



Motivation and retention of teachers in private secondary schools in Kenya

Anne Kariuki 



PhD, Department of Business and Economics Karatina University, P.O box 1957, Nyeri, Kenya

ARTICLE INFO

Article history:

Received 01 October 2020

Received in rev. form 16 Oct. 2020

Accepted 18 October 2020

Keywords:

Motivation, psychological contract, compensation, supervision, retention

JEL Classification:

I2

ABSTRACT

Employee retention has become a key focus of the human resource professional agenda. Organizations and schools have come to the conclusion that money could be saved by reducing employee turnover. However, studies have been inconclusive on motivating factors that lower employee retention. The main objective of this study was to determine the influence of motivation on the retention of employees in secondary schools in Kenya. Based on an exhaustive review of literature, three constructs of motivation were taken into consideration namely management. The major hypothesis of the study was that motivation significantly influences the retention of teachers in private secondary schools. To test the hypothesis, three sub-hypotheses were developed; compensation significantly influences employee retention; supervision significantly influences employee retention and psychological contract significantly influences employee retention. A mixed methodology approach was adopted and data was collected using a structured questionnaire and a structured interview guide. Descriptive statistics including frequencies, correlation analysis, and linear regression were applied to test the research hypotheses. The regression results indicate that motivation is causing a 7.0 percent variation in retention, implying a weak relationship. The weak relationship can be explained by poor salaries, authoritarian supervision, and breach of the psychological contract.

© 2020 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Introduction

There is growing need to strengthen the education system in Africa to meet Sustainable Development Goal (SDG 4). The World Bank report (2005) views secondary education as a one of the cornerstones of transformation process as it links both primary schooling, tertiary education and the labour market. Indeed, the report views secondary education as a precious commodity that can stimulate economic growth. However, it is widely accepted that a key constraint into achieving the SDG is the absence of motivated teachers leading to low retention. The low motivation of African teachers has been well documented (Xaba, 2003; World Bank, 2005; Nguni 2005; Bennel & Akyeampong, 2007; Ekabu, 2013; Ndung'u 2013). Whether it is monetized or non-monetized benefits teachers' motivation is a global challenge and understanding the key triggers of teacher motivation is key to attracting and retaining the teachers.

The situation of teacher retention is a global challenge as evidence by several writers. Herbert and Ramsay (2004) reveal that there are numerous reports of high teacher turnover in several developed countries such as United States of America, Sweden, Germany and New Zealand (Santiago, 2001). Ingersoll (2002) reported that in the USA, teacher shortages as a result of turnover are widely reported in many states and about 50 percent of teachers leave the profession within their first five years of teaching (Falk, 2012). This corroborates the argument of Dill and Stafford (2008) that teachers leave the profession within the first year of teaching. High turnover reduces the quantity of teachers available to many schools, and the quality of education. Moreover, it affects the quality of education delivered contradicting the role of education in achieving social and economic development.

There exists a retention problem in secondary schools in Kenya similar to many African countries. Waititu (2013) reported a teacher turnover of 12 percent to 15 percent in 2011, while in 2012, 20 percent implying there is problem with retention of teachers. Okumbe (1998) argues that teachers are a destabilizing factor in private schools as shown by movement of teachers between schools and

* Corresponding author. ORCID ID: 0000-0002-2660-2056

other professions often citing compensation and working conditions as a reason for exit. Nguni (2005) asserts that teacher turnover in private secondary schools is higher when secondary schools' results are released. The schools that records low performance witness massive transfer of students to public and other private schools which have recorded significant performance. The transfer of students demotivates the teachers and often may trigger their search for alternative employment. An addition exit problem is exacerbated when the Teachers Service Commission (TSC) recruits' teachers for public schools. The perceived job security, stable income and benefits in public secondary schools leads to exit of teachers from private schools.

Ndung'u (2013) found a high pay-related turnover in private secondary schools. He recommended benchmarking of compensation programs of private schools in public schools. However, this is exemption of international schools whose pay is higher and other middle level private schools. There appears to be a mounting concern that unacceptable high proportion of teachers in many low income countries are poorly motivated due to a combination of low morale, job satisfaction, poor incentives, inadequate controls and other behavioral sanctions. This assertion is supported by Xaba (2003) who affirms that a massive exit of teachers from the profession due to lack of adequate salaries, allowances, housing and promotion amongst other reasons. A report by World Bank (2005) indicated that qualified teachers in developing and developed countries is one of the hardest segments to attract and retain. Indeed, the report viewed the training and education of teachers as one of the most expensive.

While motivational factors are undoubtedly numerous, financial incentives are core factors in retention of teachers. Nevertheless, financial incentives alone are not enough, non-monetized factors such as working conditions, psychological contract and supervision improves the retention of teachers in secondary schools. To this end, the paper concludes that most secondary schools are faced with teacher motivation crisis which has far reaching implication for the SDG 4, economic, social and political development. The study endeavors to answer the question; what is the relationship between motivation and retention of teachers in private secondary schools in Kenya. To answer the question, three sub-hypotheses were developed; compensation significantly influences employee retention; supervision significantly influences employee retention and psychological contract significantly influences employee retention. The study extends earlier research concerning the relationship between motivation and employee retention in secondary schools with particular emphasize on methodological inconsistencies. It focuses on multiple sources of data collection involving questionnaire and interview guide in order to triangulate the data towards assessing the effect of motivation on retention. Data was analyzed using descriptive, correlation and inferential statistics.

