THE RELATIONSHIP BETWEEN JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND RETENTION OF PUBLIC SECONDARY SCHOOL TEACHERS IN NAIROBI COUNTY; KENYA

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A Research project submitted to Graduate School in partial fulfillment for the requirements for the Award of the Degree of Master of Human Resource Management; Faculty of Commerce of Egerton University.

EGERTON UNIVERSITY

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DECLARATION

This research project is my original work and has not been presented for purposes of examination and the award of a degree in any other University.

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This project has been submitted for examination with my approval as the University supervisor.

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DEDICATION

I dedicate this study to my family especially my husband Simon Wambugu, who has supported me financially and morally through thick and thin. In addition I dedicate this work to my children Maryanne Wambui, Alex Githaiga and Michelle Muthoni who have been my pillars of support. It is my prayer that the completion of this study will encourage them to reach greater heights in their lives. May God almighty always bless them. I also dedicate it to my father Gennaro Theuri who shared his love for education with me as a young girl. To my sisters and brothers who had faith that I could do it. God bless you all.

ABSTRACT

In Kenya, the retention of public school teachers has been a major problem. This has led to poor performance in public schools. With education being the key to the development of any country, it is in the interest of the stakeholders of education to establish the causes of high turnover and thereby come up with measures towards retention of teachers. The government spends substantial funds in the training and placement of teachers, only to have a large percentage of the teachers leave the profession prematurely. This research was carried out in Kenya, particularly Nairobi County. The choice of Nairobi County was informed by the fact that a large proportion of teachers in this County leave the profession annually in search of better jobs. The study focused on the relationship among job satisfaction, organizational commitment and retention of public secondary school teachers. The specific objectives of the study were; to determine the influence of job satisfaction on the commitment of public secondary school teachers in Nairobi County; to investigate the influence of organizational commitment on retention of secondary school teachers in Nairobi County; to determine the influence of job satisfaction on the retention of public school teachers in Nairobi county and to investigate the joint influence of job satisfaction and organizational commitment on retention of public secondary school teachers in Nairobi County. The conceptual framework postulates that organizational commitment is affected by job satisfaction and the two variables jointly affect retention of public secondary school teachers in Nairobi County. This study used the cross sectional survey design and relied on primary data collected using a structured questionnaire. The respondents consisted of the public secondary school teachers. A total of 125 questionnaires were administered of which only 95 were completed and returned. This translated to a percentage of 75.4. The returned questionnaires were edited and coded before being analyzed using the Statistical Package for Social Sciences. Both descriptive and inferential statistics were used to analyze data. Hypothesis testing was also carried through correlation and regression analysis. All the hypotheses were confirmed. The research findings revealed that there was significantly positive correlation between job satisfaction and organizational commitment. It also found a significantly positive correlation between job satisfaction and retention. In the same way organization commitment had a significantly positive correlation to retention. The two independent variables; job satisfaction and organisational commitment jointly had a significantly positive correlation to the dependent variable; retention. In view of the findings the researcher made recommendations that the government should improve factors that influence the job satisfaction of teachers in public schools. This would improve the teacher's commitment to their workplace and consequently retention.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS AND ABBREVIATIONS

GoK   Government of Kenya

IRS   Internal Revenue Service

CHAPTER ONE
INTRODUCTION

1.1 Background

This study sets out to establish the relationships between job satisfaction, organizational commitment and retention of public secondary school teachers in Nairobi County. This chapter gives a brief background to the study by highlighting not only the variables of study but also the contextual background of the study. It also presents the statement of the problem, research objectives and broad question that the study seeks to answer. In addition it describes the significance of the study.

Retention is the ability of a company to keep its employees. Holland et al., (2007) found that the importance of human capital is on the increase. This being the case it has become of outmost importance that organisations not only attract but also retain employees. This argument holds because of the competitive advantage that a firm gains from its employees. Employees leave employment because of factors relating to job dissatisfaction and lack of organizational commitment. Job satisfaction is a person's evaluation of his or her job and work context. It is an appraisal of the perceived job characteristics, work environment and emotional experiences at work. Satisfied employees have a favourable evaluation of their jobs, based on their observation and emotional experiences. O'Reilly and Chatman (1986) refers to the term 'organizational commitment' as typically conceived of as an individual's psychological bond to the organization, which includes a sense of job involvement, loyalty, and a belief in the values of the organization.

1.1.1   Job Satisfaction

Hoppock (1935) defined job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person be satisfied with their job. The author further found that a person may try to balance the specific satisfactions against the specific dissatisfactions and therefore arrive at a composite satisfaction with the job as a whole. Herzberg, et al. (1959) reported that one of the major reasons for measuring job satisfaction is to answer the question "What does the worker want from his/her job?" The answer to this question will assist management in discovering new methods of motivating employees.

Bagozzi (1980) argues that job satisfaction is the pleasurable emotional state salesmen derive from a positive appraisal of their interactions and experiences on the job. Satisfied workers are more likely to experience high internal work motivation, give high quality work performance and have low absenteeism and turnover. In organizations where programs to improve job satisfaction have been instituted have improved in performance (Bruce & Blackburn 1992). The belief that job satisfaction leads to productive employees is naturally appealing. Managers and workers alike pursue job satisfaction in the often naïve assumption that it leads directly and surely to 'high job performance'. However it has been found that this has not been necessarily the case. Sometimes satisfied employees perform better, and sometimes they do not (Bruce & Blackburn 1992).

