

Influence of Vertical Professional Development Advancement Dynamics on Teacher Attrition in Public Secondary Schools in Mombasa County, Kenya

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Abstract

The study focused on establishing whether there is a practical influence of vertical professional development dynamics on teacher attrition in public secondary schools in Mombasa County. Teacher attrition has been a big challenge in the various levels of the education system, secondary being one of the levels. The study employed the mixed research method and the concurrent triangulation design. The target population comprised 1,487 secondary school teachers, 45 principals, 6 Teachers Service Commission (TSC) personnel and 6 education officers. Stratified random sampling also enabled the researcher to divide the schools into strata of boys boarding secondary schools, girls boarding secondary schools and mixed day and boarding secondary schools. Primary data was collected using questionnaires and interview guides. The sample size involved 11 principals, 225 teachers, 3 TSC Human Resource Officers (HROs) and 4 education officers. The study concludes that the Career Progression Guidelines by the TSC brought stagnation in job groups which is a major indicator of vertical professional advancement influencing attrition of teachers. The study further concludes that low pay and the failure by the TSC to recognize and reward academic achievement lowered the morale and expectation of teachers hence giving room for teachers to exit the profession. The study recommends the review of the Career Progression Guidelines, the TSC to acknowledge higher academic achievement acquired by teachers and TSC to provide a friendly working environment to the teachers because the labour market opportunities and career paths alternatives outside teaching provides teachers with opportunities for greener pastures.

Keywords: Professional advancement, teacher attrition, vertical professional advancement

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Introduction

Globally, workers are leaving their present jobs for greener pastures. This creates a state of panic among organizations because of the financial implications involved in terms of recruiting afresh and training new employees (Guskey, 2010). Mulei, Waita, Mueni, Mutune and Kalai (2016) further assert that, annual teacher attrition worldwide range from 2-14%. However, though attrition varies from continent to continent, and country to country, the major pull and push factors range from individual to institutional factors. Thus, teacher turnover has gained much attention globally.

Gatemi and Thinguri (2018) posit that teaching like any other profession is affected by the turnover of teachers. Every year, there are reports of teachers leaving the school for different destinations and different reasons. The teaching profession worldwide is synonymous with low professional status, and low pay, associated with mediocrity, and in many countries, it is predominantly occupied by women and hence associated with low prestige. According to Buchanan (2012), in China, lack of clear policy on teacher retention has been cited as a great problem that has raised concern for all stakeholders. With the increase of alternative career paths, there were various labour market opportunities opening for skilled and potential teachers who made comparisons in their decisions before exiting the profession. Others generally view teaching as a rural-based occupation where living conditions are poor. In the United Kingdom, The Sutton Trust (2011) found out that some teachers kept on changing schools while a number switched jobs from the teaching profession to other lucrative jobs due to comparatively lower pay as well as poor working conditions. Schaefer (2013) further affirms that, teacher attrition was declared a national crisis in Britain. Herbert and Ramsay (2014) and Ingersoll (2014), this phenomenon is on the rise in the United States of America (USA). According to Razik and Swanson (2010), classroom teachers leave their profession at a very high rate in the United States of America citing disillusionment with the profession as their reason for leaving.

According to Mutune and Orodho (2013), the teaching profession was once a respected job open to many Africans before independence and as such, teachers were seen as a source of knowledge and regarded as leaders to be consulted on many issues. A study by Obike, Ukala and Nwabuze (2019) revealed that the teaching profession in Nigeria seems to envisage the highest form of attrition compared to any other profession. In Ghana, the World Bank (2012) found an increase of 60% in teacher attrition rates of

secondary school teachers, though the proportion gradually dropped to 53% from 72% in 2013. There are growing concerns that teachers in Tanzania as in other developed and developing countries are increasingly de-motivated, which is reflected in the deteriorating teaching performance and learning outcomes (Mdeme, 2014). According to Mabeya (2019), the experience of teacher turnover in both developing and developed countries is a phenomenon that worries all those that participate in the management of schools.

The situation in Kenya has seen an increased supply of teachers graduating from universities and colleges yet teacher recruitment has been minimal. Literature shows that there have been few if any interventions to improve recruitment, retention and retraining of secondary school teachers (Wamukuru, 2016). Existing empirical research by Waititu, (2010) has asserted that the main reason why teachers leave teaching as a career varies from one individual to another. According to Orina (2014), there has been a noted trend of secondary school teachers exiting the service in search of greener pastures and this may affect the quality of teaching and learning. Motivation is strongly tied to job satisfaction. Job satisfaction is how individuals feel about the tasks they are supposed to accomplish and may be influenced by the physical and social nature of the workplace (Mdeme, 2014).