The format of this paper is in four stages. First the introduction, which provides background information and the set the context of the study. Second section, provides a comprehensive summary of preview research on the motivation and retention on theoretical background, empirical studies and theory development. The next section looks at research methodology detailing the research strategy, research design, data sources and collection and analysis. Lastly the findings are presented, a discussion and conclusion follow.

Literature Review

Theoretical Framework

The study is anchored on Fredrick Herzberg Two Factor theory also called motivator-hygiene theory which was designed in 1959 (Herzberg, 1966). The study was conducted on 200 engineers and accountants in United States of America (USA) based on feelings about their work environment. Herzberg, Mausner and Sydnerman (1959) cited in Alshemri, Shahwan-Akl, and Maude (2017) proposed that long term positive feelings towards a job is influenced by work itself, responsibility and advancement which are intrinsic factors. On the other hand, employees reported negative feelings towards their job which were classified as hygiene (company policies, rate of pay, job security, working conditions, interpersonal relations and quality of supervision). These factors are also referred to as extrinsic factors. The theory postulates that meeting the extrinsic needs would not motivate the employee to exert more efforts but would prevent them from being dissatisfied with the job.

The theory has been widely applied in the area of motivation based on the assumption that motives for doing a job either caused satisfaction or dissatisfaction (Sanjeev & Surya, 2016). Tutor (1986) found that teachers were motivated by hygiene factors like money. As proposed by (Sanjeev & Surya, 2016; Barasa & Kariuki, 2020) to motivate employees higher level needs or intrinsic factors must be provided on the job. On the other hand, extrinsic factors must be present in the job to maintain employees. In line with the foregoing discussion, the study proposes that to retain employees, the hygiene factors must be present in the job. On the other hand, the schools should ensure that there are adequate motivators in the job. Relating to the study, the hygiene actors relation to compensation, supervision, while the motivators include the psychological contract.

There has been both criticism and support for Herzberg Two factor theory. Sanjeev and Surya (2016) cites the criticism as three fold involving assumption of the study, methodology and findings of the study. Linsdsay, Mark and Gorlow (1967) cited in Sanjeev and Surya (2016) alluding to the critique found that hygiene and motivator factors could impact job satisfaction and dissatisfaction calling for reevaluation of the theory. On their part, Barasa and Kariuki (2020) postulate that the theory does not accommodate personality differences, assumes people are the same and their reaction and feelings are similar. Despite the critique, the two factor theory has been widely applied in behavioral sciences.

Empirical Studies and Hypothesis Development

This section reviews empirical studies on retention and motivation with a purpose of developing hypotheses.

Retention

Employee retention is linked to several benefits such as customers satisfaction, better service, lower costs, lower price sensitivity, positive word-of-mouth, higher market share, higher productivity and higher efficiency, loss of competent employees (Daft & Noe, 2001; Samuel & Chipunza 2009). While several empirical and literature review has been carried on the concept, Chaminde (2007) define employee retention as the ability of an organization to create an enabling environment that engages employees for longer periods of time. He views retention as a voluntary move by an organization to create an environment which engages employees for long term stay in the organization. Chiboiwa (2010) views retention as a means of preventing the loss of proficient employees from leaving.

Withers (2001) is of the view that retention is related to work environment and other terms and conditions of employment. Samuel and Chipunza (2009) observe that retention prevents the loss of competent employees from leaving the organization, preserving productivity and organizational performance. They studied training and development, challenging work, interesting work for innovative thinking and job security and found the factors significantly influenced retention in both public and private institutions. Their view is echoed by George (2015) observation that employee retention is a product of several factors both intrinsic and extrinsic. George (2015) identified eight retention factors classified as organizational and job factors namely; management, conducive environment, social support, development opportunities, autonomy, compensation, crafted workload and work life balance. Amongst the most cited are compensation, promotion, training and development and challenging work, psychological factor. Congruent with the definition of George (2015) which had a reliability scale of 0.80, the current study focused on compensation, psychological contract and supervision.

Motivation

Motivation is one of the most researched concept in the area of human resource management and organizational behavior owing to its clear link with productivity, performance, employee satisfaction and retention. However, despite its wide applicability, different researchers have not agreed on the conceptual definition of the concept. Steers and Porter (1991) view motivation as a highly complex concept that influences and is influenced by a large number of factors in the organizational environment. They defined motivation as a process and type of behavior that is driven, directed and sustained by an organization. Likewise, Kreitner (1995) defines motivation as a psychological process that gives behavioral purpose and direction. The authors perceives motivation as a process that is influenced by certain factors in the organization which could either be intrinsic or extrinsic.

Monnappa and Saiyadain (2008) perceive motivation as an interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward, value of the goal as well as the expectations of the individual and his or her peers. Ekabu (2013) studied level of remuneration, promotional opportunities, working conditions and staff development as important motivation factors in secondary schools in Meru County. Drawing from the study of Ekabu (2013) and Herzberg two factor theory, the study investigated compensation, supervision and psychological contract as major motivational factors that influence retention. Arguably, the factors influence teacher's attitude in private secondary schools on whether they will leave the school or not.

Compensation and Retention

Despite the various debates on the concept of money, Ingersoll (2001a) cite poor salaries paid to teachers in private schools as one of the principals' reasons for exit. Likewise, (Santiago 2002; Nairuba, 2004; Bennel & Akyeampong, 2007) attributes the decline of attractiveness of teachers to salaries which have remained low relative to other professions. While money is not the only motivators Ekabu (2013) intimating writers in contemporary management recommends the improvement of salaries as a source of motivation.