1.1.2 Organizational Commitment

Organizational commitment is considered to be the result of an exchange relationship, where individuals attach themselves to the organization in return for certain valued rewards from the organization (Angle and Perry 1983). As an attitude, organizational commitment is different from the concept of job satisfaction. Commitment can be viewed as being more global, thus reflecting a general affective response to the organization. DeCottis and Summers (1987) concluded that individuals do not become committed to an organization by virtue of some unique configuration of personal characteristics. Rather, individuals come into an organization with specific needs, desires, and skills, and expect to find a work environment in which they can utilize their abilities so as to satisfy many of these basic needs. Organizations which meet these requirements are characterized by participation in the decision-making process, clear communications about organizational intentions, activities and performance; autonomy with respect to decision making and conduct; and a sense of cohesion amongst organizational members. According to Meyer and Allen (1991) organizational commitment falls into three components; the affective commitment which refers to the employee's emotional relationship to the organization. In this the employee's values are in congruence with those of the organisation (employees stay with a firm because they want to), continuance commitment refers to a knowledge of the costs connected with leaving the organization (employees stay with a firm because they need to), and normative commitment which reflects a feeling of obligation to continue employment (employees stay with a firm because they have to). Kidombo et al (2012) found that many employees in Kenyan manufacturing firms have continuance commitment mainly because there is lack of alternative employment opportunities.

1.1.3 Retention

Retaining top talent remains an important concern for a large number of organizations today. The Business dictionary (2012) defines employee retention as an effort by a business to maintain a work environment which supports current staff to remain with the company. The Wikipedia on the other hand defines it as the ability of an organization to keep its employees. Critical analysis of the workforce trends reveals a serious shortage of highly-skilled employees who possess the knowledge and ability to perform at high levels. This implies that organizations which fail to retain high performers will be left with an understaffed, less qualified workforce that ultimately hinders their ability to sustain competitive advantage (Rappaport, et al, 2003). The war of talent will start in the near future because of the shortage of labour (Ferguson and Brohaugh, 2009). Therefore firms are trying to attract and retain employees with talent. Talented people have always had many options in their careers so that retention has become a major concern of firms (Ferguson and Brohaugh, 2009).

1.1.4 Teachers in Kenyan Public Schools

Since Kenya's independence in 1963, job satisfaction has remained a major concern amongst teachers. Commissions such as the Ominde Commission (Republic of Kenya, 1964) were formed to survey the existing education resources of Kenya and advise the government on the formation and implementation of national policies for education (Eshiwani, 1993). In Kenya, free primary education was introduced in January 2003 by the government. This led to an increase of enrolment in public schools which has continued to rise. A national education conference organized in November 2003 led to the training and research policy. The Sessional paper introduced some reforms including free day secondary education introduced in 2008. There has been a continued increase in student enrollment in public secondary schools without much improvement of resources needed. This has led to increased job dissatisfaction among teachers consequently leading to recurring teacher strikes as they demand for better employment terms. Teacher job satisfaction has been the focus of research agenda in various developing countries for a long time. Teachers are the key resource in the school organization and the development of any country depends on their work because every country needs educated citizens (Ayodo, 2009).

Today, teachers in Kenya are under tremendous pressure from politicians, parents, and local communities to deliver quality education to all children (Sirima and Poipoi, 2010). It has however been very difficult to respond to this challenge because of the difficult current work environment facing teachers. Teachers have a critical role to play in the schools along with supporting development activities in the wider community. They are central to the realization of national and international educational goals. According to (GoK, 2007), numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction. Most governments and other key stakeholders recognize the crucial importance of improving the living and working conditions of teachers. This is expected to achieve the desired improvements in the quality and access to basic education. The necessity of adequately remunerating teachers has been a constant refrain of education commissions and other reviews over the last forty years (Sirima and Poipoi, 2010).

Olando (2004) in a study on job satisfaction of teachers found that many teachers had intentions to leave their job because of job dissatisfaction. She also found that the major causes of this dissatisfaction were inadequate salaries, lack of promotion and low prestige among others. Njue (2003) on the other hand found that teachers source of dissatisfaction included the working environment, low remuneration, promotion opportunities, job security, supervision, inadequate recognition, and interpersonal relationships. Lukuyani (2003) concurs with the findings by Olando and also include autonomy as an additional factor to satisfaction, while (Sirima and Poipoi, 2010) hold that the satisfaction of public secondary school teachers in Busia District was influenced by workplace conditions, education policies promotion opportunities, work load, training opportunities and interpersonal relationships.

1.2 Statement of the Problem

Teacher's commitment and effectiveness solely depend on motivation, morale and job satisfaction (Shann, 2001). This implies that teacher motivation and job satisfaction are important phenomena for all schools in any country. A survey conducted recently on teacher's motivation and job satisfaction in twelve countries in Asia and Sub-Saharan Africa raised concerns about the influence of low teacher job satisfaction on teacher's absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007). Shann (2001) pointed out that teacher satisfaction has been shown to be a predictor of teacher retention, a determinant

of teacher commitment, and hence, a contributor to school effectiveness. This implies that teacher job satisfaction is an important phenomenon for public school teachers, their employers and students at large. Many studies in Kenya have been done to investigate the factors leading to job satisfaction and dissatisfaction among teachers; examples of these were done by Lukuyani (2003) and Njue (2003). They found that most teachers were dissatisfied with working conditions, remuneration, inadequate promotion opportunities, supervision, inadequate job factor recognition and poor interpersonal relations. Olando (2004) carried out a study on teacher retention in Nairobi and found that more than 65% of the teachers intended to leave the profession because they were dissatisfied with their job. This implied that many teachers were not committed to remain in the teaching profession.

On the global level, Ingersoll (2001) carried out a study on teacher turnover, teacher shortages and the organization of schools. He found that teacher turnover was due to low salaries, inadequate support from the school administration, students indiscipline and being excluded in decision-making. Kersaint et al. (2005) studied why teachers resign and concluded that factors which influence retention included; time with family, administrative support, financial benefits, paperwork and assessment. Sargent and Hannum (2005) studied the job satisfaction of primary school teachers in Rural North west China. They found that teachers were best satisfied with schools that had more resources for teaching and learning, where they were paid on time and where they had opportunity for professional collaboration and discussion. From the background information and earlier studies reviewed in this study, it would appear like studies investigating the joint effect of job satisfaction and organizational commitment on the retention of public secondary school teachers in Nairobi County have not been done. The purpose of this study is to determine the joint influence of job satisfaction and organizational commitment on retention of public secondary school teachers in Nairobi County of Kenya.

