Research Article

INVESTIGATING THE IMPACT OF TEACHERS TURNOVER AND RETENTION ON STUDENTS ACADEMIC PERFORMANCE IN RWANDAN SECONDARY SCHOOLS; A CASE STUDY OF SELECTED SCHOOLS IN GATSIBO DISTRICT, RWANDA

*Mbonabucya Aloys

Department of Education, East Arican University Rwanda

Abstract

This study entitled "Impact of teachers turnover and retention on academic performance in Rwandan public secondary school'' four objectives of finding out the factors impeding teachers retention, to find out how poor teachers' retention affects students' academic performance, to examine the influential factors of teachers retention and to determine how teacher retention impacts students' academic performance, was done in four secondary schools operating in Gatsibo District that are: ESIM Kiramuruzi, ES Nyakayaga, College Baptiste de Ngarama (COBANGA) and Gabiro High School. The study employed Documentation, questionnaires and interviewing people in order to get real information on the field.In this work, the research designs are used, and the researcher randomly questioned 60 respondents as the sample size, where targeted population was 850 as total target population from the above mentioned schools. Both primary and secondary data sources were used to collect data. Primary data were obtained by questioning and interviewing respondent, then secondary data were obtained through documentation. Collected data were analyzed by using frequencies and percentages.The researcher found that teachers retention is very important to ensure students' academic performance as stated by respondents. Findings based on objectives where collected through questioning and interviewing respondents on the field.By conclusion, the research found the causes of teachers turnover, the factors of teacher retention and the effects of retaining teachers on students' academic performance; teacher' retention is only possible through building their professional capacities and providing both intrinsic and extrinsic motivation. Suggestions and recommendations were provided for the further research.

Keywords: Teacher's retention, Teacher' Turnover, Job satisfaction, Motivation, School, Performance.

1. INTRODUCTION

The background of the study, the problem statement, the study's objectives, the research questions, the study's significance, the study's limitations, the study's scope, and the study's organization all are covered in this chapter.

1.1 Background of the study

Teacher turnover is greater in the education sector than in any other (Liu and Meyer, 2005). According to Ingersoll and Smith (2003), between 40% and 50% of all beginning staff leave the profession after five years. There is a teacher shortage for the increase student population due to high teacher turnover. Many studies in the West have found proof of teacher shortages in schools across the globe, including the United States (Edgar and Pair, 2005; Ingersoll, 2003; Liu and Meyer, 2005), the Netherlands (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, Brouwer, and Korth (Choi &Tang, 2009). Many scholars in other countries, like Australia, have made similar statements.Nearly half a million teachers in the The Us leave each year (Boyd *et al.,* 2011; Alliance for Excellent Education, 2008). Having an effective teacher can dramatically alter students' educational and economic outcomes. Yet, we know that there are substantial differences in the quality of public school teachers, and there is increasing evidence that in some urban areas less effective teachers are often concentrated in lower-performing schools serving disadvantaged students.

Policymakers and researchers recognize these issues and have sought policies to provide all children with effective teachers. The selective retention of effective teachers has been one of the most-discussed strategies that may contribute to this goal. In theory, districts could dismiss ineffective teachers, hire more effective teachers, and redouble efforts to retain effective teachers in these schools. Most teachers know that attrition has been a problem in the profession for years, but the issue of teacher turnover has recently piqued much broader public interest. 2018 has been described as "the school year teachers reached their breaking point," leading to nationwide protests against low pay and poor working conditions. As one music educator in Indiana explained,

"*When you cut off and starve public education, make it difficult for teachers to do their job and make it a demoralizing, de-professionalized career, you start to see teachers at state capitols.*"

These conditions also cause many teachers to quit entirely, leading to high rates of turnover in schools. This "revolving door" of teachers is not just inconvenient for schools- teacher turnover harms student achievement, discourages educators, and is expensive for districts. To maximize student performance and minimize teacher protests, we have to develop long-term solutions to help schools retain effective teachers. While the recession exacerbated many of the financial pressures on teachers, it didn't create the problems in the first place. If you have read our article on Teacher Stress, you already know some of the most important sources of teacher turnover. Less than a third of teachers who stop teaching are retiring, and "of those who leave teaching

*Corresponding Author: *Mbonabucya Aloys*
Department of Education, East African University Rwanda

voluntarily, most teachers list some type of dissatisfaction as very important or extremely important in their decision to leave the profession." Lack of administrative support is one of the most frequently cited reasons why teachers quit**,** and one study found that teachers who perceived their administrators as unsupportive were more than twice as likely to leave compared to more well-supported teachers. According to reports from the University Council for Educational Administration and the Learning Policy Institute, other factors that contribute to teacher dissatisfaction and turnover include (Brouwer, 2015). Many scholars conducted research into the elements that affect permanent and temporary teaching staff turnover in the United States (DeAngelis and Presley, 2007; Johnson, Berg, and Donaldson, 2005). According to (Boyd *et al.,* 2011), a teacher retention research can be conducted by investigating the relationship between teacher turnover and instructors' individual characteristics, student body characteristics, and school factors. On the other hand, there are two parts to the research on teacher attrition and turnover. One point of view focuses on teacher demographics, individual characteristics, and salary (Boer, Bobbitt, Cook, Whitener, &Weber, 1997; Shen, 1997; Steinbruck, 1998).The study's part two focuses on the characteristics, governance, and working conditions of schools (Liu, 2007) (Liu and Meyer, 2005). Ingersoll and Smith (2003), the United States (Edgar and Pair, 2005; Ingersoll, 2003; Liu and Meyer, 2005), the Netherlands (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, and Korth (Choi and Tang, 2009). The abovementioned characteristics should be carefully examined in order to prevent teacher turnover. Because these factors contribute to teacher work satisfaction, which leads to improved performance and teacher retention over time. It's also critical to encourage teachers to do their best work. Teachers who are emotionally and motivated work better, according to Mary (2010). Allowances, compensation, and recognition, among other motives, have a good impact on their satisfaction, which leads to effective performance. As a result, this study will focus on the important factors that influence teacher job satisfaction, performance, and turnover intentions by look at the western literature.

1.2 Statement of the problem

Too many teachers are quitting the profession to pursue other interests. Not only in this country, but also around the world, in countries like Australia, Canada, Ireland, New Zealand, South Africa, and the United Kingdom, teacher retention is a major issue. (Swanson and Mason, 2018; DE Villiers, 2017). More competent instructors are more likely to transfer out of lower performing schools, leaving the least competent teachers to teach one of most vulnerable students, as according Sidney E. McLaurin, Willis Smith, and Amanda Smillie (November 2009).Within their first three years, over a quarter of new public-school teachers leave the profession (U.S. Department of Education, 2007). Teachers with superior academic backgrounds are more likely to leave teaching, as measured by tests and the competitiveness of their undergraduate school (Boyd, Lankford, Loeb and Wyckoff, 2005). Therefore, the researcher worked on this project to find out the causes of teachers turnover in Rwandan secondary schools, finding out how poor teachers' retention affects students' academic performance, to examine the factors of teachers retention in Rwandan secondary schools, and to determine how teachers' retention impacts students' academic performance, because

concerns about educators' turnover and attrition are reported widely as a global phenomenon (Santiago, 2010), and as reported by (Voke, 2002), the constant turnover of teachers has negative impacts on student learning. There is negative perception on teaching profession. This has been evidenced by observing the complaints of teachers. Many teachers are not well motivated to reach the extent of satisfaction. There are indicators that show de-motivation of teachers. Some of them include low output and productivity, frustration and unrest in the workforce, deviant and violent behaviour of workers at or outside the workplace, frequent confrontations with supervisors and managers, non-cooperation, strike, abuse and violent demonstration. All these lead to an increasing rate of absenteeism among workers and excessive turnover (Haldar, 2010). Moreover teachers' contribution is neither recognized nor rewarded. Teachers feel that they are not important and that their work is not valued by the society. On one way or another failure to solve this problem is an expense to the country itself. This is because the long run of teachers' turnover has resulted to an increase of expenditure in teachers' orientation and training, hiring part time teachers, loss of production in time interval or chain between old and new teachers and decline of school performance.

1.3 OBJECTIVES

1.3.1 General objective

The purpose of this study was to find out the effects of teachersturnoverand retention on students' academic performance in Rwandan private secondary schools.

1.3.2 Specific objectives

This study was guided by the following objectives:

● To find out the factors impeding teachers turnover in Rwandan private secondary schools
● Finding out how poor teachers' turnover affects students' academic performance
● To examine the factors of teachersturnover in Rwandan secondary schools
● To determine how teachers' turnover impacts students' academic performance

1.4 Research questions

Based on the objectives of this study, the paper aims to answer the following question:

● Find out the factors impeding teachers' turnover in Rwandan secondary schools
● How does teachers'turnoveraffects students' academic performance?
● Examine the influential factors of teachers turnover in Rwandan secondary schools
● Determine how teachers'turnoverimpacts students' academic performance in Rwandan secondary schools

1.6 Scope of the study

1.6.1 Concept scope

The study aims was investigating the effects of teachers turnover on Students' academic performance in Rwandan

secondary schools. The role of teachers turnover was represented by level of commitment to teaching and learning activities, classroom behavior, and grades in terms of test scores, home works, assignments and National examination results.

1.6.2 Geographical Scope

This research was conducted in four private secondary schools that are: ESIM Kiramuruzi, ES Nyakayaga, College Baptiste de Ngarama (COBANGA) and Gabiro High School, operating in Gatsibo District, Eastern Province of Rwanda.

1.6.3. Time scope

This study covered the data from two years that are 2018 and 2021 this was because most teachers in the areas were leaving jobs especially in private schools due to lack of payments as a result of covid-19 pandemic outbreak.