Mombasa County has seen an upward trend of teachers exiting the service probably because Mombasa County offers teachers a wide range of job opportunities from the hospitality industry, tourist attraction sites, Kenya Ports Authority, fishing industry, County Governments, businesses and NGOs among others. Data on the attrition of teachers in Mombasa County shows that the number of teachers who left the teaching profession increased from 82 in 2017 to 104 in 2018.

Vertical professional advancement involves teachers leaving the profession for other careers or greener pastures. As a result, teacher attrition continues to undermine the quality of teaching as the most experienced teachers leave the service, in addition to hindering the ability to close student achievement gaps. Hence, there is a need to investigate the experiences of teachers on whether there is a practical influence of vertical professional advancement on teacher attrition.

Attrition of teachers from the teaching profession can be linked to the unfriendly delocalisation policy by TSC, the lack of promotion for teachers who have acquired higher qualifications, poor teacher management practices, increased teachers' workload, and promotions to unattractive working environments among others. This has resulted in low morale of teachers making the teaching profession lose its allure. As a result, many

teachers opt to leave the teaching profession due to the labour market opportunities available to them and the lack of job satisfaction. Since education cuts across most disciplines, it makes it easy for teachers to switch from teaching to other jobs that are available and require people with similar academic qualifications.

There are no studies conducted in Mombasa County that examined the influence of vertical professional advancement dynamics on teacher attrition hence presenting a knowledge gap that needs further inquiry to be filled. This study therefore focused on analyzing the influence of vertical professional advancement dynamics on teacher attrition in Mombasa County by assessing the following question:

Professional Advancement Concept

Traditionally, much of professional development for teachers consisted of brief one-time workshops that lacked intensity and were not immediately applicable to classroom practice. Hence, teachers who take advantage of engaging in professional development opportunities go back to colleges and universities to grow professionally and learn. Others are upgraded to higher job groups after completion of their studies. A higher job group means a higher salary, self-esteem and confidence Seyfarth (2008). Effective professional development is needed to replace the outdated and ineffective past practices of “top-down”, “one shot”, and “sit and get” workshops performed by outside experts.

Virginia and Chester (2013) acknowledge that professional development does not have to occur within the boundaries of a particular school or district. Michael (2001) further noted that the teaching profession needs to be reformed and redesigned into a continuous professional development outfit with changes in the daily working conditions of teachers among other areas hence making the teaching profession become a better profession.

Teachers with higher levels of education account for the large number of teachers quitting the profession. This presumably reflects on the greater labour market opportunities available to them. Nevertheless, on the same scale, several teachers chose to leave the teaching profession for other greener pastures after acquiring higher education. A study by Mulei et al.(2016) done in Mbooni East established that teachers who went for higher education made up a significant percentage of those who exited the teaching profession for other jobs. This situation has not changed to date as many teachers are leaving the profession for other more lucrative jobs in the county

governments, universities and other fields. Literature reveals that there are many disciplines teachers can specialize in as they climb the professional ladder in their careers, which largely depends on one's aggressiveness as well as the educational qualifications attained. Hence, the trends of attrition of teachers in a county are worth monitoring and studying.

Vertical Professional Advancement Dynamics on Teacher Attrition

Professional development is a lifelong process and any teacher at any stage of development has room for improvement. Professional development may include both formal and informal experiences like workshops, seminars, professional meetings and mentoring attended and reading publications (Eleonora, 2003). Professional advancement approaches assist teachers in gaining knowledge and skills to address the varied learning requirements of students (Kathryn & Mark, 2006). Taher and Austin (2010) further describe professional development as a means by which teachers can be equipped with the understanding and skills needed to increase student achievement. Whereas Kiongo and Thinguri (2014) aver that, teachers should be careful not to make moves that deny them opportunities to exercise energy, achieve professional excitement or overstretch their capacity. During this changing time in education systems in the world, professional advancement dynamics have become one of the key elements of change in the teaching profession.

