of service. The study additionally highlighted the importance of teachers accessing and acquiring higher training and academic opportunities, which increase their employability and raise their labour market value. As the employing body, the Teachers Service Commission (TSC) may need to reconsider and improve the working conditions and terms of service for teachers to ensure their continued commitment to the profession, especially given the competing opportunities available in the broader labor market. The perception and societal attitude toward teaching as a career also significantly impact teacher attrition rates.

Despite these challenges, there has been no prior research specifically investigating how professional advancement dynamics affect teacher attrition in public secondary schools within Mombasa County, Kenya. This underscores the necessity of examining the relationship between career development factors and the decision of teachers to remain in or leave the profession in this region.

1.7 Significance of the Study

Teaching is a career open to both men and women who have completed formal teacher training programs aimed at preparing them to educate learners within the school system. It is essential for education stakeholders to recognize the critical need to retain teachers who are increasingly leaving the profession. A good understanding on how to fill these gaps is vital if this problem has to be addressed. This study was therefore significant to the government, policy makers, the TSC, scholars and academicians. The study was intended to benefit many stakeholders such as the government and policymakers.

The Ministry of Education may utilize the findings of this study to inform more effective policy reforms aimed at enhancing teacher retention. These insights could aid policymakers in making strategic decisions related to the recruitment and long-term engagement of educators in the profession. Additionally, the results may support the professional growth of individual teachers. For the Teachers Service Commission (TSC), the findings could guide efforts to offer competitive salaries, allowances, effective management practices, and other incentives to address teacher attrition especially given the availability of alternative career paths and labor market opportunities outside the education sector.

Furthermore, the study may raise awareness among key stakeholders such as teacher unions, parents, and school boards, potentially encouraging more informed advocacy and support for educators. The results may be a practical guide to the TSC to enable them recognize and instigate measures that will make the place of work experience a more pleasant one for teachers, and so weaken employees' intention to leave. It may be an awakening call to TSC that besides going to the classroom, teachers can also be employed somewhere else because there is an open market ready to accommodate them. This study hopes to add to the literature about teacher attrition in Mombasa County, in

Kenya, which has been largely absent and may be of interest to academicians and scholars. The study findings may stimulate prospective researchers to replicate the study to other employment sectors and in other regions of the country by providing a chance for the assessment of whether attrition theories that explain teacher attrition apply in Kenya. The study may open avenues for more studies in the area and contribute to the literature and knowledge in the field of education, professional advancement and teacher management and attrition.

1.8 Scope of the Study

The study covered all the public secondary schools in Mombasa County. The study involved all principals, teachers, TSC human resource officers and education officers. The study examined whether multiple career paths, vertical and horizontal professional advancement, labour market opportunities and deployment policy influence the attrition of teachers in public secondary schools. Current and past researchers, publications, journals, papers and data were examined in relation to multiple career paths, vertical and horizontal professional advancement and attrition of teachers. The study employed the mixed research methodology. In addition, the researcher used the con-current triangulation design, which was appropriate since the study used both quantitative and qualitative data.

1.9 Limitations of the Study

This research encountered the following challenges:

- i. Data was only collected from teachers in public secondary schools. Given the limitation at hand, the researcher tried as much as possible to ensure a fair representation of the targeted population was given by forming a network with respondents from all corners of the study area.

- ii. The study was done in Mombasa County, which could have specific problems of teacher attrition that might be, for example, not applicable to other areas or Counties. This limited the generalizability of the research.

1.10 Delimitations of the Study

The study was delimited to:

- i. Teachers in public secondary schools who are employed by Teachers Service Commission.
- ii. Non-response bias, which was handled by providing an introductory letter from the University. This is a matter of confirmation that the purpose of the study was purely academic and that none of their responses were exposed to any quarter.
- iii. This study focused on public secondary schools in Mombasa County to analyze the problem of teacher attrition; hence, it did not seek generalizable results.

1.11 Assumptions of the Study

The following assumptions guided the study:

- i. Respondents were going to respond honestly to the questions and were provide accurate information.
- ii. Labour market opportunities outside the teaching profession required similar educational level to influence teacher attrition.

1.12 Operational Definitions of Key Terms

Advancement: Upgrading of teachers or teachers moving to a higher level from the current initial position.

Attrition: Gradual exit of teachers from the teaching profession through retirement, resignation and search for greener pastures among other reasons.

Deployment Policy: Policy that provides a standard procedure for identification, selection, recruitment, appointment and deployment of teachers to the teaching profession.

Horizontal Professional Advancement: The movement of teachers from within the teaching profession either through transfer to another school or promotion or deployment as an institutional administrator.

Job Satisfaction: The measurement of a teacher's total feeling and attitudes towards his or her job or the identifiable characteristics that influence job longevity and performance.

Labour Market Opportunities: Competing occupational opportunities available outside the teaching profession that may require similar levels of education and skills.

Leaver: A teacher who leaves the teaching profession completely for other employment outside the TSC or as a result of retirement or resignation.

Mover: A teacher who moves from one school to another or one county to another through transfer or promotion but still in active service under the TSC.

Multiple Career Paths: The many disciplines or careers available in the labour market which teachers can switch to because they require similar educational qualification to those of teachers.

Professional Advancement: The acquisition of skills and knowledge for career improvement and in order to gain professional development at personal level.

Professional Advancement Dynamics: Factors that influences teachers to leave the teaching profession to other better opportunities outside the teaching profession that may require similar educational levels and skills.

Stayer: A teacher who stays in the same school for many years

Retirees: Teachers who have retired from active service in the teaching profession.

Teacher Attrition: A state where a teacher leaves his/her current teaching position or post to a different school or a teacher leaving the teaching profession completely

Teacher Retention: Refers to the ability of educational institutions to attract and retain experienced teachers.

Teacher Turnover: The rate at which teachers are replaced due to teacher attrition

Vertical Professional Advancement: Attrition of teachers by leaving the profession altogether to other careers or greener pastures hence the teaching profession suffers loss.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the literature review was done under the following sub topics: empirical literature, theoretical literature, theoretical framework, conceptual framework, research gaps and recap of literature reviewed

2.1 Empirical Literature Review

The first sections focused on the professional advancement concept, professional advancement dynamics on teachers' attrition, the attrition concept, multiple career advancement, vertical, horizontal professional advancements, labour market opportunities on teacher attrition and deployment policy on teacher attrition. The last section focused on theoretical framework, concept framework, research gaps and summary.

2.1.1 The Concept of Professional Advancement Dynamics

Professional development within a school system can take various formats, including in-person sessions, school-wide initiatives, or online programs. Regardless of their career stage, it is essential for teachers to engage in ongoing professional development, as it plays a vital role in their growth and effectiveness in the profession. It has been viewed as a means by which teachers are able to "keep up" with new development in the fields (Amanda, 2023). Similarly, Virginia and Chester (2013) further attest that professional development can be in the form of in-service day workshops, conferences, online professional learning and many more.

There is a need for more effective professional development approaches to move away from outdated methods such as "top-down," one-time, passive workshops typically led by external experts.

Virginia and Chester (2013) acknowledge that professional development does not have to occur within the boundaries of a particular school or district. Traditionally, much of professional development for teachers consisted of brief one-time workshops that lacked intensity and were not immediately applicable to classroom practice. Hence, teachers who take advantage of engaging in professional development opportunities go back to colleges and universities to grow professionally and learn. Others are upgraded to higher job groups after completion of their studies. Teachers with higher level of education account for the large number of teachers quitting profession. This presumably reflects on the greater labour market opportunities available to them.

Carver-Thomas and Darling-Hammond (2017) emphasize that effective teacher retention is essential to maintaining a sufficient supply of skilled and dedicated educators across the nation's schools. Ensuring that classrooms are led by experienced teachers with the necessary expertise is key to delivering quality education to all students. Strategic and targeted policy measures can help address the root causes of teacher attrition, contributing to a more stable and capable teaching workforce. However, despite these efforts, many teachers still opt to leave the profession in pursuit of more attractive opportunities, often after advancing their education.

The labour market opportunities outside teaching acknowledges higher academic qualifications is openly absorbing teachers whose qualification matches its market demand. While teacher attrition is a widespread concern, it tends to be more pronounced within specific subject areas. Educators specializing in Science and Mathematics, for example, experience attrition rates that are approximately 70% higher than those in other disciplines (Donch, 2020). This implies that the most skilled and qualified teachers are the one leaving or most likely to leave, because they can secure alternative employment as a result of the labour market opportunities and multiple career paths

open to them. The rising nationwide shortage of teachers has made it increasingly challenging to fill positions with qualified professionals. Addressing teacher attrition whether through reducing exits from schools or the profession entirely can significantly contribute to alleviating these staffing shortages (Carver-Thomas & Darling-Hammond, 2017). A study by Mulei (2012) done in Mbooni East established that teachers who went for education made up a significant percentage of those who exited the teaching profession for other jobs. This situation has not changed to date as many teachers are being fished out or leaving the profession for other more lucrative jobs in the county governments and universities.

Literature reveals that, there are many disciplines teachers can specialize in as they climb the professional ladder in their careers, which largely depends on one's aggressiveness as well as educational qualifications attained. This they do so as not to remain frustrated and self-contained in the classrooms where they have been teaching for decades. According to Mabeya (2019), teachers with advanced qualifications often transitioned to roles within the education sector or other organizations that offered improved conditions and greater flexibility. Similarly, research conducted by Emoja (2014) in Kakamega found that a significant proportion of both male (75%) and female (75.6%) teachers reported low job satisfaction levels, suggesting that gender has little to no impact on overall job satisfaction.

Poor human resource management seriously de-motivates teachers (Mdeme, 2014). Principals as key TSC agents are also tasked with the role of giving support to teachers so as to prevent them from exiting the profession. Some leadership styles of the school principals abet the exit of teachers from the profession. However, quite a number left the teaching profession due to other reasons. Hence, the trends of attrition of teachers in a county are therefore worth monitoring and studying.

2.1.2 The Concept of Teacher Attrition

Teacher attrition is a widespread issue affecting education systems around the world. It poses a major challenge for governments globally, as it leads to inefficient resource utilization. For schools and their students, frequent teacher turnover disrupts continuity and can hinder educational outcomes. Perryman et al. (2020) identify this instability as a significant international concern. Teaching holds unparalleled importance, as it shapes individuals' life opportunities and future trajectories. One of the most pressing consequences of teacher attrition is the need for schools to hire less experienced and often less effective educators to replace those who leave, contributing to a decline in instructional quality (Donch, 2020).

The concept of attrition concerns the permanent or temporary loss of teachers from the teaching profession. In this study, the term teacher attrition has been used to refer to temporary and permanent loss of secondary teachers through other employment opportunities outside teaching, retirement (early voluntary or after achieving the mandatory age of 60), transfers (requested or not), resignation, delocalization and turnover through other means such as promotions and secondment to other institutions. According to Kasau et al (2016), teacher attrition disrupts teaching, posing a challenge to the entire education system. Notably, many teachers are exiting the profession within the early stages of their careers, choosing not to persist through the initial, often challenging, years of teaching

A significant number of novice teachers are exiting the profession at concerning rates, with close to 30% leaving within their first three years in the classroom (Ingersoll & Merrill, 2014). Education is the central component of success in life, both personal and communal. According to Mdeme (2014), education is considered as an important indicator of personal professional knowledge.

At the helm of educational transformation is the role of the teachers. Teacher attrition can negatively affect the educational environment by disrupting school stability, weakening collaboration and collegial relationships among staff, and resulting in the loss of valuable institutional knowledge (Wang, 2019; Donch, 2020). As fundamental contributors to the educational process, teachers play a crucial role in shaping learning outcomes. Their presence and consistency within the education system are vital for enhancing student achievement (Obike et al., 2019). It is, therefore, accurate to assert that educators have the power to shape the future of individuals and society at large (Kiongo, 2013). The quality of teaching and learning outcomes, as well as the broader educational experience, is directly influenced by teachers, particularly through their role in effectively delivering the curriculum (Mdeme, 2014). In this regard, teachers serve as some of the most impactful builders of a nation's future.

Teachers are the agents of change in schools, the society, and nation and in the global village that the world has become. In Africa, it is reported that there is a shortage of 1.36 million teachers (Majak, 2015). In Cameroon, causes of attrition ranged from poor salaries, lack of job satisfaction to poor working environment hence teacher attrition is a problematic issue in Cameroon educational system (Balitilla, 2017). Hence, the study acknowledges that teacher attrition deprives the teaching profession of its most qualified teachers and reduces the quality of teachers since the most competent teachers are most likely to leave.

One significant consequence of teacher attrition is that students are often taught by less experienced and less qualified educators who leave the profession before gaining the expertise needed to be highly effective (Obike et al., 2019). Principals can assist such teachers by offering guidance and counselling in addition to mentorship. According to Mainga (2012), Kenyan teachers, leave teaching citing dissatisfaction with their jobs

due to poor salary and working environment, lack of promotions and the distance from school. Teacher attrition could therefore be permanent or temporary (Hassan, 2013). Lukens, Lyter and Fox (2004) divided teacher attrition into stayers, movers and leavers. Teachers can be categorized based on their career movements: stayers are those who remain in the same school for an extended period, movers are educators who transfer to different schools but continue working within the education system, and leavers are those who exit the teaching profession entirely, often due to retirement or a career change. Teacher attrition specifically refers to the rate at which educators leave the profession to pursue other opportunities. It represents the frequency with which teachers either transition to different roles or exit the workforce altogether (Donch, 2024).

Crandell and Howell (2009) categorize teacher attrition into three forms: transfer attrition—when a teacher moves to another school; exit attrition when a teacher leaves the profession for a different career; and retirement when a teacher exits the workforce entirely. These forms of attrition will be further explored in the context of vertical and horizontal professional advancement later in the study. Current projections estimate that approximately 13% of teachers either leave the profession or switch roles annually, with nearly half of new teachers in urban schools leaving within five years. A significant number of capable teachers exit the profession within their first three years due to low motivation (Mdeme, 2014). Additionally, limited autonomy in decisions related to posting, transfer, and promotion contributes to their lack of motivation.

Sometimes promotion procedures are perceived to be unfair, further reducing the attractiveness of the profession and chances of advancing through the career ladder (Mulkeen, 2010). Likewise, Sutchter et al. (2016) note that teacher surveys consistently highlight the significant influence of working conditions on decisions to transfer schools or exit the profession entirely.

The teacher shortage becomes even more severe when educators leave before reaching retirement age (Mulkeen, 2007, as cited in Orina, 2014). Since the freezing of employment of teachers went into effect, the TSC has only been hiring new teachers to restore those who are living service (Silyvier, 2017). Moreover, Kenya does not have a structured and consistent policy framework for the recruitment, training, and retention of teachers, nor does it effectively utilize the expertise of experienced educators to support school improvement initiatives. Mutune and Orodho (2014) noted that overworking and poor working conditions have demoralized serving teachers and created a lot of despair amongst teachers.

Career development came second followed by working environment and the least practice that affected teachers' turnover was work-life balance. According to Kiongo (2013), the current educational environment lying within our contemporary institutions is full of dynamic complexities, barriers, threats and difficulties that block effective teaching and learning. Due to the meager salaries, most primary and secondary school teachers are a frustrated lot; hence, they have to go for part-time jobs to meet their basic needs (Kiongo & Thinguri, 2014). According to Orina (2014), teaching experience and professional qualifications are factors considered significant when it comes to teachers' intentions to quit the profession.

In the absence of targeted policy measures, it is likely that, despite increased interest from new teacher candidates, few will opt for subject areas with critical shortages or accept positions in high-poverty communities where their services are most urgently required. Mulkeen (2010) affirms that the best-qualified and skilled teachers most valued in the labour market, the un-qualified teachers, those on internships and those posted to least attractive localities are the two groups of teachers most likely to leave the teaching profession.

Teacher turnover significantly influences the demand for new educators and contributes to the ongoing challenges of adequately staffing schools and classrooms with qualified personnel (Hassan, 2013). Data from UNESCO (2010) reveal a concerning decline in the appeal of teaching as a career, particularly among young people, due to the increasing number of educators leaving the profession each year. Kasau (2012) observes that high teacher turnover presents a systemic challenge to the entire education sector. Ultimately, students are the ones most affected by these departures (Karsenti & Collin, 2013). According to Mabeya (2019), teacher attrition has far-reaching implications for schools. While it may have negative effects—such as the loss of institutional knowledge—it can also bring positive change, especially when incoming teachers introduce fresh perspectives and innovative practices.

To address such issues, the Teachers Service Commission introduced the Career Progression Guidelines for Teachers (2017), a framework designed to support teacher recruitment, retention, professional development, training, and promotion. These guidelines aim to establish a clear career path that attracts, motivates, and retains highly competent educators. Still, this has not curtailed the influx of teachers leaving the profession in Kenya. Managing supply and demand of teachers involves attracting and retention of competent teachers (Muler, Alliata, 2009 as cited in Orina, 2014). Minarik et al (2003) as cited in Razik and Swanson (2010), joined others ascribing the high drop rate of teachers to a combination of causes including inadequate preparation, lack of principal support, feelings of isolation, low economic rewards, unsafe work environments, students' discipline and motivational problems.

Since the introduction of parallel learning programmes in the Kenyan public universities, many teachers in primary and secondary schools have advanced their professions by pursuing degrees with some having completed their postgraduate studies.

Initially, those who had acquired university education were redeployed to secondary schools, but this is no longer the case. The TSC has continued to ignore the academic achievement of teachers who have acquired higher qualification by lumping together all teachers whether one has higher qualifications or not into same job groups. Promotions have also been linked to these job groups and not the amount of paper one has. TSC has asserted the non-recognition of higher qualifications attained by teachers while in service, insisting that it will only promote teachers purely based on its Career Performance Guidelines (CPG) (Mwangi, 2024).

The TSC stopped the automatic promotion of teachers in 2014 and introduced the Career Performance Guidelines in 2016. In addition, according to the Economic Survey (2024), the TSC has been disregarding the promotion of teacher with Masters and PhDs, referring it to the Salaries and Remuneration Commission (SRC) instead. According to Kasau (2012), the level of education of a teacher can determine whether a teacher exits or remains in teaching profession. Many teachers are not opposed to the Career Progression Guidelines by TSC, but many qualified teachers dislike the manner in which it was administered by TSC at the expense of their hard-earned academic qualifications (Wachira, 2013). Therefore, those who have advanced their careers leave for greener pastures since most of them feel uncomfortable working in primary or secondary schools.

Lack of provision of commensurate remuneration for similar qualification across the civil service and TSC staff coupled with a feeling that teaching primary school lacks prestige, has led to mass attrition of teachers who attain higher education to other sectors. Nketsia et al. (2022) note that secondary school teachers are more likely to possess advanced academic qualifications compared to their primary school counterparts.

This may indicate that secondary educators have access to a wider range of career opportunities beyond the classroom. Additionally, schools where teachers receive little support from the principal lose proportionately more teachers than schools with supportive administrators. School leadership is another factor that contributes to the high level of teachers' attrition. Good leadership is positively correlated to teachers' retention, while poor leadership results in higher teacher attrition. Few scholars reject school leadership as a significant factor for teacher attrition, while majority argue in favor of the idea (Fessehatsion & Peng, 2021).

Mulei et al. (2016) found that 58% of teachers expressed dissatisfaction with how their principals conducted supervision. Research highlights two key aspects of school leadership that significantly influence teachers' decisions to stay in the profession: the level of administrative support and the leadership style adopted (Learning Policy Institute, 2017). In particular, Katzer (2023) emphasizes that teachers are more likely to continue teaching when they perceive strong support from their school administrators. Mabeya (2019) posited that, schools can only keep teachers in the profession when teachers are contented with issues associated with their employment. This may without doubt lead to quality performance and for that reason teachers will like the profession in the end.

Some of the negative consequences of attrition include thousands of students having their education affected especially in rural schools, students losing the opportunity to be taught by experienced teachers and increase in teacher pupil ration as well as increase in the number of inexperienced teachers such as those who were newly recruited. Furthermore, the education sector faces setbacks such as the departure of highly trained teachers, a decline in school productivity, the potential shutdown of classes or entire schools, and the hiring of inadequately qualified personnel (Hassan, 2013; Mading,

2015). Orina (2014) found out that teachers who have work experience of up to 10 years and those nearing retirement might have high intent of quitting the profession compared to those with a few years of practice. Attrition imposes cost on education systems and this affects the quality of learners and education (Kasau, 2012). The quality of work executed by teachers is mission critical. In order to reduce attrition, we must know why people are leaving the profession, who is leaving the profession, where attrition is the greatest, and what factors are associated with different rates of attrition (Sutcher, 2016). Failure to retain teachers can lead to a range of negative consequences across multiple aspects of the education system. These impacts include worsening teacher shortages, increased expenses for schools in recruiting and training replacements, diminished student performance, reduced opportunities for staff collaboration, weakened professional relationships, instability within schools, and the erosion of valuable institutional knowledge (Carver-Thomas & Darling-Hammond, 2017; Katzer, 2023).

2.1.3 Multiple Career Path and Teacher Attrition

A teacher plays an integral role in modern society hence no school can function without teachers. Teaching is a noble profession, which provides teachers with the opportunity to serve God through education and training of children. Multiple career paths can be defined as the many disciplines that teachers can specialize in and climb the professional ladder in their career, which largely depends on one's aggressiveness as well the educational qualification attained by a teacher since many teachers enter the teaching profession as a stepping-stone to other careers. Therefore, the upward mobility of teachers motivates them professionally because there are rewards that come alongside such advancement. A growing number of teachers are pursuing further education as a means of professional growth and to enhance their competitiveness in the job market.

According to Mulkeen (2010), teacher attrition represents a statistical loss, signifying the departure of experienced and knowledgeable educators from the system. Consequently, teachers with strong academic qualifications often see little reason to remain in the profession when more promising career opportunities are available elsewhere. Grissom (2011), as cited in Mabeya (2019), found that high levels of teacher mobility negatively affect the learning environment by disrupting continuity and consistency in instructional delivery. With the emergence of new employment opportunities and alternative career pathways, more teachers are leaving positions under the Teachers Service Commission (TSC) in search of roles that better align with their career aspirations. Education is a field, it is a profession, and hence a teacher can enter other fields and take a career path with the same qualifications one had acquired as a teacher.

Kizito (2004), as cited in Wamukuru (2011), noted that factors such as the pursuit of higher-paying jobs, opportunities for further education, and teacher mortality had a greater impact on secondary school teacher attrition than causes like retirement, disciplinary actions, or poor working conditions. The teaching profession and schools continue to grapple with attrition driven by a variety of influences. These can be categorized into four main areas: employment conditions, school leadership, the physical and social working environment, and teachers' personal attitudes. Each of these aspects plays a role in shaping teacher morale and contributes to the rising trend of educators leaving the profession for other career paths in Kenya.

Wamukuru (2016) reports that some scholars have recommended breaking the monopoly held by the Teachers Service Commission (TSC) by establishing independent and competent employment boards responsible for teacher recruitment, promotions, and management of employment terms.

Other strategies according to that report was that work load should be reduced, payment done according to one's performance, and having many opportunities that can enable them to pursue further training while teaching which will create their chances of upward mobility. There is no sole, linear pathway or profession trajectory for teachers. Instead, career paths are often cyclic and even recursive (Ingersoll, 2011). Harter et al (2012) further suggested that individuals might leave their current employment based on several factors including both internal and external. For example, some may opt to go due to frustrations from within, attainment of higher academic qualifications, and some may decide to take longer holidays in order to enjoy themselves. According to Waititu (2010), career path development influenced teachers' turnover thus leading them to quit. Orina (2014) defines early retirement as exiting a long-term career before the mandatory retirement age of 60 years. Teacher attrition can be seen as a complex, dual-impact scenario—while it may benefit the institutions where experienced teachers relocate, it simultaneously creates a loss for the schools they leave behind. Amanda (2023) highlights that teacher attrition presents a significant issue in schools, adversely affecting student achievement and imposing financial burdens on school districts. High attrition rates often lower staff morale, foster reluctance among remaining teachers to engage with new colleagues, and lead to indifference toward the struggles of novice teachers (Buchanan et al., 2013).

Orina (2014) explains that attrition can result from both *pull* and *push* factors. Pull factors are external opportunities that attract employees elsewhere, while push factors stem from internal issues that compel staff to leave—issues which can often be addressed by the organization. Consequently, teachers may resign either to leave the workforce entirely or to pursue different roles, depending on these influencing factors. When teaching becomes perceived as unattractive or unsatisfying, educators are more

likely to exit the profession. Replacing them is neither simple nor cost-effective. According to Nketsia et al. (2022), the entire recruitment process—including job advertisements, selection panels, interviews, appointments, and induction programs—requires substantial resources. Each departure represents a financial setback, as new investments are needed to restart the hiring cycle. Young teachers are also on the spot for quitting the teaching profession in search for better paying jobs in public and the private sector. Attrition rates for teachers with higher education qualifications are high presumably due to the great labour market opportunities open to them.

Wamukuru (2011) established that, attrition was found to be high in older and more experienced teachers as they near or reach retirement age and in novice teachers in their early years of employment when they realize that the profession was not offering them what they had expected. That is why; they change careers and go to fields that are more attractive. To some, teaching has been a stepping-stone to other job opportunities. Teachers will remain in the teaching profession when they can access that which appeals to them. According to Kiongo (2013), teaching is a calling and given that the caliber of a teacher is what determines the quality of future generations, then it is prudent that those who aspire to join the profession should be the best intellectually.

Despite the TSC Career Progression Guidelines (2017) that provided for the minimum requirements for selection, appointment, recruitment and promotion of teachers, it is generally unfortunate to find that the worst and the most incapable people of the society find their way into this profession. A study carried out in Nairobi County by Mainga (2012) revealed that dissatisfaction, workload and promotions as reasons for attrition of teachers. In order to reduce job dissatisfaction, the study recommended for posting of teachers near their homes. Teachers should be concerned with developing themselves as persons so that they may learn to use themselves more effectively.

However, according to Kiongo (2013), pursuing further education and/or training by teachers may not necessarily be a motivating factor in retaining them in their profession. Learning instead should be seen as one way of creating self-confidence because it makes teachers know new advances and happenings in their field. In fact, there is much to be gained at individual level. Kiongo (2013) further asserts that the workplace may provide an excellent opportunity for learning and continuous professional development. However, many workplace settings may provide many obstacles to learning and professional advancement.

2.1.4 Vertical Professional Advancement and Teacher Attrition

Teacher attrition is common in developed, developing and under developed countries worldwide (Meyiwa, 2011). Teachers are always leaving the profession for one reason or another especially in the public schools (Egu et al, 2011); however, causes of attrition differ from country to country. Teaching profession today is therefore in a crisis following the demographic exodus of teachers as result of low pay, terrorism (as witnessed in North Eastern, Kenya), stagnation in job groups, low morale and low professional status of the teaching service. Schools and the teaching profession are faced with teacher attrition challenge due to various reasons. Among those reasons is resignation to pursue greener pastures (Meyiwa, 2011).

Crandell and Howell (2009) observe that teachers holding Master's or Doctoral degrees are more likely to either transfer to different schools or exit the profession altogether, in comparison to their less academically qualified counterparts. Kasau (2012) further notes that teacher attrition rates tend to be higher in urban settings. In many African countries, teachers are granted study leave to pursue higher education at universities, but this sometimes leads to permanent departures from the profession. In the context of South Sudan, Majak (2015) highlights that ongoing conflict and security threats significantly

influence teachers' decisions to remain or leave. Additionally, teachers living in remote or rural locations often face increased risks of attrition. The reassignment of older teachers to distant schools with challenging conditions also contributes to higher turnover rates. Majak (2015) points out that teachers working in rural areas often struggle to secure suitable housing and reliable transportation to their schools. Mutemi (2014), as cited in Gatemi and Thinguri (2018), supports this observation by noting that many teachers prefer to work in or near towns and economically developed regions, where access to better social amenities is more readily available.

These then necessitates many applications of transfers and sometimes these is done in the middle of the term. According to Hassan (2013), teacher retirement is on the increase but its effects on attrition cannot surpass those of job dissatisfaction and the search for greener pastures that swallows a huge portion of those teachers who are leaving the profession. High exit attrition is likely to disproportionately affect some disciplines (Mathematics and Science) as well as schools with undesirable demographic characteristics (for example rural schools with low student population). Mathematics and Science oriented teachers tend to seek greener pastures compared to those teaching arts subjects (Crandell & Howell, 2009).

Wamukuru (2011) highlights that teacher turnover is particularly high in Mathematics and Science, as educators in these subjects often leave for better-paying opportunities. These disciplines are especially critical in the current landscape, which emphasizes Competency-Based Education (CBE) and the growing importance of STEM (Science, Technology, Engineering, and Mathematics) education. Although teacher attrition is a widespread concern, it is notably more severe in certain subject areas. According to Donch (2024), attrition rates among Science and Mathematics teachers are approximately 70% higher than those in other fields.

Donch also notes that low levels of job satisfaction significantly increase the likelihood of teachers leaving the profession. Numerous factors within educational institutions can contribute to this dissatisfaction. These influences can be categorized into four main areas: employment conditions, leadership and management within the school, the physical and social working environment, and the personal attitudes or perceptions held by the teachers themselves. All these factors affect teachers' morale and explain the high attrition from the teaching profession to other professions in Kenya. Learning institutions cannot exist without adequate teachers. As such, a teacher should never stop learning. He should always remain updated and relevant throughout the year for the smooth learning and for future professional career advancement.

Hassan (2013) categorized personal factors for teachers who are leaving the profession into physical, social and psychological. Under physical factors are the poor working conditions, low salary among others. Social factors involve issues like low status of the teaching profession, gender (sexualism) and distance from families to mention but a few. Psychological factors included issues like heavy workloads and stress. In addition to personal factors, professional factors such as qualification, experience, mentoring and administrative support can also play leading roles in teacher attrition (Hassan, 2013). Teacher attrition is bad only if the qualified, effective and quality teachers are the one leaving.

However, if those exiting the profession are largely untrained and underqualified teachers—who often lack the necessary competence—then attrition may not necessarily be detrimental. As Kavenuke (2013) notes, unqualified, ineffective, and poorly performing teachers can hinder student achievement and overall academic performance. Socio-economic conditions also play a significant role in driving teacher attrition. The teaching profession continues to experience high turnover, with substantial numbers

leaving annually, many well before reaching retirement age. Sutchet et al. (2016) argue that addressing attrition would have a greater impact on reducing teacher shortages than any other single intervention. Kiongo (2013) adds that while the workplace has the potential to foster ongoing learning and professional growth, it can also present numerous barriers to development in many educational settings. As a result, instead of individuals becoming more knowledgeable, skilled and confident overtime, they end up being more disillusioned, stale and more disaffected by forms of work that are unstimulating, unchallenging and unrewarding.

Teachers are forced to leave their careers because in some instances they are pushed hard unto the walls. Such factors as poor working environment, policies on indiscipline, and policies of teacher transfer, teacher management (delocalization) and supervision among others to mention a few. In addition, poor teacher management has widely been cited as another main reason of high teacher turn over (Kasau, 2012). Professional development is a lifelong process; any teacher at any stage of development has room for improvement. Amanda (2023) emphasizes that professional development should be an ongoing process throughout the academic year, as the education landscape is constantly evolving with new instructional methods emerging.

Regular training not only enhances teachers' understanding of effective content delivery but also boosts their confidence in the classroom—an important factor in promoting teacher retention. Mulkeen (2010) confirms that, many primary school teachers have advanced the academic qualification by enrolling in parallel degree programmes in universities where they end up graduating with first degrees, which pit them in better positions to teach in secondary schools. Hence, the study acknowledges that teacher attrition deprives the teaching profession of its most qualified teachers and reduces the

quality of teachers in our schools since the most competent teachers are most likely to leave.

2.1.5 Horizontal Professional Advancement and Teacher Attrition

Teachers have come under close scrutiny over the past several years. Issues have been raised on the quality of the teaching force as well as the patterns and magnitude of teacher attritions. Although teachers play a vital role in the society, attrition can cause massive damages to schools and to the whole education system of a country if it was not checked properly. According to Wamukuru (2016) as cited from World Bank (2005), qualified teachers in both the developed and developing world are rapidly becoming the hardest fragment of the teaching profession to attract, retain and the most expensive to educate. It is therefore important to examine why teacher attrition occurs (Kirby & Grissmer, 1993).