1.7. Limitation of the study

The limitations to the study were lack of sufficient libraries near the researcher, little time of gathering data and insufficient financial capacity for transportation to were libraries are found.
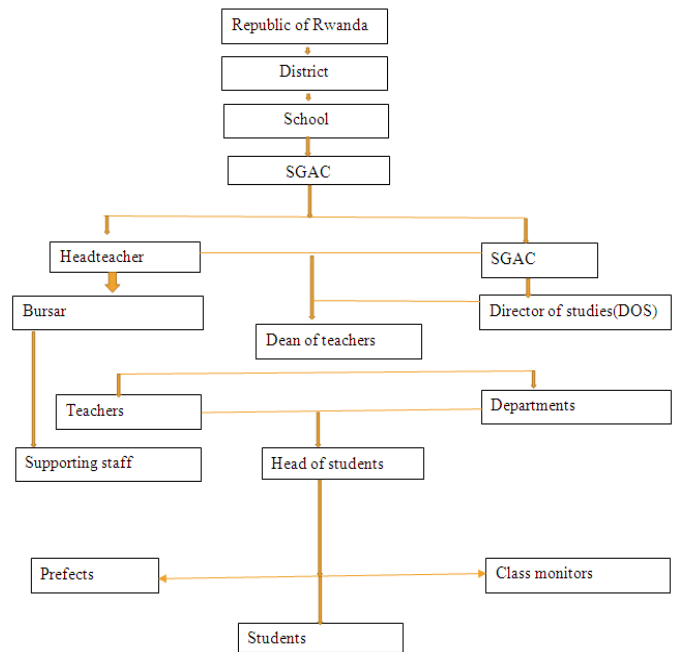
1.8. Delimitation of the study

The research tried to go in areas were libraries are found and he worked hardly to gather, analyzing and writing for the found information and applied for a loan in Umwarimu Sacco(U.S) in order to solve financial issues that are related to the conducted research.

1.9. Significance of the study

This study will highlight some important impeding teachers' turnover, the effects of poor teachers retention on students' performance, influential factors of teachers' turnover, and the effectiveness of teachers retention on students' performance. By identifying the factors from the review of literature the administration of school can make policies and develop strategies for retention and good performance of teachers. This study of literature review will show the importance of motivational and other factors towards teachers' retention. The findings from this study will be useful to Rwandan researchers as the dissertation will be put in libraries. It will benefit other researchers who would like to use it.

1.10. Profile of the study

This research was conducted in four private secondary schools that are: ESIM Kiramuruzi, ES Nyakayaga, College Baptiste de Ngarama (COBANGA) and Gabiro High School, operating in Gatsibo District, Eastern Province of Rwanda. The above mentioned schools have Ordinary and advanced levels, they have 850 students in advanced level (that are used by the research to find research information because they are experienced with the information related to the research topic because of many years they have at school instead of O' Level students), and this schools have administrative staffs of 24 personnel and 75 teachers, where the total number of A' Level students, teachers and administrative staffs are 949 persons.


Source: Primary data 2021

Figure 1.11. School organization chart

1.12. Organization of the study

This project comprised of five chapters and chapter one covers general introduction to the study enumerated under the background of the study, problem statement, research objectives, research questions, research hypothesis, scope of the study, limitation and delimitation of the study, significance to the study and organization of the study, theoretical framework and conceptual framework. Chapter Two presents the related literature relevant to this study and under the themes of theoretical literature, empirical literature, conceptual framework and research gap. Chapter Three discusses the research methodology such as design, sample size, technique, data analysis methods, and data collection instruments. Chapter four presents research findings and discussions, introduction, presentation of findings, and figures. Chapter five summarizes the study with a summary, conclusions and recommendations. It is given in an introduction, summary, findings and suggestions for further studies.
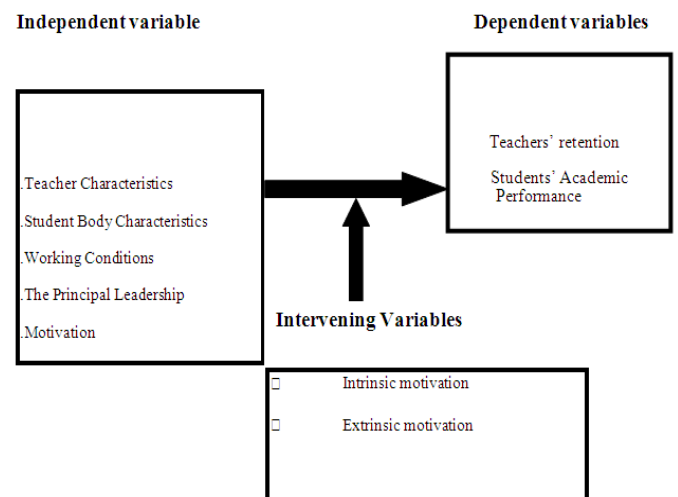
Source: Researcher (2021)

Figure 2.4. Conceptual framework

2.4 Conceptual Framework

This conceptual framework is a set of broad ideas and principles taken from relevant field of inquiry and used to structure subsequent preventions, said Rachel and Ramey (1987) and by Kurabo and Tromp (2006). Based on the idea that teachers' retention plays an essential role on school outcome, the below conceptual framework is made. The dependent variable is teachers' retention and students' performance which is variable of primary interest. We attempt to explain the variance in dependent variable by four independent variable of (1) Motivation, (2) teachers characteristics, (3) student body characteristics, (4) school contextual factors and moderating effect. The less motivated the teachers are; the greater is the probability of ineffective performance and retention since very little satisfaction among them.

2. LITERATURE REVIEW

2.0 Introduction

This chapter constitutes a summary of important literature which explains the research objectives. Literature review of this study is made of these themes: theoretical literature, Empirical literature, theoretical framework, and conceptual framework. The study firstly reviews some literature relevant to teacher's retention, factors of that influence teachers turnover, Factors of teachers retention and the impact of teacher retention on students' performance in schools.

2.1 Definitions of key terms

School: According to Longman dictionary of contemporary English for advanced learners(2012), it is a place where a particular subject is taught. According (Johnson, 2006), a school is a place or building used for instruction, learning and education. An example of school is UCLA - University of California at Los Angeles. School means to train, educate, teach or discipline someone or something. According https://www.bing.com/search, a student is a person following a course of study as school in a college, University, etc. In learning He / She is an engaged person, especially enrolled in an institution like secondary or higher education; then, any person who studies, investigates, or who examines thoughtfully.

According to Longman dictionary of contemporary English for advanced learners (2012), a student is someone who is studying at a university, school, etc. According toPizarro (1985), performance is "the product given by the students and it is usually expressed through school grades" (p. 34). Fifteen years ago, Pizarro (1985) referred to academic performance as a measure of the indicative and responsive abilities that express, in an estimated way, what a person has learned as a result of a process of education or training. According to Eze *et al.* 2016, students' academic performanceis the outcome of students' effort in examinations. Students' academic performance is etermined by a number of factors (Eze *et al.* 2016). Academic performance is measured by the average marks of the previous semesters and the total average marks. According https://www.bing.com/search Teacher retention refers to the proportion of teacher s in one year who are still teaching in the same school the following year, or the ability to reduce teacher mobility and provide more stable learning conditions in schools. Turnover refers to a worker's decision to leave his/her teaching position for another teaching position in different workplace. Teacher turnover, defined as "change in teachers from one year to the next in a particular school setting" (Sorenson and Ladd, 2018), has been a persistent problem often described as a revolving door in the teaching profession (Ingersoll, 2003). Job satisfaction is a term defined by the eventual outcome of a teacher's career decision. Job satisfaction and job dissatisfaction have been used in research to holistically assess the cumulative factors that affect a teacher's decision to leave or stay. There are many factors which lead to job satisfaction or job dissatisfaction, and the studies vary in their elaboration on the components of the terms. Statistically, in studies which use this term, job dissatisfaction leads to turnover and attrition, and job satisfaction generally leads to retention (Bacharach and Buamberger, 1990). According https://www.bing.com/search Job satisfaction is a measure of workers' contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behavioral components.

2.1.2 Teacher Retention

People will always join and leave institutions, either voluntarily or unwillingly. Most institutions, particularly private educational institutions, are now conscious that they must become more creative and original in order to retain and satisfy their teachers, but this is not the case in public schools. Most private schools offer a variety of incentives to keep their students and to help them perform better than government schools. These include free transportation, mortgages, and medical care, as well as free teachers' kid education (Acheampong and Osei, 2003). Teachers' retention can have a variety of effects on student learning. First, pupils may be more likely to have inexperienced teachers who are less successful on average in high-turnover schools (Rockoff, 2004; Rivkin, Hanushek, and Kain 2005; Kane, Rockoff, and Staiger, 2006). Second, frequent turnover in schools causes instability, making it more difficult to provide consistent instruction.

This volatility may be especially problematic when schools are attempting to adopt reforms, as new instructors entering the classroom each year are more likely to repeat mistakes rather than improve upon reform implementation. Third, high teacher turnover can be costly because it requires time and effort to recruit new teachers on a regular basis. Furthermore, if more successful teachers are the ones most likely to leave, turnover can impede student learning (Boyd, Lankford, Loeb, and Grossman, 2007). According to a 2005 study by Roulston, Legette, and Womack (as reported in Chen, Y., Paquette, K.R., and Rieg, 2007), roughly 33% of new teachers leave the profession during their first few years. There are numerous variables that contribute to the escalating problem. The ability to manage stress is a recurring element that can lead to attrition across all disciplines and grade levels. Beginning teachers must acquire coping methods to deal with the many difficulties that come with the job if they are to be successful in the area. These pressures can arise from a variety of problems related to a lack of classroom experience, such as discipline issues, a lack of knowledge of teaching methods and implementation strategies, and the development and maintenance of strong relationships with students, parents, and colleagues (Chen *et al.,* 2007).

2.2. Theoretical frame work

2.2.1 Hierarchy of Needs: Abraham Maslow theory of motivation and performance

Maslow was the first to use people's needs in motivation theory. He worked with individuals having neurotic ailments and assessed their hierarchy of needs in 1943. Maslow's theory on motivation has attracted management theorists as well contributed a lot in the management of employees' behavior for effective job performance. The hierarchies of needs according to Maslow are the following: Physiological needs, Safety needs, Love needs, Esteem needs and Self-Actualization Needs. These needs are arranging from the lower needs to the higher needs. Five needs rank in a hierarchical order from lowest to highest: physiological, safety, belonging, esteem, and self-actualization. An individual moves up the hierarchy, when a need is substantially realized (Shah and Shah, 2017).
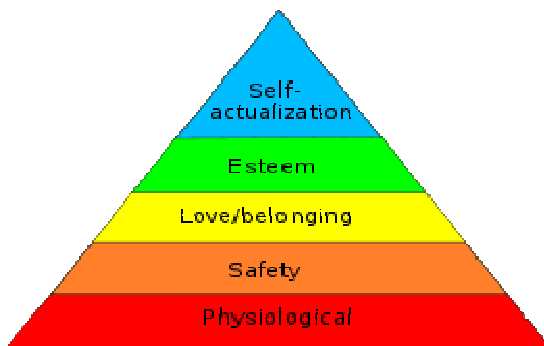
Source:(Kremer, William & Claudia, 2016)

Figure 2. 1. Maslow's Need Hierarchy

1. **Physiological Needs:** The basic physical needs for sustaining the human life. For example, food, water, sleep, medicine, education etc.
2. **Safety Needs**: To be free of physical danger and of the fear of losing a job, property, food or shelter and to protect against any emotional harm. To have a safe home, secure income, sufficient salary, benefits and medical insurance.
3. **Social Needs**: Because people are social beings, they need to belong and be accepted by others. They like to have family and friends. People try to satisfy their need for affection, acceptance and friendship. Interaction and cooperation with co-workers and leaders
4. **Esteem Needs**: To be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy, achievements and external esteem factors such as status, recognition and attention.
5. **Self-actualization**: This is the highest need in Maslow's hierarchy. This need is to fulfil one's potential and self-fulfillment and maximize one's potential and to accomplish something. Employees in this rank try to maximize their knowledge, skills and performance to do a good job.