1.3 General Objective

The general objective is to study the relationship between job satisfaction, organizational commitment and retention of public secondary school teachers in Nairobi County. The specific objectives of the study are as follows.

i.   To determine the effect of job satisfaction on the retention of public school teachers in Nairobi county.

ii.   To determine the effect of job satisfaction on the commitment of public secondary school teachers in Nairobi County.

iii.   To find out the effect of organizational commitment on retention of secondary school teachers in Nairobi County

iv.   To determine the joint influence of job satisfaction and organizational commitment on retention of public secondary school teachers in Nairobi County.

1.4   Hypotheses of the study

H1   Job satisfaction has no influence on the retention of public secondary school teachers in Nairobi County.

H2   Job satisfaction has no influences on the organizational commitment of secondary public school teachers in Nairobi County.

H3   Organizational commitment has no influence on the retention of public secondary school teachers in Nairobi County.

H4   Job satisfaction and organizational commitment do not jointly influence the retention of public secondary school teachers in Nairobi County.

1.5 Significance of the Study

The study will create awareness about the phenomena of job satisfaction, organizational commitment and retention of public secondary school teachers to educational policy makers and school administrators, with the hope that it will provide possible solutions to teacher turnover problems facing the Kenyan public schools. The study will also add on to the body of knowledge in human resource management in matters concerning job satisfaction, organizational commitment and retention of workers generally.

1.6 Limitations of the study

This study was not without limitations. The study was limited to the survey of public secondary school teachers in Nairobi County. It may therefore not be generalizable to the population of all teachers in Kenya. In addition the study did not attain 100% response rate. The response rate was only 75.4% of the targeted sample. This being the case though, the limitations did not affect the quality of the study negatively.

1.7 Operational Definition of Terms

Job Satisfaction

Job satisfaction has been operationalized as remuneration, promotion,recognition,interpersonal relationships, supervision, job security, work environment and work itself.

Organisational Commitment

Bateman and Strasser (1984) state that organizational commitment has been operationally defined into the following;

    a) Affective commitment which refers to the employee's emotional relationship to the organization. Employees stay with a firm because they want to.

    b) Normative commitment which reflects a feeling of obligation to continue employment in this employees stay with a firm because they feel they have to.

    c) Continuance commitment continuance commitment refers to a knowledge of the costs connected with leaving the organization where employees stay with a firm because they feel need to.

Retention

Retention is the ability of a company to keep its employees by influencing them to stay with the organization through improvement of the work factors. This has been operationalized as ntention to stay and number of years worked.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relating to job satisfaction, organizational commitment and retention. The empirical studies on job satisfaction, organizational commitment and retention are also presented. In addition the empirical review on the relationships between the three variables is presented. A review of studies on the job satisfaction of teachers is included. The theoretical background for this study is also reviewed. The chapter concludes by presenting a conceptual framework for the study as well as the conceptual model which illustrates the hypotheses that were tested.

2.2. Job Satisfaction

While there is no single definition of job satisfaction, it is typically considered to be an affective or emotional reaction to one's job, or as an attitude towards the job (Weiss, et al. 1999). Locke and Latham (1990) define job satisfaction as a pleasurable or positive emotional state as a result of the appraisal of the job experience. Job satisfaction results from an employee's perception of how well their job satisfies their needs. Job satisfaction is taken to be a predictor of job performance (Gregory, et al, 2001). Therefore, as organizations put effort to increase job performance, they employ interventions that increase job satisfaction. Locke (1969), further adds that job satisfaction results from the appraisal of one's job as facilitating the achievement of a person's job values. This evaluation is considered to be a function of work-related rewards and values (Mottaz, 1986b). Scholars define job satisfaction as the extent to which an employee expresses a positive affective orientation towards their job (Smith, et al.1969).

Job satisfaction is a complex phenomenon with multifacets (Fisher and Locke, 1992, Xie and Johns, 2000); because it is influenced by factors like salary, working environment, autonomy, communication, and organizational commitment (Lane, et al. 2010). Luthans (1998), found three important dimensions to job satisfaction; that job satisfaction is an emotional response to a job

situation which cannot be seen but can only be inferred; that job satisfaction is often determined by how well outcomes meet or exceed expectations; and that job satisfaction represents several related attitudes emanating from work itself, pay, promotion opportunities, supervision and coworkers.

(Lane, et al, 2010) found that job satisfaction is important when people have to make a choice on where to work, and whether to leave or to stay with the organization. (Al-Husseni, 2008), pointed out that satisfaction in employee's enhances their ability to be innovative and productive which also directly correlated with customer satisfaction. The researcher however found cases where though the employees were not satisfied with their job they remained committed to the organization. Reed et al. (1994), confirmed that, if an employee is satisfied with the supervisor, coworkers, pay policies and future chances of promotions' they are more likely to be satisfied with their job and committed to the organization.

In his article for "Science Educator", Ingersoll (2003), focused on the problems that are faced by secondary school principals in securing and retaining qualified Science and Mathematics teachers who had more and better paying opportunities in other fields. The study found that all teachers listed job dissatisfaction as their main reason for leaving. The most common reasons why they were dissatisfied included low salaries; discipline problems with students, lack of administrator support, lack of student motivation, and lack of input in school decision making. Factors such as large classes, interruptions of instruction, lack of planning time, and few opportunities for professional advancement, on the other hand, were not commonly cited as reasons for teacher turnover (Ingersoll, et al. 2009)

Over 20 % of public school teachers in America left the teaching profession within their first three years (Dove, 2004). Johnson (2004) distinguishes between the expectations of contemporary teachers and those who entered the profession in the 1960s and 1970s. He found that contemporary teachers expected to be well paid for their work. They also expected their job to be interesting, with differentiated roles and opportunities to advance in the profession. The teachers valued the opportunities to collaborate with colleagues. They also identified supportive administration as a requirement. Schlichte, et al. (2005) interviewed five novice special education teachers about their first year teaching experiences. Their findings indicated new

teachers needed strong relationships with experienced mentor teachers as well as supportive administrators.