Teacher attrition is a global phenomenon. The concept of attrition concerns the permanent or temporary loss of teachers from the teaching profession. In this study, the term teacher attrition has been used to refer to the temporary and permanent loss of secondary teachers through retirement (early voluntary or after achieving the mandatory age of 60), transfers (requested or not), resignation, delocalisation and turnover through other means such as promotions and secondment to other institutions. Hence, the study acknowledges that teacher attrition deprives the teaching profession of its most qualified teachers and reduces the quality of teachers since the most competent teachers are most likely to leave. A major challenge of teacher attrition is that less experienced, less qualified teachers who do not stay long enough to become experts teach students (Obike, Ukala & Nwabueze, 2019).

Teacher attrition is common in developed, developing and underdeveloped countries worldwide (Meyiwa, 2011). Teachers are always leaving the profession for one

reason or another, especially in public schools (Egu, Wuju, & Chionye, 2011); however, causes of attrition differ from country to country. The teaching profession today is therefore in a crisis following the demographic exodus of teachers as a result of low pay, terrorism, stagnation in job groups, job dissatisfaction, low morale and low professional status of the teaching service. Schools and the teaching profession are faced with teacher attrition challenges due to various reasons. Among those reasons is resignation to pursue greener pastures (Meyiwa, 2011). Teachers are forced to leave their careers because of factors such as poor working environments, policies on indiscipline, and policies of teacher transfer, teacher management and supervision among others. Teachers with master's degrees or doctorate degrees are more likely to either move schools or leave the profession compared to those who do not have these degrees (Crandell & Howell, 2009). Teacher attrition is also higher, particularly in urban areas (Kasau, 2012). This can be attributed to the labour market opportunities available for teachers in the urban areas compared to the rural areas.

In addition, poor teacher management has widely been cited as another main reason for high teacher turnover (Kasau, 2012). According to Wamukuru (2016), qualified teachers in both the developed and developing world are rapidly becoming the hardest fragment of the teaching profession to attract, and retain and the most expensive to educate. The increasing problems related to teacher shortages have resulted in critical attention to the retention of quality personnel in education (Webb & Norton, 2003). Teachers need to feel comfortable with their schools in terms of ethnicity, traditions, customs, and languages. If not, they can become less satisfied with their job leading them to seek employment elsewhere (Knauer, 2014). Dunn, Herstein, Dunn, and Sevilla (2003) affirmed that the little control that teachers have over their posting, transfer and promotion further demotivates them. Sometimes teachers suffer because of the influence of politics in their postings. In addition, unfair promotion procedures further reduce the attractiveness of the profession and chances of advancing through the career ladder (Mulkeen, 2010).

Research Gap

Teachers in Kenya are increasingly breaking away from the traditional career path characterized by full-time permanent employment by the Teachers Service Commission and are seeking out employment elsewhere following the emergence of positions and

alternative career paths. Literature further points out that, the teaching profession is today in a crisis following the demographic exodus of teachers. Schools and the teaching profession are being faced with teacher attrition challenges due to various factors. In addition, poor teacher management has widely been cited as another main reason for high teacher turnover (Kasau, 2012). Issues have been raised on the quality of the teaching force as well as the patterns and magnitude of teacher attritions. This study will strive to establish the influence of vertical professional development on teacher attrition in public secondary schools in Mombasa County.

Research Approach

The use of the mixed method approach in this study was appropriate because the quantitative methods cannot adequately describe what the situation is on the ground concerning the professional advancement dynamics and attrition of teachers in public secondary schools. According to Creswell (2014) mixed method research can adapt different designs such as parallel mixed designs also termed ‘concurrent designs’ in which both qualitative and quantitative approaches run simultaneously but independently in addressing research questions. The study utilized a concurrent triangulation research design and a descriptive survey design. Through these techniques, the quantitative and qualitative data on responses touching on attrition of teachers were collected concurrently, analyzed separately, and then results were merged and interpreted as combined results.

Sampling Procedures and Techniques

Stratified random sampling was used in the selection of 45 public secondary schools and capturing the various levels (stratas such as county, district, extra county and national) and to divide the schools into stratas that capture boys boarding secondary schools, girls boarding secondary schools and mixed day and boarding secondary schools. The researcher then selected schools to represent all the other schools in each stratum (level).

The researcher also employed the use of the probability random sampling procedures to get the required number of respondents from a target population that comprised of 45 principals, 1487 teachers, 6 TSC human resource personnel and 6 education officers. Purposive random sampling technique was used in the selection of 15

principals using a gender lense, 3 TSC human resource personnel and 4 education officers; and simple random sampling in the selection of 302 teachers.