In competing view, physiological and safety needs are arranged in hierarchical fashion, as Maslow contends. The contrary view is that, any one of the needs may emerge as the single most important need, depending on an individual. Edward Lawler, a leading motivation researcher, observed, "Which higher-order needs come into play after the lower ones are satisfied and in which order they come into play cannot be predicted. If anything, it seems that most people are simultaneously motivated by several of the same-level need (Lawler 2013). The "motivation to work" published by Maslow probably provided the field of organizational behavior and management with a new way of looking at employees job attitudes or behaviors in understanding how humans are motivated. Probably the best-known conceptualization of human needs in organizations has been proposed by this theory. Abraham Maslow was a clinical psychologist who introduced his theory based on personal judgment, which was generally known as the need hierarchy theory. According to him if people grew in an environment in which their needs are not met, they will be unlikely to function as healthy individuals or well-adjusted individuals. This idea was later applied to organizations to emphasize the idea that unless employees get their needs met on the job, they will not function as effectively as possible. Specifically, Maslow theorized that people have five types of needs and that these are activated in a hierarchical manner. This means that these needs are aroused in a specific order from lowest to highest, such that the lowest-order need must be fulfilled before the next order need is triggered and the process continues. If you look at this from a motivational point of view, Maslow's theory says that a need can never be fully met, but a need that is almost fulfilled does not longer motivate. According to Maslow, you need to know where a person is on the hierarchical pyramid in order to motivate him/her. Then you need to focus on meeting that person's needs at that level (Robbins 2013).

2.2.2 Expectancy Theory of motivation to job performance

Workers expectation of returns or rewards for efforts put on a job has become part and parcel of the motivation of employees in every organizational establishment and it will therefore be inappropriate to discuss motivation of the public sector motivation without taken a cursory look at the Expectancy Theory. This theory was developed by an American, V.H. Vroom in 1960s. A key point of his theory is that an individual's behavior is formed not on objective reality but his or her subjective perception of that reality. Vroom proposes that motivation is a function of value of effort-performance and performance rewarded relationships. Expectancy theory emphasizes the role of individual perceptions and feelings (expectations of particular results) in determining motivation and behavior. Also the expectancy theory does not specify which outcomes are relevant to individuals in any situation (Enoch, 2014). The core of this theory relates to how a person perceives the relationships between three things that is effort, performance and rewards. Vroom in 1964 proposes that people are motivated by how much they want something and how likely they think they are to get it. He suggests that motivation leads to efforts and the efforts combined with employees' ability together with environmental factors interplay to determine performance. This performance in turn leads to various outcomes, such of which has an associated value called valence. The three key factors are based on the individual's perception of the situation. These are:

Expectancy; which is the extent of the individual's perception, or belief, that a particular act will produce a particular outcome.

The instrumentality; is the extent to which the individual perceives that effective performance will lead to desired rewards and

Valence; which is the strength of the belief that attractive rewards are potentially available (Gole, 2012)

It is important to note that Vroom distinguishes „valence' from „Value'. He does so by defining the former in terms of the anticipated satisfaction the individual hopes to obtain from the outcome or reward, and by defining „value' in terms of the actual satisfaction obtained by the individual. According to Vroom the three factors that is, Expectancy, Instrumentality and Valence combine together to create a driving force, which motivates an individual to put in an effort, achieve a level of performance, and obtain rewards at the end. Despite the criticism, Expectancy Theory is still one of the useful for predicting employee behavior (Aamodt*et al.,* 2016). It is prudent to note that, effort alone may not necessarily lead to effective performance. Other factors are involved, such as the individual's own characteristics (personality, knowledge and skills) and the way in which he perceives his role. For example, the prospect of promotion could be seen by a newly appointed employee as an attractive prospect (valence), but his expectancy of gaining promotion could be low, if he perceives that promotion is attained primarily on length of service. In such a situation, performance does not lead to rewards, so effort in that direction is not seen as worthwhile. These analyses clearly show that individual worker's expectancy of returns for a job performed vary and which has become a problem of management as to which is the satisfactory way of motivating workers for a good job done.

2.2.3 Frederick Herzberg: Motivation-Hygiene and job performance

In 1959 Herzberg, Mausner and Snyderman processed a research concerning motivation to work. They chose similar companies situated in Pittsburgh Industry area. They interviewed approximately 200 engineers and accountants working for those companies. The theory developed from this research concerns hygiene factors, which are necessary for the employee to experience but do not motivate them to work. The explanation for hygiene factors could be a person's relationship with the environment in which one operates. According to Herzberg, the workers get motivated when they are responsible for their work. He also proposed that managers can give their employees more authority to their job and offer them direct and individual feedback in order to motivate and help employees to connect to their work which contribute strongly to better job performance (Wirralmet, 2017). Furthermore, Herzberg also recommended that the job should have sufficient challenges to utilize the full ability of the employee. If the job is not sufficiently challenging enough and not used for an employee's full abilities, the company should replace the employee with the one who has a lower level of skill to do the job (Shah and Shah, 2017). Most empirical studies have refuted predictions based on Herzberg's theory. According to Herzberg's theory, he concluded that hygiene factors are related to dissatisfaction rather than satisfaction. However, recent researchers have found contradictions and opposite to his theory (Examstutor, 2013). Another problem with Herzberg's theory is that some employees show no particular interest in such motivators as opportunity for growth and performance (Dubrin, 2015). In spite of criticisms, Herzberg's theory provided a new way of thinking about worker motivation and his theory remains as an influential factor in an attempt to make the motivation theory in an organizational way (Dubrin, 2015). Herzberg's theory

implication in real work life for a manager and management in the company who want to motivate their employees would include these activities: provide the employees with good compensation, flexible company policies and being connected to their own employees. In addition, the manager also recognizes the good work from their employees and gives their employees the opportunities to grow and develop their skills, knowledge and experience.

A significant development in motivation was distinction between motivational and maintenance factors in job situation. This led to draw a distinction between what are called as „motivators' and „hygiene factors'. Thus, hygiene factors provide no motivation to the employees, but the absence of these factors serves as dissatisfied. Some job conditions operate primarily to dissatisfy employees when they are absent, but their presence does not motivate employees in a strong way. Many of these factors are traditionally perceived by management as motivators, but the factors are really potent as dissatisfies. There appears to be a great similarity between Herzberg's and Maslow's models. A careful examination of Herzberg's model indicates that what he actually says is that some employees may have achieved a level of social and economic progress in the society and for them higher level needs of Maslow (esteem and self-actualization) are the primary motivators. However, they still must satisfy the lower level needs for maintenance of their current state. Thus, we can say that money might still be a motivator for operative employees and for some managerial employees (Chhabra, 2010). In this vein, hygiene factors are not sufficient condition in motivating employees but rather a precondition in enticing employees in promoting the organizational mission and objectives. This further suggests that, the issue of motivation is still a challenge in modern context despite the efforts of government policy of promoting workers well-being.

2.2.4 Douglas McGregor: Theory X/Theory Y

McGregor's theory, which is built on Maslow's theory, adds a central idea: those managers' assumptions about their employees can affect their motivation. This theory proposes two alternative and extreme views to see the human being: Theory X and Theory Y. According to Theory X the employee is viewed as mainly negative, lazy, resist change and unable to motivate. This produces a controlled environment with strict rules, threats and punishments. Employees in an organization like this tends to perform less effectively, give low productivity, produces aggressions and conflicts (Bolman, 2012). Theory Y on the other hand strives to maximize the employee's individual goals and efforts by giving workers greater job involvement and autonomy. This means that employees are given the possibility to grow and achieve their own goals within the organization. Employees are viewed as positive and open to development. Management's goal is to make the employee happy and satisfied with their work and performance (Matteson 2012). Taken not too literally the theory can provide a useful tool for motivation and management research (Shah and Shah, 2017). In addition, these theories remain as a guiding principle of positive approaches for management, to organizational development and to improve organizational culture. MacGregor suggested that there exist two sets of employees (lazy and ambitious employees) with lazy employees representing theory X, hard and ambitious workers representing Y. According to him, the lazy employee should be motivated to increase performance in

an organization Geogopalaus path Goal theory of motivation states that, if a worker sees high productivity as a path leading to the attainment of one or more of his personal goals, he will turn to be a high producer. But if he sees low productivity as the path leading to the attainment of his goal he will turn to be a low producer and hence needs to be motivated.

1 The factors that impede teachers turnover

Concerns about educators' turnover and attrition are reported widely as a global phenomenon (Santiago, 2010). George (2010) reported that Education for All goals targeted to be achieved by 2015 are at stake since 1.9 million additional teachers are required with another one million required to replace annual teacher attrition. Attrition in this study referred to all permanent loss of teachers from the teaching profession. Koontz and Weinrich (1990) argued that stable organizations are characterized by low employee turnover and their abilities to keep their customers. This can only be attained if the organizational roles and the entire process of leadership are based on management practices that enrich the job on what satisfies the employee and motivates them to stay failure to which they quit. High rate of teacher turnover impacts negatively on the school improvement efforts for it disrupts the stability and continuity of teaching. It also poses a challenge to the entire education system to manage turnover and retain teachers. Besides, teacher attrition imposes cost on education systems in substitution, recruitment and appointment of new teaches which is also characterized by long delays before replacements are made. This eventually affects the quality of education the learners get and affects student who may choose to seek transfers to well-staffed schools or join private schools (George, 2010). Teacher attrition is influenced by a plethora of factors which can be classified as demographic factors, personal factors, pull and push factors which point on alternative employment and dissatisfaction with teaching respectively. Reasons for departure for different teachers vary and so are attrition rates for different parts of the world but annual attrition worldwide range from 2 percent to 14 percent annually (George, 2010 and Santiago, 2010).