If one attempts to find out how teachers entered the profession, he/she would find out that some had a natural inclination into it as an art, while some had nothing else to do, while others were forced or contracted to do it as a last resort. The potential for teachers to exit the profession poses an additional threat to the stability of the education system. This observation highlights the urgent need to reconsider and implement strong policies aimed at retaining qualified early-career teachers for a minimum of ten years (Nketsia et al., 2022).

In Sub-Saharan Africa, the shortage of teachers is felt to a great extent by the poorest and marginalized in the society mostly in the remote rural schools because of the deployment patterns and inter-school transfers. Most of the rural schools that serve the poorest children greatly suffer teacher shortages due to longer delays in replacing teachers who have left.

For instance, Ethiopia—like many other developing nations in Sub-Saharan Africa—lacks a formal policy focused on teacher retention. It appears that policymakers have not critically addressed the issue of teacher mobility, whether through transfers between schools or complete exits from the profession. Consequently, there seems to be no structured strategy in place to retain qualified educators within the teaching workforce. In addition, a bigger proportion of teachers who are unqualified and inexperienced are found in these schools (Mulkeen, 2010). According to Luekens et al (2004), stayers and movers can be put under the horizontal professional advancement since they do not exit completely from the service; hence, no loss is experienced due to their attrition.

According to Crandell and Howell (2009), higher transfer attrition may disrupt cohesion in a school and negatively impact on student outcomes even if it does not contribute to an aggregate shortage of teachers. Old teachers retire or seek early retirement voluntarily leading to the exit and loss of experienced teachers. Mulkeen (2010) cites the greying workforce and the possible retirement age as one of the main aspects of teacher attrition. Whether the participants taught in rural or urban schools, having their families with them could inform their decision to remain in the profession (Nketsia et al, 2022). Carver-Thomas and Darling-Hammond (2017) report that the second-largest category of teachers leaving the profession consists of those who depart due to family or personal circumstances. These include relocating for a job closer to home, health-related concerns, or responsibilities such as caring for family members.

Notably, 52% of teachers who transferred to other schools identified personal and family-related factors as significant reasons for their decision to leave. Teachers' interaction with the school community has a direct bearing on their thinking and general behavior as a whole. Should there be a warm coexistence among all the educational stakeholders and more so the community living around it, high productivity in terms of

achievement of good results by the students can easily be realized. It is important for teachers to feel culturally and socially aligned with their school environments—including aspects such as ethnicity, traditions, customs, and language. A lack of cultural compatibility may lead to decreased job satisfaction, prompting some teachers to pursue opportunities elsewhere (Knauer, 2014). Marriage, housework, childcare and pregnancies have also been linked to attrition of female teachers. Teachers in rural schools have difficulties in accessing opportunities for professional development and this lowers their moral, job satisfaction and chances of achieving higher qualifications. Hardship and remote areas continue to suffer teacher shortages (Wamukuru, 2016). Sometimes teachers suffer because of the influence of politics in their postings.

In addition, unfair promotions procedures further reduce the attractiveness of the profession and chances of advancing through the career ladder (Mulkeen, 2010). The teaching profession experiences a continuous cycle of attrition and retention, highlighting the need for governments to develop effective strategies to keep skilled educators in the system. Teacher attrition presents a major challenge for schools today, as the declining presence of experienced teachers may significantly compromise the overall quality of education in the country (Donch, 2024).

2.1.6 Professional Advancement/Labour Market Opportunities and Teacher Attrition

Teachers are the centre of curriculum implementation. According to Nordstrum (2015), teachers after all are the individuals a society charges with simultaneously caring for its children and advancing their skills for learning and living. In many instances, most teachers get disturbed by the way, teaching as a profession is negatively stereotyped; a job meant for those who have failed to secure other well-paying jobs. Saleem and Gul (2013) cited in Mabeya (2019) affirmed that, a critical phenomenon is experienced

worldwide when the most qualified and knowledgeable instructors leave the teaching occupation in large numbers. Empirical research conducted in the United States has revealed that teachers most likely to leave the profession include those with less than five years of experience, educators in small rural schools, and secondary school teachers (Locklear, 2010). Guarino et al. (2006) noted that the teaching profession is increasingly influenced by broader labor market trends, where other careers demanding similar educational qualifications and skill sets offer competitive alternatives. In a study conducted in Belgium, Struyven and Vanthournout (2014) found that the main reason newly qualified teachers left the profession was a perceived lack of future career prospects. However, unlike the present research, their study did not explore the role of professional advancement dynamics in teacher attrition—thereby presenting a gap that this current study seeks to address.

Teachers feel that their work and academic qualifications are undervalued. In most countries, the salaries of teachers are low; hence, some countries have continued to experience a high teacher attrition rate especially among the new teachers. In Tanzania for example, data revealed that in 2008, secondary school teachers with degrees voluntarily resigned at four times the rate of secondary school teachers with diploma. According to UNESCO (2010), voluntary attrition of teachers to take up other occupations may be greater in the teachers with alternative labour market opportunities like higher level of education. This presumably reflects on the greater labour market opportunities available to them.

According to Wamukuru (2016), the labour market for secondary school teachers is facing many challenges originating from the rising teacher wage bill, teacher shortages that arise alongside teacher surpluses, insufficient teacher supply and ineffective teacher utilization.

According to UNESCO (2010), there is proof that the relationship between teacher remuneration and the alternatives available in the labour markets has an important influence on attrition. Teachers will always seek new ways of supplementing their income when salaries are low. The remuneration of teachers is the key cost driver in education (Taylor & Celia, 2011). Alternative employment opportunities brought about by labour market opportunities and pay progression is one of the main causes of attrition of teachers (UNESCO, 2010). Employability according to researchers is a critical condition for career success (Hedge & Rineer, 2017). Many teachers who have acquired higher academic qualification have increased their employability in the labour market.

Kasau et al. (2016) observe that teachers with advanced academic qualifications tend to have higher attrition rates, largely due to the broader range of opportunities available to them in the labor market. Gatemi and Thinguri (2018) add that a significant concern is the tendency of these well-trained educators to either leave the teaching profession entirely or transition to positions in higher education institutions where conditions may be more favorable. Waititu (2010) further assert that, based on the labour market opportunities; teachers are able to decide whether to leave teaching or stay in the profession. Teachers on permanent employment enjoy high levels of job security and longer holidays; their compensation package is broadly competitive in addition to other benefits such as a generous pension scheme.

But why is this not enough to curtail attrition? The situation has changed a lot since independence. The number of schools has increased drastically, and so has the number of qualified teachers. Despite improved terms of service, the teaching profession has been faced with a high number of teachers leaving it for other jobs. This exodus has been adequately linked to professional advancement, which has been undertaken, by most of the teachers and the labour market demand for persons with similar education

qualifications, which absorbs teachers. Teacher attrition could be permanent or temporary. Permanent, is when a teacher departs from the profession completely and temporary when a teacher leaves temporarily say to have children or go on study leave. In Kenya, the government established a mandatory retirement age of 60 in January 1st 2015 which requires teachers to retire by their 60th birthday, even if that day falls in the middle of the term (Karsenti & Collin, 2013). According to Kiongo (2013), large numbers of teachers are frustrated. The status of teachers is much lower than that of doctors, engineers, lawyers and civil servants, even lower than that of semi-illiterate and illiterate traders in the village.

The attitudes towards teaching as a profession influences attrition the negative beliefs and stereotypes attached to teaching as a profession (Majak, 2015). Most teachers who want to change their job find it difficult and frustrating because they are considered unsuitable because of remaining long in his/ her post as a teacher. Some professions are not ready to accommodate a person whose only experience is being a classroom teacher for the last two decades. Teachers will stay in the profession if they teach in safe, equipped and friendly working environment, salaries are equal to other professions, if they receive appreciation and reverence from the society, students and stakeholders and if professional development opportunities and mentoring programmes are provided for newly recruited teacher (Hassan, 2013). Retention of teachers has become a topic of concern in the teaching fraternity, due to the number of quality teachers leaving their school or the profession every year.

2.1.7 Professional Advancement on Deployment Policy and Teacher Attrition

There is increasing global concern over the growing shortage of qualified educators across various countries. Alarming, the rate at which teachers are leaving the profession surpasses that of most other careers (Mabeya, 2019).

Ingersoll (2011) identifies teacher attrition as a widespread global issue. According to Zhang and Zeller (2016), few challenges in education are as critical as the ongoing and escalating teacher shortage. In response, nations facing these shortages have implemented a range of policy measures aimed at addressing both recruitment and retention, as well as the underlying causes (Beng et al., 2020). The impacts of teacher attrition span multiple areas—including financial burdens, academic disruption, personnel instability, and professional challenges (Cowan, 2010).

When a teacher leaves, the Teachers Service Commission (TSC) must initiate a replacement process involving vacancy announcements, candidate shortlisting, and interviews to identify suitable replacements. In some instances, teacher attrition stems from dissatisfaction with deployment, inadequate management, or inconsistent salary payments (UNESCO, 2010). To combat these challenges, various policy options are available, ranging from enhancing the appeal of the teaching profession to adjusting entry requirements. However, long-term solutions that prioritize both recruitment and retention are essential for addressing the shortage while maintaining a high-quality teaching force and supporting student success (Dutcher, 2016).

Policymakers and education researchers increasingly recognize that teachers play a pivotal role in fostering academic achievement (Grant et al., 2020). Guarino et al. (2006) explain that recruitment and retention policies are integral components of the broader labor market for educators. These policies, in combination with prevailing labor market dynamics, significantly influence whether individuals choose to enter or remain in the teaching profession. Sutchter et al. (2019) emphasize that while addressing teacher shortages often leads to a focus on recruitment strategies, it is equally vital to consider policies that reduce attrition. In Kenya, teacher deployment is typically guided by a planned approach, where assignments are made based on identified institutional needs.

Sutcher et al. (2019) further explain that labor market demand in education can be viewed in two ways: the total number of teachers required overall, and the yearly demand to fill existing vacancies. There is growing concern over the uneven distribution of teachers, with urban schools often having an oversupply of qualified staff, while rural schools remain underserved in both teacher numbers and qualifications. Rural and remote institutions frequently face prolonged vacancies and must rely heavily on unqualified personnel (UNESCO, 2010).

According to Wamukuru (2016), the shift from a supply-driven to a demand-driven recruitment model for secondary school teachers in Kenya has not successfully addressed the issue of teacher shortages in these institutions. Teacher shortages often lead to uneven deployment, as many educators are reluctant to accept postings in rural areas. Those assigned to these less-preferred schools frequently manage to secure transfers, while vacancies in urban schools are promptly filled. In contrast, remote schools struggle to fill positions or resort to employing unqualified personnel. These persistent shortages undermine the quality of teaching and learning. As Wamukuru (2016) points out, understanding the underlying causes of teacher shortages is critical for effective planning and policymaking in education.

From a policy standpoint, teacher attrition can be categorized into four main causes. The first is retirement, typically influenced by age and existing retirement regulations. The second includes personal and family-related factors, such as marriage, health concerns, and caregiving responsibilities. Third, labor market dynamics and pay progression open up alternative employment opportunities that draw teachers away from the profession. Lastly, dissatisfaction with teaching—driven by poor working conditions, lack of job satisfaction, and an unsupportive school environment—contributes to attrition. Policymakers and educational leaders must take these concerns seriously, particularly

given that many teachers signal their intent to leave before officially exiting the profession. Katzer (2023) notes that attrition accounts for nearly 90% of the demand for new teachers, underscoring the urgent need for policies that prioritize teacher retention. The impact of attrition is far-reaching, placing strain on students and school leadership alike. As Shuls et al. (2020) argue, it is essential for administrators to adopt strategies that help retain educators. According to Hassan (2013), teacher attrition leads to staffing shortages and increases the reliance on inexperienced educators in secondary schools. Additionally, some teachers leave temporarily to pursue higher education, raise families, or take up other roles within the Ministry of Education. Not all departures are driven by the search for better opportunities—family obligations also play a role, highlighting the importance of family-friendly employment policies.

To be effective, policies aimed at improving teacher retention must focus not only on recruiting capable individuals but also on supporting their professional development and incentivizing high performance throughout their careers. Table 2.1 presents a summary of various policy initiatives targeting teachers, schools, and the overall education system.

Table 1: Policy Implications

| Policy objective | Directed towards the teaching profession | Targeted to particular types of teachers and schools |
|--------------------------------------|--|--|
| Making teaching an attractive career | <ul style="list-style-type: none"> • improving image and status of teaching • improve teacher's salaries • improve employment conditions | <ul style="list-style-type: none"> • flexible reward mechanisms • improving entrance conditions for new teacher • expand pool(supply) of potential teachers |
| Developing teachers' knowledge | <ul style="list-style-type: none"> • make teacher education more flexible • integrating professional development throughout the career-developing teacher profile | <ul style="list-style-type: none"> • improve selection into teacher education • strengthening induction programmes • inducting new teachers |
| Developing and implementing policy | <ul style="list-style-type: none"> • engage teachers in policy development and implementation • improve knowledge base to support teacher policy • delocalization of teachers | <ul style="list-style-type: none"> • secondary and primary level teachers |

Source: Adapted from OECD (2005)

Possible solutions to address these policy issues resulted in bonding of teachers. TSC ensured that teachers who are posted in schools (rural) remain in those schools until the five years period are over before being transferred. In planning for teacher supply, the TSC needs to forecast the number of trained teachers required. Secondly, attrition should be monitored on an annual/termly basis for each level and subject specialization. The entry to teacher training should be adjusted in response to analysis of requirements and attrition.

In addition, a system of local recruitment will be a big step to tame the problem. Local teachers should be trained, recruited and deployed in these remote or rural areas. Some of the greatest variations in teacher shortage are not between counties, but between schools, both within and across the counties (Sutcher et al, 2019).

Concerns have been raised about the unequal distribution of teachers in schools with some schools especially in the urban areas having a large over-supply of qualified teachers while schools in rural areas remain disadvantaged especially in numbers and quality of teachers in them. According to Mulkeen (2010), effective deployment policy may involve recruitment of unqualified teachers and providing in-service training to local people willing to work in remote schools. This will lead to increased teacher satisfaction and retention. Similarly, female already married and living in the remote areas can be provided with access to quality in-service training on teaching jobs (though it can present some quality risks due to low entry grades). Lastly, entry requirements should be adjusted until sufficient numbers of teachers have been recruited.

2.2 Theoretical Literature Review

Theories reviewed to guide this study include the Human Capital Theory, Burnout Theory and Appeal Theory.

2.2.1 Human Capital Theory

Becker's Human Capital Theory (1993) offers a valuable framework for understanding why educators may choose to leave a particular school or the teaching profession as a whole. The theory posits that individuals evaluate the benefits and drawbacks of remaining in their current occupation—in this case, teaching—before making a decision to exit. In the education context, this perspective suggests that teachers consider more than just salary when contemplating departure; non-monetary elements linked to the profession also influence this decision-making process.

To understand teacher attrition through the lens of Human Capital Theory, it is essential to distinguish between two key components: general (or transferable) human capital and specific (or occupation-bound) human capital. General human capital refers to the broad range of skills and experiences that teachers acquire, which enable them to transition

relatively easily into other professions. This adaptability stems from their diverse academic and professional backgrounds (Kirby & Grissmer, 1993). In contrast, specific human capital represents the specialized knowledge and skills unique to teaching. These are often deeply embedded within the education system and may not be easily transferable to other fields. Teachers with predominantly specific human capital are less likely to leave the profession, as their expertise is tailored to teaching and may not be as valued elsewhere (Kirby & Grissmer, 1993). Consequently, individuals with limited qualifications, narrow skill sets, or minimal experience may remain in the profession, not necessarily by choice, but due to limited external employment prospects.

Viewing teacher attrition through this theoretical lens allows for a nuanced analysis of why educators may reconsider their initial career choice. Both financial and non-financial factors, along with personal and contextual circumstances, contribute to this reevaluation (Kavenuke, 2013). Monetary incentives include salary levels, opportunities for career progression, and benefits such as insurance coverage. Non-monetary elements, meanwhile, encompass the working environment, access to teaching resources, parental involvement, and opportunities for shared decision-making within schools (Kirby & Grissmer, 1993). Each of these variables can significantly influence a teacher's level of job satisfaction and, by extension, their decision to stay or leave.

In this regard, Human Capital Theory serves as a useful tool for understanding how opportunities for professional advancement may contribute to teacher attrition. Initiatives such as in-service training and ongoing development programs help educators acquire more general human capital, making them more versatile and attractive to other sectors. These experiences enable teachers to broaden their knowledge base and professional competencies, thus increasing their potential for mobility. The theory is particularly relevant to this study, as it encapsulates many of the core issues being

examined—namely, the ways in which both career growth opportunities and job-related factors influence teachers’ decisions to remain in or exit the profession.

2.2.2 Burnout Theory

Maslach and Leiter (1997) describe burnout as a persistent reaction to prolonged interpersonal stressors within the workplace. This condition is particularly evident in the education sector, where teachers often face chronic job demands, limited control over their responsibilities, and minimal recognition for their efforts (Maslach & Leiter, 2007). Compared to many other professions, burnout is notably prevalent in teaching, largely due to the emotional and intellectual labor the role demands. Teachers may begin to feel undervalued and unrewarded—whether in the form of support from colleagues, appreciation from administrators, or acknowledgment from students.

This lack of both intrinsic and extrinsic rewards can trigger emotional and professional fatigue. Although burnout is not unique to education, its consequences in this field are especially severe, often resulting in increased attrition (Jacobson, 2016). The growing concerns over teacher burnout, along with teacher retention and turnover, have become critical priorities for education leaders due to their significant impact on learners, schools, and communities (Dunn & Downey, 2018). Teaching, by nature, is a profession deeply rooted in human interaction, yet it carries a heightened risk for job-related burnout.

A variety of factors—including high workloads, student behavioral challenges, insufficient workplace conditions, strained collegial relationships, role ambiguity, limited decision-making autonomy, and inadequate professional growth opportunities—can all contribute to rising stress levels and eventual burnout (Harmsen et al., 2018). Knauer (2014) notes that rapid changes in the education system have intensified the responsibilities placed on teachers, thereby complicating their roles and increasing

pressure. This mounting stress has led to widespread dissatisfaction, prompting some educators to consider early retirement, particularly due to work-related exhaustion and burnout (OECD, 2005). The Burnout Theory, developed by Maslach and Leiter (2000), identifies three primary dimensions of burnout: emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment. Emotional exhaustion refers to the overwhelming feelings of fatigue and frustration that interfere with a teacher's ability to function effectively and find joy in their work. Prolonged exposure to stress often results in both physical and mental exhaustion, leaving educators depleted (Katzner, 2023).

Teachers frequently navigate a range of daily pressures—from difficult student behavior and heavy workloads to strained relationships and unclear job expectations—all of which contribute to mounting stress and eventual burnout (Harmsen et al., 2018). Depersonalization, another dimension of burnout, involves a teacher developing a detached or indifferent attitude toward students and colleagues. This emotional distancing can weaken professional relationships and lower the quality of instruction, ultimately affecting the teacher's sense of achievement and purpose (Maslach & Leiter, 1997). The third dimension—reduced personal accomplishment—relates to a teacher's perception of their own effectiveness and value within the profession.

When teachers feel unproductive or lacking in impact, it can erode their confidence and sense of professional identity. Egu et al. (2011) argue that burnout, particularly among administrators facing excessive pressure, can be a major driver of attrition. Doss (2016) supports this claim, stating that while burnout is not exclusive to teaching, it is far more prevalent among educators than in other occupational groups. The expanding responsibilities of teachers and the evolving societal expectations placed on schools have only intensified the burden on educators, making the profession increasingly

complex and taxing. Recent studies have underscored the importance of supportive work environments in influencing whether teachers remain in or leave the profession (Harmsen et al., 2018). Burnout tends to develop when educators experience excessive demands, limited autonomy, and a lack of appreciation for their contributions (Maslach & Leiter, 1997). A common manifestation of overload in education is the pressure to meet numerous instructional standards within limited timeframes and resources, both inside and outside the classroom. Teachers often find themselves struggling to balance these demands, which can lead to feelings of isolation and discouragement.

When teachers experience such prolonged emotional and professional strain, they may begin to seek opportunities elsewhere—either within the education sector or in entirely new career paths. According to Vesely et al. (2013, as cited in Katzer, 2023), burnout often results in teachers feeling undervalued and disengaged, increasing their likelihood of leaving the profession. As such, Burnout Theory offers a meaningful lens through which to examine the relationship between professional development and teacher attrition. This theory is particularly relevant to this research, as it addresses several of the core challenges this study aims to explore.

2.2.3 Appeal Theory

Lortie's Appeal Theory (1975) highlights the notion that certain intrinsic and extrinsic aspects of the teaching profession naturally draw individuals into the field. These appeals may include a sense of purpose, the opportunity to make a meaningful difference, job security, or the alignment between personal values and professional responsibilities. Research suggests that factors such as job satisfaction, effective teacher recruitment strategies, mentorship programs, and various individual job-related elements strongly influence whether teachers, particularly those in high-poverty schools, decide to stay or leave their roles (Knauer, 2014).

However, Beng et al. (2020) note that although many countries have implemented a range of strategies and policy reforms to attract and retain educators, the effectiveness of these initiatives often remains uncertain due to a lack of empirical support. When these appealing aspects are absent or eroded, the likelihood of teachers leaving the profession increases. This supports the central premise of Appeal Theory that retention is closely tied to how attractive and fulfilling the teaching profession appears to current educators. The decision to incorporate Lortie's theory into this study stems from its relevance to the issue of teacher attrition.

It suggests that when the teaching profession becomes unappealing due to factors like poor working conditions, lack of professional growth, or inadequate compensation teachers are more inclined to exit. Conversely, when educators are exposed to positive reinforcements and professional satisfaction, they are more likely to remain in the classroom. Appeal Theory underscores the complex interplay between attraction to the profession and the reasons for attrition, reinforcing that both entry into and exit from teaching are influenced by a combination of personal motivations and systemic conditions.

2.3 Theoretical Framework

Becker's Human Capital Theory (1993) explores how individuals view education, training, and career mobility as forms of investment, with the expectation of receiving returns in the form of income, career growth, or improved work conditions. This theory helps to explain why some teachers choose to leave a school or the teaching profession altogether. It classifies human capital into two categories: general and specific. Teachers possessing general human capital have broad knowledge and diverse experiences that enable them to transition easily into alternative careers. In contrast, those with specific human capital—whose expertise is narrowly tailored to the teaching field—often find it

difficult to switch professions. Teachers with limited qualifications, minimal skills, and restricted experience may remain in teaching due to a lack of viable alternatives. In the educational context, Human Capital Theory posits that a teacher's decision to stay or leave is influenced not only by financial incentives, such as salary and benefits, but also by non-financial aspects like working conditions, job satisfaction, stress levels, and administrative support. This perspective makes the theory particularly relevant to the current study, as it aligns with the primary concerns being investigated—namely, the professional and systemic factors contributing to teacher attrition.

Maslach and Leiter's Burnout Theory (1997) contributes additional insight by focusing on the emotional toll that workplace conditions can take on educators. According to this theory, burnout is typically the result of chronic stress caused by excessive workloads, lack of autonomy, and inadequate recognition or reward. Within the education sector, these stressors are especially prevalent. Teachers may begin to feel undervalued when they do not receive acknowledgment from colleagues, school leadership, students, or even themselves. The absence of both internal and external validation often leads to emotional exhaustion, reduced motivation, and ultimately, a desire to leave the profession.

Lortie's Appeal Theory (1975) further adds to this understanding by proposing that individuals are drawn to teaching by certain attractive elements such as a sense of purpose, societal value, or job satisfaction. However, when these appealing aspects diminish, teachers may decide to exit the profession. The theory suggests that the retention of educators depends significantly on how appealing the job remains over time. When schools and education systems are able to maintain or enhance these motivating factors, teachers are more likely to stay.

Therefore, this theory complements the argument that both entry into and departure from teaching are shaped by a complex mix of personal desires and structural conditions.

2.4 The Conceptual Framework

The conceptual framework guiding this study illustrates how various professional advancement dynamics influence teacher attrition. When teachers are presented with opportunities for career growth—such as in-service training, promotions, or specialized certifications—they are more likely to enhance their skill sets, increase their earning potential, and experience greater job satisfaction. This progression contributes significantly to their willingness to remain within the teaching profession. Key elements such as working conditions, salary levels, and overall job satisfaction serve as critical determinants in this process.

Beng et al. (2020) observe that many countries have struggled for decades with the challenge of attracting and retaining qualified educators, highlighting the urgency of effective policy responses. Recruitment trends for initial teacher training programs are frequently linked to broader labor market conditions and how teaching compares to other professions in terms of attractiveness. These shortages tend to be more pronounced in high-demand subject areas like Mathematics and Physics, where graduates often pursue alternative careers due to more lucrative opportunities. The effectiveness of recruitment and retention strategies directly influences the Teachers Service Commission's (TSC) ability to address staffing shortages.

Therefore, fluctuations in the labor market, combined with employment and deployment policies, significantly affect whether teachers choose to stay in or exit the profession. This relationship is visually represented in Figure 1, which illustrates the interaction between professional development opportunities and teacher attrition.

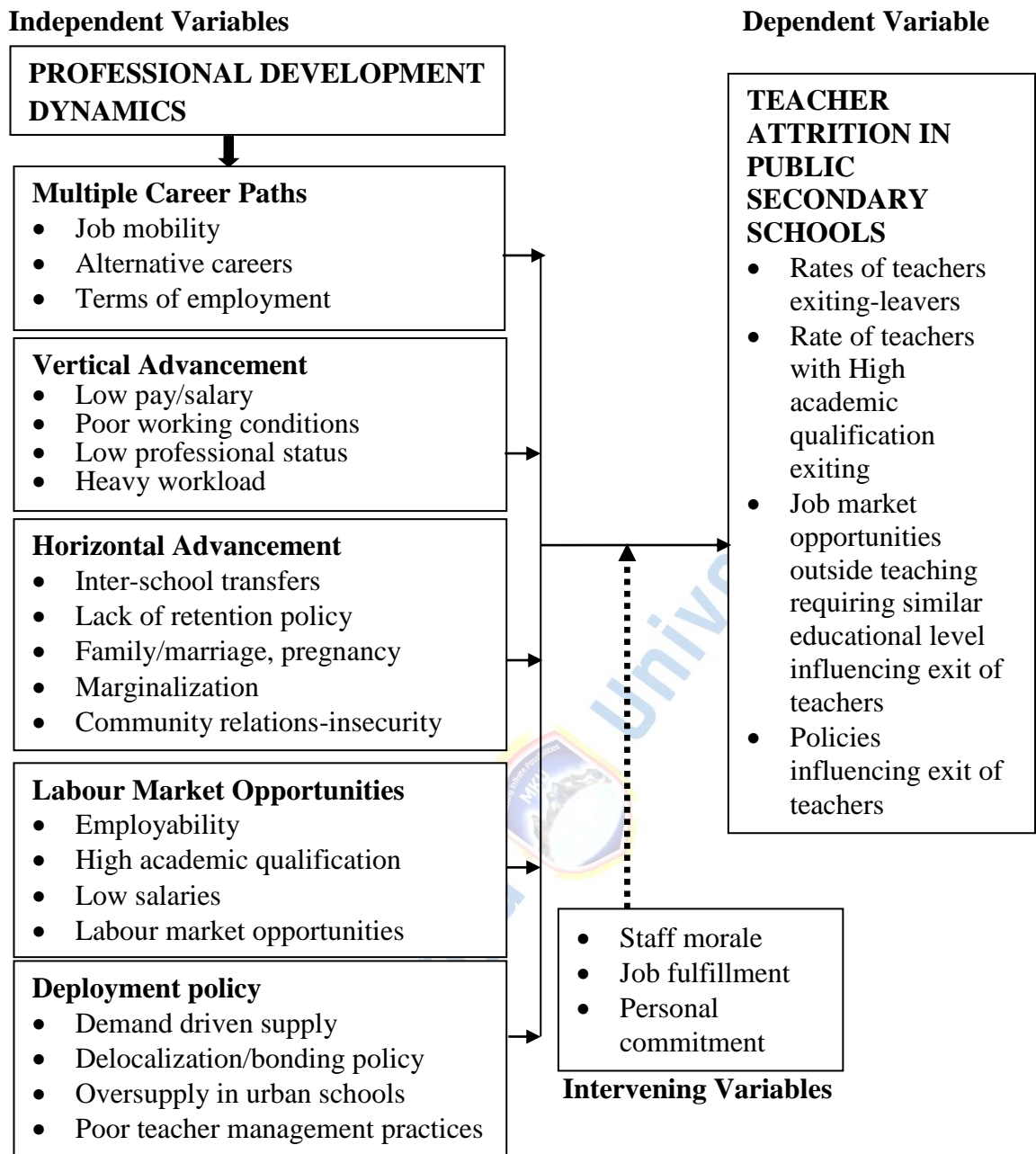


Figure 1: The Conceptual Framework
Source: Researcher (2024)

2.5 Research Gaps

Teachers are increasingly breaking way from the traditional career path characterized by full-time permanent employment by the TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths. Literature reveals that, there are many disciplines teachers can specialize in as they climb the professional ladder in their careers, which largely depends on one's aggressiveness as well as educational qualifications attained. Burn out occur when teachers no longer feel rewarded. Because of the many obstacles to learning and professional advancement in the teaching profession and the fact that many other professions can easily absorb teachers, many teachers therefore opt to pursue other careers outside the teaching profession.

No study has been done in Mombasa County to examine the influence of multiple career paths on teacher attrition in public secondary schools. This study strives to fill that knowledge gap. Literature further points out that, the teaching profession is today in a crisis following the demographic exodus of teachers. Schools and the teaching profession are being faced with teacher attrition challenges due to various factors. These factors are divided into four broad groups namely: terms of employment, school administration, the physical environment and social environment, and the attitudes of employees themselves. All these factors affect teachers' morale and explain the high attrition from the teaching profession to other professions in Kenya.

In addition, poor teacher management has widely been cited as another main reason of high teacher turn over (Kasau, 2012). The Human Capital Theory by Becker (1993) helps us to understand why a teacher decides to leave a school or the teaching profession. In addition, the Burnout Theory provides an analysis through which professional advancement as a predictor of teacher attrition can be viewed.

Issues have been raised on the quality of the teaching force as well as the patterns and magnitude of teacher attritions. This study will strive to establish the influence of vertical professional development on teacher attrition in public secondary schools in Mombasa County. Literature reveals that, most of the rural schools serving the poorest children are the ones that suffer greater teacher shortages when teacher leave and also have a greater proportion of unqualified and inexperienced teachers (Mulkeen, 2010). Promotion procedures are perceived to be unfair, further reducing the attractiveness of the profession and chances of advancing through the career ladder (Mulkeen, 2010). There is little evidence of research done on to establish the influence of horizontal professional development on teacher attrition in public secondary schools in Mombasa County. This study will address such a need.

Literature shows that attrition of teachers to other professions affects the education sector negatively (Balitilla, 2017). Teachers with higher level of education account for the large number of teachers quitting profession. This presumably reflects on the greater labour market opportunities available to them. The Human Capital Theory suggests that teachers not only consider salary when deciding to quit the teaching profession, but also do consider a variety of non-monetary variables, which are associated with the teaching profession. According to UNESCO (2010), the relationship between teacher remuneration and the alternatives available in the labour markets has an important influence on attrition.

Alternative employment opportunities brought about by labour market opportunities and pay progression is one of the main causes of attrition of teachers. High attrition rates are observed for teachers with high academic qualifications due to the larger labour market opportunities available for them because education cut across nearly all disciplines and it is easy to switch from teaching to other available jobs.

It is possible that providing certain strategic opportunities for teachers may lead to professional advancement and further attrition, but there has been limited research on this issue. This study intends to analyze the influence of professional advancement labour market opportunities on teacher attrition in public secondary schools in Mombasa County to fill the knowledge gap. Concerns have also been raised about the unequal distribution of teachers in schools with some schools especially in the urban areas having a large over-supply of qualified teachers while schools in rural areas remain disadvantaged especially in numbers and quality of teachers in them.