Dolton and Vander Klaauw (1999) study demonstrated that retention is higher when teachers' salaries are high, while turnover was higher for those who expected higher wages in other places. Their findings revealed that expected wages affected the propensity to leave teaching for a non-teaching job and had no influence on the exit probability into non-employment.

The Organization for Economic Cooperation and Development (OECD) survey on schools (OECD, 2004) found that there is a high cost incurred by a school when a teacher leaves to better profession. The cost is felt both by the teachers and the students. The report demonstrated that 20 percent of new school teachers in America, leave the profession by the end of the first year, and almost half leave within five years. In addition, more than a third of teachers (37 percent) who plan to take early retirement cite poor pay as a contributing factor.

Contrary, Chew (2005) advocate for complementary human resource practices in reducing turnover. He cites monetary rewards and career development as one of the reasons why people job hop. Hill and Tande (2006) reported that 88 percent of employees leave the organization for other reasons other than money, such as limited development opportunities, unhappiness with management, lack of recognition and other reasons. The argument presented resonates with modern theories of management, that money is not the only motivator. However, discursive studies on the traditional view of money as a motivator still holds. The study proposes that:

Hypothesis 1a: Compensation has a positive influence on employee motivation.

Psychological Contract and Retention

Research shows that the psychological contract is a relevant construct for defining and understanding the contemporary employment relationship (Rousseau, 2001; Coyle-Shapiro, 2002). Rousseau (1989) defines psychological contract as mutual beliefs, perceptions and informal obligation between employer and employee. Psychological contract has an impact on relationship dynamics that defines work duties and practices. The basic tenet of the psychological contract is the principles of decency and fairness, mutual trust and performance agreements. Psychological contracts emerge when individuals believe that their organization has promised them certain inducements in return for their contributions. Psychological contract is not a formalized based but based on an implied agreement between employer and employee.

Turnley and Feldman (1999) suggest that employees evaluate the inducements received in the organization in view of promises either expressed or implied, leading to psychological fulfillment or breach of contract. Employees who feel that their contract has been breached, reciprocate by reducing performance, decreased trust, reduced employee satisfaction reduced commitment to the organization, less organizational citizenship behavior and eventually increased exit and neglect (Robinson and Rousseau, 1994; Turnley & Feldman, 1999; Coyle –Shapiro, Jacqueline & Kessler, 2002). Studies (Turney & Feldman, 2000; Rousseau, 2001; Jacqueline & Coyile-Shapiro, 2002) have reported a positive relationship between actual turnover and breach of psychological contract. This augments the view of Turnley & Feldman (2000) implication that organizations are more prone to breach of psychological contracts.

New teacher have expectations among them attractive salaries, good supervisor-subordinate relation, good working conditions and promotional opportunities. If the expectations are not met, they feel that their contract has been breached leading to negative job outcomes. In Kenya, where employment opportunities are scarce and alternative employment is difficult, they teachers may remain in their work stations. The end results might be absenteeism, non-commitment leading to poor performance among students. In the case of private schools, the teachers will remain in their job to a point where the government will recruit teachers leading to a massive teacher turnover in private schools. Based on the foregoing discussion, the study proposes:

Hypothesis 1b: Psychological contract has a positive influence on employee motivation.

Supervision and Retention

Herzberg two factor theory put emphasize on supervisor-subordinate relationship as one of the factors that maintain employees in an organization. Sullivan and Glauz (2000) as cited in Stephens (2009) views supervision as a process that focuses on directing, controlling or intimidating an individual. This augurs with the classical theories which looked at an employee as a passive individual with no voice in the organization. Contemporary employment relationship presents a collegial approach which is more participative as to what Gardener (1990) In Stephens (2009) refers to as follower-driven.

Ingersoll (2001a: 2001b) point that organizational factors within the schools such as lack of support from administrators, student disciplinary issues, lack of input in decision making power cause teachers to leave the profession. The purpose of supervision in schools is to influence the behavior of teachers and the teaching processes geared towards promotion of student learning. Hill and Tande (2006) reported that 23 percent of employees leave the organization because they are unhappy with the management. Aryee, Chen, Shun and Debra (2007) study suggests that the most common manifestation of destructive supervisory behavior involves nonphysical actions such as angry outbursts, public ridiculing and taking credit for subordinates' successes. This behavior have been given different names such as supervisor aggression (Schat, Frone & Kelloway, 2006), supervisor undermining (Duffy Ganster & Pagon, 2002) and abusive supervision (Tepper, 2000) being the most popular term. According to Tepper, Duffy, Henle, and Lambert (2006) abusive supervision affects an estimated 13.6 percent of U.S. workers, resulting to absenteeism, health care costs, and lost productivity has been estimated at \$23.8 billion annually. Consequently, abusive supervision has a negative impact on job satisfaction, organizational commitment and positively related to intentions to quit. This study proposes:

Hypothesis 1c: Supervision has a positive influence on employee motivation.

Motivation and Retention

Employee motivation is an important factors that can help the employer to improve employee and organizational performance. Motivation refers to internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, or to make an effort to attain a goal. Monnapa and Saiyadain (2008) argues that motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal as well as the expectations of the individual and of his or her peers. Compensation, breach of the psychological contract, supervision, works flexibility among other factors lead to demotivated employees. These factors not only lead to strikes and agitations from employees but also high employee turnover (Wagar & Rondeau, 2006). Ladancy, Walker and Melincoff (2001) study on motivation and retention of employees found that employees value as motivators tend to enhance their retention within the organization. They found out that the manager, whether a front-line supervisor, a project leader, team 'captain', or senior manager, actually has more power than anyone else to reduce unwanted turnover. Ramlall (2004) in his critique on motivational theories and their implication to employee retention emphasizes on the use of appropriate motivational techniques. This clearly indicates that there exists a relationship

between motivational variables and retention and the issue remains examining to what extent any of the motivational variables affect retention of employees.