Intrinsic motivation is defined as performing an activity for its intrinsic satisfaction (Deci and Ryan, 1985). When an individual is intrinsically motivated they will work for the challenge or the enjoyment instead of tangible rewards (Deci and Ryan, 1985). Robbins (2003) posits that intrinsic motivation is the desire to work on something that is interesting, challenging, satisfying, exciting or involving. This motivation comes from internal tendencies and can direct and motivate behavior without the presence of constraints or rewards. In translating intrinsic motivation to the work environment, it was concluded that employees genuinely care about their work, that employees search for better ways to get their work done and that employees are enthusiastic and committed to perform well at their jobs (Thomas, 2000). According to Amabile (1993), intrinsic motivators are bound up with work itself.

Hackman and Oldham, (1980) defined autonomy as the degree to which the job provides substantial freedom, independence, and discretion in decision making about their work. It has been proven that work autonomy plays a major role in the design of work. Research has come up with different terms explaining autonomy, which include industrial democracy, participative management, employee involvement, employee engagement, employee discretion, self-managing teams and empowerment (Becker and Gerhart, 1996).

Oshagbemi, (2000) indicates that some scholarly studies found that job satisfaction is influenced by the levels of income while others noted that the level of the salary is a secondary variable that cannot stand alone thus its influence may be limited when the work quality is unsatisfactory. A study conducted by (Brown et al, 2007) supports this notion. Clark, et al. (1996) found that there was a direct correlation between job satisfaction and salary after controlling the age variable. This means that job satisfaction increased with increased remuneration. This was however found to increases with age due to the fact that financial responsibilities increase with age.

Guthrie, (2001) found that employees enjoyed performing jobs which demanded higher levels of skills and knowledge. Enrichment of jobs to make them challenging and interesting enhances job satisfaction. Mishra and Spreitzer, (1998) identified job variety and autonomy as necessary for empowerment and job redesign. Empowerment and job redesign have been found to be effective

organizational interventions for employee retention (Ugboro, 2006). Griffin (1991) found positive association between job redesign and employee attitudes; and job satisfaction and commitment. Redundancy of skills has been identified as one of the major reasons for employee turnover, thereby indicating the necessity for training, re-training and multi-skill training.

Extrinsic rewards often refer to job characteristics that are external to the tasks themselves which include; benefits or rewards like pay, job security and a good working environment (Herzberg, 1959, Kalleberg, 1977). The extrinsic dimension also includes the more symbolic rewards including client recognition, public approval and the social support in relationship with co-workers. This dimension reflects a workers need for the satisfaction of social belonging in the work environment. Extrinsically motivated behaviours lead to the attainment of rewards that are externally imposed, including material possessions, salary, additional bonuses, positive feedback and evaluations from others, fringe benefits, and prestige (Ryan and Deci, 2000b).

2.3 Organizational Commitment

Organizational commitment is a psychological force that binds individuals to courses of action relevant to the organization (Carrie`re and Bourque, 2009). Individuals with high levels of organizational commitment have a sense of belonging and identification with the organization. This leads to an increases in the employees desire to work towards achieving the organization's goals and activities. It also increases the employee's willingness to remain a part of the organization (Meyer and Allen, 1991). Porter et al. (1974) found that organizational commitment is mainly taken to be an affective response, which attaches the individual to the organization. The scholars argued that organizational commitment is the relative strength of an individual's identification with, and involvement in, a particular organization. Conceptually, it is characterized by various factors which include; a strong belief in and acceptance of the organizational goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to remain a member in the organization. Organizational commitment can be used to predict an employee's behaviour such as the intent to stay in the organization, low absenteeism, improved job performance, reduced turnover, increased employee trust, and greater organizational effectiveness (Lee, & Olshfski, D. 2002). Dornstein and Matalon (1998) identified eight variables that are relevant to organizational commitment.

These are interesting work, coworker's attitudes towards the organization, organizational dependency, age, education, employment alternatives, attitude of family and friends.

Efforts to identify organizational commitment as a multidimensional construct have led to a definition that includes attitudinal commitment such as identification with goals and values, willingness to exert effort, and a desire to remain in the organization. Calculative commitment refers to the exchange between the individual and the organization, while normative commitment refers to loyalty and value congruence (Nyhan, 1999). (Balfour & Wechsler, 1996) view organizational commitment as comprising identification commitment which means value congruence, affiliation commitment which refers to belongingness, and compliance commitment or economic exchange. Some researchers, especially those examining the private sector, have begun to view employee commitment as having multiple foci and bases (Becker 1992). Additional foci of commitment are the individuals and groups to whom an employee is attached. Researches have also found that employees can be committed to such foci as professions and unions (Angle and Perry 1981), in addition to being commitment to the organization as a whole. Recent empirical studies found that workers can be differentially committed to occupations, top management, supervisors, co-workers, and customers (Becker, 1992).

The most common forms of organizational commitment studied in the academic literature are affective commitment (emotional attachment to the organization), continuance commitment (perceived costs associated with leaving the organization) and normative commitment (feelings of obligation towards the organization), (Carrie`re and Bourque, 2009). Each of these components contributes to strengthening the chances that the employee will remain in the organization.

2.3.1 Affective Commitment

Affective commitment (Mathieu & Zajac, 1990) refers to the psychological attachment one has toward their organization. Affective commitment is an attitudinal process whereby people think of their relationship with the organization in terms of value and goal congruency. The degree to which an individual's goals and values are aligned with the organizations directly influences the individuals desire to remain in the organization (Meyer & Allen, 1991). Employees with a strong affective bond remain because they want to do so. Browning, (2006) revealed that to diminish feelings of being stuck in a control system, employees may rationalize that the system is not as

bad as it seems, therefore the perceived affective ties may be based on rationalization rather than genuine affection for the organization. This feeling is strengthened, especially where there are limited job opportunities. In such situations, employees are grateful to be retained by an employer and commitment may develop as a result of fear of losing the job. This eventually evolves into an emotional attachment.