Wamukuru (2016) points out that the revised teacher recruitment policy does not specifically address the recruitment and retention of educators in remote or hardship areas. While the policy mandates that newly hired teachers must serve a minimum of five years at their initial posting before requesting a transfer, this measure has not effectively curbed early transfers. Many educators who accept positions in these underserved regions often seek to relocate shortly after appointment. This pattern contributes to persistent staffing gaps in rural schools.

Lortie's Appeal Theory supports the idea that certain intrinsic and extrinsic features of the teaching profession naturally draw individuals to the field. When these appealing aspects—such as supportive working conditions, adequate facilities, or professional development opportunities—are absent, teachers are more likely to leave. Consequently, teacher shortages and uneven staff distribution continue to be a problem, particularly in rural areas, where teaching posts are less desirable. Educators posted to these schools frequently find ways to transfer, exacerbating the difficulty of maintaining stable staffing levels in these locations. Empty positions in urban schools are quickly filled; meanwhile vacancies in remote schools are less easily filled or are filled with unqualified teachers.

The present policy of recruiting secondary school teachers where vacancies exist is aimed at redressing the uneven distribution of teachers (Wamukuru, 2011). However, because of corruption, godfatherism and bribery, some teachers buy out their transfers and are taken to other areas mostly in their home counties, leaving the rural school with shortages. Deployment of teachers should be made equitable by the TSC all over the country. Local teachers should be trained, recruited and deployed in these remote or rural areas. This will lead to increased teacher satisfaction and retention. The researcher chose the Appeal Theory since it implies that teachers will leave the teaching profession if it turns out to be unappealing and unattractive.

On the contrary, teachers will remain in the teaching profession when they can access that which appeals to them. This study intends to examine the influence of professional advancement deployment policy on teacher attrition in public secondary schools in Mombasa County. This gap in the research is particularly disconcerting given that a significant portion of teacher attrition occurs in poor regions of Mombasa County. To date there have been no systematic studies that have examined the influence of professional advancement deployment policy on teacher attrition in Mombasa County.

2.6 Summary of Literature Review

The study focused on teacher attrition. Concerns about teacher attrition, as compounded by other unforeseen factors beyond the control of those in charge, has made teacher attrition a serious challenge that need to be sorted out urgently. Research has shown that lack of professional development opportunities and professional support in schools and available labour market opportunities are some of the highest reasons as to why many teachers are leaving the profession. Teacher attrition can cause shortage of teachers and increase in the number of inexperienced teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents information on research methodology, research design, target population, sampling procedures and techniques, sample size, research instruments, piloting, testing for validity and reliability of the instrument, data collection procedures, ethical considerations and data analysis techniques and procedures.

3.1 Research Methodology

The study was guided by a survey research design based on the convergent mixed method approach that involves integrating quantitative and qualitative research in a single study (Creswell, 2003). The data from one method of the study complements the other method by expounding what was found by cleansing the outcome. The main rationale for use of more than one method in the study was that it led to a more in-depth understanding about participants' perception and even additional questions connected to the study.

The use of mixed methodology in this study by the researcher was appropriate because according to the researcher, the quantitative methods cannot adequately describe what the situation is on the ground in relation to the professional advancement dynamics and attrition teachers in the public secondary schools. The quantitative method approach gave a better insight on the problem of teacher attrition, while the qualitative method approach provided a detailed and in-depth awareness of the same.

3.2 Research Design

The study utilized a con-current triangulation research design. Triangulation involves collection, analysis and comparison of data from the same group of participants using multiple techniques, tools and procedures (Mugenda, 2013).

Teddlie and Tashakkori (2003) explain that mixed methods research can be implemented through various designs, one of which is the parallel mixed design—also known as the concurrent design. In this approach, both qualitative and quantitative methods are employed at the same time but operate independently to address the research questions. Creswell (2003) further clarifies that concurrent mixed methods involve collecting and analyzing both types of data within a single phase of the research process. This study adopted the concurrent mixed methods design because it allowed equal emphasis to be placed on both qualitative and quantitative approaches. Moreover, this design was advantageous in enabling the researcher to draw meaningful comparisons, identify relationships, and conduct a more integrated analysis of the data (Teddlie & Tashakkori, 2003).

Through this technique, the quantitative data (collected using questionnaires from teachers) and qualitative data (from interviewing principals, HROs and education officers) on responses touching on attrition of teachers were collected concurrently, analyzed separately, then results were merged and interpreted as combined results. The research designs were appropriate since the study used both quantitative and qualitative data as shown in Figure 2;

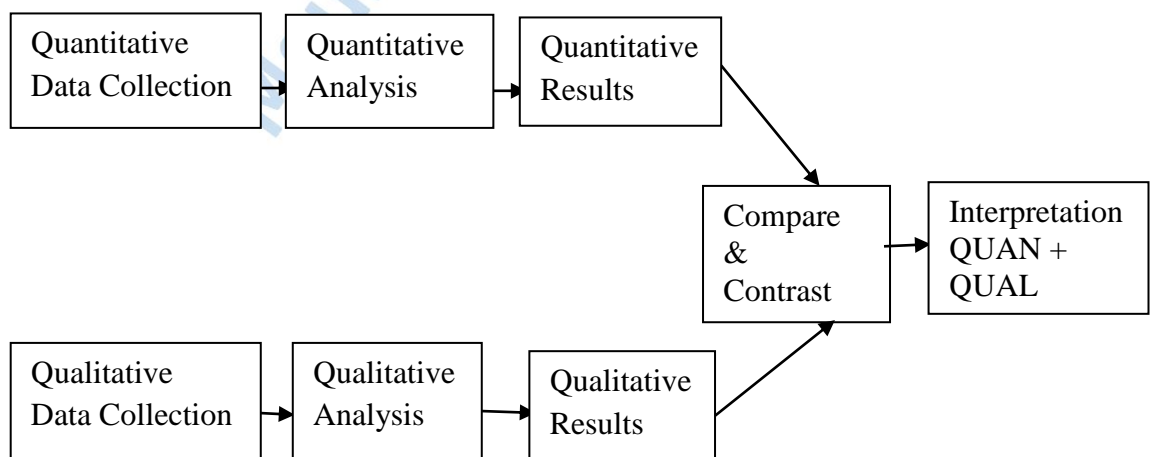


Figure 2: Research Design
Source: Adopted from Creswell (2018)

3.3 Location of Study

The study was carried out in Mombasa County. The choice for this location was appropriate as the effects of teacher attrition rates have been reported to fall on the poorest and most vulnerable students like those in the public secondary schools in the coastal region (Susu, 2011). The region has been reported to be among those with largest regional disparities where the pupil teacher ratio can be as high as 63:1 (Susu, 2011). The choice of Mombasa County was based on the fact that Mombasa County has a wide range of job market opportunities on offer from the hospitality industry, tourist attraction sites, Kenya Ports Authority, fishing industry, County Government, transport, to businesses and NGOs among others. These jobs attract many teachers from the teaching service resulting to attrition of teachers.

3.4 Target Population

The target population for this study comprised of all the 45 public secondary schools, 45 principals, 1487 teachers, 6 TSC HRO's and 6 Education Officers in Mombasa County as shown in Table 2;

Table 2: Target Population

| Categories | Population | % |
|--------------------|-------------------|------------|
| Principals | 45 | 1.8 |
| Teachers | 1487 | 97.8 |
| TSC HRO's | 6 | 0.2 |
| Education Officers | 6 | 0.2 |
| Total | 1544 | 100 |

Source: Mombasa County Education Office (2018)

3.5 Sampling Procedures and Sample Size

The researcher employed the use of the probability random sampling procedures to get the required number of principals, teachers, TSC human resource personnel and education officers to represent the target population. The researcher chose probability-sampling designs because it has two major advantages over non-probability designs.

First, they remove bias and secondly by virtue of random selections, the laws of mathematical probability may be applied to estimate the accuracy of the sample (Orodho, 2017). Additionally, the researcher employed simple random sampling due to its effectiveness in producing data that can be statistically generalized to a larger population. This method was also favored for its compatibility with inferential statistical analysis (Orodho, 2017). To select principals based on gender (male and female), purposive random sampling was utilized. Teachers were chosen through simple random sampling, while a census approach was applied to include all TSC human resource personnel and education officers. Stratified random sampling was used to select secondary schools from various categories, including county, district, and national schools.

This stratified approach also allowed the researcher to group schools into specific categories—boys’ boarding schools, girls’ boarding schools, and mixed day and boarding schools. From each category, representative schools were selected to ensure balanced representation across all types. The distribution of the sample is illustrated in Table 3.

Table 3: Sampling Grid

| Categories | Sample size | % | Sampling technique |
|--------------------|--------------------|------------|---------------------------|
| Principals | 15 | 4.63 | Purposive random sampling |
| Teachers | 302 | 93.21 | Simple random sampling |
| TSC HROs | 3 | 0.93 | Census |
| Education Officers | 4 | 1.23 | Census |
| Total | 324 | 100 | |

Source: Researcher (2024)

3.6 Research Instruments

Primary data was collected by use of questionnaires and interview guides. The researcher employed the use of a structured questionnaire for teachers and interview

schedules to collect primary data from principals, Education Officers and County Human Resource Officers. The choice of the questionnaire and interview guide was influenced by the adoption of the mixed method approach. In addition, the number of respondents scattered across the area of study was another reason for using the research tools. The questionnaires were self-administered in two ways. One in the presence of the researcher if the respondents so wished, and secondly in the absence of the researcher. The researcher made sure to reach an agreement with the respondents on the time of collection of the questionnaires.

The other sections of the questionnaire were arranged in line with the study objectives starting with content oriented professional advancement to a section on organizational factors. A section on the dependent variable was also presented. All these subsections were in the form of a Likert scale of 1-5 meaning responses were in ordinal form and the respondents picked one of the choices depending on its suitability. Questions presented in these sections were close ended. The study employed the use of unstructured interview guides to obtain information in actual words from the respondents since it gives more room for further probing (Orodho, 2017).

3.6.1 Questionnaire for Teachers

The questionnaire was used to elicit information on demographic placement of the respondents, implications of teacher attrition and professional advancement, influence of teacher attrition, challenges as well as suggestions on how this problem could be addressed. The study used structured close ended and open-ended questions to obtain quantitative primary data. The questionnaires comprised of six sections. Section A comprised of close-ended structured questions that required the respondents' demographical information such as age, gender, educational level, designation and work experience.

Sections B, C, D, E and F dealt with questions directly related to the objectives of the study. The researcher used the Likert scale of 1-5 meaning responses were in ordinal form and the respondents were required to pick one of the choices depending on its suitability. The researcher also used the nominal scale to categorize subjects and assign numerals to the various categories for ease of identification. The researcher further assigned numerals to the phrases as follows, 1 for Strongly agree, 2 Disagree, 3 for Neutral, 4 for Agree and 5 for Strongly disagree. The interval scale was used to respond to questions or statements in the Likert Scale. Questions presented in these sections were close ended.

3.6.2 Interview Guide for Principals

The interview guide used elicited information concerning the general problem of teacher attrition and professional advancement, implications of teacher attrition, challenges as well as suggestions on how this problem of teacher attrition could be addressed. The researcher used semi-structured interview guides. The interview guides comprised of six sections. Section A comprised of questions that dwelt on the respondents' demographical information such as gender and work experience. Sections B, C, D, E and F asked questions directly related to the objectives of the study.

The interview guides assisted the researcher to probe the principals so as to get in-depth information. During the interview, principals were asked to respond to the questions and give their perceptions and opinions. The choice of principals as respondents is justified because they are the ones who may be in a position to understand the research problem and the basic information about the purpose of the interview. It was also easier to identify the principals and book appointments for the interviews.

3.6.3 Interview guide for Education Officers

This study used interview guides to collect data from the education officers sampled in each district. In order to make the interviews more meaningful, the researcher used probing questions; sought clarification and paraphrased questions to make them more research friendly. The themes to be discussed were derived from the objectives of the study. The interview guide comprised of six sections. Section A comprised of closed ended questions that dwelled on demographical information such as gender, designation and work experience. Sections B, C, D, E and F asked questions directly related to the objectives of the study. Respondents were given time to respond to the questions. According to Orodho (2017), the interview guide provides the interviewer with a clear set of instructions concerning the main questions to be asked or topics to be probed.

3.6.4 Interview guide for TSC Human Resource Personnel

This study used interview guides to collect data from the TSC Human Resource personnel sampled in each district within Mombasa County. The researcher sought secondary data in the form of number of teachers who have left service and the reasons behind their leaving the profession. Researchers often use data collected by other investigators in connection with other research problems or as part of the usual gathering of educational and social data. These constituted secondary data (Orodho, 2017). The interview guide comprised of six sections.

Section A comprised of closed ended questions that dwelt on the demographical information of the respondents. Sections B, C, D, E and F involved questions that were directly related to the objectives of the study. The researcher used frequencies and percentages for nominal and measures of central tendency for interval variables.

3.7 Piloting of the Instruments

Piloting of the instruments was conducted in Kilifi County. The reason for the choice of Kilifi County is its vicinity and similarity of environment with the study locale. The respondents participating in piloting the instrument were not included in the final study to avoid repetition. According to Orodho (2017), about 1% of the entire sample size is meaningful in piloting of instruments. The questionnaires and interview guides were pre-tested on 15 respondents for comprehension, logic and relevance. Pre-testing was meant to reveal shortcomings in the questionnaires and interview guides.

3.7.1 Validity

Validity of the questionnaires was established by pre-testing and through experts who evaluated the relevance of each item in relation to the objectives by grouping them as relevant or not relevant. The researcher pre-tested for content validity. Pre-testing revealed shortcomings in the research tools, which were corrected and hence improved the tools. Pre-testing of the questionnaire was done on a group of respondents similar to the respondents who were used in the actual study. Validity of the instruments was established by triangulation of data and through use of expert judgement. Validity was tested using the Content Validity Index (CVI) where the total number of items rated relevant were divided with the total number of items in the tools.

$$\begin{aligned}\text{Content Validity Index for Questionnaires} &= \frac{\text{Number of items rated relevant}}{\text{Total number of items in the tools}} \\ &= \frac{303}{315} = 0.96\end{aligned}$$

The Content Validity Index of the interview guides were as follows:

$$\frac{\text{No. of items rated relevant}}{\text{Total No. of items in the tool}} = \frac{20}{21} = 0.95$$

The researcher further ensured validity of the collected data by administering the interview guides personally. Trustworthiness was established by the interaction of the researcher and participants in the field.

3.7.2 Reliability

The researcher employed the split-half technique of reliability. The questionnaires were split into two equal halves (odd numbered against the even numbered). The scores were then correlated using the Pearson Product Correlation formula to determine the reliability coefficient. Reliability was aimed at checking on the clarity, frankness and brevity of the items and instructions given to eliminate jargons and ambiguity in the words. Reliability analysis was used to assess the consistency among the variables of the study. Fifteen questionnaires were distributed for reliability analysis. This was equivalent to 5% of the population in the present study.

Questionnaires were distributed to randomly selected principals within the target sample as a pretest where adjustments were placed on the questions to ensure accuracy and objectivity. The questionnaires were scored by awarding a mark for all relevant responses and no mark was awarded for all irrelevant responses. The scores were then analyzed, computed and then correlated using the split-half measure for reliability. The Spearman Brown Prophecy Formula of correlation coefficient was employed by the researcher to determine reliability of the scores. It was found to be 0.72 which was accepted as reliable since the number was greater than 0.5 and nearer to 1. There was a positive correlation between the even numbered and odd numbered statements in the questionnaire. A statistician was also consulted to assist with the accurate analysis of the data in addition to using the SPSS to analyse the data and ensure its accuracy.

3.7.3 Credibility

Credibility seeks to discern the extent to which the results are believable from the participants view. According to Mugenda (2013), credibility is best demonstrated by establishing the link between the data and the phenomenon the data is supposed to represent.

To establish credibility, the researcher made sure that the interview guide captured the true meaning in each of the objectives to make them believable. In addition, the use of the mixed methods further addressed credibility. This researcher study also applied random sampling of the participants in order to counter biasness in their selection.

3.7.4 Dependability

The context of the study may change with time hence the researcher ought to account for the changes. This is called the dependability of the instrument. Dependability provides a vivid picture of the research process by illustrating the links between the data and interpretation to provide clarity about how the researcher undertook the research process at each stage. According to Mugenda (2013), dependability is based on the assumption that a quantitative study can be repeated in other setting under the same conditions and still yields the same results. Dependability ensured the instruments produced the same result each time it is used provided what is being measured is not changing. Dependability was therefore established by making sure that the instruments were precise and accurate and can be replicated overtime on a similar group in a similar context and produce the same results. This was done by two teams that collected the same data and then compared the data for any similarities between the results.

3.8 Data Collection Procedures

An introductory letter was obtained from the Postgraduate School of Mount Kenya University to facilitate the research process. This letter was presented to the National Commission for Science, Technology and Innovation (NACOSTI) to secure a research permit. Once the permit was issued, the researcher proceeded to seek official authorization from the Mombasa County Commissioner and the County Directors of Education. Upon receiving the necessary approvals, the researcher visited the selected schools to begin data collection.

Questionnaires were distributed using a combination of self-administration and the drop-and-pick technique. In addition, interviews were conducted in person between the researcher and the selected school principals. A summary of the data collection procedures is outlined in Table 4.

Table 4: Data Collection Procedures

| Research questions | Questionnaire questions | Interview schedules |
|---|--------------------------------|----------------------------|
| To what extent does multiple career paths influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Section B: Question 5 | Section B: |
| To what extent does vertical professional advancement influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Section C: Question 6-10 | Section C: |
| To what extent does horizontal professional advancement influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Section D: Questions 11-16 | Section D: |
| How does labour market dynamics due to professional advancement influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Section E: Questions 17-20 | Section E: |
| To what extent does deployment policy as a result professional advancement influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Section F: Questions 21-22 | Section F: |

3.9 Data Analysis Procedures

The researcher gathered data, sifted, sorted, reviewed and reflected on the salient features of the situation being investigated. The quantitative data from the questionnaires were edited, coded in numbers and keyed into SPSS (V.23) to create a data sheet that was used for analysis. Responses were assigned numerical values that were consistent with numerical codes and SPSS (Version 23) was used to analyse the data. Results were presented in form of frequency distribution tables and as percentages. Descriptive statistics was analysed by frequencies and percentages and presented in tables, while inferential statistics was analysed by use linear regressions as shown in Table 5;

Table 5: Data Analysis Procedures

| Research questions | Independent variable | Dependent variable | Analysis approach |
|--|-------------------------------------|---------------------------|---|
| To what extent does multiple Career path influence professional advancement on teacher attrition in public secondary schools in Mombasa County, in Kenya? | Multiple career path | Teacher attrition | Frequencies Percentages Thematic analysis Multiple regressions |
| How does vertical professional development influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Vertical professional development | Teacher attrition | Frequencies Percentages Thematic analysis Multiple regressions |
| To what extent does horizontal vertical development influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Horizontal professional development | Teacher attrition | Frequencies Percentages Thematic analysis Multiple regressions |
| How does labour market opportunities due to professional advancement influence teacher attrition in public secondary schools in Mombasa County, in Kenya? | Labour market opportunities | Teacher attrition | Frequencies Percentages Thematic analysis Multiple regressions |
| To what extent does deployment policy as a result of professional advancement influence teacher attrition in public secondary schools in? Mombasa County, in Kenya | Deployment policy | Teacher attrition | Frequencies Percentages Thematic analysis Multiple regressions |

3.10 Ethical Considerations

While carrying out research, the researcher was expected to uphold high moral standards at every point of the research design. This ensured that all the participants were genuinely willing to participate in the data collection exercise and were willingly prepared to offer data freely. The researcher addressed the ethical issues as follows.

3.10.1 Participants Right to Voluntary Participation

The voluntary nature in which research was supposed to be conducted required the researcher to inform each respondent that his/her participation in the study was purely voluntary, and that they can terminate their participation in the study at any time. To ensure honesty, all participants were given letters of consent to sign to show their willingness to participate in the study.

The researcher ensured that the subjects have read and understood the consent form before signing. After signing the consent form, one copy of the consent form remained with the researcher while the other copy was given to the participants.

3.10.2 Participants Right to Informed Consent

The consent form informed the respondents the requirement for discontinuation in the participation of the study at any time if they so wish. According to Ary et al (2010), participants have the right to be informed about the likely risks involved in the research and potential consequences for participants. The participants signed the consent form to show their willingness to participate in the study.

3.10.3 Access to the Site

The researcher sought for a research permit from NACOSTI after clearance from the university. The researcher further sought permission from County Commissioner and County Director of Education and TSC County director of Mombasa County in Kenya after getting the research permit before going to the area of study to collect data.

3.10.4 Participants Right to Confidentiality

Confidentiality involves withholding participants' real names and other identifying characteristics or not putting on the open data received from a respondent. This ensured that the source of information would not be disclosed without the express permission of the informant (Ary et al, 2010). The researcher therefore offered clear instructions to the respondents not to write their names or any private information that may reveal their identity. Participants were assured that the study was only intended for purposes of education only. A promise of confidentiality was included in the consent form, which provided for participants to sign and retain a copy. The researcher assured the respondents of their confidentiality and that no participants' information was to be disclosed.

3.10.5 Participants Right to Privacy

The researcher assured the respondents that no information provided by them was released to outsiders where it might have damaging consequences. According to Ary et al (2010), respect for privacy is at the heart of the conduct of ethical research with human participants. Respondents were asked not to mention or write their names on the research tools.

3.10.6 Participants Right to Anonymity

Anonymity refers to the situation where a respondent's name and particulars are not disclosed (Mugenda, 2008) and participants have a right to remain anonymous (Ary et al, 2010). The researcher confirmed to the respondents that their identity was not going to be disclosed. When reporting about personalities, institutions/schools, names for such identities were discouraged.

3.10.7 Storage of Data Collected

The researcher ensured that data collected once analyzed was stored safely in a computer and other storage devices such as Compact Discs, flash diskettes and external drives and only accessed through a password or with authority from the researcher so as to protect the data against unauthorized usage.

3.10.8 Fraud

Fraud is a situation where a researcher fakes data that has not actually been collected. It may also include presentation of research methodology and results that have either been copied elsewhere or highly "doctored" (Orodho, 2017). The study strictly adhered to the ethical considerations governing the collection of data and conduct of research.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, demographic information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

4.1 Response Rate

In the course of this study, a total of 302 questionnaires were distributed to teachers, out of which 225 were completed and returned. Additionally, the researcher conducted interviews with 11 school principals, 4 education officers, and 3 human resource officers from the Teachers Service Commission (TSC). The resulting response rates from these data collection efforts are summarized in Table 6.

Table 6: Response Rates

| Respondents | Sampled Respondents | Those Who Participated | Achieved Return Rate (%) |
|--------------------|----------------------------|-------------------------------|---------------------------------|
| Principals | 15 | 11 | 73.3 |
| Teachers | 302 | 225 | 74.5 |
| Education Officers | 4 | 4 | 100.0 |
| TSC HROs | 3 | 3 | 100.0 |
| Total | 324 | 243 | 75.0 |

Source: Field Data (2023)

As shown in Table 6, the response rate among principals was 73.3%, while that of teachers stood at 74.5%. All Education Officers and TSC Human Resource Officers participated in the study, resulting in a 100.0% response rate for both groups. This produced an overall average response rate of 75.0%, aligning with Creswell's (2018) guideline that a response rate of 75% or higher is sufficient for generalizing findings to

the broader target population. These response levels were essential in enabling the researcher to draw reliable conclusions from the collected data.

4.2 Respondents' Demographic Information

The demographic characteristics of the study respondents was analysed according to their gender, age range, educational level, years of service, years taught before being a principal and number of years one has worked in the County. There is significant literature that associates teacher attrition to marital status, age, educational level and gender. The presented data was collected from principals, education officers, HR officers and secondary school teachers. The researcher employed frequency and percentages to present the demographic information of the respondents. This was required since there was possibly a chance that it may affect their capacity to provide accurate data on the study's goals.

4.2.1 Gender of the Respondents

Table 7 displays the outcomes of the collection of data on the participant's gender allocation:

Table 7: Gender of Respondents

| Gender of Respondents | <i>f</i> | % |
|---------------------------|------------|------------|
| Female teachers | 110 | 45.27 |
| Male teachers | 115 | 47.33 |
| Female principals | 7 | 2.88 |
| Male principals | 4 | 1.65 |
| Female education officers | 2 | 0.82 |
| Male education officers | 2 | 0.82 |
| Female HR officers | 3 | 1.23 |
| Male HR officers | 0 | 0 |
| Total | 243 | 100 |

Table 7 shows that female teachers at 115 (47.33%) responded in great numbers compared to their female counterpart at 110 (45.27%). In addition, the results further indicate that 7 (2.88%) of the female principals were interviewed compared to 4(1.65%)

of male principals. No male HR officer was interviewed. The implication is that majority of the respondents who participated in the study were female compared to their male counterparts. These findings indicated a higher willingness among female respondents to engage in research participation. Nketsia et al. (2022) suggest that male teachers often join the profession with financial motivations, aiming to meet their personal and family obligations. When these financial expectations are not fulfilled, they may consider transitioning to other careers that offer better compensation. As such, gender emerged as a significant factor in this study, given its potential influence on teachers' attitudes toward remaining in or exiting the profession.

4.2.2 Age Range of Teachers and Principals

The study sought to establish the age of teachers and principals. Age was deemed important by the researcher as it enabled the identification of the level of maturity and experience of the teachers and principals. The results are shown in Table 8;

Table 8: Age Range of Teachers and Principals

| Age range | <i>f</i> | % |
|----------------|------------|------------|
| Under 30 years | 53 | 22 |
| 31-40 years | 107 | 45 |
| 41-50 years | 43 | 18 |
| Over 50 years | 33 | 14 |
| Total | 236 | 100 |

Table 8 shows that majority of teachers and principals at 107(45%) were aged between 31-40 years while the least percentage of teachers and principals at 33(14%) were over 50 years of age. This indicated that a significant proportion of teachers and principals in public secondary schools within Mombasa County were experienced, as reflected in their age distribution. Ensuring a sufficient number of well-qualified educators is vital for maintaining a high-quality education system.

Conversely, a shortage of teachers can negatively impact students' educational opportunities and overall life outcomes (Beng et al., 2020). In Kenya, the government established a mandatory retirement age of 60 in January 1st 2015 which requires teachers to retire by their 60th birthday, even if that day falls in the middle of the term (Karsenti & Collin, 2013). Huberman (1989) as cited in Eleonora (2003) identified and defined five stages of professional advancement as follows: career entry, stabilization, divergent period, second divergent period and disengagement. Disengagement, which is the stage between 41-50 years, is the time for gradual separation from the profession. A related study conducted by Mabeya (2020) found that 44% of teachers who left the profession had between 21 and 30 years of teaching experience. This suggests that a substantial number of those exiting are seasoned educators, and their departure can significantly disrupt effective curriculum implementation in schools.

Therefore, a teacher's decision to remain in or leave the profession may be shaped by various considerations, including their years of service and how close they are to retirement. This indicates that teacher attrition can occur across all age groups, affecting educators regardless of their seniority or position. Orina (2014) notes that those who leave the profession are often either early-career teachers with limited experience or older educators nearing retirement.

4.2.3 Educational Level of Teachers

The level of education was considered important in this study to establish the qualification of teachers in the public secondary schools. The academic qualification was an important factor that can influence the attrition of teachers directly or indirectly. This is presented in Figure 3;

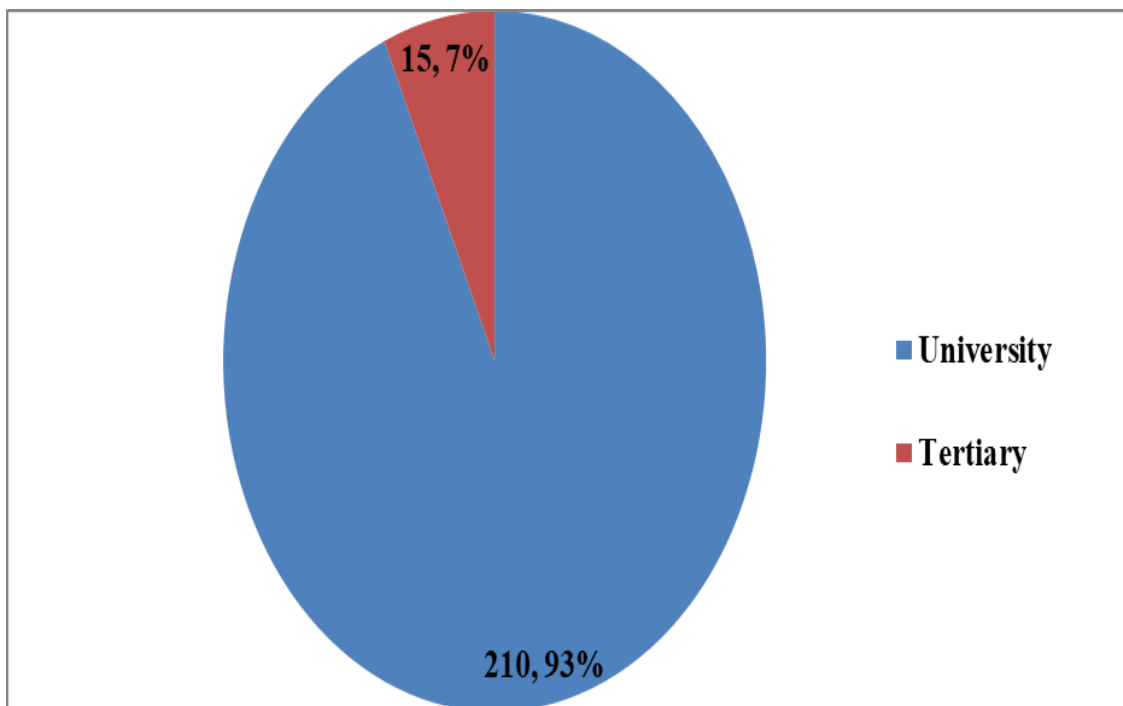


Figure 3: Educational Level of Teachers

Figure 3 shows that majority of the teachers, 210(93%), are degree holders while those teachers with tertiary level of education were 15(7%). This implies that most of teachers teaching in the public secondary schools in Mombasa County have the required professional qualification required of a person to teach in that level of education. One way in which teachers improve their knowledge is through attaining of higher education. TSC continues to disregard the higher academic qualifications acquired by teachers who are still in service. According to Kiongo (2013), pursuing further education and/or training by teachers may not necessarily be a motivating factor in retaining them in their profession.

A study carried out by Mulei et al (2016), found out that higher attrition rates of teachers was observed for teachers with high academic qualifications due to the bigger labour market opportunities available for them. They have increased their employability potential in the competitive labour market. Salaries also influence teacher attrition (Sutcher et al, 2016).

Studies have also indicated that teacher attrition is partly influenced by both the level of education attained and the overall quality of the teacher preparation programs attended (Zhang & Zeller, 2016).

4.2.4 Years of Service for Respondents

The years of service for teachers, principals, education officers and HRO's was important to the study since experience was thought to affect the attitudes and perceptions of the individuals and appointment to principalship. Results are shown in Table 9;

Table 9: Years of Service for Respondents

| Years of Service | f | % |
|-------------------------|------------|------------|
| 0-2 years | 49 | 20 |
| 3-6 years | 53 | 22 |
| 7-9 years | 40 | 16 |
| Over 10 years | 101 | 42 |
| Total | 243 | 100 |

The results in Table 9 represents the years of service of teachers, principals, education officers and HR officers in years. The study established that majority of the respondents at 101(42%) had work experience of over 10 years followed by those with 3-6 years at 53(22%) and 0-2 years at 49(20%). Principals, teachers, education officers and HR officers who have stayed for long in their profession may have developed experience and demonstrated managerial, public relation skills, interpersonal skills among other skills that may enable them face challenges in different work environments. The more one has stayed in the profession, the more the experience gained. Teachers who are satisfied with their jobs have a higher degree of professional competence and commitment (Emoja, 2016). This implied that experience comes with age as majority of the principals, HR officers and education officers were experienced officers who have

interacted much with teachers in Mombasa County. Experience is attributed to maturity and sense of responsibility. As a result, experienced HR and education officers are knowledgeable on issues affecting teachers and attrition of teachers. The implication is that, the TSC as the employer of teachers and the MOE should embrace good public relations, motivate teachers and provide a conducive work environment through proper teacher management so that teachers will remain in the profession and not think of leaving. Teacher turnover tends to decrease when educators experience job satisfaction, as it contributes to greater happiness, professional success, and overall effectiveness in their roles (Wachira, 2013). The Appeals Theory compliments the fact that people are attracted to the teaching profession due to various reasons, just as attrition of teachers is brought about to various factors.