Chew (2005) comparative study of Strategic Human resource (SHRM) practices such as selection, compensation, fringe benefits, training and development and performance appraisal in Malaysian institute found that pay is effective in retention of employees. They recommended the use of complementary SHRM practices in reducing turnover. Indeed, the study demonstrates the importance of non-financial rewards such as training and development, performance appraisal. However, one of the shortcomings of the study was the use of interviews on senior managers in the organizations which was prone to bias. Ekabu (2013) studied motivational factors and turnover intentions of teachers in public secondary schools in Meru County. His findings indicated that the level of remuneration, staff developmental opportunities and working conditions had a negative and inverse relationship with turnover intention. The study points out that teacher motivation was low and the government had a role to play in improving the factors that can improve the morale. The difference between his study and the current research is that the latter focuses on private secondary schools. Huma (2015) findings on teacher motivation strategies on teacher retention in British curriculum in Kenya focused on training needs, incentives and performance appraisal. The study demonstrated that training had an influence on employee retention. Further, the study revealed that not all the schools provided incentives for their teachers and that teachers leave because of poor terms of service and discrimination on science-based and art-based teachers.

Chew (2005) advocated for complementary strategic human resource practices that incorporating both financial and non-financial rewards. This view presents the SHRM perspective that endeavors to motivate employees using a broad-based practices of human resource management practices. The study thus proposes:

Hypothesis 1; Motivation positively influences employee retention.

Research and Methodology

This section outlines the strategy, research design and data sources applied in the study. The research adopted a mixed methodology involving a questionnaire and an interview guide. 21 private secondary schools that had operated for more than 5 years were targeted. Out of the 21 schools, only 13 schools met the criteria. The target population was 64 teachers in private secondary schools. A preliminary version of the questionnaire was designed and content validity tested through expert opinions of faculty members in the school of business. A pilot study was then conducted and final questionnaire refined. Out of 64 respondents, 58 filled the questionnaire, 2 questionnaires were however found incomplete leaving 56 (87.5 percent) usable questionnaires. The interview guides were issued to 13 heads of departments in various private secondary schools, of which 8 agreed to be interviewed, 5 cited confidentiality issues and thus refused to participate. From the 56 respondents, 41 (73.2 percent) were male while 15 (26.8 percent) were female, indicating a gender disparity. Further, the age range 25-35 (64 percent) was the most predominant indicating that majority of the teachers in private secondary schools are in the establishment stage in career development process. Additionally, majority of employees had served for 1-2 years (62.5 percent) which could be an indicator of high labour turnover.

The data further demonstrated that majority of the teacher's 73.2 percent fall in the salary scale of Ksh. 10,000-20,000 followed Ksh. 20,000-40,000 with 12.5 percent and of Ksh. 0-10,000 with 10.7 percent and lastly those in the scale of Ksh. 40000 and above with 3.6 percent. The findings indicate that teachers in private schools earn less than Kshs 40,000 implying poor remuneration. The results are presented in Table 1.

Table 1: Demographic Characteristics

		Frequency	Percent (%)
Gender	Male	41	73.2
	Female	15	26.8
Age	18-24	9	16.1
	25-35	36	64.3
	36-49	9	16.1
	50-55	2	3.6
	>55	0	0
Length of Service	<5	5	8.9
	2-5	16	28.6
	1-2	35	62.5
Salary Scale	0-10,000	6	10.7
	10001-20,000	41	73.2
	2001-40000	7	12.5
	40001-and above	2	3.6

Analysis and Results

The data collected from the questionnaire and interview guide were measured using descriptive statistics, correlation analysis and linear regression. The interview guide was structured requiring the interviewer to fill the questionnaire as the interview was going on. The responses were captured as frequencies as summarized in Table 2. To test the hypotheses, correlation analysis and linear regression were performed as presented in Table 3 and Table 4. Table 2 presents a summary of the interview schedule.

Table 2: Interview Schedule

Statement		Frequency	Percentage (%)
Do you receive annual salary increment?	Yes	20	35.7
	No	36	64.3
My salary is adequate to meet my basic needs	Yes	49	87.5
	No	7	12.5
Your salary is comparable to other teachers in private secondary schools	Agree	27	37.5
	Disagree	39	62.5
Your salary is comparable to other employees in other professions with similar qualifications	Agree	1.8	1
	Disagree	98.2	55
Have you been promoted since you joined the school?	Yes	17	30.4
	No	39	69.6
My employer has fulfilled our agreements	Highly agree	4	14.3
	Agree	24	35.7
	Disagree	20	42.9
	Highly disagree	8	7.1
This is my employer of choice	Yes	19	33.9
	No	37	66.1
Working conditions are fair and equitable	Highly disagree	9	16.1
	Disagree	13	23.2
	Agree	31	55.4
	Highly agree	3	5.4
What is the attitude of management towards workers?	Excellent	3	5.4
	Very Good	6	10.7
	Good	24	42.9
	Neutral	12	21.4
	Poor	11	19.6
What supervisory style is adopted in the institution?	Autocratic	35	62.5
	Democratic	18	21.1
	Laissez Faire	3	5.4
I would leave my job for alternative	Inadequate salary	38	67.9
	Ineffective supervision	1	1.8
	Violation of employment contract	17	30.4

On whether they receive allowances, 23.2 percent agreed they received allowances such as house allowance, remedial allowance and medical allowance. The majority, 76.8 percent were not entitled to any allowance. When asked whether their salary was sufficient, majority, 87.5 percent disagreed salary was inadequate to meet their needs, while 12.5 percent of the respondents agreed that their salary was sufficient to meet their basic needs.