Data collection tools

Primary data was collected by use of questionnaires and interview guides. The researcher employed the use of a structured questionnaires to collect quantitative data from teachers and interview schedules to collect quantitative data from principals, education officers and TSC Human Resource Officers. The questionnaires and interview guides comprised of six sections, Section A dealt with demographic information with the other five sections arranged in line with the study objectives. The choice of the questionnaire and interview guide was influenced by the adoption of the mixed method approach. The questionnaires were self administered in two ways. One in the presence of the researcher if the respondents so wished, and secondly in the absence of the researcher. The interview guide was used to collect data during the face to face sessions with the respondents.

Data Analysis Techniques

The quantitative data from the questionnaires were edited, coded in numbers and keyed into SPSS (Version 23) to create a data sheet that was used for analysis. Responses were assigned numerical values that were consistent with numerical codes and SPSS (Version 23) was used to analyse the data. Results were presented in the form of frequency distribution tables and as percentages.

The qualitative data was analysed in themes and sub-themes according to the questions of the study. The researcher then coded the themes from the interviews before proceeding to cluster the ideas around the objectives to get to the knowledge, perceptions and feelings of the participants on the issue of teacher attrition and professional advancement. Qualitative data was presented in narrative form and quotations. The two forms of data generated in this case (qualitative and quantitative) complement each other.

Research Findings and Discussion

The study sought to analyse the influence of professional advancement dynamics on attrition in public secondary schools in Mombasa County, Kenya. The study was guided by the following research questions: 1) To what extent does multiple career paths influence teacher attrition in public secondary schools in Mombasa County, in Kenya?, 2) How does

vertical professional advancement influence teacher attrition in public secondary schools in Mombasa County, in Kenya?, 3)To what extent does horizontal professional advancement influence teacher attrition in public secondary schools in Mombasa County, in Kenya?, 4)How do professional advancement labour market opportunities influence teacher attrition in public secondary schools in Mombasa County, in Kenya? and 5)To what extent does the professional advancement deployment policy influence teacher attrition in public secondary schools in Mombasa County, in Kenya?

Indicators of Vertical Professional Advancement Influencing Teacher Attrition

The teaching profession today is in a crisis following the demographic exodus of teachers as a result of low pay, terrorism, stagnation in job groups, job dissatisfaction, low morale and low professional status of the teaching service among other reasons. The indicators of vertical professional advancement influencing teacher attrition are presented in Table 1.

Table 1

Indicators of Vertical Professional Advancement Influencing Teacher Attrition

Indicators of Vertical Professional Advancement	Agree	Disagree	Total	Percentage
Low salary/pay	201	38	239	83%
Low morale	175	68	243	72%
Low professional status	145	98	243	60%
Stagnation in job groups	213	30	243	88%
Heavy workload	189	54	243	78%

Results from Table 1 show that 88%(213) of the respondents cited stagnation in job groups as a major indicator of vertical professional advancement influencing teacher attrition. This was followed by low salary at 83% (201), heavy workload at 78% (189), low morale at 72% (175) and low professional status at 60% (145). On the other side, the majority of the respondents who disagreed cited low professional status at 40% (98) as not being an indicator of vertical professional advancement influencing teacher attrition, followed by low morale at 28% (68), heavy workload at 22% (54) and stagnation in job groups at 12% (30).

This is an implication that many teachers are demotivated hence ending up losing interest in the profession due to stagnation in one job group, with some reaching retirement after stagnating in the same job group which translates to lower monthly pension. There are 'bottlenecks' stopping teachers in lower cadre job groups from promotion to higher positions or job groups. These 'bottlenecks' need streamlining to allow the lower cadre teachers to move up the scale. The Career Progression Guidelines is a good example of such a 'bottleneck' especially with its many levels that a teacher is required to climb to move to another level. Alternative employment opportunities brought about by labour market opportunities and pay progression are one of the main causes of attrition of teachers. Salil (2012) raised great concern over the enormous number of public secondary school teachers in Kenya leaving the profession. A study by Ariko and Othuon (2014) established that the rates of teacher attrition in Suba was high at 17% above the national annual average of 5%.

Influence of Vertical Professional Advancement on Teacher Attrition

The teaching profession is being faced with teacher attrition challenges due to various factors. All these factors affected teachers' morale and explained the high attrition from the teaching profession to other professions in Kenya. The influence of vertical professional advancement on teacher attrition is presented in Table 2.