4.2.5 Number of Years Taught before appointment to Principal

The years the principals have worked as a teacher before being promoted to principalship was considered important to the study since experience was thought to affect the attitudes and perceptions of the individuals and also appointment to principalship. This is depicted in Figure 4;

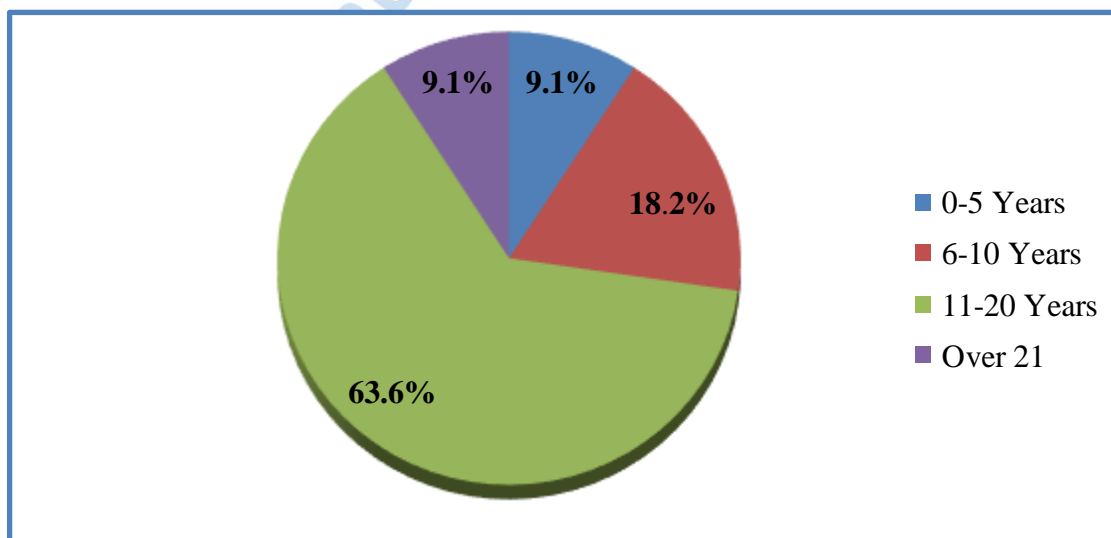


Figure 4: Number of Years Taught before appointment to Principalship

Figure 4 illustrates the duration principals served as classroom teachers before transitioning into leadership roles. The study revealed that a majority—7 principals (63.7%)—had between 11 and 20 years of classroom teaching experience, while 2 principals (18.2%) had worked for 6 to 10 years. The Teachers Service Commission (TSC) Career Progression Guidelines for Teachers (2017) were established to streamline the processes of recruitment, retention, training, professional development, and promotion in order to uphold teaching standards. These guidelines offer a structured career path aimed at attracting and retaining competent educators by providing clear growth opportunities.

Despite these measures, teacher attrition remains a persistent issue in Kenya, with many educators leaving the profession for non-teaching roles (Wachira, 2013). Sutchter et al. (2016) highlight that top-performing nations like Finland, Singapore, and Canada have succeeded in building strong teaching workforces by offering attractive incentives instead of compromising entry standards. The data suggests that most principals gained substantial classroom experience before moving into school leadership. This prior experience likely contributed to their development of practical skills and leadership capabilities, better equipping them to handle the diverse challenges faced in different school settings, each with its own unique demands.

This experience and skills are vital for implementing curriculum and running schools. According to Kiongo (2013), many workplace settings may provide many obstacles to learning. As a result, instead of individuals becoming more knowledgeable, skilled and confident overtime, they end up being more disillusioned, stale and more disaffected by forms of work that are un-stimulating, unchallenging and unrewarding. Mutune and Orodho (2014) noted that overworking and poor working conditions have demoralized serving teachers and created a lot of despair among teachers.

4.2.6 Knowledge of Professional Advancement Dynamics

The teacher attrition rate is the proportion of teachers leaving the profession in a given year. Successful management of attrition of teachers is therefore necessary. The return rate of knowledge on professional advancement dynamics of secondary school teachers is discussed in Table 10;

Table 10: Knowledge of Professional Advancement Dynamics

| Knowledge of Professional Advancement Dynamics | f | % |
|---|------------|------------|
| Beginner | 47 | 20.9 |
| Moderate | 101 | 44.9 |
| Competent | 77 | 34.2 |
| Total | 225 | 100 |

Table 10 shows that the 101(44.9%) of the secondary school teachers had moderate on knowledge on professional advancement dynamics, while 77(34.2%) of the teachers rated themselves as competent. The implication is that, most teachers in public secondary schools are aware of the professional advancement dynamics in the teaching profession. According to Mainga (2012), Kenyan teachers leave teaching citing dissatisfaction with their jobs due to poor salary and working environment, promotions and the distance from school. A study by Bennel and Makyurunzi (2005) cited in According to Mdeme (2014), teachers who feel demoralized are more inclined to seek alternative employment, exhibit frequent absenteeism or tardiness, and often fail to fulfill their instructional responsibilities, ultimately compromising their students' learning outcomes.

4.3 Multiple Career Paths and Teacher Attrition in Public Secondary Schools

The researcher examined the influence of multiple career paths on teacher attrition in public secondary schools. The researcher subdivided this objective into areas such as job mobility, marketability, job satisfaction, rate of teachers exiting the service, high academic qualification, labour market opportunities outside teaching and ways of

improving multiple career paths and the respondents' views on how such variables influence teacher attrition.

4.3.1 Descriptive Analysis

Descriptive data were gathered from all teachers in the selected public secondary schools, then systematically organized and summarized into key themes. The findings are displayed in Table 11.

Table 11: Teachers' Views on the Influence of Multiple Career Paths on Teacher Attrition in Public Secondary Schools

| Statements | SA | | A | | U | | Di | | SD | |
|--|----|------|-----|------|----|------|----|-----|----|-----|
| | # | % | # | % | # | % | # | % | # | % |
| Job mobility influence rates of teachers exiting | 81 | 36 | 94 | 41.8 | 33 | 14.7 | 13 | 5.8 | 4 | 1.7 |
| Marketability influences high academic qualification acquired | 95 | 42.2 | 77 | 34.2 | 34 | 15.1 | 14 | 6.2 | 15 | 6.7 |
| Job satisfaction influence job market opportunities outside teaching requiring similar educational level | 63 | 28 | 104 | 46.2 | 35 | 15.6 | 18 | 8 | 5 | 2.2 |
| Income influence job market opportunities outside teaching requiring similar educational level | 88 | 39.1 | 94 | 41.8 | 26 | 11.6 | 11 | 4.9 | 6 | 2.7 |

Table 11 shows that, overall, 182(80.9%) of the teachers agreed that income influenced why teachers seek job market opportunities outside teaching requiring similar educational level. In addition, job mobility at 175(77.8%) influencing rates of teachers exiting, marketability at 172(76.4%) influencing why teachers with high academic qualification leave teaching and lastly job satisfaction at 167(74.2%) influenced the teachers search for job market opportunities outside teaching. Overall, 29(12.9%) of the teachers disagreed that marketability influenced why teachers with high academic

qualification acquired leave teaching, followed by job satisfaction at 23 (20.2%) and lastly income 17(7.5%) and job mobility at 17(7.6%) respectively. This is an implication that income is associated with high education qualification, which up opens more labour opportunities hence a teacher can move from one job to another because of their acquired qualification. These teachers have expanded career options and labour market opportunities available to them hence; they opt to exit the service. Teachers with higher education levels are more likely to leave their jobs because of the increased awareness of job opportunities (Seyfarth, 2008).

These findings align with those of Emoja (2016), who reported in a study conducted in Kakamega that 47% of teachers were considering leaving the profession, compared to 31% who intended to stay. Madumere et al. (2018) emphasize that teacher shortages significantly contribute to widening the equity gap in both educational access and student learning outcomes. Existing literature suggests that while financial incentives can attract individuals to the teaching profession, they do not necessarily ensure long-term retention. Beng et al. (2020) argue that the monetary benefits must be substantial enough to counterbalance the challenges of working in less desirable schools or regions and be competitive with salaries in more financially rewarding fields. Even then, the impact of such incentives tends to be temporary.

4.3.2 Inferential Analysis

Failure to meet the teachers' professional and personal needs are attributed to their dissatisfaction with teaching. Many teachers in public schools are unhappy with their job. The statistical measurement on ways of managing multiple career paths are presented in Table 12;

Table 12: Relationship Between Management of Multiple Career Paths and Teacher Attrition

| Dependent Variable: Teacher attrition | | |
|--|------------------------------|--------------------------|
| | Regression statistics | Model 1 Attrition |
| Predictor: Multiple career paths | R | .998 |
| | R-Squared (R^2) | .996 |
| | Adjusted R-Squared | .996 |
| | Beta β | .998 |
| | Standard error of Estimate | 1.805 |
| | Constant | -3.066 |
| | Durbin-Watson | 1.536 |

Table 12 presents the findings from a multiple regression analysis assessing the influence of multiple career path options—considered as the predictor variable—on teacher attrition in public secondary schools within Mombasa County. The Pearson correlation coefficient ($R = .998$) indicates an exceptionally strong positive relationship between the presence of alternative career paths and the rate of teacher attrition. The computed R-squared (R^2) value of .996 suggests that 99.6% of the variation in teacher attrition is explained by the influence of multiple career paths. The remaining 0.4% of variance may be attributed to other unexplored or external factors beyond the model's scope.

Similarly, the adjusted R-squared value, also at .996, confirms that the model maintains its predictive strength even after adjusting for the number of predictors, reinforcing the robustness of the relationship. The beta coefficient ($\beta = .998$) further indicates that for every unit increase in the presence or impact of multiple career opportunities, there is a corresponding increase of .998 units in teacher attrition levels. The standard error of the estimate, measured at 1.805, reflects some degree of variation caused by factors not accounted for within this particular model. The regression constant value of -3.066 implies that in the hypothetical absence of alternative career paths, the predicted level of

teacher attrition would fall below zero, emphasizing the significance of multiple career options as a primary driver of attrition. The Durbin-Watson statistic yielded a value of 1.536, which lies within the acceptable range. A value close to 2 typically indicates that there is no autocorrelation in the residuals; values closer to 0 suggest positive autocorrelation, while values approaching 4 suggest negative autocorrelation. Thus, the model presents no major issues with serial correlation in the residuals. These findings lead to the conclusion that there is a statistically significant relationship between multiple career path opportunities and teacher attrition.

The implication is that many educators no longer view teaching as a sustainable or rewarding long-term career, especially in the face of more attractive alternatives. Improved salaries, better working conditions, and favorable terms of service can enhance teachers' quality of life, reduce attrition, and help manage the impact of external job market pressures. Ingersoll and Mary (2011) further support this by noting that male teachers are statistically more likely to leave the profession than their female counterparts, and that science educators are more prone to exit than non-science teachers.

Moreover, teachers stationed in rural areas tend to have higher attrition rates compared to those working in urban environments. Sutchter et al. (2016) underscore the broader implication of these trends, emphasizing that addressing teacher shortages is crucial to ensuring that every student, regardless of location, has access to quality education—a necessity for individual and societal advancement in the 21st-century global economy.

4.3.3 Thematic Analysis

The researcher collected qualitative data from principals, education officers and HRO's in Mombasa County. The respondents revealed that job market opportunities outside teaching requiring similar educational level at 12(66.7%) greatly influenced multiple

career paths on teacher attrition followed by rates of teachers exiting at 22.2%. One principal from a boy's secondary school admitted that quite a number of teachers have attained higher academic qualification and may exit the teaching profession. He reported that:

A huge number of teachers have attained high academic qualification required in the labour market and hence may leave teaching if an opportunity presents itself” (P08, 22nd February 2022)

From the foregoing quotation, it is apparent that teachers who attain higher academic qualifications may opt to exit the teaching service due to frustrations from within especially when the TSC continue to disregard their academic papers. Harter et al (2012) further suggested that individuals might leave their current employment based on several factors including both internal and external. For example, some may opt to go due to frustrations from within and attainment of higher academic qualifications. According to the Appeal Theory, teachers will leave the teaching profession if it turns out to be unappealing and unattractive.

A related study conducted by Mulei (2012) in Mbooni East District found that a teacher's level of education significantly influenced their likelihood of leaving the profession. This suggests that similar trends could be observed in other regions of Kenya, where educators may choose to pursue alternative careers based on their qualifications. Supporting this, Mabeya (2019) reported that teachers holding Master's degrees or higher were more likely to exit the classroom compared to those with Bachelor's degrees or diplomas. The data indicates that educators with advanced qualifications represent a substantial proportion of those leaving the profession, likely due to the broader range of employment opportunities available to them in the wider labor market. The Human Capital Theory suggests that teachers not only consider salary when deciding to quit the teaching profession, but also do consider a variety of non-

monetary variables, which are associated with the teaching profession. The implication is that, high level of education was a predicament of attrition of teachers in public secondary schools. Qualitative analysis on some of the ways of managing multiple career paths further enriched by interviews conducted became clear as reported by one of the education officers that:

Numerate teachers well in addition to improving on career progression as many teachers have stagnated for many years in the same level” (EO3, 22nd February 2022)

From the foregoing quotation, it is apparent that some teachers are increasingly breaking way from employment by TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths. The implication is that the TSC and the education sector at large is losing experienced, committed and educated teachers to other sectors. According to Waititu (2010), career path development influenced teachers’ turnover thus leading them to quit. Literature reveals that many teachers have taken to going for further studies for professional growth and development to increase their marketability and employability in other sectors. As a result, those with good academic background see no reason of not leaving the profession when they can actually advance their career somewhere else. One principal reported that:

Introduce dynamic policy in the education sector which can create multiple career paths for teachers within the same sector” (P04, 20th February 2022)

From the foregoing quotation, it is clear there exists a policy gap in the education sector that needs to acknowledge the need for teachers to engage in multiple career paths while at the same time adhering to their professional duties. This is an implication that, lack of such policies plays a major role in abetting attrition of teachers as teachers may feel their job mobility prospects were curtailed and confined only to the classroom.

Wamukuru (2011) further asserts that, the lack of clear policy guidelines in many countries have resulted to imbalanced teacher demand and supply. The shortages of teachers have become a major concern to educational authorities and this need to be addressed continuously by policy makers. Another principal asserted that:

Teachers to be deployed where they are comfortable to work”
(P06, 24th February 2022)

These foregoing comments give credibility to the fact teachers are comfortable working near their homes or families. Review of literature review revealed that many teachers are comfortable working within their home counties where they are close to their loved ones. A study in Nairobi County by Mainga (2012) recommended for posting of teachers near their homes. Majak (2015) affirms that, teachers who live and work in rural schools find it difficult to get decent accommodation or appropriate means of transport to work. Teacher shortages result to uneven deployment as most teachers tend to avoid deployment to rural areas.

Teachers posted to these less desired schools are able to “arrange for transfers”. Empty positions in urban schools are quickly filled; meanwhile vacancies in remote schools are less easily filled or are filled with unqualified teachers. The implication of these views is that, the job market opportunities outside teaching requiring similar educational level influence multiple career paths by offering teachers opportunities to seek greener pastures especially those who have attained higher academic qualifications, which the TSC is not recognizing.

Similarly, many teachers have stagnated in the same job groups, which adds to their dissatisfaction with teaching, result to moonlighting or “side hustles” (multiple careers) to supplement their salaries. There is need for the introduction of dynamic policies that are teachers’ friendly, policies that will put interests of teachers first, policies that will

restore the dignity of teaching profession and make teaching accepted as a career of choice by the society. Some of the reasons why teachers exited the service can be linked to the bad policies by the TSC like the once moribund delocalization policy.

4.3.4 Triangulation/Interpretation of Quantitative and Qualitative Research Findings

According to the quantitative and qualitative data collected and analysed, there is evidence of a strong influence of multiple career paths on teacher attrition. Combining quantitative and qualitative approaches enhanced the values of the study because it allowed for the elaboration of choices made in the research tools and expanded room for opinions from the respondents. The quantitative and qualitative methods complement each other and provide for the triangulation of findings, hence greater validity of emerging inferences (Mabeya, 2020). It is evident that income at 182(80.9%) was the most common multiple career path influence of teacher attrition on public secondary schools followed by job mobility at 175(77.8%) and marketability at 172(76.4%).

This showed evidence of expanded career options and labour market opportunities available for teachers hence they opt to exit the service. According to Mabeya (2020), once teachers achieve higher educational qualifications, they are inclined to look for greener pastures outside the teaching profession. Further results showed that 73(30%) of the participants said that better improved salary/benefits were one way in which multiple career path can be managed.

Other responses include improving/providing conducive working environment 67(27.6%), improving terms of service 51(21%) and TSC to be friendly towards its own Career Progression Guidelines at 29 (11.9%). From the regression results, it was more likely that those teachers who are exiting the service are no longer viewing teaching as

career worth investing in or a career, which they are ready to be committed to. Majority of teachers (85%) who exited teaching held a master degree and above (Mabeya, 2019). In addition, the study revealed that job market opportunities outside teaching requiring similar educational level at 12(66.7%) greatly influence multiple career paths on teacher attrition. Teachers who attain higher academic qualifications opt to exit the teaching service due to frustrations from within especially when the TSC continue to disregard their academic papers. A study by Mabeya (2019) revealed that, 69.35% of teachers who left the profession got absorbed in institutions of higher learning like universities, others in the Ministry of Education, County governments and some joined politics.

It is also apparent that some teachers are increasingly breaking way from employment by TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths. It is evident that there exists a policy gap in the education sector addressing the need for teachers to engage in multiple career paths; hence many teachers may opt to exit because they feel their job mobility prospects are curtailed and confined to the classroom. Attrition of teachers was also directly influenced by bad policy strategies such as the delocalization of teachers, which has since been reversed.

4.4 Vertical Professional Advancement and Teacher Attrition in Public Secondary Schools

The researcher examined the influence of vertical professional development on teacher attrition in public secondary schools.

4.4.1 Descriptive Analysis

Descriptive data were collected from every teacher in the sampled public secondary schools, organized and summarized into specific thoughts.

This involved collecting data on the indicators of vertical professional advancement and how each of them influences teacher attrition. Results are presented in Table 13;

Table 13: Indicators of Vertical Professional Advancement for Teachers

| Indicators of Vertical Professional Advancement | Yes | % | No | % |
|--|------------|----------|-----------|----------|
| Low salary | 201 | 82.7 | 42 | 17.3 |
| Low morale | 175 | 72 | 68 | 28 |
| Low professional status | 145 | 59.7 | 98 | 40.3 |
| Stagnation in job groups | 213 | 87.7 | 30 | 12.3 |
| Heavy work load | 189 | 77.8 | 54 | 22.2 |

Results from Table 13 shows that, 213(87.7%) of the respondents cited stagnation in job groups as a major indicator of vertical professional advancement influencing teacher attrition. This was followed by low salary at 201(82.7%), heavy workload at 189(77.8%), low morale at 175(72%) and low professional status at 145(59.7%). On the other side, majority of the respondents who disagreed cited low professional status at 98 (40.3%) as not being an indicator of vertical professional advancement influencing teacher attrition, followed by low morale at 68(28%), heavy workload 54(22.2%) and stagnation in job groups at 30(12.3%).

This is an implication that, many teachers are demotivated hence ending up losing interest with the profession due to stagnation in one job group, with some reaching retirement after stagnating in the same job group which translates to lower monthly pension. According to Santiago (2002), many policy makers are advocating for substantial salary increases as a means of attracting and retaining talented teachers in the school system and encouraging harder work by current teachers. There has definitely been a ‘bottlenecks’ stopping teachers in lower cadre job groups from promotion to higher positions or job groups. This ‘bottlenecks’ needs streamlining to allow the lower cadre teachers to move up the scale.

The Career Progression Guidelines is a good example of such a ‘bottleneck’ especially with its many levels that a teacher is required to climb in order to move to another level. Additionally, low salary and heavy work load as a result of the introduction of the Competency Based Education (CBE) has made teaching to lose its appeal. In most countries, the salaries of teachers are low; hence, some countries have continued to experience a high teacher attrition rate especially among the new teachers. According to Santiago (2002), the relative attractiveness of the profession as far as salary dimension is concerned has declined substantially in the most recent years. Alternative employment opportunities brought about by labour market opportunities and pay progression is one of the main causes of attrition of teachers.

Akyeampong (2007), as cited in Mulei et al. (2016), identified ineffective teacher management as a significant contributor to high levels of teacher attrition. Poor management practices are frequently mentioned as a key factor behind elevated turnover rates among educators. When teachers are subjected to unsupportive or overly rigid supervisory practices, it often leads to frustration, increased stress, and diminished job satisfaction. These negative experiences can erode morale and prompt teachers to consider leaving the profession or seeking alternative employment opportunities.

Table 14: Teachers' Views on the Influence of Vertical Professional Development on Teacher Attrition in Public Secondary Schools

| Statements | SA | | A | | U | | D | | SD | |
|---|-----|------|----|------|----|------|----|------|----|-----|
| | # | % | # | % | # | % | # | % | # | % |
| Low pay influence rates of teachers exiting | 133 | 59.1 | 70 | 31.1 | 16 | 7.1 | 3 | 1.3 | 3 | 1.3 |
| Low morale influence search for job market opportunities outside teaching requiring similar educational level | 98 | 43.6 | 83 | 36.9 | 23 | 10.2 | 11 | 4.9 | 10 | 4.4 |
| Low professional status influence rates of teachers exiting | 77 | 34.2 | 74 | 32.9 | 38 | 16.9 | 23 | 10.2 | 13 | 5.8 |
| Stagnation in job groups influence rates of teachers exiting | 132 | 58.7 | 61 | 27.1 | 16 | 7.1 | 10 | 4.4 | 6 | 2.7 |
| Heavy workload influence job market opportunities outside teaching requiring similar educational level | 110 | 48.9 | 74 | 32.9 | 21 | 9.3 | 12 | 5.3 | 8 | 3.5 |

Results from Table 14 shows that, overall, 203(90.2%) of the respondents agreed that low pay/salary influenced the rates of teachers exiting the teaching profession, while 2.6% disagreed. In addition, 181(80.3%) agreed that low morale of teachers influenced their search for better jobs opportunities offered in the labour market available outside teaching requiring similar educational level with 21(9.3%) disagreeing. Further results showed that 151(67.1%) of the respondents agreed that the low professional status of the teaching profession influenced the rates of teachers exiting service, while 36(16%) disagreed and 38(16.9%) remaining neutral. The results further showed that, 193(85.8%) agreed that stagnation in job groups influenced rates of teachers exiting while 184(81.1%) cited heavy workload due to the implementation of CBC and the

phasing out of the 8-4-4 system of education. This is an implication that, low pay/salary, low morale, low professional status of the teaching profession and stagnation in job groups are tangible reasons that influences the rates of teachers exiting the teaching service. The buck stops at the TSC as the employer, these are issues which can be addressed to curtail the attrition of teachers and make the teaching profession more appealing to would be employees as well as the current employees.

4.4.2 Inferential Analysis

Search for greener pastures continues to swallow a huge portion of those teachers who are leaving the profession. Teacher attrition is bad only if the qualified, effective and quality teachers are the one leaving. Ways of managing vertical professional advancement on teacher attrition is presented in Table 15;

Table 15: Relationship Between Vertical Professional Development and Teacher Attrition

| Dependent Variable: Teacher Attrition | | Regression statistics | Model 1 Attrition |
|--|----------------------------|------------------------------|--------------------------|
| Predictor: Professional vertical advancement | R | 1.000a | |
| | R-Squared (R^2) | 1.000 | |
| | Adjusted R-Squared | 1.000 | |
| | Standard error of Estimate | .02537 | |
| | Durbin-Watson | 2.169 | |

Table 15 presents the results of a multiple regression analysis assessing the effect of professional vertical advancement—used here as the predictor variable—on teacher attrition in public secondary schools within Mombasa County. The Pearson correlation coefficient ($R = 1.000$) reveals a perfect positive relationship between professional advancement opportunities and teacher attrition. The R-squared (R^2) value, also at 1.000, indicates that vertical professional advancement accounts for 100% of the variation in teacher attrition across the studied schools. Similarly, the adjusted R-squared value confirms this perfect explanatory power, suggesting the model fits the data completely.

The standard error of the estimate (0.2537), although minimal, indicates the presence of other minor factors not captured by the model that may still influence professional advancement. The Durbin-Watson statistic yielded a value of 2.169, which is within the acceptable range, suggesting no serious autocorrelation issues in the residuals. A value close to 2 indicates that residuals are independent, affirming the reliability of the regression results. From this analysis, it is evident that vertical professional advancement has a statistically significant impact on teacher attrition in public secondary schools. The findings imply that long-standing structural issues within the teaching profession, particularly those related to career growth and recognition, require urgent attention from the Teachers Service Commission (TSC).

To mitigate attrition, the TSC must revisit and revamp its teacher management policies, focusing on fair promotions, competitive remuneration, and supportive working conditions. Madume et al. (2018) suggest that improved service conditions and attractive welfare benefits can significantly reduce teacher attrition. However, the implementation of the Career Progression Guidelines by the TSC has introduced numerous bureaucratic barriers under the guise of reforming the teaching profession. According to the same study, this system has inadvertently discouraged many teachers, especially those highly qualified, by failing to acknowledge their advanced credentials—thus prompting them to leave the profession.

The previous Scheme of Service recognized academic progression and facilitated smoother promotional pathways, unlike the current system, which many teachers view as restrictive. It is widely observed that educators who attain higher qualifications enhance their professional worth and human capital, making them more competitive in alternative job markets. This explains the increasing number of teachers transitioning out of the classroom to pursue more rewarding opportunities (Mulei et al., 2016).

The TSC's continued reluctance to formally recognize and reward these achievements has dampened morale and diminished professional expectations among teachers, further accelerating attrition. The introduction of the Teacher Professional Development (TPD) modules by the TSC, while intended to support growth, should not serve as the only route for career progression. Relying solely on these modules limits opportunities for vertical advancement and fails to address the broader systemic issues that continue to drive experienced and qualified teachers out of the profession.

4.4.3 Thematic Analysis

When asked during the interviews to give their views on how rates of teachers exiting influence vertical advancement of teacher attrition, 2(66.7%) of HRO's, 7 (63.6%) of principals and 3(75%) of education officers answered in affirmative. Additional results captured during the interviews on the influence of high academic qualification acquired on vertical advancement of teacher attrition revealed that, 2(66.7%) of the HRO's, 10(90.9%) of the principals and 3(75%) of the education officers did not agree that it influences vertical advancement of teacher attrition. Further results indicated that majority of the respondents at 94(38.7%) cited better salary as a key towards managing vertical advancement on teacher attrition.

Additionally, 63(25.9%) cited the creation of favourable working conditions and terms similar to other professions and 57(23.5%) cited regular promotions of teachers. A few respondents cited the formulation of teacher friendly policies, paying teachers according to qualifications and making an under-graduate degree a requirement at 2 (0.82%) respectively. According to the Human Capital Theory by Kirby and Grissmer (1993), individuals weigh the pros and cons of staying in a chosen profession (teaching) prior to making a final decision to leave. The implications of the above findings point to the fact that the TSC as employer through reports from its field officers and principals as school managers is well

informed of the reasons for attrition of teachers. The HR officers scattered across the counties have the capacity to advise the TSC on the situation in the ground, which can play a significant role in taming the attrition of teachers because they handle teachers' issues on a daily basis. According to Guarino et al (2006), the labour market for teachers is continuously being influenced by a larger labour market outside the teaching profession that includes the markets for all other occupations that require similar levels of education and skills. The fact that the TSC as teachers' employer has the mandate to promote and appoint teachers and its continued disregard of higher qualification gives credence to the reality of the matter from the officers as agents of TSC that, high academic qualification does not influence vertical advancement of teacher attrition.

That is why teachers who have acquired higher academic qualifications have been ignored by the TSC and continue to earn low salaries or are stockpiled in the same job groups with their peers who do not have higher qualification. This does not seem to bother the TSC that much. Attrition of teachers is wastage because the secondary school education system loses employees whose performance, skills and qualifications are valuable resources, hence attrition causes drainage to schools and the whole education system (Madume et al, 2018). According to Mdeme (2014), the more a teacher has the greatest amount of knowledge and experience, the more likely he/she will exit the profession.

Many teachers have invested in acquiring high academic qualification to enjoy vertical professional advancement but have not been the case. This has led to brain drain particularly at secondary school level where low salaries and poor working conditions of service has influenced teacher attrition. Burnout Theory provides an analysis through which vertical professional advancement as a predictor of teacher attrition can be viewed. Further results captured from the TSC HRO's, principals and education officers on their opinion as to whether job market opportunities outside teaching requiring similar

educational level influence vertical advancement of teacher attrition revealed that 2(66.7%) of HRO's, 6(54.6%) of principals and 2(50%) of the education officers gave a negative response (No). Thus, from the findings, it is true to say that the rates of teachers exiting does not influence vertical advancement of teacher attrition as shown by the high percentage responses from the HRO's, principals and the education officers. However, further results showed that vertical advancement and job market opportunities outside teaching requiring similar educational level does influence teacher attrition. According to OECD (2005), the stronger the employment opportunities outside teaching, the fewer qualified teachers will stay long-term in teaching.

The implications of the above findings point to a teaching fraternity that harbors qualified teachers who may not be willing to venture outside their classrooms for other job opportunities requiring similar educational level with what they have. This can be due to age or personal commitments a teacher has made like in loans and fear of losing pension for those who have not reached 55 years of age. One of the education officers interviewed reported that:

Teacher promotions be regular and commensurate with their pay”
(EO2, 18th February, 2022)

This comment suggests that teachers' promotions should be regular and should factor in their pay. The study further complements other studies like that of Xaba (2013) which reported the same problem of attrition of teachers being faced in Zimbabwe and Malawi where very many qualified teachers had been reported to leave for greener pastures. In Zambia, brain drain has contributed to high level of teacher attrition (Wamukuru, 2011). To many teachers, the increased work pressure and the monetary gain do not match. Many teachers therefore opt to leave the teaching profession due to work pressure. Another education officer had this to say:

Teachers to be sponsored to excel in all areas of study not only in teaching but other related areas.” (EO4, 22ndFebruary, 2022)

From the foregoing, it is evident that there is a strong connection between vertical advancement and attrition of teachers. The educational qualification of teachers’ cuts across most of the requirements needed for one to be hired in other professions. Alternative employment opportunities brought about by labour market opportunities and pay progression is one of the main causes of attrition of teachers. If a teacher feels burned out, out of place or uncomfortable, he/she will leave for a more appealing and challenging job in education or other fields.

This is an implication that makes qualified teachers open for recruitment in other labour market opportunities like counsellors, psychologists, managers and administrators. According to Mulei et al (2016), teacher influx to other jobs, ministries and other countries have reduced the quantity of teachers’ available potentially aggravating localized teacher shortage. A similar study by Mabeya (2019) found out that, County governments’ non-teaching jobs employed most of the teachers who had left the profession. In addition, one principal reported that:

Improve the economic and social welfare of the teachers in public schools” (P011, 22ndFebruary, 2022)

The above comments show that, the economic and social welfare of teachers needs to be paid attention to by the TSC as these pertinent issues form the bedrock of teaching as a profession to many teachers and would be teachers. A study by Mabeya (2019) revealed that, majority of teachers who exited the profession and those on still duty were not interested to be teachers. They joined the career because there was no alternative in the job market at the time. A report by KNUT (2015) revealed that, the failure to meet the teachers’ professional and personal needs as some of the factors that attributed to their dissatisfaction with teaching.