2.2.1.1 Characteristics of individual teachers

Individual teacher considerations are based on individual teachers' decisions to stay or leave. As a result, much like any other profession, teacher turnover is influenced by individual circumstances. Teachers can decide whether or not to continue teaching based on a variety of criteria such as their age, discipline, level of education, HIV and AIDS, and so on. The age, amount of education, and discipline of teachers were investigated, as well as how these factors influenced teachers' decisions to leave their assigned workstations.

2.2.1.2 Age of the teachers

One of the key reasons impacting teacher attrition, according to Santiago (2001), is the graying population of teachers and their possible or subsequent retirement. ImaZeki (2004) agrees, stating that retirement accounts for one-third of teacher attrition. Age of the instructor is seen as a contributing element in the sedimentation above, particularly for aged teachers who retire or seek voluntary retirement and finally leave education, resulting in attrition. As a result, experienced teachers are lost, and finding replacements is difficult. Young teachers, on the other hand, are more likely to leave teaching to work in the

private sector, where they can earn a greater pay than they do in teaching, according to Ingersoll (2002). He also mentions that long-serving instructors are leaving to enter the private sector or create their own businesses. When plotting teacher attrition, this results in a U-shaped curve. The goal of this study was to see how teachers' age influenced their decision to stay or leave the district as a teacher.

2.2.1.3 Education of the teachers

The degree of education of individual teachers is a deciding factor in whether or not they stay in the class (Herman, Hampton and Croasmun, 2004). According to a study by Marso and Piggie (1995), instructors who earned a master's degree stayed in the class for longer than those who did not, while others quit to teach at colleges and universities. Teachers with master's degrees are more motivated by their achievements and so feel more at ease in the class since they are more informed and presumably more competent, but not all of them are. On the other hand, it is thought that teachers with higher levels of education have increased the value of their credentials and their worth as human capital increases, which accounts for the large number of teachers who leave teaching to pursue better-paying jobs available to those with additional education or training. This allure tempts instructors to leave the classroom for the private sector or non-teaching jobs, where the rates of return are better than in teaching, resulting in attrition. Mulkeen (2010) and Bob, Bobbitt and Cook (1993) report that in general, attrition rates are higher for teachers with the greatest academic qualifications presumably reflecting the greater labor market opportunities open to them. Majority of them leave either through career switch, join the private sector, voluntary resignation or seek departmental transfers.

2.2.1.4 Availability of other job opportunities

Hedges (2002) and Maleku (2002) point out that teachers use teaching as a stepping stone while others find it unattractive hence quit. People who aspired to be something else and failed either to qualify for its training at initial stage of higher education sometimes find their way to their dream career but use education as a stepping stone. This is because education cut across most disciplines and it is easy to switch from teaching to other jobs that are available for people with similar qualifications as teacher for example trainers, lecturers, resource mobilizers, human resource officers among others. There is also availability of jobs in other countries and since the teachers will be paid handsomely as expatriates, they may go for such jobs thus quit teaching in their homeland. This gives a hint why teachers quit and therefore the researcher wished to determine whether the same applied in Mbooni East District. UNESCO (2000) reports that some individuals lacked a chance in their aspired career and were compelled to join teaching as a stepping stone or as a career of the last resort. Some teachers therefore quit the profession immediately other alternative jobs are available with some joining the private sector therefore teaching is seen a as an occupation to pass through and not a career in itself.

2.2.1.5 Teachers' discipline

Ruto (2010) and TSC (2010) noted that about 500 teachers were fired as a punitive measure for being involved in gross misconduct for example sexual abuse of school going age children in 2010. There were other cases of indiscipline

leading to interdictions, suspensions, summary dismissal among other punitive measures. These measures were taken after the teachers violated the Teachers Code of conduct which outlines the guidelines for teacher conduct while working at the station and how to relate with the other teachers and the students.

2.2.1.6 Institutional factors and teacher attrition

There are factor within teaching profession that are beyond the control of the teacher and fall within the institution of teaching fraternity. Such factor include working environment, policies on discipline, policies on teacher transfer, amount of workload each teacher is assigned, teacher management and supervision among many others.

2.2.1.7 Teachers' workload

Teachers are assigned a particular number of lessons per week and this is determined by their employer although it is delegated to the school heads on the ground. Teachers Service Commission recommends an Average Teaching Load of 27 lessons per week for one teacher, holding all other factors constant. This however varies depending on number of streams a school has and the available number of teachers. Voluntary Services Overseas (2007) and UNESCO (2005) point out that the rapid expansion of enrolment rates in Kenya due to the Free Primary Education introduced in 2003 then the Subsidized Secondary Education introduced in 2005 have led to increased population which in turn leads to larger classes. In such cases the teacher's workload and responsibilities goes up. Increased workloads mean that a teacher taught more than 27 lessons per week and they were doing other roles like being a games master/mistress, class teacher, house masters/mistress among other responsibilities other than just teaching. Increased workloads make it difficult for the teachers to cope and eventually this fuels teacher's desire to leave for greener pastures or movement to private sector or career switch in a bid to look for better paying jobs that are not cumbersome and rates of returns are higher than in teaching.

2.2.1.8 Conditions of working

Teacher attrition is encouraged by poor working conditions in teaching, as per Moleni and Ndalama (2004), who report that poor/lack of proper housing, lack of amenities such as hospitals, and long walking distances to and from school are major push factors for teacher attrition, which is worse in rural schools. Bad living conditions generate a poor working environment, which decreases teacher morale and finally leads to their departure from the profession. Poor working conditions in rural schools, according to Akiyeampong and Bennel (2007), contribute to the vicious cycle and high turnover rates, particularly among secondary school teachers.

2.2.1.9 Teacher Characteristics

Studies have found that teacher background characteristics and work experience influence turnover (Boyd *et al.,* 2011). For instance, young and old teachers most likely to quit their jobs than the middle-aged ones (Allensworth, Ponisciak, and Mazzeo, 2009; Guarino, Santibanez, and Daley, 2006; Johnson *et al.,* 2005). Studies have also have linked teacher quality measures to turnover intentions. For instance, teachers with high qualifications which they measure by their own degree

scores have more intentions to leave teaching (Boyd *et al.,* 2005). However, teachers who focus more for being effective teachers by measuring the test score gains of the classroom students are less intended towards job turnover (Boyd, Grossman, Lankford, Loeb, and Wyckoff, in press; Boyd, Lankford, Loeb, Ronfeldt, and Wyckoff, 2005; Goldhaber, Gross, and Player, 2007; Hanushek, Kain, O'Brien, and Rivkin, 2005). On the other hand, many researchers found no significant relationship between teacher gender, race, or ethnicity to turnover (Allensworth *et al.,* 2009; Guarino *et al.,* 2006; Johnson *et al.,* 2005).

2.2.1.10 Student Body Characteristics

Several researches have examined the relationship between student body characteristics and turnover intentions of teachers by utilizing large-scale, longitudinal data sets. These studies found that schools with more low-income background or with low-achievement potentials experience high teacher turnover (Boyd *et al.,* 2005; Carroll, Reichardt, Guarino, and Mejia, 2000; Hanushek *et al.,* 2004; Scafidi *et al.,* 2005). For instance, according to a study conducted in New York there was 15% and 27% teacher's turnover in the low performing schools and high performing schools respectively (Boyd *et al.,* 2005). Some other studies found that teachers are most likely to stay at schools with high achieving students (Scafidi *et al.,* 2005; Hanushek et al., 2004).

2.2.1.11 Working Conditions

Ingersoll and Smith (2003) found that more teachers leave their jobs due to working conditions (that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization in decision making process regarding classroom by the teachers) than that of other reasons such as salaries. Tickle, Chang, and Kim in (2011) also observed that working conditions have emerged as the main source of teacher job dissatisfaction and teacher turnover.

2.2.1.12 Teaching Experience

Turnover issues of teachers are more commonly occur during the first few years of teaching (Ingersoll and Smitha, 2003). According to Liu (2007) first-year teachers are intended more towards leaving the teaching profession than experienced teachers, and mostly the beginning teachers leave teaching profession in their first five years of service. Lueken (2004) also indicated that teachers with one to three years of experience were more likely to leave the profession then more experienced teachers. Ingersoll and Smith (2003) found that two-thirds of former first-year teachers described that the teaching dissatisfaction was main reason for leaving the teaching profession. Stockard and Lehman (2004) indicated that social support and school management were major factors that significantly impact satisfaction and turnover issues of new teachers. In contrast, Perie et al. (1997) found that more experienced teachers reported lower levels of job satisfaction than the less experienced teachers, and that administrative support had influence on great teachers' job satisfaction than years of teaching experience.

2.2.1.13 School Contextual Factors and Teacher Turnover

According to many studies school contextual factors i.e teacher influence, safety, administrative support, student behavior,

staff relations, facilities have a significant relationship with the turnover intentions of teachers (Darling Hammond, 2003; Glaser, 2003; Hirsch and Emerick, 2007; Loeb *et al.,* 2005). However, most of the previous studies relied on survey of teachers and were based on their perceptions and produce less accurate models (Boyd *et al.,* 2011).

2.2.1.14 Lack of Safety

School safety means the school conditions that impact the psychological and physical well-being of teachers and students. Many factors indicate safety such as classroom misconduct and violence (Dinkus, Kemp, and Baum, 2009; Mayer and Furlong, 2010) or measurement of the perceptions of parents, students and teachers through surveys regarding safety in school climate (Anderson, 1982; Cohen, McCabe, Michelli, and Pickeral, 2009; Cornell and Loper, 1998). According to some studies, for instance (Duke, 2002), schools with less safety concerns are more able to provide a good working environment for teachers. On the other hand, the schools that struggle more to maintain a safe environment have usually difficulty in retaining teachers. (Boyd, Lankford, Loeb, Ronfeldt, and Wyckoff, 2010).

2.2.2 The impact of poor teachers' retention

The high rates of teacher attrition and the resulting teacher turnover have implications for the quality of the education students receive. The constant turnover of teachers has negative impacts on student learning (Voke, 2002). When teachers leave schools, for example, previously held relationships and collaborations are lost, and new ones must be formed. Bryk and Schneider (2002) argued that the quality of relationships (trust) among teachers, and between teachers and students, is related to student performance. Not only does turnover disrupt the formation or maintenance of these relationships, it may also harm student achievement (Voke, 2012). Teacher turnover also affects the distribution of experienced teachers across schools in a district. Typically, schools replace novice teachers (1-5 years of experience) with even newer teachers, so the teachers' median years of experience keeps declining (Allensworth *et al.,* 2009; Marinell and Coca, 2013). Poor teacher retention has been shown to concretely impact students in terms of scholastic performance, The Grade Network reports. One Stanford University study found that students of teachers who left after one year suffered in terms of achievement gains. Another study by the University Council for Educational Administration showed that New York elementary school students who were subject to higher teacher turnover scored lower in subject areas such as math. Teacher Retention by Teacher Effectiveness Ronfeldt, Loeb, and Wyckoff (2013) find that teacher turnover has a negative effect on student achievement, and this is not confined to classrooms where the teacher left but extends to students whose teachers have remained in the school. These adverse effects are more pronounced in schools with higher proportions of low-performing and African-American students. The estimates suggest that the teachers' prior effectiveness explains some of this effect, i.e., relatively more high performing teachers were likely to leave the schools with higher proportions of low-performing and African-American students. However, Boyd et al. (2011); Feng and Sass (2012); Goldhaber, Gross, and Player (2011); and Hanushek, Kain, and Rivkin (2004) find that teachers more effective in teaching their students are more likely to stay.