On equity, that is the perception of their salary being comparable to other teachers in private schools, 62.5 percent disagreed on salaries being comparable while 37.5 percent agreed to comparability. In a similar vein, 98.2 percent disagreed that that their salary was comparable to other employees in other profession with similar qualification, while 1.8 percent perceived equity. The findings imply that teachers in private secondary schools experience inequity and probably, it has led to negative outcomes such as absenteeism, reduced commitment or exit from the organization.

On promotion, 30.4 percent of the respondents had been promoted while 69.6 percent had not implying that promotion in most schools is not taken to consideration. The results are presented in Figure 1.

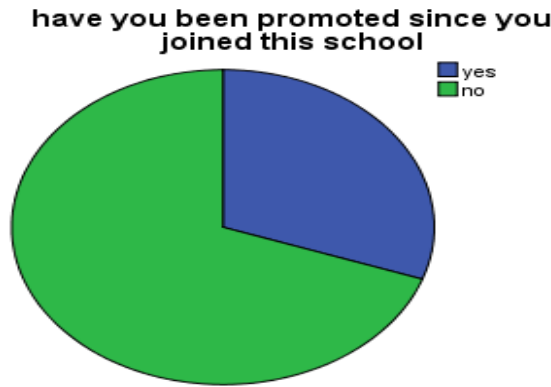


Figure 1: Promotion of employees

From the findings 5.4 percent felt that management attitude towards workers was excellent, 10.7 percent very good, 42.9 percent felt it was good, 21.4 percent neutral and 19.6 percent felt it was poor. In addition, the findings indicated that the most adopted supervisory style in management of private secondary schools was autocratic with 62.5 percent, 32.1 percent perceived democratic style and 5.4 percent experienced laissez faire.

Findings revealed that majority of the teachers 67.9 percent would look for alternative employment due to poor salaries. 30.4 percent would leave due to violation of the employment contract and 1.8 percent would leave due to abusive and ineffective supervision. This implies lack of appropriate motivation through fair and equitable remuneration and fulfillment of the psychological contract at a large extent in private secondary schools explaining the high turnover. The results are summarized in Figure 2.

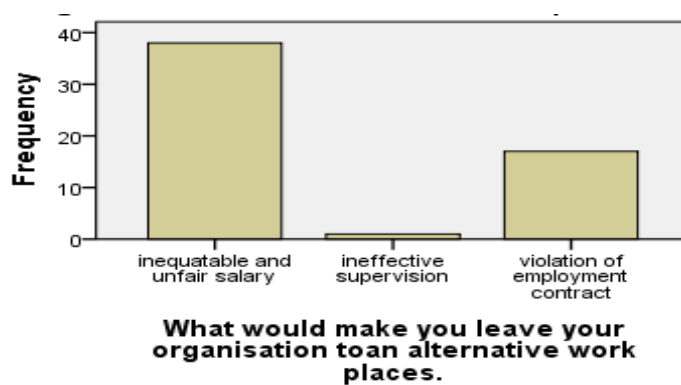


Figure 2: Reasons for leaving to an alternative workplace

Test of Hypotheses

The main objective of the study was that motivation significantly influences employee retention in private secondary schools. To test the hypothesis, three sub-hypotheses were developed; compensation significantly influence employee retention; supervision significantly influences employee retention and psychological contract significantly influences employee retention. Correlation analysis and linear regression were performed to test the hypothesis. The results of the correlation analysis are presented in Table 3.

Table 3: Correlation Matrix

	Retention	Compensation	Psychological Contract	Supervision
Retention	1			
Compensation	.237	1		
Psychological Contract	.182	.288*	1	
Supervision	.045	.094	.228	1

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 3. Indicate that psychological contract had a significant correlation with compensation. Compensation, psychological contract and supervision had an insignificant relationship with retention ($P > .050$).

To test the hypothesis and to check the influence of motivation on retention, linear regression was applied. The results are shown in Table 4.

Table 4: Regression results

Variable	β	SE	t	P
Constant	.1633		.3062	.003
Compensation	.168	.116	1.443	.155
Psychological contract	.108	.124	.871	.388
Supervision	-.001	.104	-.014	.989
R ²	.070			
Adjusted R ²	.017			

The regression results indicate that motivation explained 7.0 percent variance in employee retention, implying a weak relationship. This implies that 7.0 percent of teachers' turnover could be explained by compensation, psychological contract and supervision. The individual variables were statistically insignificant indicating that compensation, psychological contract and supervision do not significantly explain retention ($P > .05$)

Findings and Discussion

The results of the study indicate a weak but significant relationship between motivation and retention. The weak relationship can be explained by poor salaries, supervision and breach of psychological contract. The demographic results show that 62.5 percent of the teachers had only served for a period of 1-2 years, indicating that employees do not serve the organization for a long period of time.

Despite the weak relationship, the findings of the study are in line with previous studies (Landacy et al. 2001; Huma 2005; chew, 2005; Monnapa and Saiyadain, 2008). The aforementioned studies confirm that motivation has an effect on retention of employees and that financial incentives, though important, are not the only motivator in an organization. Earlier study by Wagar and Rondeau (2006) confirms that poor compensation, breach of the psychological contract, supervision, works flexibility among other factors lead to demotivated employees.