The Appeals Theory compliments the fact that people are attracted to the teaching profession due to various reasons, just as attrition of teachers is brought about to various factors. Qualitative analysis on some of the ways of managing vertical advancement on teacher attrition further enriched by interviews conducted became clear as reported by one of the Human Resource Officers that:

Make adjustments on job groups to take care of those teachers advancing their qualifications” (HRO2, 25th January 2022)

From the foregoing quotation, it is apparent that there is need to consider teachers who have advanced their academic for promotion and better job groups commensurate with their qualifications. This is an implication that the TSC as the employer should ensure that the salaries of teachers are proportion to their qualifications. The TSC needs to urgently reconsider its decision of “blanket piling” all teachers in similar grades with same pay without considering whether one has a higher qualification or not. A study conducted by Mulei *et al* (2016) revealed that, 69.1% of the respondents (teachers) cited affirmed that going for further studies increased their competencies in anticipation that it will help them get a job with higher returns. Teachers with masters’ degrees or doctorate degrees are more likely to either move schools or exit the profession compared to those who do not have these degrees. Another HR officer reported that:

TSC should ensure that teachers are moved from one station to another to reduce monotony in schools and also to promote teachers regularly to avoid stagnation in job groups” (HRO3, 2nd February, 2022)

From the foregoing quotation, it is apparent that there is need for teachers to be transferred from one station to another especially those who have over-stayed in one station. On the other side, promotion of teachers is a good motivator to many teachers. According to Kiongo (2013), teachers should not be disheartened and disrespected because by doing so,

their morale suffers and this affects their work. One of the principals interviewed had this to say:

TSC to continuously review the working conditions and look for a way to enhance motivation (intrinsic motivation).” (P07, 18th February, 2022)

From the foregoing quotation, it is evident that the TSC needs to review the working conditions of teachers from time to time including reviewing the hardship allowances and revisiting the bonding policy in hard to staff areas that bonds newly employed teachers. Bonding of teachers for a minimum of 5 years in a school was aimed at ensuring balancing and stability of teachers in schools. According to the TSC bonding policy, which took effect as from 1st July 2006, a teacher whose course lasts for 6 months to one year was bonded for a year. Teachers attending courses for 1-2 years are bonded for 2 years, while those attending courses lasting for more than 2 years are bonded for 3 years.

The policy only requires that newly recruited teachers remain in the same school for a period of at least 5 years (bonding) before seeking a transfer. However, many teachers who seek employment in these remote areas seek transfers and move out of these areas once they have been employed. The Appeals Theory compliments the fact that people are attracted to the teaching profession due to various reasons, just as attrition of teachers is brought about to various factors. Not all teachers who resign from teaching do so to seek greener pastures, some leave due to family reasons hence the need to have family friendly employment policies.

According to Mabeya (2019), the rate of attrition is high in married teachers than in unmarried teachers. Changes in policies such as delocalization among others may influence teacher attrition (Guarino et al, 2006). Currently, a motion has been moved in parliament where the lawmakers have called on the TSC to stop the delocalization of teachers’

countrywide and in turn to comprehensively review its deployment policy. The Lurambi Member of Parliament, Titus Khamala has sponsored the motion (Thiong'o, 2018). The ban on delocalization policy has since been effected and affected teachers transferred back to their home counties from where they were delocalized. On the issue of higher academic qualification, another principal reported that:

Ensure that teachers are promoted to the next level due to higher academic qualification” (P08, 21st January, 2022)

From the preceding quotations, it is clear that, many teachers have acquired higher academic qualification yet the TSC as the employer has not used their academic papers to promote them. The TSC has used the Career Progression Guidelines as means of promoting teachers leaving out acquisition of academic qualification. This has made many teachers to suffer after investing heavily part of their resources to go back to school to upgrade or enhance their professional advancement. Such teachers continue to stagnate and remain in their current grade for quite a while, which in the end demotivates them and paves way for the attrition of affected teachers.

Orina (2014) established that, the TSC promotion policy for teachers discriminates against teachers who have acquired Masters and PhDs thereby influencing them to early exit from the profession. The Career Progression policy by the TSC has made many acquired academic qualifications by teachers to look obsolete. On the other hand, the introduction of the TPD modules by the TSC, which appears to overshadow the academic qualifications acquired by many teachers, has equally been met with a lot of criticism.

Research shows that organizations that involve their employees in finding solutions to their problems in a transparent manner are able to retain such employees (Kalai et al, 2018). The implication of these views is that, the teaching services has a huge number of teachers with higher academic qualifications but are confined to the classrooms where they do little to

make use of their acquired knowledge because the TSC has not opened such an avenue. The introduction of the Career Progression Guidelines is a ploy by the TSC to frustrate its teachers against seeking higher qualifications by pooling all teachers in same job groups, same pay regardless of the academic qualifications. Much as the job market opportunities outside teaching requiring similar education level does not influence vertical professional advancement, most teachers are qualified and the job market provides opportunities for such teachers who dare to make a move or take the plunge of exiting the service.

4.4.4 Triangulation/Interpretation of Quantitative and Qualitative Research Findings

The quantitative and qualitative data collected and analysed showed that, there is evidence of the influence of vertical professional advancement on teacher attrition. Results showed 213(87.7%) of the respondents cited stagnation in job groups as a major influence of vertical professional advancement on teacher attrition followed by low salary at 201(82.7%) and heavy workload at 189(77.8%). Low salary and heavy work load as a result of the introduction of the Competency Based Curriculum (CBC) has made teaching to lose its appeal.

According to Kasau et al (2016), increased workloads make it difficult for teachers to cope and eventually this fuels the teachers' desire to leave for greener pastures and switch career to look for better paying jobs whose returns rated higher than teaching. In addition, overall, 203(90.2%) of the respondents agreed that low pay/salary influences the rates of teachers exiting the teaching profession, while 2.6% disagreed. In addition, 181(80.3%) agreed that low morale influenced the job market opportunities available outside teaching requiring similar educational level with 21(9.3%) disagreeing. Further results showed that 151(67.1%) of the respondents agreed that the low professional status of the teaching profession influenced the rates of teachers exiting service, while 36(16%) disagreed and 38(16.9%) remaining neutral.

The results further showed that, 193(85.8%) agreed that stagnation in job groups influence rates of teachers exiting and 184(81.1%) citing heavy workload influenced job market opportunities outside teaching requiring similar educational level. On the other side, majority of the respondents cited low professional status at 98 (40.3%) as not being a reason for vertical professional advancement on teacher attrition followed by low morale at 68(28%). Most teachers joined the profession because there was no alternative job market at the time (Mabeya (2019). In addition, the Pearson's $R=1.000$ indicated that there was a strong positive relationship between professional vertical advancement and teacher attrition in public secondary schools in Mombasa County.

The R-squared (R^2) computed yielded a value of 1.000 suggesting that professional vertical advancement explained 100% of the variations in teacher attrition in public secondary schools in Mombasa County. Further results indicated that, the rates of teachers exiting influence vertical advancement of teacher attrition as shown by 2(66.7%) of HROs, 7 (63.6%) of principals and 3(75%) of education officers answered in affirmative. Additional results revealed that, 2(66.7%) of the HRO's, 10(90.9%) of the principals and 3(75%) of the education officers did not agree that high academic qualification acquired influenced vertical advancement of teacher attrition. Mabeya (2019) asserted that, each individual teacher makes his/her own decision to leave the profession and as such has different reasons for exiting the service. Some teachers quit the profession due to insecurity and ethnicity.

The TSC has used the Career Progression Guidelines as means of promoting teachers according to their terms and restrictions completely leaving out the acquisition of academic qualification. The Career Progression Guidelines replaced the Schemes of Service for teachers, which acknowledged teachers with higher qualifications. Teachers who have acquired higher level of education have added more value to their credentials hence many

quit to take up better paying jobs (Kasau et al, 2016). The implication is that many teachers continue to suffer after investing heavily their resources to go back to school to upgrade or enhance their professional advancement. Teachers with higher level of education account for the large number of teachers quitting profession. This presumably reflects on the greater labour market opportunities available to them. The Human Capital Theory suggests that teachers not only consider salary when deciding to quit the teaching profession, but also do consider a variety of non-monetary variables, which are associated with the teaching profession. The study also found out that majority of the respondents at 94(38.7%) cited better salary/pay as a key way of managing vertical advancement on teacher attrition.

Additionally, 63(25.9%) cited the creation of favourable working conditions and terms similar to other professions and 57(23.5%) regular promotions of teachers. A study undertaken by Mabeya (2019) revealed that, it was very likely that unfriendly working conditions pushed many teachers out of the profession in the country. It is evident that the TSC needs to review the working conditions of teachers from time to time including reviewing the hardship allowances and revisiting the bonding policy in hard to staff areas that bonds newly employed teachers.

4.5 Horizontal Professional Advancement and Teacher Attrition in Public Secondary Schools

The researcher examined the influence of horizontal professional development on teacher attrition in public secondary schools. The researcher subdivided this objective into areas such as indicators of horizontal advancement influencing teacher attrition, influence of horizontal advancement on teacher attrition, influence of horizontal advancement on rates of teachers exiting, high academic qualification and job market opportunities and ways of improving the indicators horizontal advancement.

4.5.1 Descriptive Analysis

Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are shown in Table 16;

Table 16: Indicators of Horizontal Professional Development for Teachers

| Indicators of Horizontal Advancement | Yes | % | No | % |
|--|-----|------|-----|------|
| Transfers (movers) | 180 | 74.1 | 63 | 25.9 |
| Family | 190 | 78.2 | 53 | 21.8 |
| Politics | 111 | 45.7 | 132 | 54.3 |
| Insecurity such as terrorism, banditry | 142 | 58.4 | 101 | 41.6 |
| Limited opportunity for professional development | 185 | 76.1 | 58 | 23.9 |

Results from Table 16 shows that, majority of the respondents at 190(78.2%) cited family as the main indicator of horizontal advancement influencing teacher attrition. This was followed by limited opportunity for professional development at 185(76.1%) especially for teachers posted to remote areas, transfers at 180(74.1%) either due to promotions or staff balancing, insecurity (terrorism, banditry) at 142 (58.4%) and politics at 111(45.7%). On the other side, politics at 132(54.3%) was cited by majority of the respondents as the least likely indicator of horizontal advancement influencing teacher attrition followed by insecurity at 101(41.6%) and transfers of movers at 63(25.9%).

This implication is that, majority of teachers are tethered by their family, limited opportunity for advancement and transfers making them willing to move from one department to another departments or schools but within the education or teaching profession but not out of the teaching profession or to seek a higher post. The importance of the family in the socialization of individuals cannot be taken for granted. A study by Mabeya (2019) recommended for the TSC to reformulate the delocalization

policy so as to consider the age factor of the teachers especially those nearing their sunset years of service.

Table 17: Teachers' Views on the Influence of Horizontal Professional Development on Teacher Attrition in Public Secondary Schools

| Statements | SA | % | A | % | U | % | D | % | SD | % |
|--|----|------|-----|------|----|------|----|------|----|-----|
| Transfers (movers) influence rates of teachers exiting | 76 | 33.8 | 83 | 36.9 | 23 | 10.2 | 30 | 13.3 | 13 | 5.8 |
| Family of those with high academic qualification influenced horizontal advancement | 57 | 25.3 | 100 | 44.4 | 41 | 18.2 | 19 | 8.4 | 8 | 3.6 |
| Politics influence job market opportunities outside teaching requiring similar educational level | 51 | 22.7 | 70 | 31.1 | 62 | 27.6 | 30 | 13.3 | 12 | 5.3 |
| Insecurity-influence job market opportunities outside teaching requiring similar educational level | 79 | 35.1 | 63 | 28 | 47 | 20.9 | 21 | 9.3 | 15 | 6.7 |
| Limited opportunity for professional development influence rates of teachers exiting | 69 | 30.7 | 92 | 40.9 | 30 | 13.3 | 15 | 6.7 | 19 | 8.4 |

Results from Table 17 shows that, overall, 159 (70.7%) of the teachers agreed that transfers of movers influenced rates of teachers exiting with 43(19.1%) of the teachers disagreeing. 157(69.8%) of the teachers further agreed that family influenced their horizontal advancement while 27(12%) disagreed. In addition, 121(53.8%) of the teachers agreed that teachers who joined politics were influenced job market opportunities outside teaching requiring similar educational level with 42(18.7%) disagreeing. Additionally, overall, 142(63.1%) of the teachers agreed that insecurity-terrorism influenced teachers seeking job market opportunities outside teaching requiring similar educational level with 47(20.9%) were undecided while 36(16%) disagreeing.

Further results revealed that, overall, 161(71.6%) of the teachers agreed that limited opportunity for professional development influenced rates of teachers exiting while 34(15.1%) disagreed. Participants who lived in the community with their families were more likely to remain in the profession compared to those who live apart. The implication of the findings is that, attrition of teachers and job market opportunities are closely related, and that issues to do with insecurity, transfers, family and politics have a direct effect on attrition of teachers. It is possible to retain highly experienced and trained teachers in all schools and minimize mobility of such teachers if proper strategies are put in place (Mabeya, 2019).

Unfair promotions procedures reduce the attractiveness of the profession and chances of advancing through the career ladder (Mulkeen, 2010). According to Ingersoll (2012), teachers need on-job training or continuous professional development programs. Alternative employment opportunities brought about by labour market opportunities and pay progression is one of the main causes of attrition of teachers.

4.5.2 Inferential Analysis

Teachers have little control over their posting, transfer and promotion, which greatly demotivates them. Therefore, if a teacher feels burned out, out of place or uncomfortable, he/she will leave for a more appealing and challenging job in education or other fields. The views of teachers are presented in Figure 5;

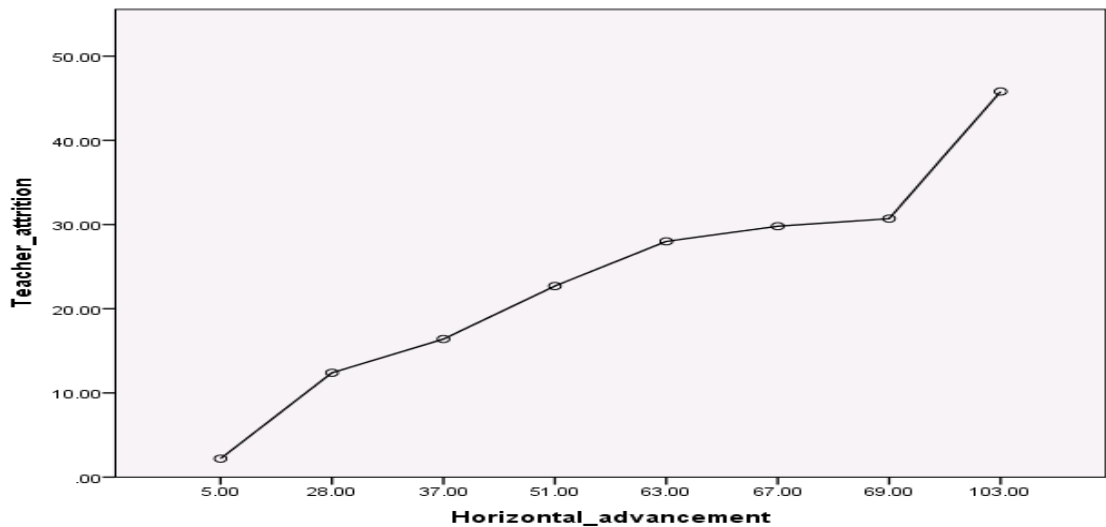


Figure 5: Scatter Plot Linear Regression Analysis Showing Relationship Between Horizontal Professional Advancement and Teacher Attrition

Results from Figure 5 shows the data looks linearly related and positive. There was a strong positive linear relationship between indicators of horizontal professional advancement and teacher attrition. Majority of the teachers at 103(45.8%) cited improved terms and remunerations as one way in which the indicators of horizontal advancement on attrition can be improved. Other responses include transfer teachers on request at 69(30.7%) followed by enhance security at 63(29.8%) and TSC to stop delocalization of teachers at 63(28%). The least response from teachers was for TSC to listen to teachers complains at 5(2.2%).

Mabeya (2019) argued that the Teachers Service Commission (TSC) should have incorporated the delocalization policy at the point of advertising teaching vacancies. One effective approach could have involved limiting local applicants from securing positions within their immediate communities. This would have supported a more balanced teacher distribution across regions. The findings suggest that horizontal professional advancement—through transfers, new roles, or lateral mobility—can help retain teachers in the profession. Enhancing teacher welfare through better pay, improved working conditions, and guaranteed personal safety significantly contributes

to teacher retention. While much focus is typically placed on attracting new entrants during times of teacher shortages, it is just as critical to implement strategies that ensure current teachers remain in the classroom. Sutchter et al. (2016) emphasize that retaining existing educators is a key component of addressing long-term staffing challenges in the education sector.

4.5.3 Thematic Analysis

When asked during the interviews to give their views on how rates of teachers exiting influence horizontal advancement of teacher attrition, 3(100%) of TSC HRO's, 3(75%) of education officers and 5(45.5%) of principals answered in affirmative. However, 6(54.6%) of the principals said rates of teachers exiting is not influenced by horizontal advancement. Additional results captured during the interviews on horizontal advancement of teacher attrition revealed that, 3(100%) of the HRO's, 7(63.6%) of the principals and 1(25%) of the education officers agreed that high academic qualification acquired influenced horizontal advancement of teacher attrition. However, 3(75%) of the education officers did not agree that high academic qualification acquired influenced horizontal advancement of teacher attrition.

Further results captured from the TSC HRO's, principals and education officers on their opinion as to whether job market opportunities outside teaching requiring similar educational level influence horizontal advancement of teacher attrition revealed that, 2(66.7%) of HRO's, 6(54.6%) of principals and 2(50%) of the education officers said it does. In addition, 5(45.5%) and 2(50%) of the education officers said job market opportunities outside teaching requiring similar educational level does not influence horizontal advancement of teacher attrition. Carver-Thomas and Darling-Hammond (2017) note that teacher turnover can disrupt labor market stability within the education sector. Even when educators remain in the profession but transfer to different schools,

the impact on the schools they leave behind is comparable to that of a complete exit. During periods of teacher shortages, such movement—often referred to as "movers"—can intensify staffing challenges, particularly in schools that are already struggling to attract and retain qualified teachers. Thus, from the findings, it is true to say that high academic qualification acquired influences horizontal advancement of teacher attrition as attested by the high percentage responses from the HRO's, principals and the education officers.

Though the position of HRO's and the education officers differed as to the influence of horizontal advancement of teacher attrition on job market opportunities outside teaching requiring similar educational level, it is worth noting that a good percentage of these officers agreed that its influence is real. Qualitative analysis on some of the ways of managing horizontal advancement on teacher attrition further enriched by interviews conducted became clear on the issue as reported by one of the TSC Human Resource officer that:

Teachers should not be moved far away from their families when they are being transferred” (HRO2, 2nd February, 2022).

This comment further suggests that, family is important. Orina (2014) affirms that, one of the most common methods through which teachers are separated from TSC is through transfers. The implication is that, the delocalization policy separated teachers from their families causing a lot of anguish, stress, depression and even the death of teachers mostly those nearing retirement and those who were suffering from terminal illness. Female teachers are reluctant to take up the posts in a remote place because of pregnancy, child-rearing responsibilities, conservative attitudes of families, and other domestic obligations. Female teachers are more likely to leave their posts if they are assigned distant from their parents or husband. A study conducted by Mabeya (2020) revealed that, teachers who were married recorded a higher rate of attrition compared to

those who are single or not married. Another TSC Human Resource officer who reported echoed a similar suggestion that:

TSC to introduce more opportunities for advancement with the commission” (HRO1, 2nd February, 2022).

This comment further suggests the need for more opportunities for advancement of teachers to be created by the TSC to allow even the teacher in the lowest cadre or grade to ascend to the highest position without putting bottlenecks or ceilings that restrict teachers to particular levels and requirements. The implication is that, many teachers have remained stagnated, frustrated and self-contained in the classrooms where they have been teaching for decades. Since the freezing of employment of teachers went into effect, the TSC has only been hiring new teachers to restore those who are living service (Kwamboka *et al*, 2008, Silyvier, 2017). According to Madume *et al* (2018), managing attrition of teachers involves using management principles to reduce the rate at which teachers exit the school system for other well-paying jobs. One of the education officers interviewed reported that:

Give teachers’ positive enlightenment on good opportunities and service apart from teaching” (EO3, 18th February, 2022)

This comment affirms that, there is need for teachers to be judged on other parameters apart from curriculum implementation. Many teachers and principals have excelled in other areas such as community engagements, sourced for funds for provision of physical facilities and managed school developments projects successfully, which are hardly or rarely recognized by the employer. One of the principals interviewed asserted that:

Requests for transfers should be honoured. The employer should have a listening ear and a human heart as long as there is evidence” (P01, 2nd February, 2022).

This comment acknowledges transfer of teachers as one of the ways in which attrition of teachers happens.

Transfer is a form of temporary attrition of teachers as it involves the movement of teachers from one station to another. Howell (2009), defined attrition as a teacher moving to a different school (transfer attrition). Additionally, another principal asserted that:

Transfer, when necessary, should be done within the county, same level of school” (P08, 2nd February, 2022).

From the foregoing quotation, it is evident that the transfer of teachers has rubbed many teachers the wrong way especially when it is done inhumanely or without considering the plight of the teachers. Teachers’ assignment in remote places and distant from their home residence also leads to teacher attrition. Some teachers leave the profession to take care of their aging parents (Fessehatsion & Peng, 2021). This is apparent that the transfer of teachers away from their ‘comfort zones’ does not augur well with many teachers and principals. According to George (2010) cited in Kasau (2012), some teachers are also known to leave the profession due to HIV/AIDS or other health complications. Another principal asserted that:

Expand professional growth for teachers. Put in place better retention and remuneration policies” (P05, 2nd February, 2022).

This comment brings to the fore the importance that professional growth and better remuneration plays towards the stability of the teaching profession. As literature review demonstrates, teachers are increasingly breaking way from employment by TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths. According to Carver-Thomas and Darling-Hammond (2017), retaining teachers requires a comprehensive approach that ensures teachers are well prepared for the challenges of teaching, compensates them adequately for their labor, and provides the teaching and learning environments that support their growth and help them to be effective. One of the principals interviewed asserted that:

TSC should ensure that the security of teachers is guaranteed all the time at their place of work” (P09, 2nd February, 2022).

From the foregoing quotation, it is apparent that security of teachers in their working environment is important if teachers have to be retained in the profession. This comes amidst the killing of teachers by terrorists, which forced many teachers to leave their workstations in the North-Eastern part of Kenya. The TSC responded by transferring the teachers to other safer areas though, many other teachers were denied transfers and were interdicted when they refused to go back. Similarly, there are various hot spots in Kenya that have experienced ethnic clashes, banditry and cattle rustling which has also forced quite a number of teachers to flee and not return back.

Teachers have off recent become targets by terrorists and during tribal clashes. The implication of these views is that though majority of the respondents agreed the rate of teachers exiting the service influences horizontal advancement of teacher attrition as in those seeking transfers, there are those with divergence views stating it does not influence horizontal advancement. Additionally, majority of the respondents agreed that higher academic qualifications acquired influences horizontal advancement of teacher attrition while a few were for the contrary opinion.

Additionally, the job market opportunities outside teaching requiring similar educational level does not influence horizontal advancement of teacher attrition, as such, the TSC needs to introduce more opportunities for teachers to advance in addition to putting in place better retention and remuneration policies. These can involve among others improving security; only transfer teachers who request for transfers, reviewing the delocalization policy and acknowledge higher academic qualifications acquired by teachers through promotions.

A high rate of teacher attrition, that is, teachers leaving the profession is a primary contributor to teacher shortages nationally (Carver-Thomas & Darling-Hammond, 2017).

4.5.4 Triangulation/Interpretation of Quantitative and Qualitative Research Findings

The study highlighted the significant role that horizontal professional advancement plays in influencing teacher attrition in public secondary schools in Mombasa County, Kenya. Findings clearly demonstrated that horizontal movement—such as transfers driven by personal reasons—contributes to teacher shortages in schools. Teachers are more likely to remain in the profession when aspects of the job align with their personal and professional needs. Both quantitative and qualitative analyses provided strong evidence of this effect, with a substantial majority of respondents—190 (78.2%)—identifying family-related factors as the primary driver of horizontal advancement influencing teacher attrition.

This was followed by limited opportunity for professional development at 185(76.1%) and transfers at 180(74.1%). On the other side, politics at 132(54.3%) was cited by majority of the respondents as the least likely indicator of horizontal advancement influencing teacher attrition followed by insecurity at 101(41.6%). Ngala and Nyakwara (2017) found that political interference significantly affects multiple aspects of school operations, including hiring, promotions, teacher deployment, and general administration. Mabeya (2019) further notes that politics within school management, particularly concerning promotions to headship positions, contributes to teacher attrition. Santiago (2002) explains that the teacher labor market is distinct from conventional job markets because salary decisions are shaped by political negotiations involving government authorities, the public, and teacher unions.

The study also revealed that 159 teachers (70.7%) agreed that inter-school transfers (movers) influence the likelihood of teachers leaving the profession. Similarly, 157 teachers (69.8%) indicated that their family circumstances—especially for those with higher academic qualifications—play a significant role in their decision to exit teaching. In addition, 121(53.8%) of the teachers agreed that politics influence job market opportunities outside teaching requiring similar educational level for those teachers who are well connected with 42(18.7%) disagreeing. Additionally, overall, 142(63.1%) of the teachers agreed that insecurity/terrorism influenced job market opportunities outside teaching requiring similar educational level as affected teachers seek employment elsewhere in safer working environments, 47(20.9%) were undecided while 36(16%) disagreed.

Further results revealed that, overall, 161(71.6%) of the teachers agreed that limited opportunity for professional development from TSC influenced rates of teachers exiting while 34(15.1%) disagreed. Additional results showed a strong positive linear relationship between indicators of horizontal professional advancement and teacher attrition. Majority of the teachers at 103(45.8%) cited improved terms and remunerations as one way in which the indicators of horizontal advancement on attrition can be managed. Other responses included transfer teachers on request at 69(30.7%) followed by enhanced security at 63(29.8%) and TSC to stop delocalization of teachers at 63(28%). Professional growth and better remuneration play a crucial role towards the stability of the teaching profession.

Mabeya (2019) asserts that, teacher retention can be increased by building professional relations; fair treatment and reward system can make teachers feel appreciated. Similar results on how rates of teachers exiting influence horizontal advancement of teacher attrition revealed that, 3(100%) of TSC HROs, 3(75%) of education officers and

5(45.5%) of principals answered in affirmative. However, 6(54.6%) of the principals said the rates of teachers exiting does not influence horizontal advancement because most of these cases involved teachers moving from one school to another or one county to another. Additional results captured during the interviews on influence of horizontal advancement on teacher attrition revealed that, 3(100%) of the HRO's, 7(63.6%) of the principals and 1(25%) of the education officers agreed that high academic qualification acquired influenced horizontal advancement of teacher attrition. However, 3(75%) of the education officers did not agree that high academic qualification acquired influences horizontal advancement of teacher attrition.

Further results captured on whether job market opportunities outside teaching requiring similar educational level influence horizontal advancement of teacher attrition revealed that, 2(66.7%) of HROs, 6(54.6%) of principals and 2(50%) of the education officers said it does. According to Mabeya (2020), the old and experienced teachers have the lowest likelihood of exiting teaching unless they have reached retirement age. However, Ingersoll (2011) posits that, young teachers are more likely to exit the teaching profession to work in other sectors where pay is higher than teaching. In addition, 5(45.5%) and 2(50%) of the education officers said job market opportunities outside teaching requiring similar educational level does not influence horizontal advancement of teacher attrition.

This implies that, horizontal advancement retains teachers in the profession. Teacher mobility is mainly in transfers; hence, the teaching profession does not lose to other professions when it comes to horizontal advancement on teacher attrition. The only losers are the schools where such teachers move out from. High rate of teacher turnover disrupts the stability and continuity of teaching hence affecting negatively on the school improvement efforts (Kasau et al, 2016).

That is why improved terms and remunerations of teachers and enhanced security can play a great deal in retaining many teachers in the profession.

4.6 Professional Advancement in Labour Market Opportunities and Teacher Attrition in Public Secondary Schools

The researcher analyzed the influence of professional advancement of labour market opportunities on teacher attrition in public secondary schools. This involved assessing indicators of labour market opportunities and how each indicator influences teacher attrition.

4.6.1 Descriptive Analysis

Descriptive data were collected from teachers, organized and summarized into specific thoughts. results are presented in Table 18;

Table 18: Indicators of Labour Market Opportunities for Teachers

| Indicators of Labour Market Opportunities | YES | | NO | |
|--|-----------------|----------|-----------------|----------|
| | <i>f</i> | % | <i>f</i> | % |
| Employability | 183 | 76.1 | 60 | 24 |
| High academic qualification | 181 | 74.5 | 62 | 25.5 |
| Economic and social conditions | 194 | 79.8 | 49 | 20.2 |
| Lack of retention policies | 195 | 80.2 | 48 | 19.8 |
| Local labour market demand and supply | 170 | 70 | 73 | 30 |

Results from Table 18 shows that, majority of the respondents at 195 (80.2%) cited lack of retention policies as the largest indicator of labour market opportunities influencing attrition of teachers. This was followed by economic and social conditions at 194(79.8%), employability at 185(76.1%), high academic qualification at 181(74.5%) and lastly, local labour market demand and supply at 170(73%). However, on the other side, results shows that majority of the respondents did not agree that local labour market demand and supply at 73(30%) and high academic qualification at 62(25.5%) were indicators of labour market opportunities influencing attrition of teachers.

The reason given was that some of the teachers might not possess the required qualification as demanded by the labour market opportunities. Very few respondents cited lack of retention policies at 48(19.8%) as the least indicator of labour market opportunities that can influence attrition of teachers. These policies need to address economic and social conditions of teachers. As a result, the labour market opportunities outside the teaching profession offer a landing spot for employability to many teachers who feel like venturing out or change their employment. According to Kasau et al (2016), higher attrition rates of teachers are observed for teachers with high academic qualifications due to the bigger labour market opportunities available for them.

Table 19: Teachers’ Views on the Influence of Professional Advancement in Labour Market Opportunities on Teacher Attrition in Public Secondary Schools

| Statements | S/A | | A | | U | | D | | S/D | |
|---|-----|------|----|------|----|------|----|-----|-----|-----|
| | # | % | # | % | # | % | # | % | # | % |
| Employability influence rates of teachers exiting | 94 | 41.8 | 86 | 38.2 | 28 | 12.4 | 13 | 5.8 | 4 | 1.8 |
| Economic and social conditions influence attrition of teachers with high academic qualification | 90 | 40 | 86 | 38.2 | 36 | 16 | 8 | 3.6 | 5 | 2.2 |
| Lack of retention policies influence job market opportunities outside teaching requiring similar educational level | 93 | 41.3 | 88 | 39.1 | 24 | 10.7 | 13 | 5.8 | 7 | 3.1 |
| Local labour market demand and supply influence job market opportunities outside teaching requiring similar educational level | 86 | 38.2 | 88 | 39.1 | 33 | 14.7 | 11 | 4.9 | 7 | 3.1 |

Results from Table 19 shows that, overall, 180(80%) agreed that employability influence rates of teachers exiting while 17(7.6%) disagreed and 28(12.4%) were undecided. In addition, majority of the teachers at 176(78.2%) agreed that economic and social conditions influenced the attrition of teachers with high academic qualification while 13(5.8%) disagreed. Additional results further revealed that overall, 181(80.4%) of the teachers cited lack of retention policies as factor that influenced job market opportunities outside teaching requiring similar educational level, with 20(8.9%) disagreeing and a further 13(10.7%) of the teachers being undecided. Lastly, overall, 174(77.3%) agreed that local labour market demand and supply influence job market opportunities outside teaching requiring similar educational level, 33 (14.7%) were undecided and 18(8%) of the teachers disagreed.