2.3.2 Continuance Commitment

Continuance organizational commitment is described as the need to remain in the organization because of the costs that may arise when one leaves the organization (Meyer & Allen, 1991). As individuals gain tenure in an organization they gain investments in the form of pension plans, seniority, specialized and untransferable job skills, local affiliations, familial ties among others. These may be lost or diminished by changing jobs. Similarly, individuals may stay in their current jobs because they lack alternative job opportunities. Meyer and Allen (1991) proposed that because of side bets and lack of job alternatives, employees with a strong continuance commitment remain with the organization because they feel they have to do so. Kidombo et al. (2012) found that the majority of employees would leave their organizations if they could. The study found that employees would not leave a job under difficult prevailing economic conditions. They would prefer to tolerate unpleasant working conditions than leave.

2.3.3 Normative Commitment

Normative commitment refers to the employee's desire to stay with the organization based on a sense of duty or moral obligation (Meyer & Allen, 1991). This type of commitment may be as a result of an individual's culture or work ethic. Normative commitment is distinguished from affective and continuance commitment in that it does not reflect a need to associate with the organizations goals or missions, neither is there an explicit extrinsic exchange involved in the relationship. Thus, the sense of loyalty and duty underlying an employee's normative commitment influences the individual to remain with the organization because they feel as though they ought to do so. Normative commitment is influenced by perceptions of organizational expectations while continuance commitment is related to transferability of skills and costs of leaving (Allen & Meyer, 1990). Of the three dimensions of organizational commitment, affective commitment has been the most frequently validated empirically (O'Reilly

& Chatman, 1986). Affective commitment was found to have the strongest correlations with employee attitudes and work behavior (Ricotta, 2002).

2.4 Retention

Organisations task the human resource department with making policies to improve the job satisfaction of employees which in return is expected to improve the retention rate of employees. This is important because it translates not only to the retention of employees but also the retention of the valued skills and abilities that they have acquired. (Acton et al., 2003). When an organization retains its employees, it gains improved communication, improved commitment and workforce support for the organization. Resource based view (RBV) is one of the most important concepts for the organisation (Barney and Wright 1998; Holland, et al, 2007). According to the resource based view, there are three types of resources that work as pillars for the organisation. These include organizational capital, human capital, and physical capital. The importance of human capital is increasing because it can give an organization a sustainable competitive edge due to its uniqueness (Holland et al., 2007). Despite the vast literature on employee turnover, which is aimed at identifying factors that cause employees turnover (e.g., Griffeth, et al, 2000), much less is known about the factors that compel employees to stay (retention). For example, Maertz and Campion (1998) noted that relatively less turnover research has focused specifically on how an employee decides to remain with an organization and what determines this attachment. Retention processes should be studied along with quitting processes. Steel, et al, (2002) found that the reasons people stay are not always the same as the reasons people leave.

An organisations approach to recruitment and orientation is of crucial importance to retaining workers over the longer term. Failure to effectively recruit and orient employees may impose significant separation and replacement costs down the road. Smith (2001) attributes 60% of undesirable turnover to bad hiring decisions. These include overly hasty selection processes that fail to ensure that the job candidate really has the adequate skills and qualifications. Providing a good initial orientation to the newly-hired employee not only helps to effectively integrate that person into the workplace but also helps to make the new person feel welcome (Dibble, 1999). These can be important elements of the socialization process, some companies spend two weeks or more on orientation, during which they provide information about the company, its values, structure, goals, objectives, clients, customs, and history.

Porter and Steers, (1973) pointed out that a variety of work-related and personal factors were important precursors of turnover. They further argue that employees stay because of extrinsic rewards such as pay, benefits and advancement opportunities. While there is general agreement about the importance of competitive compensation for employee retention, there is also a growing consensus that competitive, or even generous compensation will not single-handedly guarantee of valuable employees. Lawler, (1990), maintained that the key issue in retention is the amount of total compensation relative to levels offered by other organizations. Organizations with higher levels of compensation have lower turnover rates and larger numbers of individuals applying to work for them. Furthermore, he found that high wage workplaces may create a culture of excellence.

Porter and Steers, (1973) found that the factor of constituent attachments, in the form of effective supervision and positive peer group relations, should also be related to retention. They reviewed evidence from previous studies showing higher turnover among employees when supervisors had treated them poorly, displayed low levels of consideration behaviors, or did not meet their needs regarding feedback and recognition. Additionally, co-workers may influence retention because they provide support and encouragement to each other enabling adjustment of new employees to the work environment, thereby facilitating attachment to the organisation. Porter and Steers (1973) suggested that employees were more likely to stay as they build longer tenure with the organization because of seniority related benefits and related outcomes. Non-work influences such as family responsibilities were mentioned as another factor that may be related to employee retention, this has since been expanded to include a variety of ties to one's community, family, and other life activities outside of work (Mitchell, et al.2001).

Gregory (2001) holds that the literature on employee retention so far has implied that workers stay with an organisation for reasons other than just good pay, and benefits. With respect to retention, the literature suggests that "intrinsic" rewards are as important as material rewards. The researcher argue that workers value their jobs not only when they are well compensated, but often because doing the job is in itself a rewarding experience that is fulfilling, challenging, interesting, and stimulating. Harris and Brannick, (1999) identify allowing employees autonomy to control their work as a major best practice in retention. In the same vein, (Ashby and Pell, 2001) report that there were higher turnover rates where corporate culture was characterized by

domination, autocracy and inflexibility. It is evident that intrinsic rewards such as a challenging job, good relations with co-workers, meaningful work, team-based activity, and a degree of autonomy often influence workers' decisions to stay with their employer. Open and responsive two-way communications would appear to be vital to good employee retention. In support of this it has been found that the fastest way to transform a top-performing staff into a group of disgruntled, discouraged job-seeking workers is to shut them out of the loop of corporate information (Harris and Brannick, 1999). (Kaiser and Hawk, 2001) propose that the link between training and retention is stronger for more highly skilled workers. In agreement to this finding, Meyer et al, (2003) suggest that employee learning which comprises of training and development but is also related to socialization within the workplace contributes to retention.