The hypothesis on compensation significantly contributes to employee retention was not confirmed. It is clear that the salaries provided to the teachers was not adequate as revealed by the descriptive results. The qualitative findings established that 76.8 percent of respondents were not entitled to any allowance. In addition, 87.5 percent of respondents cited inadequacy of salary in meeting their basic needs. In addition, majority of the respondents feel a sense of inequity as they indicated that the salary was not comparable to similar private schools or public secondary schools. This could be corroborated by the findings that indicated that 73.2 per cent of employees received a salary of kshs 10,000-20,000. Findings revealed the main reason which would make most teachers in private secondary schools to leave the school they were teaching to alternative work places was inequitable and unfair salary which was supported by 67.9 percent of the respondents. Similar study, Huma (2005) established of all the British Curriculum, schools examines, majority of them did not provide incentives to the teachers affecting retention. In addition, poor terms of service was a factor that was not taken into consideration. Research by (Ingersoll 2001a; 2001b; Santiago 2002; Xaba 2003; Nairuba, 2004) cite poor salaries paid to teachers as one of the principals reasons for turnover. The findings confirm earlier assertions presented that money is a motivator, though not the only motivator.

The study found insignificant correlation supervision and employee retention. From the findings, 42.9 percent of teachers felt that management attitude towards workers was good, 62.5 percent indicated that the leadership style adopted was autocratic, while 21.1 percent was democratic. Autocratic leadership has negative consequences among them low job satisfaction, commitment and can lead to employees exit. This implies that employee's voice is silent and the management makes all decisions without involvement of employees. Findings of the study are supported by Idua (2014) assertions that employees in public universities are not involved in decision making. Kariuki and Murimi (2015) found that decision making and autonomy had no significant influence of Tata Chemical industries. They attributed to non-significant results to cultural values of managerial paternalism that is largely authoritative as cited by (Nyambegera, Daniels and Sparrow 2001). Furthermore, lack of alternative jobs make employees to endure authoritative system. The response on whether their current employer was employer of choice demonstrated that 66.1 percent responded no, while 33.9

percent response was yes. Thus, the study corroborates the assertion of Nyambegera et al. (2001) that employees would stay in an organization for lack of alternative employment.

The findings on psychological contract were insignificant, implying that the teachers felt the employer had breached the psychological contract. As earlier discussed, the compensation was inadequate, not comparable to other schools and profession and supervision was authoritative. The violation of psychological contract can be attributed to lack of promotion of teachers which was 69.4 percent. Results of the study revealed that 42.9 percent of teachers disagreed that the employer had fulfilled their promise. 30.4 percent of the employees agreed that they would leave the organization if psychological contract is violated as opposed to 1.8 percent who would exit due to ineffective supervision. The findings are supported by assertion of Turnley and Feldman (2000) that organizations are more prone to breach of psychological contracts. Additionally, the results are in line with the studies of (Turney & Feldman, 2000; Rousseau, 2001; Coyile-Shapiro, 2002) who found a positive relationship between actual turnover and breach of psychological contract. The study found that majority of employees had served for a period of 1-2 years, implying retention is problematic in the secondary schools.

Thus, despite a positive and significant relationship between motivation and retention, the findings indicated that psychological contract, supervision and psychological contract had an insignificant contribution to the relationship. Based on the foregoing discussion, other factors can be taken into consideration when looking at the motivation aspect of employees. Financial rewards appear a core factor in the motivation of employees. Nevertheless, financial incentive alone is not enough. It is clear that supervision and psychological contract can improve the morale of employees leading to retention.

Conclusions

The major hypothesis of the study was that motivation significantly influences retention of teachers in private secondary schools. To test the hypothesis, three sub-hypotheses were developed; compensation has a significant influence on employee retention; supervision significantly influences employee retention and psychological contract significantly influences employee retention. A mixed methodology approach was adopted as the research design, where data was collected using a structured questionnaire and a structure interview guide. Descriptive statistics including frequencies, correlation analysis and linear regression were applied to test the research hypotheses.

The findings demonstrated a weak but significant relationship between motivation and employee retention. The correlation results showed that the relationship between compensation, psychological contract and supervision had no association with the retention. The regression results, indicated that the beta coefficients of compensation, psychological contract and supervision had no contribution to retention. The results are largely explained by the responses from the interview guide which indicated that supervision was authoritative, implying employees had no input in decision making.

On the other hand, salaries offered to employees was poor, inadequate and not comparable to other schools or other profession. When employees perceive inequity, they experience a feeling of injustice and can decide to leave an organization. Majority of the employees also cited poor salaries as a major factor that would influence them to leave their job for alternative employment. The study concludes that salaries are important to teachers in private secondary schools and the management should implement fair and equitable salaries.

Lastly on psychological contract, majority of employees perceived that their contract had been breached. It is rated as the second factor that would influence employees exit to alternative employment. Empirical and extant literature confirms that majority of the organizations are prone to breach of psychological contract resulting to negative job outcomes such as dissatisfaction, lack of commitment and turnover. Conclusively, the management of private secondary schools should improve on compensation, supervision and psychological contract to be in a position to retain employees for a long period of time.