This is implication is that; teachers have more opportunities available to them outside the teaching profession, and this can be contributed by factors such as their employability, lack of retention policies by TSC, economic and social conditions and demand and supply in the job market outside teaching. There is evidence of the high number of teachers who are being absorbed by NGOs, the private sector, county governments and other institutions. According to Waititu (2010), based on the labour market opportunities; teachers are able to decide whether to leave teaching or stay in the profession.

4.6.2 Inferential Analysis

Voluntary attrition of teachers to take up other occupations may be greater in teachers with higher level of education due to alternative labour market opportunities available to them outside teaching. A linear regression scatter plot shows how the relationship between labour market opportunities and teacher attrition as presented in Figure 5;

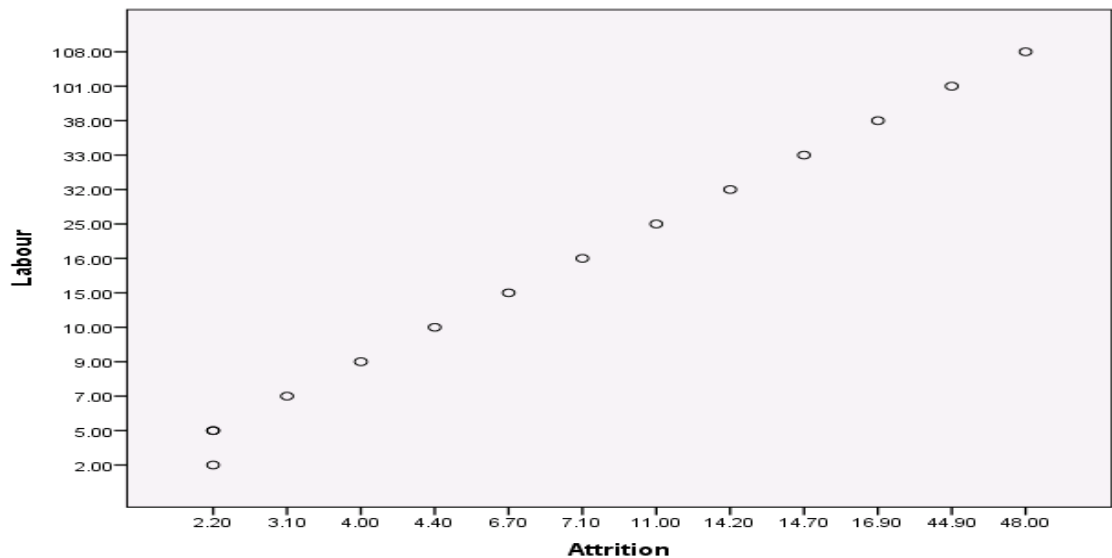


Figure 6: Scatter Plot on Linear Regression Analysis Showing the Relationship Between Professional Advancement in Labour Market Opportunities and Teacher Attrition

Results from the above scatter plot reveals that, the data looks linearly related and positive. It shows that as the labour market opportunities goes up so does the attrition of teachers. This led to the conclusion that there was a statistically significant relationship between labour market opportunities and teacher attrition in public secondary schools in Mombasa County. The implication of the findings is that, it is possible to bring under control attrition of teachers if the TSC as the employer meets certain standards and conditions, which the labour market provides for teachers.

When teachers feel that their working conditions have been improved and their services are subsequently rewarded through proper incentives, then it is possible to reduce the rate of teachers exiting the service. In the last hundred years, schools and education systems have faced growing challenges—both logistical and financial—in maintaining a stable teaching workforce. Retaining qualified and effective educators has proven to be a persistent difficulty across many schools (Knauer, 2014). According to Doberty (2020), the trend of teachers leaving the profession, often transitioning to careers outside of education, reflects a global pattern within the education sector.

Research indicates that nearly half of new teachers exit the profession voluntarily within the first five years of their careers, highlighting the severity and widespread nature of the issue. Majority of teachers on duty and those who had left indicated that the society had reduced aspect for teachers' status (Mabeya, 2019). Sutchter (2019) further assert that, the history of labour market has traditionally not responded effectively to all teachers' shortages. As a result, the "leaky bucket" of teacher attrition has high costs therefore; there is need for policy interventions to repair the leaking bucket. The government has yet to determine the impact that retention policy as a strategy can have on teacher attrition.

4.6.3 Thematic Analysis

When asked during the interviews to give their views on whether rates of teachers exiting is influenced by labour market opportunities, 2(66.7%) of TSC HRO's, 3(75%) of education officers and 8(72.7%) of principals said it does not influence labour market opportunities on teacher attrition. Additional results captured during the interviews on whether high academic qualification acquired influenced labour market opportunities on teacher attrition, the study revealed that, 2(75%) of the HRO's, 10(90.9%) of the principals and 2(50%) of the education officers agreed that high academic qualification acquired influenced labour market opportunities on teacher attrition. However, 2(50%) of the education officers did not agree that high academic qualification acquired influences labour market opportunities on teacher attrition.

Further results revealed that, 8(72.7%) of the principals, 3(75%) of the education officers and 2(66.7%) of the TSC HRO's agreed that job market opportunities outside teaching requiring similar educational level influenced labour market opportunities on teacher attrition. Thus, from the findings, it is true to say that, the rates of teachers exiting because of the labour market opportunities available is influenced by their

acquired academic qualification. Further results showed that the labour market has opportunities for teachers outside teaching and this influenced teacher attrition. Further qualitative analysis on some of the ways of improving labour market opportunities on teacher attrition further enriched by interviews conducted became clear on the as reported by one of the principals that:

Increase package and improve working conditions to march market opportunities” (P06, 25th January, 2022).

This comment resonates with a similar study by UNESCO (2010) which found out that alternative employment opportunities brought about by labour market opportunities and pay progression is one of the main causes of attrition of teachers. The Human Capital Theory (generic human capital) suggests that teachers transfer or move to other occupations fairly easily because of the multiple experiences that they have from the diverse fields or disciplines (Kavenuke, 2013). Another principal reported that:

A huge number of teachers have attained high academic qualification required in the labour market, hence there should be proper recruitment policies based on academic qualification” (P09, 2nd February, 2022).

This comment acknowledges a study by Waititu (2010) that revealed that, based on the labour market opportunities; teachers are able to decide whether to leave teaching or stay in the profession. According to Orina (2014), lack of clear promotion policy for teachers with Masters and PhDs influenced teachers’ decisions to leave their jobs. As long as TSC does not find ways of mending the “leaky bucket” that the teaching profession has become, attrition of teachers will always be inevitable.

A quantitative study conducted in Ghana by Opoku et al. (2020) explored the key elements that contribute to retaining teachers in rural educational settings. Their findings emphasized that competitive compensation and the degree of social integration—specifically, how well teachers are welcomed and accepted within the local

communities—are critical to encouraging teachers to remain in rural schools. These two factors were identified as having a strong influence on a teacher's decision to continue working in these often-underserved areas. The TSC needs to review its uniform salary and job grouping that “pools together” all teachers in similar grades with similar salaries regardless of academic qualifications. One of the principals reported similar sentiments that:

Some of us joined teaching as a stepping stone, not a lifetime career” (P03, 20th January, 2022).

From the foregoing quotation, it is noticeable that the status of teaching as a profession has declined as shown by a report by United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2010) which was conducted across 15 countries. One of the TSC HRO interviewed asserted that:

Teachers should be paid according to their qualification as other employees are being paid in another department” (HRO3, 2nd February, 2022).

From the foregoing quotation, it is evident that teachers need to be well paid commensurate with their qualification as it happens in other ministries and professions. According to Madumere et al (2018), the teaching profession has been relegated to the background because of the so-called “greener pastures” which has influenced the clamour for jobs with higher pay and greater prestige among teachers. Another TSC HRO asserted similar sentiments that:

The employer should encourage teachers to acquire more knowledge to enable them progress career wise, and in doing so, teachers should be promoted to the next level due to higher academic qualification” (HRO1, 18th February, 2022).

Similarly, one of the education officers interviewed asserted that:

Teachers should be given opportunities to excel in their studies and be given promotion to give morale to teach” (EO3, 2nd February, 2022).

From the foregoing comments, it is apparent that high academic qualification has been linked to promotion and higher status in the teaching profession. However, lack of recognition of the same has lowered the morale of those teachers who had invested in pursuing higher education and also discouraged many teachers who wanted to seek high qualification as it is no longer viewed as a ladder to the much-anticipated promotion and high salary or job group.

In Nigeria, qualified teachers are constantly lost to other institutions such as customer service, banks, oil companies and other federal government parastatals (Madumere et al, 2018). The implication of these views is that, majority of the respondents agreed that high academic qualifications acquired and job market opportunities outside teaching requiring similar educational level influenced teacher attrition. However, most respondents did not agree that the rate of teachers exiting the profession influenced the labour market opportunities hence no impact on attrition of teachers.

On the contrary, the labour market influences attrition by providing opportunities to those teachers who are willing to exit the teaching profession. Hence, there is need for the TSC to increase the teachers' package to march the current market, pay and promote teachers according to their academic qualification because there are plenty of labour market opportunities outside teaching requiring similar educational level that can accommodate most teachers especially those who have attained higher academic qualifications. If the TSC continues to disregard the academic qualification acquired by its teachers, the labour market outside teaching does not.

4.6.4 Triangulation/Interpretation of Quantitative and Qualitative Research Findings

According to the quantitative and qualitative data collected and analysed, there was evidence of influence of professional advancement labour market opportunities on teacher attrition in public secondary schools in Mombasa County, in Kenya. Results showed that, majority of the respondents at 195 (80.2%) cited lack of retention policies as the largest indicator influencing attrition of teachers to the labour market. This was followed by economic and social conditions at 194(79.8%), employability at 185(76.1%), high academic qualification at 181(74.5%) and lastly, local labour market demand and supply at 170(73%).

As a result, the labour market opportunities outside the teaching profession can offer a landing spot for employability to many teachers who feel like venturing out or change their employment. As a result, Mabeya (2019) affirms that, regular attrition of teachers decreases the quantity of teachers existing in the education sector further aggravating the professional shortage. In addition, the study revealed that, overall, 180(80%) of the respondents agreed that employability influenced rates of teachers exiting whereas majority of the teachers at 176(78.2%) agreed that economic and social conditions influenced the attrition of teachers with high academic qualification.

Additional results further revealed that overall, 181(80.4%) of the teachers cited lack of retention policies influencing job market opportunities for teachers outside teaching which required similar educational level while 174(77.3%) of teachers agreed that local labour market demand and supply influence job market opportunities for teachers outside teaching requiring similar educational level. This implies that, teachers have more opportunities available to them outside the teaching profession. Mabeya (2019) is concerned that, the teaching career is no longer influencing the society as a dignified

occupation. According to Wamukuru (2016), studies in Australia and other OECD countries cited the declining status of teaching in the society and in students' perceptions of the teaching profession as reasons for lack of interest in teaching as a career. Further results from a scatter plot revealed a data that looked linearly related and positive. This showed that as the labour market opportunities goes up so does the attrition of teachers hence leading to the conclusion that there was a statistically significant relationship between labour market opportunities and teacher attrition in public secondary schools.

Additional results on whether rates of teachers exiting influence labour market opportunities on teacher attrition showed that, 2(66.7%) of TSC HRO's, 3(75%) of education officers and 8(72.7%) of principals said it does not influence labour market opportunities on teacher attrition. However, high academic qualification acquired opened the labour market opportunities for teachers hence influenced teacher attrition as shown by the 2(75%) of the HRO's, 10(90.9%) of the principals and 2(50%) of the education officers. According to Mabeya (2019), higher education is a predicament to attrition in schools hence the teaching profession is losing its experienced and committed teachers to other sectors. On the contrary, 2(50%) of the education officers did not agree that high academic qualification acquired influenced labour market opportunities on teacher attrition.

Further results revealed by 8(72.7%) of the principals, 3(75%) of the education officers and 2(66.7%) of the TSC HRO's showed that job market opportunities outside teaching requiring similar educational level influenced teacher attrition. It is apparent that high academic qualification has been linked to promotion and higher status in the teaching profession. However, lack of recognition of the same has lowered the morale of those teachers who had invested in pursuing higher education and also discouraged many

teachers who wanted to seek high qualification as it is no longer viewed as a ladder to the much-anticipated promotion and high salary or job group. Teachers with higher level of education account for the large number of teachers quitting profession. This presumably reflects on the greater labour market opportunities available to them. According to Waititu (2013), a large proportion of teachers are unhappy with their career owing to the society's supposition that teaching as a profession was for those who failed in examinations.

4.7 Deployment Policy and Teacher Attrition in Public Secondary Schools

The researcher examined the influence of deployment policy on teacher attrition in public secondary schools. This entailed assessing the indicators of deployment policy and how each of them influences teacher attrition.

4.7.1 Descriptive Analysis

The researcher collected descriptive data from teachers, organized and summarized them into specific thoughts. Results are presented in Table 20;

Table 20: Indicators of Deployment Policy for Teachers

| Indicators of Deployment Policy | SA | | A | | U | | D | | SD | |
|---|----|------|----|------|----|------|----|------|----|-----|
| | f | % | f | % | f | % | f | % | f | % |
| Deployment pattern influence rates of teachers exiting | 71 | 31.6 | 99 | 44 | 19 | 8.4 | 27 | 12 | 9 | 4 |
| Delocalization policy influence job market opportunities outside teaching requiring similar educational level | 72 | 32 | 94 | 41.8 | 37 | 16.4 | 16 | 7.1 | 6 | 2.7 |
| Bonding policy by TSC influenced deployment policy | 58 | 25.8 | 79 | 35.1 | 44 | 19.6 | 33 | 14.7 | 11 | 4.9 |
| Poor teacher management practices influence rates of teachers exiting | 78 | 34.7 | 70 | 31.1 | 39 | 17.3 | 25 | 11.1 | 13 | 5.8 |

Results from Table 20 shows that, overall, 170(75.6%) of the teachers agreed that deployment pattern influence rates of teachers exiting the teaching profession while 36(16%) disagreed and 19(8.4%) remained undecided. In addition, majority of the teachers at 176(78.2%) agreed that delocalization policy influenced many teachers to seek job market opportunities outside teaching requiring similar educational level with 37(16.4%) of the teachers being undecided and 22(9.8%) disagreed. Further results revealed that, overall, 137(60.9%) of the teachers agreed that bonding policy by TSC influenced deployment policy while 44(19.6%) disagreed.

Lastly, overall, 148(65.8%) of the teachers agreed poor teacher management practices influenced rates of teachers exiting the teaching service with 38(16.9%) disagreeing. According to Kasau et al (2016), teacher attrition disrupts teaching, posing a challenge to the entire education system. The teaching force is losing its best workforce (Madumere et al, 2018). The implication is that, deployment of teachers and the bonding policy are issues, which needs careful planning and execution. The bonding policy clearly stipulates that teachers must remain in their initial posting for a period of five years before being eligible for transfer, but this guideline is frequently ignored in practice. Opoku et al. (2020) note that teacher deployment tends to be demand-driven, with educators assigned to locations requiring their services. Beginning teachers sent to rural areas are generally required to serve for a minimum of three years before requesting a transfer.

Furthermore, the policy of delocalization continues to impact the job market; some delocalized teachers comply with their transfers, while others leave the profession entirely or attempt to bribe their way back to urban postings. According to Mabeya (2019), newly qualified teachers often resist rural assignments, which can ultimately lead to increased attrition.

Teacher shortages results to uneven deployment as most teachers tend to avoid deployment to rural areas. Teachers posted to these less desired schools are able to “arrange for transfers”. Empty positions in urban schools are quickly filled; meanwhile vacancies in remote schools are less easily filled or are filled with unqualified teachers. Lastly, there is a challenge from the way TSC as the employer especially deals with issues regarding teacher management. A point in case concerns the issues of the TPD modules which was planted on teachers, Career Progression Guidelines which outlawed the schemes of service for teachers and the freezing of recognition of academic papers acquired by teachers.

Table 21: Teachers’ Views on the Influence of Deployment Policy on Teacher Attrition in Public Secondary Schools

| Statements | SA | | A | | U | | D | | SD | |
|---|----------|------|----------|------|----------|------|----------|-----|----------|-----|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Rates of teachers existing the school system is influenced by multiple career paths | 96 | 42.7 | 88 | 39.1 | 23 | 10.2 | 15 | 6.7 | 3 | 1.3 |
| High academic qualification influenced vertical advancement | 78 | 34.7 | 102 | 45.3 | 29 | 12.9 | 16 | 4.4 | 6 | 2.7 |
| Job market opportunities outside teaching influenced attrition of teachers | 66 | 29.3 | 90 | 40 | 43 | 19.1 | 18 | 8 | 8 | 3.6 |
| High academic qualification does no influence horizontal advancement | 58 | 25.8 | 91 | 40.4 | 44 | 19.6 | 22 | 9.8 | 10 | 4.4 |

Results from Table 21 shows that, overall, 184(81.8%) of the teachers agreed that the outcome of the rates of teachers existing the school system is influenced by the alternatives offered by the multiple career paths while 18(8%) disagreed and 23(10.2%) remained undecided. In addition, majority of the teachers at 180(80%) agreed that the outcome of high academic qualification influenced vertical advancement with 20(8.9%)

of the teachers disagreeing while 29(12.9%) remained undecided. Further results revealed that, overall, 156(69.3%) of the teachers agreed that the job market opportunities outside teaching influenced the outcome on teacher attrition. Lastly, overall, 149(66.2%) of the teachers agreed that the outcome of high academic qualification does not influence horizontal advancement with 32(14.2%) disagreeing. The implication is that, teachers will continue to exit the service because there are many opportunities on offer since many enter the profession as a stepping-stone to other careers.

In addition, teachers who acquire higher academic qualification will continue to exit the profession because there are labour markets opportunities out there that are open to them that can accommodate them based on their academic qualification acquired. Under Human Capital Theory (specific human capital), the least qualified, mediocre, inexperienced and not multi-skilled teachers will not leave because it is difficult to find jobs elsewhere (Kirby & Grissmer, 1993).

4.7.2 Inferential Analysis

The deployment of teachers in Kenya is made through planned deployment where teachers are assigned duties in response to an assessment of needs. Teacher attrition in some cases is a response to unhappiness with deployment, poor management and unreliable pay. The indicators of deployment policy are presented in Table 22;

Table 22: Relationship Between Deployment Policy and Teacher Attrition

| Dependent Variable: Teacher attrition | | |
|--|------------------------------|------------------------|
| | Regression statistics | Model Attrition |
| Predictor: Deployment | R | 1.000 |
| policy indicators | R-Squared (R ²) | 1.000 |
| | Adjusted R-Squared | 1.000 |
| | Standard error of Estimate | .00000 |
| | Durbin-Watson | .194 |

Table 22 portrays results of a multiple regression analysis on the influence of deployment policy indicators (predictor) on teacher attrition in public secondary schools in Mombasa County. The Pearson's $R=1.000$ indicates that there was a strong positive relationship between deployment policy indicators and teacher attrition in public secondary schools in Mombasa County. The R-squared (R^2) computed yielded a value of 1.000 suggesting that deployment policy indicators explained 100% of the variations in teacher attrition in public secondary schools in Mombasa County. The adjusted R-squared (R^2) =1.000 also explained that deployment policy indicators explained 100% of the variations in teacher attrition which is the same as R^2 predicted.

The standard error of estimate (E) was found to be .00000 suggesting that there were no factors observed in the model, which had some influence on deployment policy indicators. The Durbin-Watson test yielded a value of .194. As obtained in the model, a value of 1 means that there is no auto correlation in the sample values. This led to the conclusion that there was a statistically significant relationship between deployment policy indicators and teacher attrition in public secondary schools in Mombasa County.

4.7.3 Thematic Analysis

When asked during the interviews to give their views on whether rates of teachers exiting is influenced by deployment policy, 8(72.2%) of principals, 3(75%) of education officers and 2(66.7%) of the TSC HRO's said deployment policy does not influence teacher attrition. Additional results captured during the interviews on whether deployment policy influenced the attrition of teachers with high academic qualification, the study revealed that, 9(81.8%) of the principals, 2(66.7%) of the HRO's and 2(50%) of the education officers agreed that deployment policy influenced attrition of teachers with high academic qualification. Further results revealed that, 8(72.7%) of the principals agreed that deployment policy influenced teachers to seek job market

opportunities outside teaching requiring similar educational level while 3(75%) of the education officers and 2(66.7%) of the TSC HRO's disagreed that deployment policy did not influence teachers to seek job market opportunities outside teaching requiring similar educational level. Further analysis of qualitative results on the influence of deployment policy indicators on teacher attrition showed that, majority of the respondents at 189 (77.8%) cited delocalization policy as the largest indicator of deployment policy influencing attrition of teachers with deployment pattern at 169(69.5%) coming second.

This was followed closely by bonding policy by TSC at 163(67.1%) and poor teacher management practices at 162(66.7%). This is an implication that, deployment of teachers should be made equitable by the TSC all over the country. In some cases, teacher shortages result from uneven deployment, as teachers tend to avoid deployment to rural areas. Teachers posted to these less desired schools are able to "arrange for transfers" through the back doors using 'godfathers' or senior TSC officers. Schools in remote areas are less easily filled or are filled with unqualified teachers where as empty positions in urban schools are quickly filled.

Thus, from the findings, majority of the respondents acknowledged that the rates of teachers exiting were influenced by deployment policy, though the TSC HRO's felt otherwise. Further results revealed that, majority of the principals and education officers acknowledged that deployment policy influenced attrition of teachers with high academic qualification and job market opportunities outside teaching requiring similar educational level influenced teacher attrition. However, majority of the TSC HRO's felt otherwise when it came to the influence of educational level on deployment policy. Farber (2000), as cited in Doss (2016) points out that, if a teacher feels burned out, out of place or uncomfortable, he/she will leave for a more appealing and challenging job in

education or other fields. Attrition diminishes the value of teachers since most competent teachers are most likely to leave (Madumere et al, 2018). A study by Bennel and Munkyanuzi (2005) cited in Mdeme (2014), revealed that, a teacher who is demoralized is likely to find another occupation, be absent or late at work, and may not do what is expected of him/her in their class in order to meet the learning needs of the pupils. Further qualitative analysis on some of the ways of improving deployment policy on teacher attrition further enriched by interviews conducted became clear on the as reported by two of the principals that:

The delocalization policy should be implemented with a human face because delocalization forces teachers out of the profession due to trauma” (P010, 28th January, 2022).

From the foregoing quotation, it is evident that the delocalization policy was not a policy that was popular among teachers. The implication was that, majority of the teachers felt the delocalization policy was out to separate them from their families and communities where they had worked for the better part of their service. Burnout is not a new problem; however, with increasing frequency, teacher burn-out leads to attrition (Jacobson, 2016). Kalai et al (2018) further assert that, teaching is one of the most stressful jobs, with stress among teachers been caused by heavy workload, conflict at work and discipline problems from learners. Similar sentiments were echoed by two TSC HRO’s on the unpopular delocalization policy. One of the TSC HRO interviewed reported that:

Delocalization policy should be abolished since it makes teachers to move away from their families hence making them exit the teaching service” (HRO1, 18th February, 2022).

From the foregoing quotations, it is evident that the TSC as the employer needs to re-look afresh at the delocalization policy, subject it to review so that it becomes friendly to the teachers’ needs, and not be seen as a tool out to punish or frustrate teachers in the

pretext of building and encouraging cohesion in the teaching profession. A motion was passed in parliament where the lawmakers confirmed that, the delocalization policy was implemented in a hurried manner devoid of consultations with stakeholders and without consideration of the plight of teachers (Thiong'o, 2022). Another TSC HRO asserted that:

Teachers should be sensitized on various policies so that they can understand. The employer should always consult before they take action” (HRO 3, 2nd February, 2022).

From the foregoing quotations, it is evident that the TSC as the employer needs to involve its employees who are teachers when it is executing or making critical decisions or policies that have a direct impact on the lives and well-being of its employees. According to Wamukuru (2016), some scholars have recommended that the monopoly given to TSC be revisited. The implication here points to an employer who is out to frustrate its employees in the name of building a cohesive nation. According to Mulkeen (2010), teacher attrition does not have a single suitable classification until one explains the policy or study context in which it is applied. One of the education officers interviewed asserted that:

Let teachers decide where they are comfortable doing their work from so that they can manage their families” (EO1, 15th February, 2022).

This comment acknowledges the fact that though the delocalization policy had good intentions, though its implementation proved to be very unpopular among teachers especially when teachers felt they were being separated from their families or sacrificed in the name of ethnic balancing and cohesion. Very little consultation was done between the TSC and its employees (teachers) who were the ultimate consumers of the delocalization policy. On the issues of bonding policy, one principal reported that:

Adjust the deployment policy to consider teachers grievances. Bonding policy should not be the same for those teachers working in hardship areas” (P05, 28th January, 2022).

This comment acknowledges the fact that there is need to review the bonding policy to accommodate, redress emerging issues facing newly employed teachers, and especially those posted in hardship areas. According to Wamukuru (2011), the new recruitment policy is silent on recruitment of teachers to hardship and remote areas. Another principal suggested that:

Deploy teachers within their county and the bonding policy period to be reduced to two years” (P011, 18th January, 2022).

Similar sentiments on the deployment of teachers were echoed by another principal who reported that:

The TSC should be flexible to allow teachers to give their views and alternatives to what they decide. Human face is lacking by the employer” (P02, 26th January, 2022).

The insights drawn from various sources underscore a significant link between teacher attrition and existing deployment and delocalization policies. These frameworks directly influence educators' decisions to either stay in or leave the profession. Santiago (2002) emphasizes that one of the major challenges in educational policy-making lies in crafting incentives that not only attract competent individuals into teaching but also support the retention of high-quality educators already in service. Carver-Thomas and Darling-Hammond (2017) further assert that strategic and well-designed policy interventions can effectively address the root causes of teacher attrition.

Such policies are crucial for strengthening and stabilizing the teaching workforce, ensuring that all students benefit from a consistent and competent cadre of educators. The tendency of public school teachers to leave the profession prematurely is shaped by a combination of factors, including economic pressures, social and cultural influences,

and individual career preferences (Orina, 2014). The Appeals Theory compliments the study because people are attracted to the teaching profession because of many reasons, just as attrition of teachers is brought about due to various factors. According to Kalai et al (2018), working conditions are some of the most important factors that influence employees' decision to either leave or remain in an organisation. The implication of these views is that, it is time the TSC as the employer need to look back and accept that teachers as professionals needs improved terms of service if they have to remain in the teaching profession.

Majority of the respondents acknowledged that the deployment policy in place influenced the rates of teachers exiting, more so those who have attained higher academic qualification. The “leaky bucket” that attrition of teachers has become, needs urgent repair if further exit of teachers from the profession has to be addressed. Though most of the education officers and HR officers did not agree that job market opportunities outside teaching requiring similar educational level influenced deployment policy, most of the principals agreed it influenced, possibly due to their position as school managers. TSC needs to abolish the delocalization policy, sensitize teachers on new policies before they are implemented and adjust the bonding policy.

4.7.4 Triangulation/Interpretation of Quantitative and Qualitative Research Findings

According to the quantitative and qualitative data collected and analysed, there was evidence of influence of deployment policy on teacher attrition in public secondary schools in Mombasa County, in Kenya. Results captured showed that, overall, 170(75.6%) of the teachers agreed that deployment pattern influenced rates of teachers exiting the teaching profession while 36(16%) disagreed.

In addition, majority of the teachers at 176(78.2%) agreed that delocalization policy influenced the teachers' decisions to seek job market opportunities outside teaching requiring similar educational level. Further results revealed that, overall, 137(60.9%) of the teachers agreed that bonding policy by TSC influenced deployment policy. In addition, 148(65.8%) of the teachers agreed poor teacher management practices influenced rates of teachers exiting the teaching service. This implies that deployment of teachers, the bonding policy and teacher management are issues, which needs careful planning and execution.

The bonding policy is very clear that a teacher once posted to a station, should work for five years before being moved but this in most cases is not the case. Additionally, delocalization policy continues to influence the job market opportunities as teachers who are delocalized either take up their new appointments or some opt to leave the teaching profession altogether or bribe their way back to their localities. According to Mabeya (2020), the youngest and least experienced teachers have nothing to lose in terms of fringe benefits such as pension hence have the highest degree of leaving teaching profession. Santiago (2002) further affirms that, in the early years, attrition rates either are high, because many teachers entering teaching find that the occupation is not what they had thought or find more attractive employment opportunities.

The Appeals Theory compliments the fact that people are attracted to the teaching profession due to various reasons, just as attrition of teachers is brought about to various factors. In addition, results showed that teachers who acquire higher academic qualification will continue to exit the profession because there are labour markets opportunities out there that are open to them that can accommodate them based on their academic qualification acquired. According to Madumere et al (2018), attrition causes drainage to school and the whole education system. This was revealed by the results which showed that, overall, 184(81.8%) of the teachers agreed that the outcome of the rates of teachers existing the

school system is influenced by multiple career paths. In addition, majority of the teachers at 180(80%) agreed that the outcome of high academic qualification influenced vertical advancement, while 156(69.3%) of the teachers agreed that the job market opportunities outside teaching influenced the outcome on teacher attrition. Lastly, overall, 149(66.2%) of the teachers agreed that the outcome of high academic qualification does not influence horizontal advancement with 32(14.2%) disagreeing. Lastly, overall, 149(66.2%) of the teachers agreed that the outcome of high academic qualification is influenced by horizontal advancement. According to Ingersoll (2012), teachers with high academic qualifications are more likely to exit the profession for various reasons other than retirement. This is an implication that, teachers will continue to exit the service so long as there are opportunities on offer since many entered the profession as a stepping-stone to other careers.

According to Kalai et al (2018), employees' satisfaction is an important step in sustaining them in an organisation and ensuring they are loyal to their job and the organisation. A multiple regression analysis on the influence of deployment policy indicators (predictor) on teacher attrition in public secondary schools in Mombasa County revealed the following. The Pearson's $R=1.000$ indicated that there was a strong positive relationship between deployment policy indicators and teacher attrition in public secondary schools in Mombasa County. The R-squared (R^2) computed yielded a value of 1.000 suggesting that deployment policy indicators explained 100% of the variations in teacher attrition in public secondary schools in Mombasa County.

The adjusted R-squared (R^2) =1.000 also explained that deployment policy indicators explained 100% of the variations in teacher attrition which is the same as R^2 predicted. The standard error of estimate (E) was found to be .00000 suggesting that there were no factors observed in the model, which had some influence on deployment policy indicators. The Durbin-Watson test yielded a value of .194.

As obtained in the model, a value of 1 means that there is no auto correlation in the sample values. This led to the conclusion that there was a statistically significant relationship between deployment policy indicators and teacher attrition in public secondary schools in Mombasa County. A study by Ingersoll (2012) recommended the need of having a policy on teacher management issues to influence teacher retention. Further analysis revealed that, the rates of teachers exiting is influenced by deployment policy, 8(72.2%) of principals, 3(75%) of education officers and 2(66.7%) of the TSC HRO's said deployment policy does not influence teacher attrition.

A study by Mabeya (2020) revealed that, the trend of attrition of teachers in public secondary school was high with the most affected type of school by trend of attrition being boys boarding, followed by girls boarding and least was in mixed schools. Additional results captured during the interviews on whether deployment policy influenced the attrition of teachers with high academic qualification, the study revealed that, 9(81.8%) of the principals, 2(66.7%) of the HRO's and 2(50%) of the education officers agreed that deployment policy influenced attrition of teachers with high academic qualification. Further results on the influence of deployment policy indicators on teacher attrition showed that, majority of the respondents at 189 (77.8%) cited delocalization policy as the largest indicator of deployment policy influencing attrition of teachers with deployment pattern at 169(69.5%) coming second.

This was followed closely by bonding policy by TSC at 163(67.1%) and poor teacher management practices at 162(66.7%). This is implication that, there is a clear linkage between the deployment policy and delocalization policy and why teachers are exiting the service. These policies have a direct impact on whether teachers leave or remain in the teaching profession. Deficiency of clear policy guidelines have resulted to imbalanced teacher demand and supply in many countries (Wamukuru, 2016).

Managing teacher attrition rates involves using management principles to reduce the rate at which teachers are leaving the school system for other lucrative jobs (Madumere et al, 2018). The deployment of teachers in Kenya is made through planned deployment where teachers are assigned duties in response to an assessment of needs. Teacher attrition in some cases is a response to unhappiness with deployment, poor management and unreliable pay.