2.2.3 Influential factors of teachers retention

2.2.3.1 Sense of mission and hard work

There are many personal qualities that may contribute to a teacher's decision to remain teaching in high poverty, high needs schools. Freedman and Appleman (2009) found that a sense of mission and a disposition for hard work and persistence were extremely important. Retaining teachers inrequires fostering and growing in them this sense of mission, persistence, and hard work. There are several personal and institutional characteristics of stayers. Those teachers who feel that they are effective and making a difference are more likely to remain in teaching (Phillips, 2015). Stayers are also more likely to have positive relationships with their colleagues, find joy in helping students learn, and feel a sense of belonging at their school site (Goldring, Taie, and Riddles, 2014; Graziano, 2005; Phillips, 2015). Institutionally, stayers are more likely to perceive their working conditions as positive (Haycock and Crawford, 2008). Stayers attribute class size, student behaviour, and not being overloaded with cumbersome responsibilities as important factors in "staying" on the job (J. C. Phillips, 2015; O. Phillips, 2015;Tossman, 2013). They also describe autonomy and administrative support as being important determinates in remaining on the job (Chicosky, 2015; Tossman, 2013). Grit is the passion and perseverance to pursue long-term goals with sustained effort over time (Duckworth and Kern, 2011). The teaching profession is extremely demanding (Bobek, 2002; Duckworth, Quinn, and Seligman, 2009; Robertson-Kraft and Duckworth, 2014). Teachers who can persevere through long tasks are more likely to remain in the profession.

2.2.3.2 Teachers' Satisfaction With Their Salary

Teachers' salaries contribute in their retention. Researchers found the low salary as the main predictor of teacher attrition and turnover (Murnane and Olsen, 1989; Shen, 1997; Stinbrickner, 1998; Theobald, 1990). Good or increase in teacher's compensation may reduce turnover intentions of teachers, since many studies have found that low salaries were the main predictor of teacher turnover behaviors' (Liu, 2007; Loeb *et al.,* 2005). Other studies have recommended high teacher salary as an effective strategy to reduce the turnover issues of teachers (Ingersoll and Smith, 2003; Kelly, 2004). Studies also found positive relationship between salary and job satisfaction of teachers. For instance, Perie et al. (1997) found a positive relationship between salary and teachers' job satisfaction. Similarly, Shann (1998) stated that low salaries cause teachers' job dissatisfaction. The study conducted by Liu and Meyer (2005) found that low teacher compensation was the major factor for teachers' dissatisfaction with their job. Unfortunately, very little research has focused on the relationship between teachers' satisfaction with their salary and administrative support (Boyd *et al.,* 2011).

2.2.3.3 Staff Relations

Staff relations refer to social land professional relationship of teachers with other teaching staff (Boyd *et al.,* 2011). According to Allensworth*et al.* (2009), when the teachers feel a collective responsibility towards improvement of school and enhancing students learning, then they show more intention to stay in that school. Many other studies found that positive relationship of teachers with their colleagues also impact on

their staying intentions in school (Darling-Hammond, 2003; DuFour and Eaker, 1998; Glaser, 2003).

2.2.3.4 Facilities

According to (Boyd *et al.*, 2011), facilities refer to the physical work places of teachers and the available resources to them. According to many studies, facilities have been associated to teacher career paths (Corcoran, Walker, and White, 1988; Darling-Hammond, 2003; Steuteville-Brodinsky, Burbank, and Harrison, 1989). Many studies have found through teachers survey that physical features of schools are reported as main predictor of turnover of school teachers (Loeb *et al.*, (2005); Buckley, Schneider,& Shang, 2005; Johnson, 1990). According to them teachers who perceive enough resources and facilities of schools, are more likely to stay in school for long run.

2.2.3.5 Teacher Influence

Teacher influence indicates teachers' autonomy in their classrooms and to their ability to influence on school practices and policies. Teachers with greater autonomy appear to be more satisfied from their work and have intentions to stay in teaching in long run as well (Johnson, 2006). According to Boyd et al. (2011) and Allensworth et al. (2009), teachers who are given an opportunity to contribute in decision making and planning process regarding school matters, show great interest in teaching and usually have more intentions to stay in school.

2.2.3.6 Student Behavior

Kelly (2004) mentioned the importance of schools' behavioral climate for teacher turnover intentions and stated that student behavior is one of the main factors that cause them to leave the teaching profession. Harrell and Jackson (2004) also found that student behavior was one of major factor for teacher's turnover. Haberman and Rickards (1990) found through survey of teachers that they perceived student discipline as a main problem before starting and leaving.

2.2.3.7 Mentorship and Induction

Mentorship is another factor that has been examined for its effects on teacher retention and attrition. It is generally accepted that proper and effective mentorship/induction is important for new teachers. National studies show clear positive correlations between teachers who are assigned mentors and retention rates (NCES, 2011). Yet, studies also indicate that many novice teachers report a lack of formal mentorship of any kind (Johnson and Kardos, 2002; Salyer, 2003; Smith and Ingersoll, 2004). Mentorship is a term that is defined differently by various districts workplaces. Research on mentorship and its connection to teacher retention has generally blended with studies on communities of practice or workplace support systems designed for new teachers. Ingersoll and Smith (2004), discussed the ideas of "Induction" and "Mentorship," as being interdependent, especially in the first year of teaching. Their results indicated that proper induction and mentoring programs, such as collective planning sessions with mentors from the same subject field, had a positive effect on the job satisfaction and retention of novice teachers. Grossman and Thompson (2004), conducted a study on the role that district policy plays in its effect on new teacher induction, mentorship, and supervision, and their consequent

effect on new teachers' perceived efficacy when teaching a language arts curriculum.

2.2.3.8 Self-efficacy

The term "Self-Efficacy" comes from the social learning theory of Albert Bandura (1986) and posits that an individual's ability to self-regulate effort towards a goal is based on levels of perceived confidence and achievement. Self-efficacy has emerged in the research on teacher attrition as having a major effect on teacher career decisions (Elliot, Isaacs, and Chugani, 2010). In fact, some research indicates that perceived self-efficacy is generally the leading indicator of retention in any given school scenario (Birkeland and Johnson, 2003). If a teacher can establish a sense of progress and efficacy with his/her students, than he/she is less likely to experiences stress or leave the profession than one who cannot teach to his/her full potential because of workplace hindrances (Van Dick and Wagner, 2001).

2.2.3.9 Working conditions or job security

Working condition within the workplace have also been documented as having an effect on a teacher's perceptions of self-efficacy. Some studies have shown that average class size is higher for teachers who exited the teaching profession (Theobold, 1990), and that class sizes, in general, are higher in schools that serve a majority of Black or Black and Latino students (schools which typically tend to bear very high attrition statistics) (Darling-Hammond *et al.*, 2005). Darling-Hammond *et al.* (2005) examined the working conditions of teachers in California in an attempt to separate working condition factors from student demographic variables as they articulate with attrition/retention rates in the respective districts. The authors conclude that working conditions such as quality of the facility, temperature, noise level, class size, adequacy of supplies, cleanliness of the bathrooms, etc. were positively correlated with attrition rates. Job security is also a documented concern for new teachers, and it affects the perceived working conditions for teachers because it can be a source of stress and tension between administrators and teachers. Conversely, it can be an extrinsic motivator for teachers to remain in the profession. Inman and Marlow (2004) conducted a study which was to identify the perceived attitudes about varying aspects of the teaching profession in order to determine some factors that may lead to attrition/retention of beginning teachers. Within the group of 500 beginning teachers in Georgia, perceived job security was the highest-ranking motivational factor. Almost 60% of the entire group ranked this to be a positive factor (Inman and Marlow, 2004). Principals and school leaders are often left to mediate between budgetary issues and concerned teachers. Although many teachers are protected from budgetary layoffs, new teachers are not under such protections. Budgetary issues and lack of job security can be a source of anxiety and dissatisfaction for teachers, and this dynamic can be mediated by a skilled and trustworthy administrator. Clarity and honesty from principals is reportedly associated with teacher job satisfaction (Brown and Wynn, 2007).

2.2.3.10 Workplace Organization

Schools are workplaces where teachers face a multitude of factors that collectively contribute job satisfaction/ dissatisfaction. Demographic variables, self-efficacy, salary

rates, collegial support, etc. all influence teacher satisfaction and retention (Johnson, 2006). No factor in isolation has any causal impact on attrition rates (Lehman and Stockard, 2004). Lehman and Stockard write, 1st year teachers' satisfaction is greatly influenced by the environments in which they work, the support they receive from others, the control they have over their work environment, the mentoring they receive, the extent to which they are successful in the classroom, and the extent to which these environments are safe and orderly. These are characteristics that are greatly under the control of the building administrators and can be encouraged by school district-level policy (Lehman and Stockard, 2004)

2.2.3.11 School leadership influence

According to Ingersoll and Kralik, (2004), administrative support has a profound effect on the experiences of new teachers. Because principals are responsible for creating school climate, retaining and supporting teachers, and coordinating new teacher mentorship (Wood, 2005), principals have a great deal of influence over the issues that are of major concern for new teachers. Principals have control over the way new teacher concerns are approached, buffered, and filtered. Reported principal influence is a leading determinant in teachers' decisions to stay or leave a workplace (Jorisson, 2002), and research on principals' behavior ranges from highly supportive (Blase and Blase, 2004) to abusive (Blase and Blase, 2006). According to literature on teacher retention, teacher work conditions play more of a role in teacher attrition/retention statistics than previously noted in works in earlier decades, and many of the factors associated with teacher career decisions are factors that are amenable to change, such as collegial connections and administrative support (Borman and Dowling, 2007).