References

- Aryee, S., Chen, Z. X., Sun, L., & Debrah, Y. A. (2007). Antecedents and outcomes of abusive supervision: Test of a trickle-down model. *Journal of Applied Psychology*, 92, 191-201. <https://doi.org/10.1037/0021-9010.92.1.191>
- Barasa B. I. & Kariuki, A. (2020). Transformational leadership and employee job satisfaction in County Government of Kakamega, Kenya. *International Journal of Research in Business and Social Science*, 9(5), 100-108. <https://www.ssbfn.net.com/ojs/index.php/ijrbs>
- Bennell, Paul and Akyeampong, Albert (2007) *Teacher Motivation in Sub-Sahara Africa and South Asia*. Education research (71). DFID. ISBN 9781861928733
- Falk, B. (2012). Ending the revolving door of teachers entering and leaving the teaching Profession. *The New Educator*, 8:2, 105-108. <https://doi.org/10.1080/1547688X.2012.670565>
- Chaminde, B. (2007). A retention checklist: How do you rate? www.humanresourcesmagazine.co.au
- Chew, Y. T. (2005). Achieving organizational prosperity through employee motivation and retention: A comparative study of strategic HRM practices in Malaysian Institutions. *Research and Practice in Human Resource Management*, 13(2), 87-104
- Chiboiwa, M.W., Samuel, M.O., Chipunza, C. (2010). An examination of employee retention strategy in private organizations in Zimbabwe. *African Journal of Business and Management*, 4 (110), 2103-2109

- Coyle-Shapiro, J. A-M. (2002). A psychological contract perspective on organizational citizenship behavior. *Journal of Organizational Behavior*, 23(8), 927– 946. <https://doi.org/10.1002/job.173>
- Coyle-Shapiro, Jacqueline. A. -M., & Kessler, I. (2002). Exploring reciprocity through the lens of the psychological contract: Employee and employer perspectives. *European Journal of Work and Organizational Psychology*, 11(1), 69-86. <https://doi.org/10.1080/13594320143000852>
- Daft, R. L., & Noe, R. (2001). *Organizational Behavior*. Fortworth, USA: Harcourt College Publishers.London: Prentice Hall International.
- Dill, V. & Stafford, D. (2008). *Teacher retention a critical national problem*. Available: <http://ednews.org/articles/24743/1/Teacher-Retention-a-Critical-National-Problem>
- Dolton, P. & Vander Klaauw, W. (1999). The turnover of teachers: A competing risks explanations. *Review of Economics and Statistics*, 81(3), 543-50. <https://doi.org/10.1162/003465399558292>
- Duffy, M. K., Ganster, D. & Pagon, M. (2002). Social undermining in the workplace. *The Academy of Management Journal*, 45 (2), 331-335. <https://doi.org/10.2307/3069350>
- Ekabu, P. K. (2013). Motivational factors and turnover intention of teachers in public secondary schools in Meru County. *Unpublished Doctoral thesis in Education, University of Nairobi, Kenya*.
- Gardener, J. W. (1990). *Leadership*. In In Stephens, C.A. (2009). The process of supervision with student teacher choice: A qualitative study. *Journal of Agricultural Economics*, 50(3), 89-99.
- George, C. (2015) Retaining professional workers: What makes them stay? *Employee Relations*, 37, 102-121. <https://doi.org/10.1108/ER-10-2013-0151>
- Herbert, K & Ramsay, M. (2004). *Teacher turnover and shortages of qualified teachers in Texas public school Districts 2001-2004*. Report to the Senate Education Committee, September 2004.
- Herzberg, F. (1966). *Work and nature of man*. In Alshemri, M., Shahwan-Akl, L. & Maude, P. (2017). Herzberg Two-Factor Theory, *Life Science Journal*, 14(5), 12-16. <https://doi.org/10.7537/marslsj140517.03>.
- Herzberg, F. Mausner, B. and Syndermna, B.B. (1959). *The Motivation to work* (2nd ed.). In Alshemri, M., Shahwan-Akl, L. & Maude, P. (2017). Herzberg Two-Factor Theory, *Life Science Journal*, 14(5), 12-16. <https://doi.org/10.7537/marslsj140517.03>.
- Hill, B. & Tande, C. (2006). *Total Rewards—the Employment Value Proposition*. Workspan, 10, 19-22. Scottsdale, United States: World at Work Press.
- Huma, E. O. (2014). Influence of teacher motivation on retention in British Curriculum Secondary schools in Langata Division, Nairobi County, Kenya. *Unpublished Masters of Education Thesis, Catholic University of Eastern Africa, Kenya*.
- Ibua, M. P. (2014). The influence of institutional factors and job-related attitudes on the relationship between employee empowerment and performance of public universities in Kenya. *Unpublished PhD Thesis. School of Business, University of Nairobi*.
- Ingersoll, R. (2001a). *Teacher turnover, teacher shortages, and the organization of schools*. Seattle, WA, Center for the Study of Teaching and Policy, University of Washington.
- Ingersoll, R. (2001b). Teacher turnover and teacher shortages: An organizational analysis. *American Education Research Journal* 38(3), 499-534.
- Ingersoll, R. (2002). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal* . <https://doi.org/10.1177/percent2F019263650208663103>
- Jacqueline. A. M. & Coyle-Shapiro, (2002). A psychological contract perspective on organizational citizenship behavior. *Journal of Organizational Behavior*, 23(8), 927– 946. <https://doi.org/10.1002/job.173>
- Kariuki, A. & Murimi, C. (2015). Employee empowerment and organizational performance at Tata Chemicals , Magadi ltd, Kenya. *European Journal of Business and Management*, 7(8), 190-201.
- Kreitner, R. (1995). *Management (6th ed.)*. Boston: Houghton Mifflin Company.
- Ladancy, N., Walker, J. A., & Melincoff, D. S. (2001). Supervisory style: Its relation to the supervisory working alliance and supervisor self-disclosure. *Counselor Education & Supervision* .40, 263-275
- Lindsay, C., Mark, E., & Gorlow, L. (1967). *The Herzberg theory: A critique and reformulation*. In Sanjeev, M. A. & Surya, A. V. (2016). Two factor theory of motivation and satisfaction: An empirical verifications. *Annals of Data Science*, 3 (2), <https://doi.org/10.1007/s40745-016-0077-9>
- Monnappa, A. & Saiyaddan, M. (2008). *Personnel Management*, 2nd ed. Tata, New Delhi: McGrawHill.
- Nairuba, J. (2004). Motivational practices and teachers performance on Jinja Municipality Secondary Schools, Jinja District. *Unpublished Masters Thesis, Bugema University, Uganda*.
- Ndung'u, A. (2013). Effects of job satisfaction on organizational performance; the case of Kenya Medical Training College. *Unpublished MBA Project, Kenyatta University*.
- Nguni S. (2005). Transformational leadership in Tanzania Education: A study of the effects of transformational leadership on teachers' job satisfaction, commitment and organizational citizenship behavior in Tanzania Primary and Secondary Schools. *Unpublished Doctoral thesis, Rodbound University*.
- Nyambegera, S., Daniels K., & Sparrow, P. (2001). *Why fit doesn't always matter: The impact of human resource management on job involvement of Kenya employees*.