4.8 Status of Teacher Attrition in Public Secondary Schools

The study sought to assess the status of teacher attrition in public secondary schools in Mombasa County. This was measured by taking stock of the number of teachers in public secondary schools at the beginning of every academic year, those who are retained and those who leave teaching (undergo attrition) between 2020 and 2024. Results are shown in Table 23;

Table 23: Teacher Attrition Rates in Public Secondary Rates in Mombasa County

| Academic Year | Teacher Attrition Rates (2020-2024) | | |
|---------------|-------------------------------------|----------------------------|---------------------|
| | Annual Number of Teachers | Number of Teachers Present | Attrition Rates |
| 2020 | 663 | 649 (97.864%) | 14 (2.136%) |
| 2021 | 689 | 673 (97.691%) | 16 (2.309%) |
| 2022 | 771 | 751 (97.393%) | 20 (2.607%) |
| 2023 | 792 | 768 (96.874%) | 24 (3.126%) |
| 2024 | 811 | 782 (96.309%) | 29 (3.691%) |
| Totals | 3726 | 3623 (97.236%) | 103 (2.764%) |

Source: Field Data (2023)

Table 23 shows that, despite annual increase in the number of teachers being recruited by the TSC, there is relatively increase in the number of teachers who leave the teaching profession. In other words, there is an average 2.764% annual attrition rates among teachers in public secondary schools in Mombasa County. This lends credence to the assertions of Kariuki and Mwangi (2022) who noted that, contrary to the recruitment

drive, the teaching profession in Mombasa County faces a notable attrition rate. Estimates suggest that nearly as many teachers leave the field as are newly brought in, resulting in a static or only marginally improved workforce (Kariuki & Mwangi, 2022). These findings corroborated the findings of research carried out by Akinyi (2022), which also revealed that the turnover is especially high among newly recruited teachers and those stationed in public primary schools. In the perspectives of the aforementioned researchers, voluntary resignations, early retirements, and career transitions account for the largest share of losses. These findings point to the fact that teacher attrition has become a great problem facing teaching profession and thus, a concern among many education stakeholders. Respondents also gave their views on the reasons which contribute towards the same and results are displayed in Table 24;

Table 24: Teachers' Views on the Status of Teacher Attrition in Public Secondary Schools

| Statements | SA | | A | | U | | D | | SD | |
|--|----------|------|----------|------|----------|------|----------|-----|----------|-----|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Rates of teachers exiting the school system is influenced by multiple career paths | 96 | 42.7 | 88 | 39.1 | 23 | 10.2 | 15 | 6.7 | 3 | 1.3 |
| High academic qualification influenced vertical advancement | 78 | 34.7 | 102 | 45.3 | 29 | 12.9 | 16 | 4.4 | 6 | 2.7 |
| Job market opportunities outside teaching influenced attrition of teachers | 66 | 29.3 | 90 | 40 | 43 | 19.1 | 18 | 8 | 8 | 3.6 |
| High academic qualification does no influence horizontal advancement | 58 | 25.8 | 91 | 40.4 | 44 | 19.6 | 22 | 9.8 | 10 | 4.4 |

Results from Table 24 shows that, overall, 184(81.8%) of the teachers agreed that the outcome of the rates of teachers existing the school system is influenced by the alternatives offered by the multiple career paths while 18(8%) disagreed and 23(10.2%) remained undecided. In addition, majority of the teachers at 180(80%) agreed that the outcome of high academic qualification influenced vertical advancement with 20(8.9%) of the teachers disagreeing while 29(12.9%) remained undecided. Further results revealed that, overall, 156(69.3%) of the teachers agreed that the job market opportunities outside teaching influenced the outcome on teacher attrition.

Lastly, overall, 149(66.2%) of the teachers agreed that the outcome of high academic qualification does not influence horizontal advancement with 32(14.2%) disagreeing. The implication is that, teachers will continue to exit the service because there are many opportunities on offer since many enter the profession as a stepping-stone to other careers. In addition, teachers who acquire higher academic qualification will continue to exit the profession because there are labour markets opportunities out there that are open to them that can accommodate them based on their academic qualification acquired. Under Human Capital Theory (specific human capital), the least qualified, mediocre, inexperienced and not multi-skilled teachers will not leave because it is difficult to find jobs elsewhere (Kirby & Grissmer, 1993).

4.8.1 Thematic Analysis

When asked during the interviews to give their views on whether rates of teachers exiting is influenced by deployment policy, 8(72.2%) of principals, 3(75%) of education officers and 2(66.7%) of the TSC HRO's said deployment policy does not influence teacher attrition. Additional results captured during the interviews on whether deployment policy influenced the attrition of teachers with high academic qualification, the study revealed that, 9(81.8%) of the principals, 2(66.7%) of the HRO's and 2(50%)

of the education officers agreed that deployment policy influenced attrition of teachers with high academic qualification. Further results revealed that, 8(72.7%) of the principals agreed that deployment policy influenced teachers to seek job market opportunities outside teaching requiring similar educational level while 3(75%) of the education officers and 2(66.7%) of the TSC HRO's disagreed that deployment policy did not influence teachers to seek job market opportunities outside teaching requiring similar educational level. Further analysis of qualitative results on the influence of deployment policy indicators on teacher attrition showed that, majority of the respondents at 189 (77.8%) cited delocalization policy as the largest indicator of deployment policy influencing attrition of teachers with deployment pattern at 169(69.5%) coming second.

This was followed closely by bonding policy by TSC at 163(67.1%) and poor teacher management practices at 162(66.7%). This is an implication that, deployment of teachers should be made equitable by the TSC all over the country. In some cases, teacher shortages result from uneven deployment, as teachers tend to avoid deployment to rural areas. Teachers posted to these less desired schools are able to "arrange for transfers" through the back doors using 'godfathers' or senior TSC officers. Schools in remote areas are less easily filled or are filled with unqualified teachers where as empty positions in urban schools are quickly filled.

Thus, from the findings, majority of the respondents acknowledged that the rates of teachers exiting were influenced by deployment policy, though the TSC HRO's felt otherwise. Further results revealed that, majority of the principals and education officers acknowledged that deployment policy influenced attrition of teachers with high academic qualification and job market opportunities outside teaching requiring similar educational level influenced teacher attrition.

However, majority of the TSC HRO's felt otherwise when it came to the influence of educational level on deployment policy. Farber (2000), as cited in Doss (2016) points out that, if a teacher feels burned out, out of place or uncomfortable, he/she will leave for a more appealing and challenging job in education or other fields. Attrition diminishes the value of teachers since most competent teachers are most likely to leave (Madumere et al, 2018). A study by Bennel and Munkyanuzi (2005) cited in Mdeme (2014), revealed that, a teacher who is demoralized is likely to find another occupation, be absent or late at work, and may not do what is expected of him/her in their class in order to meet the learning needs of the pupils. These findings point to the fact that there have been instances of high teacher attrition in various schools in Mombasa, particularly among early-career teachers.

Many teachers find it difficult to balance increasing workloads with personal well-being, leading to burnout and frustration. In addition, living and working in urban or peri-urban areas of Mombasa can come with high costs of living, further discouraging retention. This has been caused by a number of dynamics such as multiple career paths, vertical and horizontal professional development, market labour opportunities as well as deployment policy adopted by TSC.

4.9 Discussion of Research Findings

This section involves discussions of research findings according to the five objectives of the study. This section presents the discussions of research findings based on the research gaps that were identified and thus, necessitated the research.

4.9.1 Multiple Career Paths and Teacher Attrition in Public Secondary Schools

On the first objective, multiple career paths were seen as key influences on teacher attrition in public secondary schools in Mombasa County, in Kenya. Results from the study confirm in total that multiple career paths influenced attrition of teachers in public

secondary schools in Mombasa County, in Kenya. The study revealed income at 182(80.9%) was the most common cited multiple career path indicator of teacher attrition on public secondary schools. Overall, 23(10.2%) of the teachers disagreed that job satisfaction rates highly when it comes to multiple career path influence on teacher attrition. Income at 185(76.1%) was selected by majority of the secondary school teachers as a reason why multiple career path influenced teacher attrition followed closely by job satisfaction at 183(75.3%) and job mobility at 180(74.1%). The study found that, teachers are increasingly breaking way from employment TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths. TSC is losing teachers to other professions (Oduor, 2012 cited in Emoja, 2012).

According to Waititu (2010), career path development influenced teachers' turnover thus leading them to quit. According to Maslach and Leiter's (1997), burnout often happens when a worker is faced with work overload, lack of control and lack of reward which is more documented in education than in many other professions. Hence, the Burnout Theory has informed the study findings. From the analysis of the data, it was also established that majority of the respondents at 73(30%) cited better-improved salary/ benefits as the most suitable way in which multiple career path can be managed. Other responses include improving/providing conducive working environment 67(27.6%) and improving terms of service 51(21%).

Further findings from the results revealed that job market opportunities outside teaching requiring similar educational level at 12(66.7%) greatly influenced multiple career paths on teacher attrition. This was followed by rates of teachers exiting at 22.2%. It was also apparent that some teachers are increasingly breaking way from employment by TSC and are seeking out employment elsewhere following the emergence of positions and

alternative career paths. Teachers who have attained higher academic qualifications may opt to exit the teaching service due to frustrations from within especially when the TSC does not want to recognize their academic papers. Teachers who have achieved high education qualification have more labour opportunities open to them hence can move from one job to another because of their acquired qualification, which the TSC has failed to recognize. The labour market opportunities outside teaching acknowledges and is open to absorb teachers whose qualification matches it market demand. Under the Human Capital Theory (specific human capital), the least qualified, mediocre, inexperienced and not multi-skilled teachers will not leave because it is difficult to find jobs elsewhere (Kirby & Grissmer, 1993).

A study carried out in conducted in Nairobi County by Mainga (2012) revealed that dissatisfaction, workload and promotions as reasons attrition of teachers. In order to reduce job dissatisfaction, the study recommended for posting of teachers near their homes. It was also clear that there exist policy gaps in the education sector that fail to acknowledge the need for teachers to engage in multiple career paths like other professions like medicine and law, while at the same time adhering to their professional duties. Lack of such policies acknowledging academic qualification abets attrition of teachers as teachers may feel their job mobility prospects are curtailed and confined to the classroom, by an employer who cares less about academic qualification acquired by its employees.

Therefore, if a teacher feels burned out, out of place or uncomfortable, he/she will leave for a more appealing and challenging job in education or other fields. From the results of the study, it would be reasonable to conclude that income and job market opportunities outside teaching requiring similar educational level greatly influenced multiple career paths on teacher attrition on public secondary schools.

In addition, teachers who have achieved high education qualification have more labour opportunities open to them hence more likely to exit the teaching profession. A study by Emoja (2016) in Kakamega revealed that, 100% of teachers who are PhD holders and 81.8% of teachers are master's degree holders had low level of job satisfaction. There is a mismatch between the expectations of the teachers who have acquired higher education and the professional realities especially when the TSC failed to acknowledge their efforts. This has led to a high wastage as well as exit of these teachers from the service. The TSC needs to address this mismatch following the recent recommendations by the parliamentary education committee.

4.9.2 Vertical Professional Advancement and Teacher Attrition in Public Secondary Schools

On the second objective, vertical professional advancement was seen as a key influence in the teacher attrition in public secondary schools in Mombasa County, in Kenya. Results from the study confirmed in total that vertical professional advancement influenced teacher attrition in public secondary schools. The study revealed that, 213(87.7%) of the respondents cited stagnation in job groups as a major influence of vertical advancement of teacher attrition followed by low salary at 201(82.7%) and heavy workload at 189(77.8%). On the other side, majority of the respondents cited low professional status at 98 (40.3%) as not being a reason for vertical advancement of teacher attrition followed by low morale at 68(28%).

In addition, 203(90.2%) of the respondents agreed that low pay/salary influences the rates of teachers exiting the teaching profession, while 2.6% disagreed. In addition, 181(80.3%) agreed that low morale influenced why teachers are seeking the job market opportunities available outside teaching requiring similar educational level with 21(9.3%) disagreeing.

Further results showed that 151(67.1%) of the respondents agreed that the low professional status of the teaching profession influenced the rates of teachers exiting service, while 36(16%) disagreed and 38(16.9%) remaining neutral. The results further showed that, 193(85.8%) agreed that stagnation in job groups influenced the rates of teachers exiting and 184(81.1%) citing heavy workload influenced job market opportunities outside teaching requiring similar educational level. Further findings from the results indicated that majority of the respondents at 94(38.7%) cited better salary as a key way of managing vertical advancement on teacher attrition followed by 63(25.9%) who cited the creation of favourable working conditions and terms similar to other professions and 57(23.5%) citing regular promotions of teachers.

The study found that teachers will always seek new ways of supplementing their income when salaries are low. The remuneration of teachers is the key cost driver in education (Taylor & Celia, 2011). Further analysis on how rates of teachers exiting influence vertical advancement of teacher attrition revealed that, 2(66.7%) of TSC HRO's, 7 (63.6%) of principals and 3(75%) of education officers answered in affirmative. Additional results captured during the interviews on the influence of high academic qualification acquired on vertical advancement of teacher attrition revealed that 2(66.7%) of the HRO's, 10(90.9%) of the principals and 3(75%) of the education officers did not agree that it influenced vertical advancement of teacher attrition.

Further results captured from the TSC HRO's, principals and education officers on their opinion as to whether job market opportunities outside teaching requiring similar educational level influence vertical advancement of teacher attrition revealed that 2(66.7%) of HRO's, 6(54.6%) of principals and 2(50%) of the education officers gave a negative response (No). Literature demonstrates that, teacher attrition is bad only if the qualified, effective and quality teachers are the one leaving.

The study findings point to a teaching fraternity that harbours qualified teachers who may be willing to venture outside their classrooms for other job opportunities requiring similar educational level with what they have. However, there is still a proportion of teachers who have remained stuck in the teaching profession probably due to age or personal commitments a teacher has made like in loans and fear of losing pension for those who have not reached 55 years of age. Nevertheless, if the unprofessionally trained teachers who in most cases are incompetent are the one leaving, then attrition is not bad after all. According to the Burn-Out Theory, burn out occur in education when teachers no longer feel rewarded whether it is in the form of praise from co-workers, administration, student or even themselves.

The Appeal Theory compliments the study findings by positing that there are certain inherent appeals in the teaching profession that attract people to work in schools. When such appeals do not exist, teacher attrition occurs. Attrition of teachers can be likened to a “leaky bucket” that needs repair. The Career Progression policy by the TSC has made many acquired academic qualifications by teachers to look obsolete. The Career Progression policy by the TSC has increasingly subjected teachers to promotional hurdles in the pretext of streamlining the teaching profession.

Career Progression Guidelines killed the gains made by the Scheme of Service for teachers that acknowledged high qualification obtained which eventually accelerated teacher’s vertical professional advancement. On the other hand, the introduction of the TPD modules has also been met with a lot of criticism. Currently, it has been shelved following a huge outcry from teachers. Many teachers feel demotivated and lose interest with the profession due to stagnation in one job group, with some reaching retirement after stagnating in the same job group, which translates to lower monthly pension. There definitely has been ‘bottlenecks’ stopping teachers in lower cadre job groups from

promotion to higher positions or job groups. These 'bottlenecks' needs to be streamlined to allow the lower cadre teachers to move up the scale. The Appeal Theory informed the study findings because teachers will leave the teaching profession if it turns out to be unappealing and unattractive.

4.9.3 Horizontal Professional Advancement and Teacher Attrition in Public Secondary Schools

On the third objective, horizontal professional advancement was seen as a key influence on teacher attrition in public secondary schools. The study revealed that teacher attrition is common in developed, developing and under developed countries worldwide (Meyiwa, 2011). Teachers are always leaving the profession for one reason or another especially in the public schools (Egu et al, 2011); however, causes of attrition differ from country to country. Results from the study confirm in total that horizontal professional advancement influenced teacher attrition in public secondary schools.

The study revealed that, majority of the respondents at 190(78.2%) cited family as the main indicator of horizontal advancement influencing teacher attrition. This was followed by limited opportunity for professional development at 185(76.1%) and transfers at 180(74.1%). It also came out clearly that 159 (70.7%) of the teachers agreed that transfers (movers) influence rates of teachers exiting with 43(19.1%) of the teachers disagreeing. 157(69.8%) of the teachers further agreed that family influenced the decision of teachers who have acquired high academic qualification exiting while 27(12%) disagreed.

According to Kasau (2012), teachers are forced to leave their careers because in some instances they are pushed hard unto the walls. Such factors as poor working environment, policies on indiscipline, and policies of teacher transfer, teacher

management and supervision among others are some of the examples just to mention a few. It is evident that the transfer of teachers has rubbed many teachers the wrong way especially when it was done inhumanely or without considering the plight of the teachers. It is apparent that the transfers of teachers away from their 'comfort zones' does not augur well with many teachers and principals. When teachers are transferred from their current station to a new station, many challenges crop up such as adjusting to the new environment, the economic cost of relocating (transfer allowance) which most of the times the TSC does not cater or reimburse, the socio-cultural factors among others.

For the teachers who remain behind, they face many problems such work overload that damage their delivery. Mulei et al (2016), in a study carried out in Mbooni East District, revealed that 65% of the DHRO's and DEOs cited transfer requests from teachers were due to the hardships faced by teachers and this influenced teacher attrition. Burnout Theory provided an avenue through which lack of professional advancement among teachers was seen as a predictor of teacher attrition. Further results revealed that, overall, 161(71.6%) of the teachers agreed that limited opportunity for professional development influence rates of teachers exiting while 34(15.1%) disagreed. This research revealed that schools and the teaching profession are faced with teacher attrition challenge due to various reasons. Among those reasons is resignation to pursue greener pastures (Meyiwa, 2011).

The labour market has opened opportunities for teachers to seek other alternative non-teaching jobs. In addition, majority of the teachers at 103(45.8%) cited improved terms and remunerations as one way in which the indicators of horizontal advancement on attrition can be improved. Other responses include transfer teachers on request at 69(30.7%) followed by enhance security at 63(29.8%) and TSC to stop delocalization of

teachers at 63(28%). Though the TSC can be commended for trying to address the attrition of teachers through hiring teacher interns on contract, the challenge of lumping teachers with different qualifications under one group and same pay remains. The motive here can be seen as an attempt by the TSC to discourage teachers from seeking further education hence becoming a major cause of dissatisfaction for many teachers both in active service and those who had exited.

Further analysis from interviews established that most of the TSC HRO's at 3(100%) and 3(75%) of education officers agreed that rates of teachers exiting influenced horizontal advancement of teacher attrition. However, 6(54.6%) of the principals said rates of teachers exiting is not influenced by horizontal advancement. Additional results captured during the interviews on horizontal advancement of teacher attrition revealed that, 3(100%) of the HRO's, 7(63.6%) of the principals and 1(25%) of the education officers agreed that high academic qualification acquired influences horizontal advancement of teacher attrition. However, 3(75%) of the education officers did not agree that high academic qualification acquired influences horizontal advancement of teacher attrition.

On whether job market opportunities outside teaching requiring similar educational level influence horizontal advancement of teacher attrition, 2(66.7%) of HRO's, 6(54.6%) of principals and 2(50%) of the education officers said it does. However, 5(45.5%) of principals and 2(50%) of the education officers did not agree that job market opportunities outside teaching requiring similar educational level influence horizontal advancement of teacher attrition. According to The Appeal Theory, teachers will remain in the teaching profession when they can access that which appeals to them.

4.9.4 Professional Advancement in Labour Market Opportunities and Teacher Attrition in Public Secondary Schools

The fourth objective was to analyze the influence of professional advancement labour market opportunities on teacher attrition in public secondary schools in Mombasa County, in Kenya. Literature demonstrates that the labour market for teachers is continuously being influenced by a larger labour market outside the teaching profession that includes the markets for all other occupations that require similar levels of education and skills (Guarino et al, 2006). Results from the study confirm in total that professional advancement labour market opportunities influenced teacher attrition in public secondary schools.

The research findings revealed that majority of the respondents at 195 (80.2%) cited recruitment and retention policies as the largest indicator of labour market opportunities influencing attrition of teachers. This was followed by economic and social conditions at 194(79.8%), employability at 185(76.1%), high academic qualification at 181(74.5%) and lastly, local labour market demand and supply at 170(73%). According to (UNESCO, 2010), alternative employment opportunities brought about by labour market opportunities and pay progression is one of the main causes of attrition of teachers.

Noor (2015) cited in Mabeya (2019) posited that, the best qualified teachers with rare skills that are most valued in the work market do leave the teaching profession, most probably due to the attractive alternative opportunities available to them. However, from this study finding, it is revealed that higher level of degree acquired by teachers has become a predicament of attrition of teachers in public secondary schools. In a report by Kenya National Union of Teachers (KNUT) in 2015 revealed that, 76% out of 260,000 teachers in public schools are unhappy with their job.

Some of the reasons why these teachers leave are known, while others are not known. Many teachers interviewed in the study said that they were ready to leave the Teachers Service Commission should an opportunity arise. Those teachers with Master's degree and above are more likely to exit the teaching profession than those with bachelors and diplomas. Further results showed that, overall, 180(80%) agreed that employability influenced rates of teachers exiting while 17(7.6%) disagreed and 28(12.4%) were undecided.

In addition, majority of the teachers at 176(78.2%) agreed that economic and social conditions influence high academic qualification acquired with 13(5.8%) disagreeing. Additional results further revealed that overall, 181(80.4%) of the teachers cited lack of retention policies influenced search for job market opportunities outside teaching requiring similar educational level. 13(10.7%) of the teachers were undecided. Lastly, overall, 174(77.3%) agreed that local labour market demand and supply influenced job market opportunities outside teaching requiring similar educational level. Mabeya (2019) posits that, due increased alternative career paths, there are varieties of labour market openings for teachers who are skilled to make comparisons in their decisions before exiting. Majority of the teachers at 108(48%) cited improving working conditions as one of the ways in which labour market opportunities can be improved to address teacher attrition.

A further 101(44.9%) suggested better/attractive incentives/remunerations as key towards improving labour market opportunities to counter teacher attrition. Further responses from the teachers include allocation of more resources to employment of teachers at 38(16.9%). There is a challenge from the way TSC as the employer has dealt with issues regarding teacher management. A point in case concerns the issues of the TPD modules which was planted on teachers, Career Progression Guidelines which

outlawed the Schemes of Service for teachers and the freezing of recognition of academic papers acquired by teachers. This has poked many holes in the teaching profession, likening it to a “leaky bucket” due to attrition of teachers. According to Orina (2014), employees are sometimes “pressed” to look for alternative employment due to dissatisfaction in their present jobs. Further qualitative analysis on some of the ways of managing labour market opportunities on teacher attrition further enriched by interviews conducted became clear as 2(66.7%) of TSC HRO’s and 3(75%) of education officers agreed that rates of teachers exiting was influenced labour market opportunities. 8(72.7%) of principals disagreed.

Additional results captured during the interviews on whether high academic qualification acquired influence labour market opportunities on teacher attrition, the study revealed that, 2(75%) of the HRO’s, 10(90.9%) of the principals and 2(50%) of the education officers agreed that high academic qualification acquired influenced labour market opportunities on teacher attrition. However, 2(50%) of the education officers did not agree that high academic qualification acquired influences labour market opportunities on teacher attrition. Further results revealed that, 8(72.7%) of the principals, 3(75%) of the education officers and 2(66.7%) of the TSC HRO’s agreed that job market opportunities outside teaching requiring similar educational level influenced labour market opportunities on teacher attrition.

According to Kasau et al (2016), higher attrition rates of teachers are observed for teachers with high academic qualifications due to the bigger labour market opportunities available for them. Human Capital Theory by Kirby and Grissmer (1993) has been used in this study to suggest that teachers not only consider salary when deciding to quit the teaching profession, but also do consider a variety of non-monetary variables, which are associated with the teaching profession.

The above-mentioned theory presents a framework for explaining why teachers choose to enter or leave the teaching profession. The Burnout Theory further provided an analysis through which professional advancement as a predictor of teacher attrition can be viewed. The study shows that improving working conditions and providing better/attractive incentives/remunerations as key towards improving labour market opportunities to counter teacher attrition. According to Sutcher, Darling-Hammond and Carver-Thomas (2019), although teacher shortages are currently in the public eye, staffing difficulties are not new.

4.9.5 Deployment Policy and Teacher Attrition in Public Secondary Schools

The fifth objective was to examine the influence of deployment policy on teacher attrition in public secondary schools in Mombasa County, in Kenya. Results from the study shows that majority of the respondents at 189 (77.8%) cited delocalization policy as the largest indicator of deployment policy influencing attrition of teachers with deployment pattern at 169(69.5%) coming second. Literature demonstrates that, teacher attrition in some cases is a response to unhappiness with deployment, poor management and unreliable pay (UNESCO, 2010). Results from the study confirm totally that deployment policy influences teacher attrition in public secondary schools in Mombasa County, in Kenya.

According to Orina (2014), policies on promotion contribute a lot to the phenomenon of teachers leaving the profession long before their retirement age. Further analysis of data revealed that, overall, 170(75.6%) of the teachers agreed that deployment pattern influence rates of teachers exiting the teaching profession while 36(16%) disagreed and 19(8.4%) remained undecided. Not all teachers who resign from teaching do so to seek greener pastures, some leave due to family reasons hence the need to have family friendly employment policies.

Changes in policies such as delocalization among others may influence teacher attrition (Guarino et al, 2006). In addition, majority of the teachers at 176(78.2%) agreed that delocalization policy influenced job market opportunities outside teaching requiring similar educational level with 37(16.4%) of the teachers being undecided. Majority of the teachers felt as if the delocalization policy was out to separate them from their families and communities where they had worked for the better part of their service.

According to Carver-Thomas and Darling-Hammond (2017), countries with well-developed teaching systems, states and districts should work to provide compensation packages that are competitive with those of other occupations requiring similar levels of education and that are equitable across districts, so all schools can compete in the labor market for well-prepared teachers. It is evident that the TSC as the teachers' employer needs to re-look afresh at the delocalization policy, subject it to review so that it becomes friendly to the teachers' needs, and not be seen as a tool out to punish or frustrate in the name of building cohesion in the teaching profession.

There was a motion in the 13th parliament that discussed and recommended reviewing the delocalization policy. According to the Lurambi MP who tabled the motion in parliament, the delocalization policy had disrupted the lives of teachers, lowered their morale and caused untold trauma to many teachers (Thiong'o, 2022). Further results revealed that, overall, 137(60.9%) of the teachers agreed that bonding policy by TSC influenced teachers with high academic qualification to exit hence influencing deployment policy on teacher attrition. Lastly, overall, 148(65.8%) of the teachers agreed poor teacher management practices influenced rates of teachers exiting the teaching service with 38(16.9%) disagreeing. The study also managed to establish further that, overall, 184(81.8%) of the teachers agreed that the outcome of the rates of teachers existing the school system is influenced by multiple career paths while 18(8%)

disagreed and 23(10.2%) remained undecided. In addition, majority of the teachers at 180(80%) agreed that the outcome of high academic qualification is influenced by vertical advancement with 20(8.9%) of the teachers disagreeing while 29(12.9%) remained undecided. Further results revealed that, overall, 156(69.3%) of the teachers agreed that job market opportunities outside teaching are influenced by deployment policy hence influencing the outcome on teacher attrition.

Lastly, overall, 149(66.2%) of the teachers agreed that the outcome of high academic qualification is influenced by horizontal advancement with 32(14.2%) disagreeing. Further qualitative analysis on whether rates of teachers exiting influence deployment policy on teacher attrition, 8(72.2%) of principals, 3(75%) of education officers and 2(66.7%) of the TSC HRO's said it does influence deployment policy on teacher attrition. A motion currently in the 13th parliament is discussing about a possible introduction of a new deployment policy (delocalization) this time involving teachers in order to make it consistent with the International Labour Organisation (ILO) and UNESCO laws and best practices on teacher management (Thiong'o, 2022).

Additional results captured during the interviews revealed that, 9(81.8%) of the principals, 2(66.7%) of the HRO's and 2(50%) of the education officers agreed that high academic qualification acquired influenced deployment policy on teacher attrition. Generally, the rate of attrition is high for teachers with better academic qualifications apparently reflecting the larger labour markets opportunities open to them (Mabeya, 2019). Additionally, 8(72.7%) of the principals agreed that job market opportunities outside teaching requiring similar educational level influenced deployment policy on teacher attrition while 3(75%) of the education officers and 2(66.7%) of the TSC HRO's disagreed that job market opportunities outside teaching requiring similar educational level influenced deployment policy on teacher attrition.

It was evident that deployment policy and delocalization policy has been linked to why teachers are exiting the service. A high turnover of teachers' means there is a problem(s) in the TSC, which needs re-dress. The TSC as the employer need to look back and accept that teachers as professionals needs improved and better terms of service and friendly policies if they have to remain or retain teachers in the teaching profession. Often it is stated that educational systems are only as good as the quality of their teachers (Nordstrum, 2015). According to the Human Capital Theory by Kirby and Grissmer (1993), individuals weigh the pros and cons of staying in a chosen profession (teaching) prior to making a final decision to leave. They give support to the views that teacher attrition occurs when a teacher's original reason for entering the profession shifts.

Teachers who left the profession had an alternative job market (Mabeya, 2019). The Appeals Theory compliments the study because people are attracted to the teaching profession due to various reasons, just as attrition of teachers is brought about to various factors. The study demonstrates that, from a policy perspective, the causes of attrition of teachers may be grouped into four categories namely: retirement, personal and family factors, alternative employment opportunities brought about by labour market opportunities and pay progression and lastly from factors arising from dissatisfaction with teaching such as low job satisfaction and poor school climate among others.

Mohammad (2006) cited in Orina (2014) posited that, organizational commitment reduces turnover as it is a key factor in employment relationship. Similarly, it is widely accepted that one way to reduce employee turnover is by strengthening employee commitment to the firm. According to Nordstrum (2015), the loss of teachers through expected means, such as retirement is largely predictable and can be a typical teaching force.

However, unpredictable losses of workers through death, illness or voluntary resignation are more volatile and depend greatly on extant conditions in specific countries and labour markets. Hence, the study concludes that delocalization policy, deployment pattern and poor teacher management influences teacher attrition.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The primary research findings, conclusions, recommendations, and ideas for more study are summarized in this chapter and are addressed in relation to the research objectives.

5.1 Summary of Research Findings

The results of the study were based on the objectives which included examining the influence of multiple career paths, vertical professional advancement, horizontal professional advancement, professional advancement in labour market opportunities and deployment policy on teacher attrition in public secondary schools.

5.1.1 Multiple Career Paths and Teacher Attrition in Public Secondary Schools

The study revealed that income, job satisfaction and job mobility were the most common cited indicators of multiple career paths influencing teacher attrition in public secondary schools Mombasa County, in Kenya. The study further revealed that better-improved salary/ remunerations/benefits, improved conducive working environment and improved terms of service as the most suitable ways in which multiple career path can be managed. It also became apparent that teachers are increasingly breaking way from employment by TSC and are seeking out employment elsewhere following the emergence of positions and alternative career paths.

Teachers who have attained higher academic qualifications opt to exit the teaching service due to frustrations from within especially when the TSC does not want to recognize their academic papers. Teachers who have achieved high education qualification have more labour opportunities open to them. While burn out is a problem in many professions, it is significantly higher in education (teaching). Burn out occur in education when teachers no longer feel rewarded.

It was also clear that, there exists a policy gap in the education sector that acknowledges the need for teachers to engage in alternative career paths like medicine and law, while at the same time adhering to their professional duties. Lack of such policies play a big role in abetting attrition of teachers as teachers feel their job mobility prospects are curtailed and confined to the classroom by an employer who least acknowledges the professional development efforts made by teachers. According to the Appeal Theory, teachers will leave the teaching profession if it turns out to be unappealing and unattractive; however, teachers will remain in the teaching profession when they can access that which appeals to them.