2.2.3.12 Promoting teacher autonomy

Research has also indicated that a relationship exists between autonomy and teacher attrition. Ingersoll (1996) defined autonomy as the decision-making power that teachers hold. The Glossary of Education Reform (2014) defined autonomy as the professional independence of teachers in schools, especially the degree to which they can make sovereign decisions about what they teach to students and how they teach it. According to Ingersoll (1996), providing teachers with some autonomy in their classrooms and opportunities to affect school policies and instruction is essential. Ingersoll (2001) reported that schools have lower rates of attrition when teachers feel free to make independent decisions in the classroom. Pearson and Moomaw (2006) found that when such conditions existed, teacher satisfaction and professionalism increased, on-the-job stress decreased, and teachers experienced greater job satisfaction. Ingersoll (2001) also explained that a lack of control in the classroom could make teachers feel hindered and ineffective, leading them to pursue other employment options. Likewise, in studies reviewed by Firestone and Pennell (1993), teachers' autonomy in making classroom decisions and participating in school-wide decision making proved to be a key factor in predicting whether teachers would stay or seek transfers to other schools. Firestone and Pennell (1993) found that teachers are more likely to stay in schools where they have the opportunity to contribute to school-wide decision-making processes involving scheduling, selection of materials, and the identification of professional development experiences.

According to Hirsch and Emerick (2007), consistent administrative support for teachers and systems that encourage teachers' participation in decision-making and problem-solving processes support teacher retention.

2.2.3.13 School climate

Administrative leaders directly shape the climate of a school and influence the development of processes that allow teachers to feel supported in their work (Pearson and Moomaw, 2006). Sergio Anni and Starratt (1993) categorized climate as "the enduring characteristics that describe the psychological character of a particular school, distinguish it from other schools, and influence the behavior of teachers and students, and as the psychological feel that teachers and students have for the school" (p. 82). Researchers have clearly linked working conditions, a component of school climate with the retention of novice teachers (Angelle, 2006). Principals have the power to create positive work environments where teachers feel respected as professionals, receive adequate support, and feel that the administration consistently enforces rules (Grissom, 2008). While Brown and Wynn (2007) were clear that building level factors were not the only reasons for high rates of teacher retention, they also stressed the importance of school climate. Likewise, Angelle (2006) equated school leadership with the process of fostering a positive organizational climate and socialization of new teachers into the school environment, setting the tone for interaction with both new and experienced teachers and all other members of the school community. In a survey of literature on climate and culture, Greenlee and Brown (2009) similarly found that teachers need principals who maintained a positive school culture which created conditions that enhanced their staff's effectiveness, motivated their workforce to focus their energy on achieving educational excellence, and facilitated the development and implementation of a shared vision.

2.2.3.14 Staff relations

Staff relations refer to social land professional relationship of teachers with other teaching staff (Boyd *et al.,* 2011). According to Allensworth et al. (2009), when the teachers feel a collective responsibility towards improvement of school and enhancing students learning, then they show more intention to stay in that school. Many other studies found that positive relationship of teachers with their colleagues also impact on their staying intentions in school (Darling-Hammond, 2003; DuFour and Eaker, 1998; Glaser, 2003).

2.2.3.15 Facilities

According to (Boyd *et al.,* 2011), facilities refer to the physical work places of teachers and the available resources to them. According to many studies, facilities have been associated to teacher career paths (Corcoran, Walker, and White, 1988; Darling-Hammond, 2003; Steuteville-Brodinsky, Burbank, and Harrison, 1989). Many studies have found through teachers survey that physical features of schools are reported as main predictor of turnover of school teachers (Loeb *et al.,* (2005); Buckley, Schneider,& Shang, 2005; Johnson, 1990). According to them teachers who perceive enough resources and facilities of schools, are more likely to stay in school for long run.

2.2.3.16 Motivation

Teachers are always regarded as a powerful resource in any educational system; however, teacher job satisfaction is rarely considered (Garrett, 1999). Incentives, which bring about job satisfaction, are a key factor in teachers" quality and the commitment to the teaching organization (Klecker and Loadman, 1996). In addition, teacher job satisfaction contributes not only to teachers" motivation and improvement but also to students" learning and development (Perie, Baker and Whitener, 1997). In any human resource management policy, employee incentive and recognition schemes have become very significant elements (Yeboah, 2012). One"s choice to enroll and remain in the teaching profession can be highly influenced by a change in teacher motivation, as well as performance in the classroom. Glewwe, Ilias and Kremer (2003) opine that teachers in developing countries respond more positively to incentives.

2.2.4 Impact of teachers' retention and students performance

Improving teacher retention serves to improve the education system as a whole. According to online.lsus.edu.t here are several reasons why teacher retention is critical to school success. One is financial. Recruiting, hiring, orienting and providing initial professional development sap already-tight school budgets, especially in low-income neighbourhoods. *Teacher retention* may affect student learning in several ways. First, in high-turnover schools, students may be more likely to have inexperienced teachers who are less effective, on average (Rockoff, 2004; Rivkin, Hanushek and Kain 2005; Kane, Rockoff and Staiger, 2006). Second, high turnover creates instability in schools making it more difficult to have coherent instruction. This instability may be particularly problematic when schools are trying to implement reforms, as the new teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reform. Third, high turnover can be costly in that it takes time and effort to continuously recruit teachers. In addition to all these factors, turnover can reduce student learning if more effective teachers are the ones most likely to leave (Boyd, Lankford, Loeb and Grossman, 2007). Losing experienced teachers has a direct impact on students. A beloved educator can serve as a role model or mentor. For some children, the disappearance of such a figure can be discouraging and result in a loss of scholastic engagement. They may become less inclined to participate in class, leading to a drop in grades and test scores. Losing educational staff also increases reliance on substitute teachers, who tend to have less experience and lower credentials compared with full-time educators. Qualified teachers know how to create lesson plans that adhere to a set curriculum while keeping students engaged and excited. Most substitutes don't teach regularly and may be less equipped to create engaging lesson plans. When teachers leave midyear, substitutes may struggle to successfully take over.

3. REASEARCH METHODOLOGY

3.0 Introduction

This chapter outlined and described research methods and techniques that would be used in conducting this research. It started by explaining the research design and data collection instruments. Population and sample considered in this study

was explained as well. The methods of data collection, which were used to analyze, data are explained, issue of data validity and reliability as well as ethical consideration were covered.

3.1 Research design

According to GRINNELL (1990:279), research design is the entire process of the study, the problem formulation through dissemination of findings. A research design is a master plan specifying the methods and procedures for collecting and analyzing the required information. According BRIDGET (2005) defines research design as a careful set of plans developed by a researcher that provides criteria and specifications for the study or research. According to GUPTA (1999:418) a research design is a careful systematic study or investigation in some field of knowledge, undertaken to establish some facts or principle. It is also an entire process of study the problem formulation through dissemination of findings. In my case, this research was descriptive and analytical study conducted in four privates secondary schools operating in Gatsibo district.

3.2 Population

Target population in statistics is the specific population about which information is desired. According to Ngechu (2004), a population is a well-defined or set of people, services, elements and events, group of things or households that are being investigated. This definition ensures that population of interest is homogeneous and have the same characteristics. And by population the researcher means complete census of the sampling frames. The population of this research are four private secondary schools that are: ESIM Kiramuruzi, ES Nyakayaga, College Baptiste de Ngarama(COBANGA) and Gabiro High School, operating in Gatsibo District, Eastern Province of Rwanda. The above mentioned schools have Ordinary and advanced levels, they have 850 students in advanced level(that are used by the research to find research information because they are experienced with the information related to the research topic because of many years they have at school instead of O' Level students), and this schools have administrative staffs of 24 personnel and 75 teachers, where the total number of A' Level students, teachers and administrative staffs are 949 persons.

3.3 Sampling Design

3.3.1. Sample Size

Gatsibo district has four private secondary schools, having 949 populations that are A' Level students, teachers and school administrators. According to Best and Kahn (1993) a sample can be defined as a group or subset of the total populations selected for observation and analysis. Cohen, Manion and Morrison (2000), points out that the knowledge gained from the sample representative of the total population under the study.

3.3.2. Sample Size Determination

This study employed a model developed by Nyanamba (2000) that was suitable use in my study and to determine the sample size of respondents who will participate in the primary data collection as reflected below;

$$n = \frac{N(cv^2)}{cv^2 + (N-1)e^2}$$

Where n = Sample size, N = Target population, Cv = coefficient of variation taken as 0.5 and e = total tolerance at desired level taken as 0.05 or 95% confidence level.

With N = 949that is 850 Students and 9 Teachers and schools headteachers.

N=(949*0.25)/0.25+(948*0.0025)=91

Therefore 91individuals will participate in this study

Proportionally,

91*850/949= 82Students
91*99/949 = 9 Teachers and school administrators

So, using the formulae above, where the target population was 949 persons, that sampled population was 91 persons including 9 teachers and school leaders, and 82 students.

3.3.3. Sampling Techniques

Through stratified random sampling process 22 individuals were selected in each the three schools, and 25 individuals were selected in one school. To avoid biasness when choosing respondents to be involved in a focus group discussion, pieces of paper labeled Yes or No were put in a box and after thorough shaking, a number of individuals were allowed to pick a piece of paper from the box. Those who picked papers written Yes were involved in a focus group discussion.

3.4 Data Collection

3.4.1 Primary data

Most of the data required to answer and validate the research questions were collected from primary sources. To generate the required data from the primary sources, different methodological approaches such as in-depth interviews and field observations were employed. I first contacted the school administrators to provide information needed to answer the questions related to the research topic before developing a survey questionnaire. The visits of the study area are made to better adapt the questionnaire to the reality and achieve our goals. An interview with students, teachers and school administrators was used to gather information to my study. The questions were accompanied by explanations if necessary. The questionnaire was written in English.

3.4.2 Questionnaires

Respondents filled the questionnaires, information required was about finding out the factors impeding teachers retention, to find out how poor teachers' retention affects students' academic performance, to examine the influential factors of teachers retention and the to determine how teacher retention impacts students' academic performance, the sampled respondents were interviewed.

3.4.3 Observation

Observations about the factors impeding teachers retention, students' academic performance, the influential factors of

teachers retention and how teacher retention impacts students' academic performance, all sampled students, teachers and school administrators were to understand the existing real situation and the overall situation of the teachers, attrition. Thus, in this study an attempt was made to carefully observe every situation and understand them fully.

3.5 Secondary data

Secondary data was collected to analyze the impacts of teachers' retention on student' academic performance in Rwandan public secondary schools. The secondary sources of information included internet source, government annual reports, official abstracts, and researches undertaken in the area.