Results from Table 2 shows that, overall 90% (203) of the respondents agreed that low pay/salary influences the rates of teachers exiting the teaching profession, while 3% (6) disagreed. In addition, 80% (181) agreed that low morale influenced the job market opportunities available outside teaching requiring similar educational level with 9% (21) disagreeing. Further results showed that 67% (151) of the respondents agreed that the low professional status of the teaching profession influenced the rates of teachers exiting service, while 16% (36) disagreed and 17% (38) were neutral. The results further showed that, 86% (193) agreed that stagnation in job groups influence rates of teachers exiting and 81% (184) citing heavy workload influenced job market opportunities outside teaching requiring similar educational level.

Table 2*Influence of Vertical Professional Advancement on Teacher Attrition*

Statements	SA		A		U		D		SD	
	#	%	#	%	#	%	#	%	#	%
Low pay/salary influences rates of teachers exiting	133	59	70	31	16	7	3	1	3	1
Low morale influences job market opportunities outside of teaching requiring a similar educational level	98	44	83	37	23	10	11	5	10	4
Low professional status influences rates of teachers exiting	77	34	74	33	38	17	23	10	13	6
Stagnation in job groups influences rates of teachers exiting	132	59	61	27	16	7	10	4	6	3
Heavy workload influences job market opportunities outside teaching requiring a similar educational level	110	49	74	33	21	9	12	5	8	4

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This implies that, low pay/salary, low morale, low professional status of the teaching profession and stagnation in job groups are tangible reasons that influence the rates of teachers exiting the teaching service. Madume, Chinyerem, Chinyere and Akachukwu (2018) observed that, attrition reduces the quality of teachers since the most competent teachers are more likely to leave the profession. According to Mdeme (2014), the more a teacher has the greatest amount of knowledge and experience, the more likely he/she will exit the profession. In the Kenyan context, it is evident that teachers who acquire higher academic qualifications leave the teaching service because the Teachers Service Commission stopped acknowledging such qualifications. Frequent attrition of teachers reduces the quantity of teachers available in the education sector further aggravating the professional shortage.

Ways of Improving Vertical Professional Advancement on Teacher Attrition

There are ways in which vertical professional advancement on teacher attrition can be improved as presented in Table 3.

Table 3

Statistical Measurements of Ways of Improving Professional Vertical Advancement on Teacher Attrition

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

Table 3 portrays the results of a linear regression analysis on ways of improving professional vertical advancement (predictor) on teacher attrition in public secondary schools in Mombasa County. Pearson's $R=1.000$ indicates that there was a strong positive relationship between professional vertical advancement and teacher attrition in public secondary schools in Mombasa County. The R-squared (R^2) computed yielded a value of 1.000 suggesting that professional vertical advancement explained 100% of the variations in teacher attrition in public secondary schools in Mombasa County. The adjusted R-squared (R^2) =1.000 also explained that professional vertical advancement explained

100% of the variations in teacher attrition which is equal to the R^2 predicted. The standard error of estimate (E) was found to be .2537 suggesting that there were other factors not observed in the model but which had some influence on professional vertical advancement. The Durbin-Watson test yielded a value of 2.169. A value of 2 means that there is no autocorrelation in the sample values. Values approaching 4 indicate negative autocorrelation and values approaching 0 indicate positive autocorrelation. This led to the conclusion that there was a statistically significant relationship between professional vertical advancement and teacher attrition in public secondary schools in Mombasa County.

The implication is that the TSC should re-engineer its teacher management policies so that they can address issues to do with salaries, promotions and a favourable working environment. Madume et al. (2018) established that better services and good welfare packages for teachers could reduce the rate of teacher attrition. The Career Progression Guideline by the TSC has increasingly subjected teachers to promotional hurdles under the pretext of streamlining the teaching profession. Teachers who have attained higher levels of education have added more value to their credentials and their worth as human capital has gone up, This accounts for the large number of teachers quitting teaching to take up better-paying jobs available for those who acquired more education (Mulei et al., 2016).

The failure of the TSC to recognize and reward such achievements has lowered the morale and expectations of many teachers. This has created more room for teachers to exit the teaching profession. The Career Progression policy replaced the Scheme of Service for teachers that acknowledged high qualifications obtained which eventually accelerated teacher's vertical professional advancement. Attrition of teachers is a waste because the secondary school education system loses employees whose performance, skills and qualifications are valuable resources, hence attrition causes drainage to schools and the whole education system (Madume et al., 2018).