5.1.2 Vertical Professional Development and Teacher Attrition in Public Secondary Schools

The study revealed that stagnation in job groups, low salary and heavy workload as major influences of vertical advancement of teacher attrition, however low professional status and low morale were not cited as being a reason for vertical advancement of teacher attrition. It was also revealed that better salary, creation of favourable working conditions and terms similar to other professions and regular promotions of teachers as key ways of managing vertical advancement of teacher attrition. The study further revealed that, the rates of teachers exiting influenced vertical advancement of teacher attrition while high academic qualification acquired and job market opportunities outside teaching requiring similar educational level greatly influenced vertical advancement of teacher attrition.

5.1.3 Horizontal Professional Development and Teacher Attrition in Public Secondary Schools

The study revealed that the family was the main indicator of horizontal advancement influencing teacher attrition.

It also came out clearly that majority of the teachers agreed that transfers of movers (a teacher who moves from one school to another different school through transfer) and limited opportunity for professional development influenced rates of teachers exiting while family influenced the decision of teachers with high academic qualification exiting the profession. The study further revealed that, improved terms and remunerations, transfer teachers on request, enhanced security and stoppage of the delocalization of teachers were cited by majority of the teachers as ways in which the indicators of horizontal advancement on attrition can be managed.

The study found out that the TSC HRO's and education officers agreed that the rates of teachers exiting and high academic qualification acquired by teachers influenced horizontal advancement of teacher attrition. However, majority of the principals said rates of teachers exiting does not influence horizontal advancement. Additional results captured further revealed that, job market opportunities outside teaching requiring similar educational level influenced horizontal advancement of teacher attrition to some extent.

5.1.4 Professional Advancement in Labour Market Opportunities and Teacher Attrition in Public Secondary Schools

The study revealed that majority of the respondents cited lack of retention policies as the largest indicator of labour market opportunities influencing attrition of teachers. This was followed by economic and social conditions, employability, high academic qualification and the presence of local labour market demand and supply. The study further showed that, employability influenced the rates of teachers exiting while economic and social conditions influenced why teachers with high academic qualification exited. Additionally, it was revealed that, lack of retention policies influenced the teachers' decision to search for job market opportunities outside teaching

requiring similar educational level. In addition, the local labour market demand and supply influenced the rate of teachers exiting since the job market gave teachers opportunities to work outside teaching in jobs requiring similar educational level. The study also found out that, the majority of the teachers cited improving working conditions and better/attractive incentives/remunerations as key towards improving labour market opportunities to counter teacher attrition. Further qualitative analysis showed that the rates of teachers exiting was influenced labour market opportunities while high academic qualification acquired and job market opportunities outside teaching requiring similar educational level influenced teacher attrition.

5.1.5 Deployment Policy and Teacher Attrition in Public Secondary Schools

The study revealed that, delocalization policy was the largest indicator of deployment policy influencing attrition of teachers and the rates of teachers exiting the teaching profession. The study also found out that delocalization policy influenced search for job market opportunities outside teaching requiring similar educational level while the bonding policy by TSC influenced by deployment policy led to teacher attrition. Further results revealed that, poor teacher management practices influenced rates of teachers exiting the teaching service. The study also managed to establish that multiple career paths influenced the outcome of the rates of teachers exiting the school system while the outcome of high academic qualification was influenced by vertical advancement.

In addition, job market opportunities outside teaching were influenced by deployment policy which in turn influenced the outcome on teacher attrition while high academic qualification influenced horizontal advancement as teachers moved requested for transfers especially to urban centres. Further qualitative analysis showed that, the rates of teachers exiting did not influence deployment policy, while high academic qualification acquired influenced deployment policy on teacher attrition.

Additionally, job market opportunities outside teaching requiring similar educational level did not influence the deployment policy by TSC.

5.2 Conclusions

The study established that the aforementioned professional development dynamics influence teacher attrition in public secondary schools. Based on these findings, the study makes the following conclusions;

5.2.1 Multiple Career Paths and Teacher Attrition in Public Secondary Schools

It is evident that income, job satisfaction and job mobility as indicators of multiple career paths played a significant role in influencing teacher attrition in public secondary schools in Mombasa County, in Kenya. The study concludes that, multiple career paths can best be managed by improving remunerations/benefits, providing conducive working environment and improving terms of service for teachers in public secondary schools. The TSC through the principals can also give support to teachers through positive appraisals, motivation and by making the school environment to be conducive through favourable supervision practices and effective leadership.

5.2.2 Vertical Professional Development and Teacher Attrition in Public Secondary Schools

The study shows that, stagnation in job groups, low salary and heavy workload as major influencers of vertical advancement of teacher attrition. The study concludes that, better salary, creation of favourable working conditions and terms similar to other professions and regular promotions of teachers as key ways towards managing vertical advancement on teacher attrition. The study further concludes that, there is a mismatch between the expectations of the teachers who have acquired higher education and the professional realities especially when the TSC failed to acknowledge their efforts.

5.2.3 Horizontal Professional Development and Teacher Attrition in Public Secondary Schools

The study findings managed to reveal a strong relationship between families as the main indicator of horizontal advancement influencing teacher attrition. It also came out clearly that, limited opportunity for professional development and transfers of teachers greatly influenced rates of teachers exiting while family influenced attrition of teachers who had acquired high academic qualification. The study concludes that, horizontal professional advancement was a major influence of attrition of teachers. Improved terms and remunerations, transfer teachers on request, enhanced security and complete stoppage of delocalization of teachers are ways in which the indicators of horizontal advancement on attrition can be managed.

5.2.4 Professional Advancement in Labour Market Opportunities and Teacher Attrition in Public Secondary Schools

The study showed that, lack of retention policies, economic and social conditions, employability, high academic qualification, and local labour market demand and supply as indicators of labour market opportunities influencing attrition of teachers. In addition, it was evident that, employability influenced the rates of teachers exiting while economic and social conditions influenced attrition of teachers with high academic qualification. The study concludes that, if promotions were done according to professional advancement, teachers would not exit the teaching profession. Hence, improving working conditions and offering better/attractive incentives/remunerations are key towards managing labour market opportunities to counter teacher attrition.

5.2.5 Deployment Policy and Teacher Attrition in Public Secondary Schools

The study established that delocalization policy was the largest indicator of deployment policy influencing attrition of teachers while deployment pattern greatly influenced the

rates of teachers exiting the teaching profession. It was evident that delocalization policy influenced teachers to seek job market opportunities outside teaching requiring similar educational level while the bonding policy by TSC influenced the attrition of teachers with high academic qualification. The study concludes that, the job market opportunities outside teaching was influenced by the deployment policy which in turn influenced the outcome on teacher attrition while high academic qualification acquired by teachers influenced horizontal advancement. Delocalization policy remained the single most ineffective policy by the TSC that influenced a high rate of attrition of teachers.

5.3 Recommendations of the Study

The investigation's suggestions for practice, policy, and more investigation are outlined in this part of the paper.

5.3.1 Recommendations for Practice

The study makes the following recommendations;

- i. The TSC needs to improve remunerations and terms of service for teachers if it has to continue attracting new employees and retaining its current employees.
- ii. The TSC needs to acknowledge the teachers who have acquired higher academic qualifications and motivate them to stay in its payroll through promotion following the recent recommendations by the parliamentary education committee. Hence, the Career Progression Guidelines should not be used to replace the gains made by teachers who have acquired higher academic qualification.
- iii. TSC to reduce the bonding period of teachers from 5 years to 3 years and in hardship areas to 2 years and delocalization policies to be stopped completely as it has done more harm than good in the teaching fraternity.

- iv. The TSC should be friendly to its employees and observe the labour laws because the local labour market demand and supply and the labour market opportunities outside teaching has provided teachers with opportunities seek greener pasture and this influenced attrition of teachers.
- v. The TSC should revamp and operationalize its research department to bring onboard and tap in the skills and knowledge from teachers who have acquired higher qualification like PhDs.
- vi. The TSC should revamp its 2017 policy on appointment and deployment of institutional administrators' appointments and let institutional administrators to serve in their home counties.

5.3.2 Recommendations for Policy

In this study, it was revealed that the delocalization policy was not well received by majority of teachers. Therefore, in light of the findings in this study, the following recommendations are proposed for education policy in Kenya:

- i. The TSC needs to adhere to the latter the recommendations by the parliamentary education committee that recommended the total banning of the delocalization policy, which has become so unpopular with many teachers.
- ii. The study recommends the full implementation of the TSC 2017 policy on appointment and deployment of institutional administrators without bias or favoritism so as to incorporate teachers in primary schools who have acquired higher academic qualifications.
- iii. The study further recommends the enactment of a policy legislation that will provide for the recognition of higher academic qualifications and reward teachers who have excelled and acquired postgraduate qualifications to higher administrative deployments as an avenue for promotion and future vertical

professional advancement criteria. TSC should not use the TPD modules and the Career Progression Guidelines as the only avenue for promotion of teachers.

- iv. TSC to review its job groups, reduce the levels within the job groups and pay for teachers in each job group should be commensurate to their academic qualifications.

5.3.3 Recommendations for Further Research

- i. In terms of teacher attrition, there is need for studies to be conducted to investigate the influence of family on attrition of teachers.
- ii. Further studies need to be carried to find out the viability of the delocalization policy as to whether it enhanced cohesion in the teaching profession.
- iii. Studies to be carried out to find out the impact of the career progression guidelines and how it influences retention versus attrition of teachers after it replaced the schemes of service for teachers.
- iv. Further studies need to be done to assess the perception of teachers with Masters and PhDs on the promotion policy especially the lumping of teachers with different qualifications in one job group.
- v. Further studies need to be done in Mombasa County to establish the current status of those teachers who have exited the service.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Date 18/1/2022

Dear Participant,

RE: COLLECTION OF RESEARCH DATA

I am a Doctorate student in Educational Management, Administration and Leadership department at Mount Kenya University. I wish to carry out collection of data for my research from selected public secondary schools in Mombasa County. The purpose of this research study is to carry out a study on the *Influence of professional advancement dynamics on teacher attrition in public secondary schools in Mombasa County, in Kenya*. The present study is purely academic hence any data given will be treated with utmost confidence. Code of ethics will be ensured such that names of the respondents will not be included at the end of the study.

I thank you in advance as I look forward to work with you.

Yours faithfully,

Rebecca Bwari Arogo

APPENDIX II

INFORMED CONSENT FORM

| | |
|---------------------------|--|
| Name of researcher | Rebecca Bwari Arogo |
| Title of research | Influence of professional advancement dynamics on teacher attrition in public secondary schools in Mombasa County, in Kenya |

Please read carefully and complete this form. If you are willing to participate in this study, mark the appropriate responses and sign and date the declaration at the end. If there is anything that is not clear and would like more information, kindly ask.

- The research has been explained to me in verbal and / or written form by the researcher.

YES NO

- I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study.

YES NO

- I understand that any responses and confidential information I give will be used solely for research purposes and will be destroyed on completion of your research.

YES NO

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

Participant's signature: -----

Date -----

APPENDIX III

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear Participant,

The investigator is a student undertaking a degree course in Doctor of Philosophy in Educational Administration, Leadership and Management in Mount Kenya University researching: *Influence of professional advancement dynamics on teacher attrition in public secondary schools in Mombasa County, in Kenya*. Your provided information will be utilized for this investigation and handled with the utmost secrecy.

Section A: Demographic Information

Instructions: Kindly mark the box next to the best response you can think of and complete the blanks.

1. Gender: Male Female
2. Age: Under 30 31-40years 41-50 years Over 50yrs
3. Education Level: Secondary Tertiary college University
Other Specify
4. Years of service? 0-2 Years 3-6 Years 7-9 Years
Over 10 Years
5. How would you rate your knowledge on professional advancement dynamics on teacher attrition in public secondary schools?
Beginner Moderate Competent

SECTION B: Multiple Career Paths and Teacher Attrition in Public Secondary

Schools

6. Do the multiple career paths below influence teacher attrition in your school?

Tick YES/NO

| Multiple career paths | YES | NO |
|-----------------------|-----|----|
| Job mobility | | |
| Marketability | | |
| Job satisfaction | | |
| Income | | |

7. The following statements relate to the influence of multiple career paths on teacher attrition. On a scale of 1-5, please indicate your level of agreement with regard to these statements.

Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

| No. | Statements | SA | A | U | D | SD |
|-----|--|----|---|---|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| a | Job mobility influence Rates of teachers exiting | | | | | |
| b | Marketability influences high academic qualification acquired | | | | | |
| c | Job satisfaction influence job market opportunities outside teaching requiring similar educational level | | | | | |
| d | Income influence job market opportunities outside teaching requiring similar educational level | | | | | |

8. How do you think the above multiple career paths on teacher attrition could be improved?

Give reasons

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SECTION C: Vertical Advancement and Teacher Attrition in Public Secondary

Schools

9. Do below vertical professional advancement indicators influence teacher attrition in your school? **Tick YES/NO**

| Vertical advancement | YES | NO |
|--------------------------|-----|----|
| Low pay | | |
| Low morale | | |
| Low professional status | | |
| Stagnation in job groups | | |
| Heavy workload | | |

10. The following statements relate to the influence of vertical professional advancement on teacher attrition. On a scale of 1-5, please indicate your level of agreement with regard to these statements.

Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

| | Statements | SA | A | U | D | SD |
|---|--|-----------|----------|----------|----------|-----------|
| | | 5 | 4 | 3 | 2 | 1 |
| a | Low pay influence rates of teachers exiting | | | | | |
| b | Low morale influence job market opportunities outside teaching requiring similar educational level | | | | | |
| c | Low professional status influence rates of teachers exiting | | | | | |
| d | Stagnation in job groups influence rates of teachers exiting | | | | | |
| e | Heavy workload influence job market opportunities outside teaching requiring similar educational level | | | | | |

11. How do you think the above vertical advancement indicators on teacher attrition could be improved?

Give reasons

.....

SECTION D: Horizontal Advancement and Teacher Attrition in Public Secondary Schools

12. Do below horizontal professional advancement indicators influence teacher attrition in your school? Tick YES/NO

| Horizontal advancement | YES | NO |
|--|------------|-----------|
| Transfers (movers) | | |
| Family | | |
| Politics | | |
| Insecurity | | |
| Limited opportunity for professional development | | |

13. The following statements relate to the influence of horizontal advancement on teacher attrition. On a scale of 1-5, please indicate your level of agreement with regard to these statements.

Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3 =Undecided (U), 2= Disagree (D), 1= Strongly Disagree (SD).

| | Statements | SA | A | U | D | SD |
|---|--|----|---|---|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| a | Transfers (movers) influence rates of teachers exiting | | | | | |
| b | Family influence attrition of teacher with high academic qualification | | | | | |
| c | Politics influence job market opportunities outside teaching requiring similar educational level | | | | | |
| d | Insecurity influence job market opportunities outside teaching requiring similar educational level | | | | | |
| e | Limited opportunity for professional development influence rates of teachers exiting | | | | | |

14. How do you think the above horizontal advancement indicators on teacher attrition could be improved?

Give reasons

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**SECTION E: Professional Advancement in Labour Market Opportunities and
Teacher Attrition in Public Secondary Schools**

15. Do below labour market opportunities indicators influence teacher attrition in your school? **Tick YES/NO**

| Labour market opportunities | YES | NO |
|---------------------------------------|------------|-----------|
| Employability | | |
| High academic qualification | | |
| Economic and social conditions | | |
| Lack of retention policies | | |
| Local labour market demand and supply | | |

16. The following statements relate to the influence of labour market opportunities on teacher attrition. On a scale of 1-5, please indicate your level of agreement with regard to these statements.

Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

| | Statements | SA | A | U | D | SD |
|---|---|-----------|----------|----------|----------|-----------|
| | | 5 | 4 | 3 | 2 | 1 |
| a | Employability influence rates of teachers exiting | | | | | |
| b | Economic and social conditions influence high academic qualification acquired | | | | | |
| c | Retention policies influence job market opportunities outside teaching requiring similar educational level | | | | | |
| d | Local labour market demand and supply influence job market opportunities outside teaching requiring similar educational level | | | | | |

17. How do you think the above labour market opportunities on teacher attrition could be improved?

Give reasons

.....

SECTION F: Deployment Policy and Teacher Attrition in Public Secondary

Schools

18. Do below deployment policy indicators influence teacher attrition in your school? **Tick YES/NO**

| Deployment policy | YES | NO |
|--------------------------|------------|-----------|
| Deployment pattern | | |
| Delocalization policy | | |
| Bonding policy by TSC | | |
| Poor teacher management | | |

19. The following statements relate to the influence of deployment policy on teacher attrition. On a scale of 1-5, please indicate your level of agreement with regard to these statements.

Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).

| | Statements | SA | A | U | D | SD |
|---|---|-----------|----------|----------|----------|-----------|
| | | 5 | 4 | 3 | 2 | 1 |
| a | Deployment pattern influence rates of teachers exiting | | | | | |
| b | Delocalization policy influence job market opportunities outside teaching requiring similar educational level | | | | | |
| c | Bonding policy by TSC influence high academic qualification acquired | | | | | |
| d | Poor teacher management influence rates of teachers exiting | | | | | |

20. How do you think the deployment policy on teacher attrition could be improved?

Give reasons

.....

SECTION G: Status of Teacher Attrition in Public Secondary Schools

21. The following statements relate to the status of teacher attrition in public secondary schools. On a scale of 1-5, please indicate your level of agreement with regard to these statements. **Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).**

| | Statements | SA | A | U | D | SD |
|---|--|----|---|---|---|----|
| | | 5 | 4 | 3 | 2 | 1 |
| a | Rates of teachers existing the school system was influenced by multiple career paths | | | | | |
| b | High academic qualification influenced by vertical advancement | | | | | |
| c | Job market opportunities outside teaching are influenced by deployment policy | | | | | |
| d | High academic qualification is influenced by horizontal advancement | | | | | |

Thank you,
Rebecca Bwari Arogo

APPENDIX IV
INTERVIEW GUIDE FOR PRINCIPALS

Dear respondent,

The person conducting the study is a student at Mount Kenya University pursuing a doctorate degree in educational administration, leadership, and administration. She is investigating: **Influence of Professional Advancement Dynamics on Teacher Attrition in Public Secondary Schools in Mombasa County, Kenya.**

Section A: Demographic Data

1. How many years as a principal?
2. How long have you taught before you were appointed a principal?
3. How many schools have you worked since you became a principal?

SECTION B: Multiple Career Paths and Teacher Attrition in Public Secondary Schools

4. Explain how the following indicators of multiple career paths influence on teacher attrition?

Job mobility.....

Marketability

Job satisfaction

Income

5. How do the following influence multiple career paths on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

6. How do you think the multiple career paths on teacher attrition could be improved?

Give your reasons

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**SECTION C: Vertical Advancement and Teacher Attrition and Teacher Attrition
in Public Secondary Schools**

7. Indicate which of the following vertical advancement on teacher attrition?

Low salary

Low morale

Low professional status

Stagnation in job groups

Heavy workload

8. How do the above vertical advancement influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

9. How do you think the vertical advancement influence on teacher attrition could be improved?

Give your reasons your answers

.....
.....

**Section D: Horizontal Advancement and Teacher Attrition and Teacher Attrition
in Public Secondary Schools**

10. Indicate which of the following horizontal advancement on teacher attrition

- Transfers (movers)
- Family
- Politics
- Insecurity
- Limited opportunity for professional development

11. How do the above horizontal advancement influence on teacher attrition?

- Rates of teachers exiting
- High academic qualification acquired
- Job market opportunities outside teaching requiring similar educational level

12. How do you think the horizontal advancement on teacher attrition could be improved?

Give your reasons

.....

.....

**SECTION E: Professional Advancement in Labour Market Opportunities and
Teacher Attrition and Teacher Attrition in Public Secondary
Schools**

14. Indicate which of the following labour market opportunities influence teacher attrition?

- Employability
- High academic qualification

Economic and social conditions

Retention policies

Local labour market demand and supply

15. How does the above labour market opportunities influence teacher attrition?

Rates of teachers exiting increases

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

16. How do you think the labour market opportunities influence on teacher attrition could be improved?

Give your reasons

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.....

SECTION F: Deployment Policy and Teacher Attrition and Teacher Attrition in Public Secondary Schools

17. Indicate which of the following elements of deployment policy influence teacher attrition?

Deployment pattern

Delocalization policy

Bonding policy by TSC

Poor teacher management

18. How do the above elements of deployment policy influence the following?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

19. How do you think the deployment policy on teacher attrition could be improved?

Give reasons for your answers

.....

Thank you,

Rebecca Bwari Arogo



APPENDIX V

INTERVIEW GUIDE FOR EDUCATION OFFICERS

This interview guide is meant to gather information on teacher attrition. Please give responses to the following questions. The responses you provide will be used for academic purposes only and will be treated and handled with utmost confidentiality.

SECTION A: DEMOGRAPHIC DATA

1. Gender?
2. How long have you worked in the county?
3. Years of service?

SECTION B: MULTIPLE CAREER PATHS AND TEACHER ATTRITION

4. Indicate which of the following multiple career paths influence on teacher attrition?

Job mobility

Marketability

Job satisfaction

Income

5. How do the above multiple career paths influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

6. How do you think the multiple career paths on teacher attrition could be improved?

Give your reasons

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SECTION C: VERTICAL ADVANCEMENT AND TEACHER ATTRITION

7. Indicate which of the following vertical advancement on teacher attrition?

- Low salary
- Low morale
- Low professional status
- Stagnation in job groups
- Heavy workload

8. How do the above vertical advancement influence on teacher attrition?

- Rates of teachers exiting
- High academic qualification acquired
- Job market opportunities outside teaching requiring similar educational level

9. How do you think the vertical advancement influence on teacher attrition could be improved?

Give your reasons

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SECTION D: HORIZONTAL ADVANCEMENT AND TEACHER ATTRITION

10. Indicate which of the following horizontal advancement on teacher attrition?

- Transfers (movers)
- Family
- Politics

Insecurity

Limited opportunity for professional development

11. How do the above horizontal advancement influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

12. How do you think the horizontal advancement on teacher attrition could be improved?

Give your reasons

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SECTION E: PROFESSIONAL ADVANCEMENT LABOUR MARKET

OPPORTUNITIES AND TEACHER ATTRITION

13. Indicate which of the following labour market opportunities on teacher attrition?

Employability

High academic qualification

Economic and social conditions

Retention policies

Local labour market demand and supply

14. How do the above labour market opportunities influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

15. How do you think the labour market opportunities on teacher attrition could be improved? Give your reasons

.....

.....

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.....

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SECTION F: DEPLOYMENT POLICY AND TEACHER ATTRITION

16. Indicate which of the following deployment policy on teacher attrition?

Deployment pattern

Delocalization policy

Bonding policy by TSC

Poor teacher management



17. How do the above deployment policy influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

18. How do you think the deployment policy on teacher attrition could be improved?

Give your reasons

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.....

.....

Thank you,

Rebecca Bwari Arogo

APPENDIX VI

INTERVIEW GUIDE FOR TSC HUMAN RESOURCE OFFICERS

This interview guide is meant to gather information on teacher attrition. Please give responses to the following questions. The responses you provide will be used for academic purposes only and will be treated and handled with utmost confidentiality.

SECTION A: DEMOGRAPHIC DATA

1. Gender
2. How long have you worked in the county?
3. Years of service?

SECTION B: MULTIPLE CAREER PATHS AND TEACHER ATTRITION

4. Indicate which of the following multiple career paths influence on teacher attrition?

Job mobility

Marketability

Job satisfaction

Income

5. How do the above multiple career paths influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

6. How do you think the multiple career paths on teacher attrition could be improved?

Give your reasons

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.....

SECTION C: VERTICAL ADVANCEMENT AND TEACHER ATTRITION

7. Indicate which of the following vertical advancement on teacher attrition?

- Low pay/salary
- Low morale
- Low professional status
- Stagnation in job groups
- Heavy workload

8. How do the above vertical advancement influence teacher attrition?

- Rates of teachers exiting
- High academic qualification acquired
- Job market opportunities outside teaching requiring similar educational level

9. How do you think the vertical advancement on teacher attrition could be improved?

Give your reasons

.....
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SECTION D: HORIZONTAL ADVANCEMENT AND TEACHER ATTRITION

10. Indicate which of the following horizontal advancement on teacher attrition?

- Transfers (movers)
- Family
- Politics

Insecurity –terrorism

Limited opportunity for professional development

11. How do the above horizontal advancement influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

12. How do you think the horizontal advancement on teacher attrition could be improved? Give reasons

.....

.....

.....

SECTION E: PROFESSIONAL ADVANCEMENT IN LABOUR MARKET

OPPORTUNITIES ON TEACHER ATTRITION

13. Indicate which of the following labour market opportunities on teacher attrition?

Employability

High academic qualification

Economic and social conditions

Recruitment and retention policies

Local labour market demand and supply

14. How do the above labour market opportunities influence on teacher attrition?

Rates of teachers exiting

High academic qualification acquired

Job market opportunities outside teaching requiring similar educational level

15. How do you think the labour market opportunities on teacher attrition could be improved? Give reasons

.....
.....
.....

SECTION F: DEPLOYMENT POLICY AND TEACHER ATTRITION

16. Indicate which of the following deployment policy on teacher attrition?

- Deployment pattern
- Delocalization policy
- Bonding policy by TSC
- Poor teacher management

17. How do the above deployment policy influence on teacher attrition?

- Rates of teachers exiting
- High academic qualification acquired
- Job market opportunities outside teaching requiring similar educational level

18. How do you think the deployment policy on teacher attrition could be improved?

Give your reasons

.....
.....
.....

Thank you,
Rebecca Bwari Arogo

APPENDIX VII

ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REG: PHDED/2013/46420

Dear Sir/Madam,

RE: INFLUENCE OF PROFESSIONAL ADVANCEMENT DYNAMICS ON TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, IN KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1056**. The approval period is **29/10/2021 - 28/10/2022**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Peter G. Kirira
Chairman, Mount Kenya University IERC

The Chairman
Mount Kenya University
Ethics Review Comm.
P. O. Box 342 - 0100, Thika

APPENDIX VIII
INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE
STUDIES OF MOUNT KENYA UNIVERSITY



DIRECTORATE OF GRADUATE STUDIES

PHDED/2013/46420

1st November, 2021

*The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI*

Dear Sir/Madam,

RE: REBECCA BWARI AROGO - REGISTRATION NO. PHDED/2013/46420


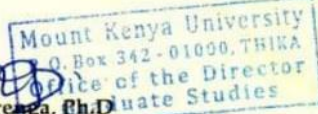
The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of her research is *"Influence of Professional Advancement Dynamics on Teacher Attrition in Public Secondary Schools in Mombasa County, in Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between **November and April, 2022**.

Any assistance accorded to her will be highly appreciated.

Thank you.



Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

APPENDIX IX
AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI

| | | |
|--|---|--|
|  REPUBLIC OF KENYA |  NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION | Date of Issue: 15/November/2021 |
| Ref No: 782333 | RESEARCH LICENSE | |
|  | | |
| <p>This is to Certify that Ms.. REBECCA BWARI AROGO of Mount Kenya University, has been licensed to conduct research Mombasa on the topic: INFLUENCE OF PROFESSIONAL ADVANCEMENT DYNAMICS ON TEACHER ATTRITION PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, IN KENYA for the period ending : 15/November/2022.</p> | | |
| License No: NACOSTI/P/21/14118 | | |
| 782333 Applicant Identification Number |  Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION | Verification QR Code  |
| <p>NOTE: This is a computer generated License. To verify the authenticity of this document Scan the QR Code using QR scanner application.</p> | | |

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
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National Commission for Science, Technology and Innovation
 off Waiyaki Way, Upper Kabete,
 P. O. Box 30623, 00100 Nairobi, KENYA
 Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
 Mobile: 0713 788 787 / 0735 404 245
 E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
 Website: www.nacosti.go.ke

APPENDIX X
RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,
MOMBASA



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
P.O. BOX 90424-80100,
MOMBASA.

Tel. 0715 040444/0780 040445

Email: cc.mombasa@interior.go.ke

When Replying please quote:

Ref. no. **MCC/ADM.25 VOL.III/ (165)**

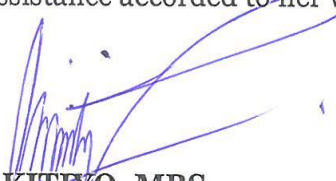
16th November, 2021

All Deputy County Commissioners,
Mombasa County

RE: RESEARCH AUTHORIZATION –Ms. REBECCA BWARI AROGO
NACOSTILICENSE: NACOSTI/P/21/14118

This is to authorize the above named student from Mount Kenya University, to carry out research on *“Influence of professional advancement dynamics on teacher attrition in Public Secondary Schools in Mombasa County, in Kenya”* for the period ending **15th November, 2022.**

Any assistance accorded to her will be highly appreciated.


G. B. KIPPYO, MBS
COUNTY COMMISSIONER
MOMBASA

C.C.

County Director of Education
MOMBASA

APPENDIX XI

**RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF
EDUCATION, MOMBASA**



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

State Department of Early Learning & Basic Education

Telegrams: "SCHOOLING",
Mombasa
Telephone: Mombasa 2315327 /
2230052

COUNTY DIRECTOR OF EDUCATION,
MOMBASA COUNTY,
P. O. BOX 90204-80100
MOMBASA

Ref.No.MC/ED/GEN/23

16th November, 2021

To Whom it May Concern

RESEARCH AUTHORIZATION

REBECCA BWARI AROGO-PERMIT NO.NACOSTI/P/21/14118

This is to authorize the above student from Mount Kenya University to conduct a research on ***"Influence of Professional Advancement Dynamics on Teacher Attrition in Public Secondary Schools in Mombasa County, in Kenya"*** for the period ending November, 2021 to April, 2022.

Any assistance accorded to her will be highly appreciated.


Peter M. Magiri
COUNTY DIRECTOR OF EDUCATION
MOMBASA

COUNTY DIRECTOR OF EDUCATION
P. O. BOX 90204 - 80100
MOMBASA

APPENDIX XII
RESEARCH AUTHORIZATION LETTER FROM THE TEACHERS' SERVICE
COMMISSION

TEACHERS SERVICE COMMISSION

Email: cdirkilifi@tsc.go.ke

Web: www.tsc.go.ke

When replying please quote

Ref. No: KLP/TCD/RP/VOL.I/140



KILIFI COUNTY
P.O BOX 1227 - S0108
KILIFI, KENYA

14th December, 2021

TO WHOM IT MAY CONCERN

RE: REBECCA BWARI AROGO I/D NO.8646239 TSC/NO.288960

The above referred person is currently carrying out PhD at Mt. Kenya University. She has been permitted to visit the following schools to have a session with her research respondents. The schools to visit are: -

1. Mtomondoni Secondary
2. K.P. Senior Secondary
3. Shariani Secondary
4. Vipingo Secondary

Kindly accord her the necessary assistance she may require to enable her collect her research data.

Thanks for your cooperation.


PAMELA A. M (MRS)
TSC COUNTY DIRECTOR
KILIFI



APPENDIX XIII

THE MAP OF MOMBASA COUNTY



Source: IEBC (2012)

APPENDIX XIV

TURNITIN SIMILARITY INDEX REPORT

**INFLUENCE OF PROFESSIONAL
ADVANCEMENT DYNAMICS ON
TEACHER ATTRITION IN PUBLIC
SECONDARY SCHOOLS IN
MOMBASA COUNTY, KENYA**

by REBECCA BWARI AROGO

Submission date: 08-Jul-2025 11:54PM (UTC+0300)

Submission ID: 2712084500

File name: REBECCA_S_FINAL_THESIS_2025.doc (6.73M)

Word count: 51468

Character count: 307417

TURNITIN SIMILARITY INDEX REPORT CONTS.....

**INFLUENCE OF PROFESSIONAL ADVANCEMENT DYNAMICS ON
TEACHER ATTRITION IN PUBLIC SECONDARY
SCHOOLS IN MOMBASA COUNTY,
KENYA**

REBECCA RWARI AROGO

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF
PHILOSOPHY DEGREE IN ADMINISTRATION,
LEADERSHIP AND MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

JUNE 2025

TURNITIN SIMILARITY INDEX REPORT CONTS.....

INFLUENCE OF PROFESSIONAL ADVANCEMENT DYNAMICS ON TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA

ORIGINALITY REPORT

17 %

SIMILARITY INDEX

14 %

INTERNET SOURCES

8 %

PUBLICATIONS

4 %

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PRIMARY SOURCES

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