Retention is crucial especially for those employees who are related with the operations. Turnover of employees in organisations burdens an organization in terms of money and human resources (Samuel and Chipunza, 2009). The employer has to bear the cost when an employee leaves the organization, because of loss of human capital and hiring of new employees (Lockwood & Ansari, 1999). The cost an organization has to bear when an employee leaves on average is equivalent or more than one year's salary and benefits of the employee. The organization does not only lose money and resources, it also loses the knowledge and experience of the skilled worker. This will have a negative impact on effectiveness and thus performance (Acton et al., 2003).

2.5 Job Satisfaction, Commitment and Retention

Job satisfaction has been found to be the most important tool for employee retention. Job satisfaction refers to how employees perceive their jobs (Mc Shane & Glinow, 2005). Although there is some conceptual overlap between existing models of work satisfaction and organizational commitment such as work related rewards and values, and although they tend to be empirically related, they are however distinct concepts (Bateman and Strasser, 1984). These construct differ in that while job satisfaction refers to the degree to which individuals are happy with work organizational commitment refers to their degree of attachment or loyalty to the organization (Price and Mueller, 1981); second, commitment is a more global concept, reflecting a more general response to the organization as a whole, while job satisfaction represents a response to one's task and task environment (Mowday & Steers, 1979); third, commitment is a

relatively stable attitude that develops slowly over time as an individual establishes a relationship with the organization. On the other hand, job satisfaction is a less stable, more rapidly formed attitude, reflecting more immediate reactions to particular aspects of the work situation (Porter et al. 1974; Mowday et al. 1982). Finally satisfaction is present oriented, while commitment is in part, future oriented-intent to stay (Mobley et al. 1979). An IRS survey (IRS, 2004), established that the top five influences on employee satisfaction and commitment were relationship with manager; relationship with colleagues; quality of line management; recognition of contribution; and leadership visibility and confidence.

Griffeth et al. (2000) suggested that committed employees are remain with the organization because they believe in the goals and values of the organization and are willing to exert effort on its behalf. Along with job satisfaction, organizational commitment represents one of the most widely studied antecedents of turnover. Behera et al (2011) found that satisfied employees can be motivated and a sense of commitment can be instilled within them. However top management has to be convinced about the benefits of retention and the disadvantages of high employee turnover. Similarly supervisors or line managers have to be involved and encouraged to create a culture that facilitates employee satisfaction. Fair and unbiased performance appraisals must be done based on which compensation, benefits, promotion and rewards should be provided.

Managers need to delegate some degree autonomy in decision-making about work procedures and selecting team-mates. Monotonous and repetitive work should be redesigned and made more challenging and interesting. Meyer and Allen, (1991) argue that the factors which can be used to significantly predict job satisfaction and organizational commitment among blue collar workers, included promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic rewards. Employee satisfaction has been found to be positively related to the intent to remain with the organisation (Light, 2004) and negatively related to intention to quit and turnover (Kristensen et al., 2004). Quantifiable and positive links have been established between job satisfaction and organizational effectiveness (Koys, 2001). Job satisfaction is also linked to better individual performance (Sousa-Poza & Sousa-Poza, 2000) and customer satisfaction (Brown & Lam, 2008). Benefits of employee retention include improved revenue base and shareholder's returns, increase in profits and market share, improved productivity, customer satisfaction and enhanced company image.

2.5.1 Teachers Job Satisfaction, Commitment and Retention

According to (Loadman 1994), teachers' job satisfaction is an effective response to one's situation at work. Thus, teacher job satisfaction refers to a teacher's effective relation to their teaching role. One of the most prolific researchers on teacher retention of late is Ingersoll, (2001) of the University of Pennsylvania. In his study, "Teacher Turnover, Teacher Shortages, and the Organization of Schools", Ingersoll determined that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers. Ingersoll found that school staffing problems were not the results of an insufficient number of teachers, but from the demand for teachers caused by a "revolving door" of teachers prematurely leaving their jobs for reasons other than retirement. In addition, he found that teachers were left the profession due to low salaries, inadequate support from school administration, student discipline problems, and limited faculty input into school decision-making.

Teachers in highly specialized areas such as Mathematics, Science, and Special Education are the most likely to leave the teaching profession; therefore, vacancies in those areas prove quite difficult to fill. It has also been observed that schools with large percentages of minority and low income students have the most difficulties retaining a stable staff of qualified teachers (Easley, 2006). As efforts to recruit more people into the teaching profession have proven to be successful, determining how to keep high-quality teachers in the classrooms providing meaningful and effective instruction has remained an enigma. Not only does teacher turnover present significant staffing problems for administrators, but it also has a strong relationship to the performance of schools (Ingersoll, 2001). The problem educational leader's face is not the number of people entering the teaching profession; it is the number of people leaving teaching prematurely.

Kersaint, et al. (2007) have studied factors leading to teachers transferring from school to school, from district to district, or leaving the teaching profession altogether. He found that teachers left because they were dissatisfied with their job. As early as the 1950s, researchers began examining job satisfaction and discovering patterns in the careers of teachers. Grissmer & Kirby, (1987) reviewed personnel data from 40,000 teachers. The data showed that a teacher's age and experience influence their attrition rate. Attrition rates were found to be high for young teachers,

low for middle-aged teachers and high for older teachers. Murnane, et al. (1989a) examined data on 5100 North Carolina teachers. The data showed that less experienced elementary teachers are more likely to leave the profession than more experienced teachers.

2.6 Theoretical Foundations of the Study

This study is founded on the Social exchange theory and the Two Factor Theory of satisfiers and dissatisfiers. Each of these theories is briefly discussed in the following two sections; 2.6.1 and 2.6.2.