Further results captured from the TSC HROs, principals and education officers showed that job market opportunities outside teaching requiring similar educational levels influence the vertical advancement of teacher attrition showed that vertical advancement and job market opportunities outside teaching requiring similar educational level does influence teacher attrition. According to OECD (2005), the stronger the employment opportunities outside teaching, the fewer qualified teachers will

stay long-term in teaching. To many teachers, the increased work pressure and the monetary gain do not match. Many teachers therefore opt to leave the teaching profession due to work pressure. One HR officer had this to say: “The employer should encourage teachers to acquire more knowledge to enable them to progress career-wise, and in doing so, teachers should be promoted to the next level due to higher academic qualification”.

From the foregoing, it is evident that there is a strong connection between vertical advancement and attrition of teachers and the educational qualification of teachers. Alternative employment opportunities brought about by labour market opportunities and pay progression are one of the main causes of attrition of teachers. According to Guarino and Santibanez (2006), the labour market for teachers is continuously being influenced by a larger labour market outside the teaching profession that includes the markets for all other occupations that require similar levels of education and skills. If a teacher feels burned out, out of place or uncomfortable, he/she will leave for a more appealing and challenging job in education or other fields. According to Mulei et al. (2016), teacher influx to other jobs, ministries and other countries has reduced the number of teachers available potentially aggravating localized teacher shortage. Kizito, Chumba and Kindiki (2010) confirmed that, the management, demand and supply of teachers that cannot be solved by simply training and employing new teachers to substitute those who quit the profession but by how to attract and retain competent teachers. As one principal reported that: “Improve the economic and social welfare of the teachers in public schools. Ensure that teachers are promoted to the next level due to higher academic qualification”.

The above comments show that the economic and social welfare of teachers needs to be paid attention to by the TSC as these pertinent issues form the bedrock of teaching as a profession to many teachers and would-be teachers. A study by Mabeya (2019) revealed that the majority of teachers who exited the profession and those on still duty were not interested in being teachers. They joined the career because there was no alternative in the job market at the time. On the issue of higher academic qualification, another principal reported that: “A huge number of teachers have attained high academic qualification required in the labour market, hence there should be proper recruitment policies based on academic qualification”.

From the preceding quotations, it is clear that many teachers have acquired higher academic qualifications yet the TSC as the employer has not used their academic papers to promote them. Orina (2014) established that the TSC promotion policy for teachers

discriminates against teachers who have acquired Master's and PhDs thereby influencing them to early exit from the profession. This has made many teachers suffer after investing a lot of their resources to go back to school to upgrade or enhance their professional advancement. On the other hand, the introduction of the TPD modules by the TSC, overshadowed the academic qualifications acquired by many teachers, making the acquired academic qualifications by teachers look obsolete. Teachers can be retained in the profession when they are satisfied with issues related to their jobs.

Conclusion

We conclude that, the Career Progression Guidelines by the TSC brought stagnation in job groups which is a major indicator of vertical professional advancement influencing attrition of teachers. In addition, we also conclude that low salary influenced the rates of teachers exiting the profession while low morale influenced the teachers decision to go for other jobs opportunities outside teaching requiring similar level of education. The failure by the TSC to recognize and reward academic achievement lowered the morale and expectation of teachers hence giving room for teachers to exit the profession and join other alternative employment offered by the labour market.

Recommendations for Practice and Policy

The Career Progression Guidelines by the TSC should be reviewed so as to address stagnation of teachers in job groups and improve the economic and welfare of teachers since stagnation in job groups translates to lower monthly pension when teachers exit the profession.

The Teachers Service Commission:

a). should provide friendly working environment to the teachers because the labour market opportunities and the career paths alternatives available outside teaching provides teachers with opportunities to seek greener pasture outside the teaching profession.

b). Needs to acknowledge the teachers who have acquired higher academic qualifications and motivate them to stay on its payroll. The Career Progression Guidelines should not be used to replace the higher academic qualifications acquired by teachers.

c). should not use the TPD modules and the Career Progression Guidelines as the only avenue for the promotion of teachers.

d). should review its job groups, reduce the levels within the job groups so as to address the stagantion of teachers in job groups due to the many levels a teacher has to climb.

e). Should develop a policy that recognizes higher academic qualifications and promotion to higher administrative deployments as an avenue for future vertical professional advancement criteria.

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