3.6 Data processing and Presentation

The data collected was processed and analyzed using SPSS. This involved data coding, editing and tabulation especially quantitative data. The purpose of all these was to make the information clear and understandable for other people. Qualitative analysis techniques were used. The Qualitative analysis techniques were complemented with some statistics that was mainly obtained from the secondary data that was obtained through documentary.

3.7. Data Analysis

Analysis of data provides sense for the data collected during the field work. The research strategies employed in this study combine both qualitative methods. The advantage of simultaneously employing qualitative methods is getting increasing recognition among researchers. This is because it enables to benefit from the insights that the two methods provided when used in combination.

3.7.1 Qualitative analysis

Most of answers asked to the students, teachers and school administrators were qualitative. But this method the researcher obtained the information that relates to the appreciation and feelings respondents gave me answers relating to their experience, to the way teachers retention impacts students' academic performance in Rwanda Private secondary schools.

3.7.2 Quantitative analysis

The method is based on the measurement of quantity or amount. I used this method to measure the phenomena that can be expressed in quantity. I used also the mathematical and statistical symbols to summarize the information. By this method I was able to analyze various variables to get searched for information.

3.8 Ethics considerations

An accumulation of values and principles that address questions of what is good or bad in human affairs. Ethics searches for reasons for acting or refraining from acting; for approving or not approving conduct; for believing or denying something about virtuous or vicious conduct or good or evil rules. Ethical considerations can be addressed at individual and at societal levels. The way that individuals are affected by the conduct of others merits ethical consideration. The effects on a

person of being informed that his father died of Huntington's disease (and that, therefore, there is a fifty percent chance that he has inherited the genetic mutation) can be personally and profoundly harmful. The risk of harm to that person becomes an essential ethical consideration in deciding what information to disclose and how to disclose it. That risk will need to be balanced against the ethical interests in respecting the autonomy of the person affected, and their choice about whether to know or not.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0: Introduction

This section imparts the analysis and interpretation of the data collected in relation to objectives and research question attempting to resolve the identified problem. It provides and presents also analyzed and interpreted data collected from questionnaires and interview questions. I analyzed the results found in this study through the charts.
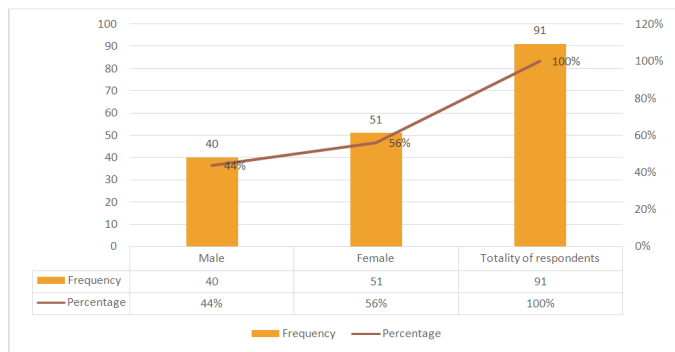
Source: Primary data Researcher (2021)

Chart 4.1. Distribution of respondents by gender

According to Chart 4.1, of gender 51 which is 56% of the respondents were female while 40 which is 44% were male. This implies that female dominated, with relatively some men involed in a good number meaning that the study was not gender biased.
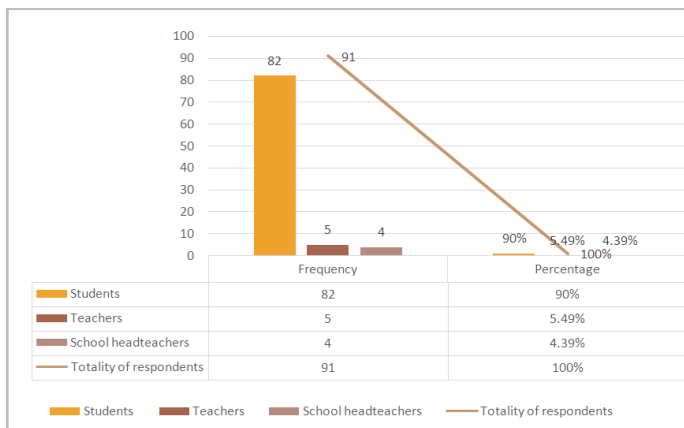
Source: Primary data researcher (2021)

Chart 4.2. Type or categories of respondents

According to Chart 4.2 of type or categories of respondents, 90% of the respondents were secondary students, 5.49% were teachers, 4.39% were school administrators. This means that majority of the respondents were students, which means that

students are the ones who are mostly affected by the teachers turnover and also having asked different categories of respondents is significant for the reliability.
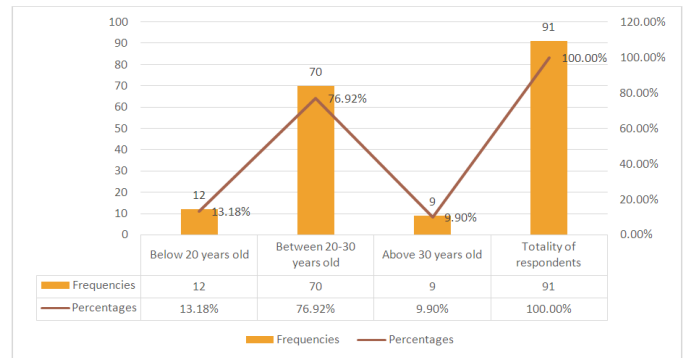
Source: Primary data (2021)

**Chart 4.3. Distribution of respondents by age**

According to Chart 4.3 of age, 76.92% of the respondents were between 20 and 30 years old, 9.90% were above 30 years old, 13.18% were below 20- years old. This implies that between 20 and 30 years old dominated in my study and this shows that ages of students are below 20, and between 20-30 years, and are the ones mostly affected by the turnover or retention of teachers in private secondary schools operating in Gatsibo district.
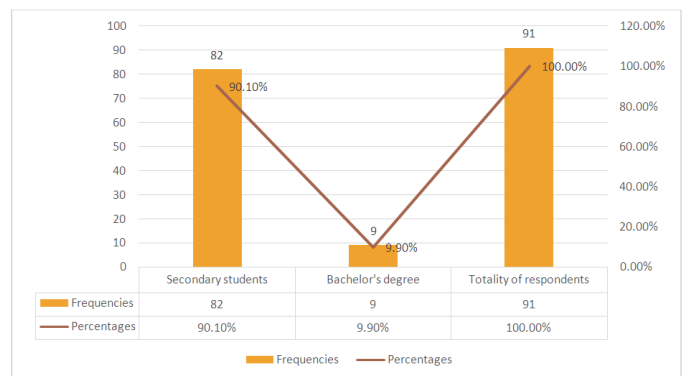
Source: Primary data (2021)

Chart 4.4. Distribution of the respondents by education level

According to Chart 4.4 of education level, 9.9% were bachelor holders, 90.1% were secondary students; what drives are secondary students who were a big number of respondents because are the ones who mostly affected by teachers turnover or teachers retention.
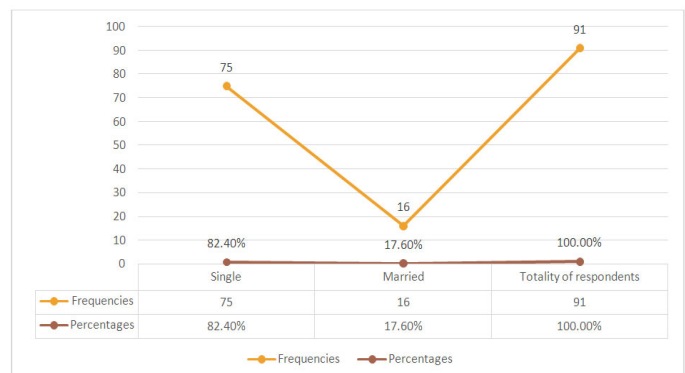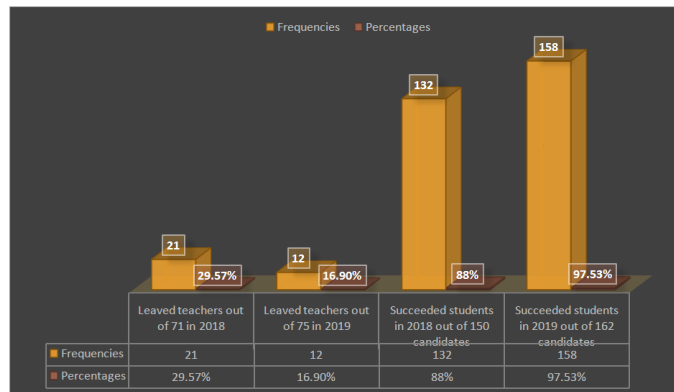

Source: Primary data 2021

Chart 4.5 Marital status of respondents

As shown in the chart 4.5 about marital status, 82.4% of respondents were single while 17.6% were married, this shows that single ones dominated in this research study and the researcher found that 75 students are single, 7 students are married and all 9 teachers and school head teachers are married.
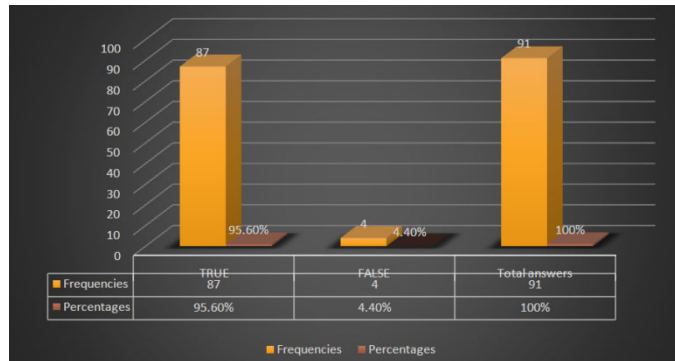

Source: Primary data 2021

Chart 4.6. Distribution of respondents by years at school

As shown in the chart 4.6 on the distribution of respondents by years of experience in schools, 5.49% have 1 year at school, 18.68% have 2 years at school, 47.25% have 3 years at schools, 7.69% have 4 years at school, 4.39% have 5 years at school, 16.48% are above 5 years staying in the same school.
The researcher found that needed information from respondents are real and accurate because many of respondents were staying in the same school, where some students staying in the same schools above 3 years, because after passing O'Level national exams, they were enrolled to A' Level in in the same schools, meaning that they are experienced about the effects of teachers retention as well as teachers turnover.