2.6.1The Social Exchange Theory

Social Exchange Theory was developed by Homans (1958), Thibaut and Kelley (1959), and Blau (1964) all of whom were sociologists and social psychologists, (Emerson, 1976). Social Exchange Theory was designed to examine interpersonal exchanges that were not considered to be purely economic. Therefore the theory explained people's social behaviour in terms of exchanges of resources. According to the theory, exchange is created and maintained by the scarcity of resources, leading actors to engage with one another in order to obtain valuable outputs (Das and Teng, 2002a). Cropanzano and Mitchell (2005) argued that Social Exchange Theory is one of the most influential conceptual paradigms for understanding workplace behaviour. Further and relevant to this research, (Saks 2006) found Social Exchange Theory as one providing a strong theoretical rationale for employee engagement in discretionary activities. In view of employee retention Social Exchange Theory argues that employees who are more likely to leave the organization tend to be those who perceive low support and low feeling of obligation toward the organization (Wayne et al., 1997).

2.6.2 The Two Factor Theory of Satisfiers by Herzberg

The main theoretical foundation for this study is the Two Factor Theory of satisfiers and dissatisfiers which was proposed by Herzberg et al (1959). The Two Factor Theory was the result of an investigation into the sources of job satisfaction and dissatisfaction of accountants and engineers. The subjects were asked to inform their interviewers about the times during which they felt exceptionally good and when they felt exceptionally bad about their jobs. It was found that accounts of 'good' periods most frequently concerned the content of the job, particularly achievement, recognition, advancement, autonomy, responsibility, and the work itself. Accounts

of 'bad periods' most frequently concerned the context of the job. Company policy and administration, supervision, salary and working conditions more frequently appeared in these accounts of 'bad' periods (Armstrong, 2008*).*

Certain characteristics tend to be consistently related to job satisfaction and others to job dissatisfaction. Intrinsic factors such as advancement, recognition, responsibility and achievement seem to be related to job satisfaction. Respondents who feel good about their work tend to attribute these factors to themselves. On the other hand, dissatisfied respondents tend to identify extrinsic factors, such as supervision, pay, company policies, and working conditions as the cause. The researchers noted that removing dissatisfying characteristics from a job does not necessarily make the job satisfying. However the two factor theory has not been well supported in literature (Robbins & Judge, 2008).

Conceptual Model

Figure 1: The Relationship between Job Satisfaction, Organizational Commitment and Retention

Independent variable   Dependent variable

```
┌─────────────────────────────┐
│ Job satisfaction            │
│                             │
│   • Remuneration            │
│   • Promotion               │                    H1
│   • Recognition             │ ──────────────────────────────┐
│   • Interpersonal relationships │                            │
│   • Supervision and job     │                                │
│     security                │                                ▼
│   • Work environment        │              ┌──────────────────────────────┐
│   • Work itself             │              │ Retention                    │
└─────────────────────────────┘              │                              │
         │ H2                                 │   • Intention to stay        │
         ▼                       H4           │   • Number of years worked   │
┌─────────────────────────────┐ ───────────▶ │                              │
│ Organisational Commitment   │              │                              │
│                             │              └──────────────────────────────┘
│   • Affective commitment    │                          ▲
│                             │                          │
│   • Continuance commitment  │              H3          │
│                             │ ─────────────────────────┘
│   • Normative Commitment    │
└─────────────────────────────┘
```
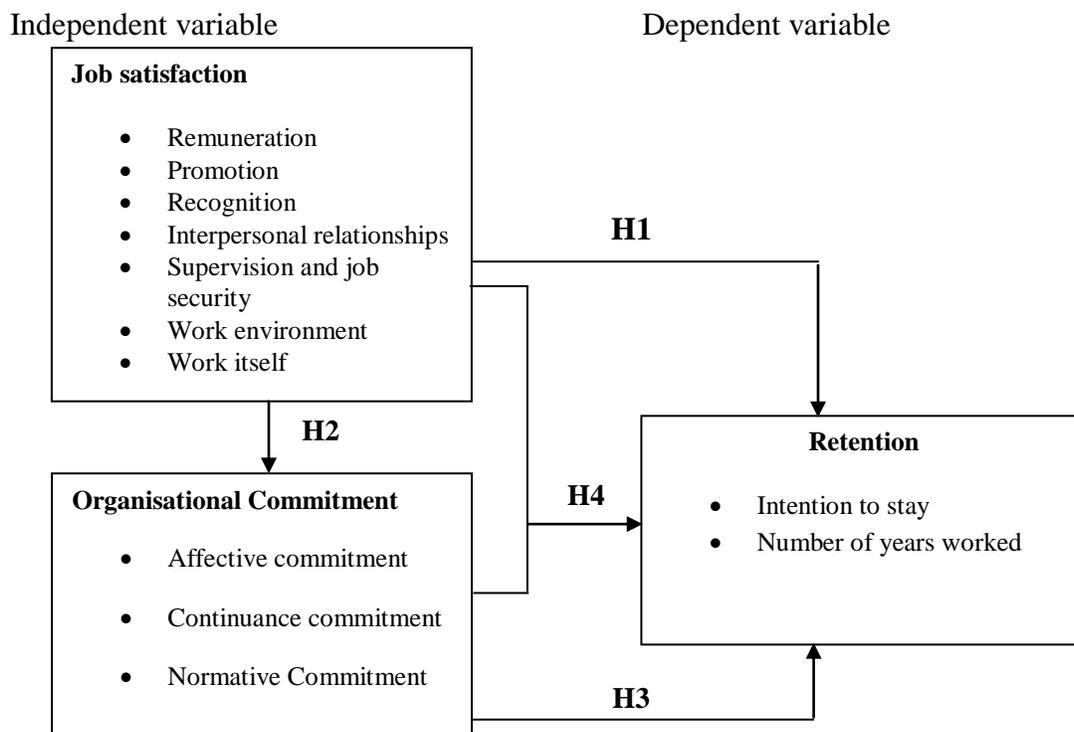
Source: Own conceptualization