- OECD (2004). *Competing the foundation for lifelong learning: An OECD survey of upper secondary*. OECD/Studies Verlag, Paris. www.oecd.org/edu/isuss
- Okumbe, J. A. (1998). *Educational Management Theory and Practice*. Nairobi: Nairobi University Press.
- Ramlall, S. (2004). A review of employee motivation theories and theory implication for employee retention within organizations. *Journal of American Academy of Business*, 5, 52- 63 https://www.researchgate.net/publication/285711917_
- Robinson, S. & Rousseau, D. M (1994). Violating the psychological contract: Not the exception but the norm. *Journal of Organizational Behavior*, 15, 245-259. <https://doi.org/10.1002/job.4030150306>
- Rousseau, D. M. (1989). Psychological implied contracts in organizations. *Employee responsibilities and Rights Journal*, 2, 121-139. <https://doi.org/10.1007/BF01384942>
- Rousseau, D. M. (2001). Idiosyncratic deals: Flexibility versus fairness. *Organization nal Dynamics*, 29, 260–273
- Rousseau, D. M. (2001). Idiosyncratic deals: Flexibility versus fairness. *Organizational Dynamics*. 29(4), 260-273. [https://doi.org/10.1016/S0090-2616\(01\)00032-8](https://doi.org/10.1016/S0090-2616(01)00032-8)
- Santiago, P. (2001). Teacher shortage. Observer OECD. [Online] Available URL: http://www.oecdobserver.org/new_s/print_page.php/aid/431/Teacher_shortage_tml
- Santiago P. (2002). Teacher demand and supply: Improving quality and addressing teacher shortage. A literature review and conceptual framework for future work.
- Samuel , M.O. & Chipunza , C. (2009). Employee retention and turnover: Using motivational variables as pancea . *African Journal of Business Management* , 3(8), 410-415.
- Sanjeev, M. A. & Surya, A. V. (2016). Two factor theory of motivation and satisfaction: An empirical verifications. *Annals of Data Science*, 3 (2), 1-22. <https://doi.org/10.1007/s40745-016-0077-9>
- Schat, A., Frone, M. & Kelloway, K. (2006). *Prevalence of workplace aggression in the US workforce: Findings from a national study*. Handbook of workplace violence. Sage. <https://doi.org/10.4135/9781412976947.n4>
- Steers, R. M & Porter, L. M. (1991). *Motivation and work behavior*. New York: McGraw-Hill.
- Sullivan, S. & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. In Stephens, C.A. (2009). The process of supervision with student teacher choice: A qualitative study. *Journal of Agricultural Economics*, 50(3), 89-99.
- Tepper, J. B. (2000). Consequences of abusive supervision. *The Academy of Management Journal*, 43 (2), 178-190. <https://doi.org/10.2307/1556375>
- Tepper, B., Duffy, M., Henle, C. & Lambert, l. (2006). Procedural injustice, victim precipitation and abusive supervision. *Personnel psychology*, 59 (1), 101-123. <https://doi.org/10.1111/j.1744-6570.2006.00725.x>
- Tutor, F. D. (1986). The relationship between perceived need deficiencies and factors influencing teacher participation in the Tennessee career ladder. *Doctoral dissertation, Memphis State University, Memphis, TN*
- Turnley, W.H.& Feldman, D.C. (1999).The impact of psychological contract violations on exit, voice, loyalty and neglect *.Human Relations*, 52 (7), 892-922.
- Turnely, W.H. & Feldman, D.C. (2000). Re-examining the effects of psychological contract violations: Unmet expectations and job dissatisfaction as mediators. *Journal of Organizational Behavior*, 21, 25-42.
- Waititu, G. M. (2013). An analysis of factors influencing turnover of teachers in public high schools in Limuru District, Kenya. *Unpublished Master of Education thesis, Kenyatta University, Kenya*.
- Wagar, T. H. & Rondeau, K. (2006). Retaining employees in small and medium sized firms: Examining the link with human resource management. *Journal of Applied Management and Entrepreneurship*, 11(2), 3-16.
- Withers, P. (2001). Retention Strategies that respond to worker values. *Workforce* , 80(7), 37-44.
- World Bank (2005). *Expanding Opportunities and building competencies for young people: A new agenda for Secondary Education*. Washington, DC. <https://openknowledge.worldbank.org/handle/10986/7429>
- Xaba, M.I. (2003). Managing teacher turnover. *South African Journal of Education*, 23,287-291.