Source: Primary data 2021

Chart 4.7. Factors impeding teachers' turnover

According to the chart 4.7 showing the factors impeding teachers retention, Lack of motivation impede at 8.80%, School administration factors at 12.08%, students characteristics at 8.79%, lack of facilities at 7.69%, environment and climate factors 3.29%, job insecurity at 4.40%, low salaries at 15.38%, search for other jobs at 28.57% and teachers characteristics at 11%; so as shown by respondents, the teachers' retention is dominantly impeded by the search for other jobs. The researcher found that there are several number of factors that impede teachers retention, where the government as well as schools administrators have

to plan how those challenges can be removed I order to ensure teachers retention possibility.

Source: Primary data 2021

Chart 4.8. Teachers turnover and success rate situation in four private schools in Gatsibo district in 2018 and 2019

As per chat above, four private secondary schools in Gatsibo districts had 71 teachers, but 21 of them leaved their schools of working in the beginning of the year 2018; those schools had 150 students in S6, when they attended national exams, 132 out of 150 succeeded, where the success rate was at 88% While in 2019, 12 teachers out of 75 leaved the schools of teaching before the end of the year, then 158 out of 162 S6 students who passed national exams succeeded at the rate of 97.53%. The researcher found that when teachers retention is high, students performance is improved, but when teachers retention is low, there is low performance of students.

Source: Primary data 2021

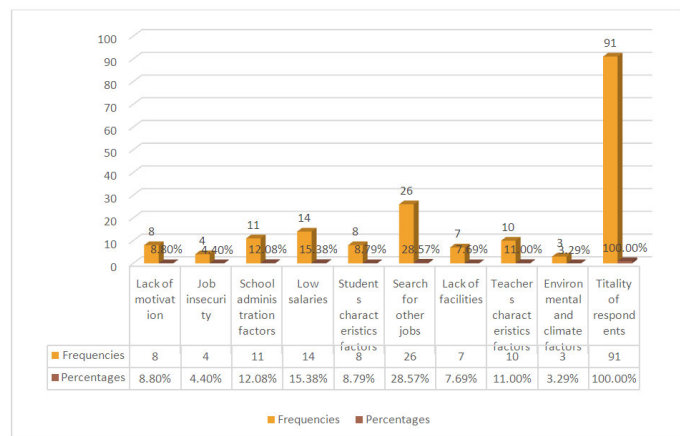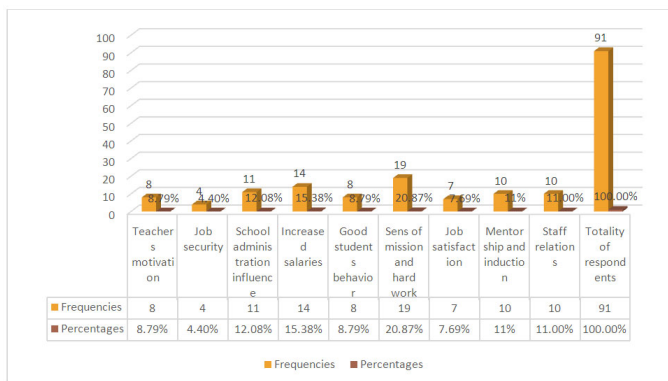**Chart 4.9. Does poor teachers' turnover provoke poor academic performance?**

As shown in the chart 4.9 showing that poor teachers turnover provoke and lead to poor students' performance, 95.60% of respondents agreed that poor teachers retention provoke poor students' performance and 4.40% showed that there is no negative impact. According to data from respondents, the researcher found that there is negative impact of poor teachers retention on students' performance. As per chart 4.10 of the influential factors of teachers retention, 8.79% of respondents said that teachers motivation influence teachers' turnover, Job security by 4.40%, school administration influence by 12.08%, increased salaries by 15.38%, good students behaviours by 8.79%, sense of mission and hard work by 20.87%, job satisfaction by 7.69%, mentorship and induction by 11% and 11% of respondents said the teachers' turnover to be influenced by staff relations. The researcher found factors influencing teachers turnover that need to be focused on in order to ensure teachers retention in Rwandan private

secondary schools and with the outbreak of covid-19 pandemic teachers turnover has become an alarming problem.

Source: Primary data 2021

Chart 4.10: The influential factors of teachers' turnover

5. SUMMARY, GENERAL CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents conclusion, recommendation and suggestion for further research related to the impact of teachers' retention on students' academic performance in Rwandan public secondary schools.

5.1. Summary of the findings

Teachers' retention is considered as a policy that helps to students' academic performance in Rwandan public secondary schools. Teachers who are dissatisfied with their job and poorly motivated are likely to leave the field and students are not likely to perform. The research found that there are a several number of factors that impede teachers' retention as presented in the chart 4.7, where lack of motivation impede at 8.80%, School administration factors at 12.08%, students characteristics at 8.79%, lack of facilities at 7.69%, environment and climate factors 3.29%, job insecurity at 4.40%, low salaries at 15.38%, search for other jobs at 28.57% and teachers characteristics at 11%; so as shown by respondents, the teachers' retention is dominantly impeded by the search for other jobs. As shown in the chart 4.8 showing that poor teachers retention provokes poor students' performance, 95.60% of respondents agreed that poor teachers retention provoke poor students' performance and 4.40% showed that there is no negative impact. According to data from respondents, the researcher found that there is negative impact of poor teachers retention on students' performance. For better students' academic performance, the researcher found that there is a need of given factors influencing teachers to stay in a teaching profession as per chart 4.10 of the influential factors of teachers retention, where 8.79% of respondents said that teachers motivation influence teachers' retention , Job security by 4.40%, school administration influence by 12.08%, increased salaries by 15.38%, good students behaviours by 8.79%, sense of mission and hard work by 20.87%, job satisfaction by 7.69%, mentorship and induction by 11% and 11% of respondents said the teachers' retention to be influenced by staff relations. The researcher found that when teachers retention is high, students performance is improved, but when teachers retention is low,

there is low performance of students as presented in the chart 4.8 that present the teachers retention and success rate situation in four private schools in Gatsibo district in 2018 and 2019 where the mentioned four private secondary schools in Gatsibo districts had 71 teachers, but 21 of them left their schools of working in the beginning of the year 2018; those schools had 150 students in S6, when they attended national exams, 132 out of 150 succeeded, where the success rate was at 88% While in 2019, 12 teachers out of 75 left the schools of teaching before the end of the year, then 158 out of 162 S6 students who passed national exams succeeded at the rate of 97.53%. It is found that in 2018 where teachers retention was low, the students performance was low, and in 2019 where teachers retention was high, students performance in national exams was high. So, the researcher found that students 'performance is there if the talented teachers are motivated and retained which is teachers' retention is took into consideration. Therefore, the clear relationship between teacher retention and students' academic performance is too significant

5.2. Conclusion

Finally, we observe that the result from our research found out that teachers who are dissatisfied with their job and poorly motivated are likely to leave the field and students are not likely to perform well. The students 'performance is there if the talented teachers are motivated and retained which is teachers' retention is took into consideration. Therefore, the clear relationship between teacher retention and students' academic performance is too significant.

5.3. Recommendation

In general, these recommendations are addressed to the government of Rwanda, Policy makers, research institution, local leaders in charge of education, schools leaders, teachers and students.

5.3.1 To The Government

There should be the policy of increasing salaries to make teachers being satisfied with their job, provide the trainings and mentorship to the new teachers, schools head teachers should be well trained on how to manage human resource in a supportive and productive way, and there should be put in place a policy that facilitate school administrators to punish indiscipline students, and parents should be asked to contribute some amount of money for the provision of teachers motives.

5.3.2 To the school headteachers

- To ensure that your teachers have the best working conditions possible, promote a positive school culture where both teachers and students feel safe, trusted, and respected
- To promote an environment of trust, give teachers more control over the way in which their classrooms are managed.
- Establish respect among teachers and students by implementing team-building activities at least once a month and offering opportunities for group decision-making
- Lastly provide teachers motivation.

5.3.3 To the teachers

Have Sens of mission and hard work

5.3.4 To the students

Being disciplined by respecting your teachers and school leaders and hard work

5.4 Suggestions for further research

Further research is recommended in the following area:

- As this research was conducted I four private secondary schools, it is recommended to investigate in deep the impact of teachers retention on students' academic performance in many schools across the country including public schools.
- It is needed to conduct a deep research about the government policies to improve teachers' retention in Rwanda.
- If the teachers' retention is not possible, what are the other pushing factors of students' academic performance in Rwandan school?

List of Acronyms

ESIM: Ecolesecondaireislamique de Murambi
COBANGA : College Baptiste de Ngarama
SGAC : School general assembly committee
Dr: Doctor
U.S: Umwalimu Sacco
O' Level: Ordinary level
A' Level: Advanced level
DOS: Director of studies
A1: Diploma in Higher Education
A0: Bachelor's degree
MED: Masters of Education Management and Administration
S6: Senior Six

REFERENCES

https://www.bing.com/search;

Longman dictionary of contemporary English for advanced learners(2012)

Ingersoll, R. M., and Smith, T. M. (2003). The wrong solution to the teacher shortage. Educational Leadership, 60(8), 30-34.

Johnson, S. M. (2006). The workplace matters: Teacher quality, retention and effectiveness. Washington DC: National Education Association. Retrieved June 14, 2014, from http://www.eric.ed.gov/PDFS/ED495822.pdf.

Johnson, S. M., Berg, J. H., and Donaldson, M. L. (2005). Who stays in teaching and why: A review of the literature on teacher retention. Cambridge, MA: Harvard Graduate School of Education.

Kelly, S. (2004). An event history analysis of teacher attrition: salary, teacher tracking, and socially disadvantaged schools. Journal of Experimental Education, 72(3), 195-220.

Leithwood, K., and Jantzi, D. (2006). Transformational school leadership for largescale reform: effects on students, teachers, and their classroom practices. School Effectiveness and School Improvement, 17(2), 201e227.

Pierce, M., and L. Fenwick. 2002. Principal leadership: Maybe less is more. Principal, 82(1), 31.

Pearson, L. C., and Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. Educational Research Quarterly, 29(1), 38-54.

Sansone, C., and Markiewicz, J.M. (2000). Intrinsic and Extrinsic motivation: The search for optimal motivation and performance. San Diego: Academic Press.

Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. Journal of Educational Research, 91, 81 – 88.

Stinbrickner, T. R. (1998). An empirical investigation of teacher attrition. Economics of Education Review, 17, 127 – 136.

Stockard, J., and Lehman, M. B. (2004). Influences on the satisfaction and retention of 1st-year teachers: the importance of effective school management. Educational Administration Quarterly, 40(5), 742-771.

Scafidi, B., Sjoquist, D. L., and Stinebrickner, T. R. (2005). Race, poverty, and teacher mobility (Research Paper Series No. 06-51).

****