2.7 Conceptual Framework

The conceptual framework proposes that job satisfaction has an influence on employee retention. This means that remuneration, promotion, recognition, interpersonal relationships, supervision, job security and work itself which are indicators of job satisfaction will influence retention of teachers. These same factors will influence organizational commitment which can either be affective commitment, normative commitment or continuance commitment. Therefore the model postulates that job satisfaction has an influence on organizational commitment. This model also proposes that organizational commitment influences retention. In addition, job satisfaction and organizational commitment have a joint influence on employee retention. Retention is operationalized by intention to stay and number of years worked.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a general overview of the research methodology used in the study. The research design used is described. In addition the chapter addresses the population of the study, the sampling design, the data collection methods, and reliability and validity instruments. Data was collected using a five point likert type scale which is presented in appendix 1.

3.2 Research Design

This study used the cross sectional survey design. Cross sectional survey is used to gather information on a population at a single point in time. This design is used to explain causal relationships between variables that are impossible to manipulate as in the case of experiments. Nachmias (1999) found that an independent variable is expected to produce a change in the dependent variable in the direction and of the magnitude specified by the theory.

3.3 Target Population

The target population consists of all public secondary school teachers in Nairobi County. The total number of secondary school teachers in Nairobi County as at 2012 was 1328 teachers (Teachers Service Commission records 2013).

3.4 Sample Design

The unit of analysis was the individual teacher. A sample was drawn using simple stratified random sampling procedure.

3.5 Sample Size; Scope of the Study

As per recommendations of scholars (Sekaran, 2003; Cooper & Schindler, 2006), the following formula was used to determine the sample size.

$$n = \frac{z^2 pq}{d^2}$$

$$n = \frac{(1.96)^2 (0.9)(0.1)}{(0.05)^2} = 138$$

$n = 138$ *sample size for target population greater than* 10,000

In the current study, the target population is less than 10,000 (i.e. 1328); therefore, calculating the final sample estimate (n_f) required the following formula:

$$n_f = \frac{n}{1 + \dfrac{n}{N}}$$

Where;

n_f = The desired sample size (when the population is less than 10,000).

n = The desired sample size (when the population is more than 10,000).

N = The estimate of the population size (i.e. 1351 in the case of the current study).

Applying the formula therefore yielded the following results:

$$n_f = \frac{138}{\left(1 + \dfrac{138}{1328}\right)} = \frac{138}{1 + 0.10392} = 125$$

$n_f = 125$

From the computation above, a sample of 125 teachers in Nairobi County was selected using a stratified random sampling technique. The sample was stratified according to the number of teachers found in the different types of schools in Nairobi County. 38% of all the teachers were found in girl's school, 25% of the teachers were in boy's schools; and 37% were in mixed schools. The stratified sampling ensured that the sample size was divided proportionately into the different types of schools. This gave rise to a sample made up of 48 teachers from girl's schools, 31 teachers from boy's schools and 46 teachers from mixed schools. This has been illustrated in table 3.1 below

Table 3.1 Sampling summary table

Types of schools	Total Number of schools	Number of schools sampled	Total number of teachers in each school	Percentage of total number of teachers	Sample of teachers
Mixed secondary schools	32	10	495	37%	46
Girls secondary schools	17	8	504	38%	48
Boys secondary schools	12	6	329	25%	31

3.6 Data Collection

The research instrument which was used to collect data was a questionnaire. The questionnaire was partially adopted from (Kidombo, 2007) and (Spector, 1994). The first section of the questionnaire consists of short questions exploring the demographic features of the respondents. The second section measured the study variables which are; job satisfaction, organizational commitment and retention. In this section a five point Likert type scale was used.

3.7 Data Analysis and Interpretation

To test the hypotheses, the researcher used descriptive statistics, correlational analysis and multiple regression analysis. The correlational analysis indicates the strength of a linear relationship between two variables. A regression analysis is a collective name for the modeling and analysis of numerical data consisting of values of a dependent variable (also known as responsive variable or measurement) and one or more independent variables (also known as explanatory variables or predictors). Data analysis was carried out using the Statistical program for social sciences (SPSS).

3.8 Reliability and Validity Tests

Reliability is a measure of the degree to which instruments yield consistent results after repeated trials. The reliability of the instrument was estimated using Cronbach's Alpha coefficient which is used to test the internal consistency or homogeneity among the research instrument items. The Cronbach, s Alpha coefficient ranges in value from 0 to 1. A high coefficiency implies that the items correlate highly among themselves (Mugenda & Mugenda, 2003).

Cronbach Alpha values were tested for variables on Job satisfaction, organisational commitment and retention. The findings indicated that job satisfaction had a Cronbach Alpha value of (0.9255), organisational commitment Cronbach Alpha value of (0.8264), and retention Cronbach

Alpha value of (0.8181). These variables indicated a high internal reliability on their relationship. According to (Bryman & Cramer, 2005), if the computed alpha coefficient is greater than 0.80, then it is an acceptable level of internal reliability. This information is illustrated in table 3.2: The findings imply that the scales measuring the objectives met the reliability criteria ($\alpha > 0.8$). This therefore indicated that the research tools were sufficiently reliable.

Table 3.2. Cronbach's Alpha coefficient for the variables

	No. of items	Cronbach	Mean	Standard Deviation
Job satisfaction	60	0.9255	3.315	0.0594
Organisational commitment	23	0.8264	3.329	0.0599
Retention	28	0.8181	3.188	0.0141

The validity of an instrument relates to its ability to measure the constructs as purported. Validity concerns the accuracy and meaningfulness of inferences which are based on the research results (Bryman & Cramer 2005). It is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). The study sought the opinions of experts in the field of study especially the supervisors. The study also made corrections according to the supervisor's guidelines and ensured that the questions were in accordance to the objectives of the study.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents both the descriptive and inferential data analysis using percentages, means, standard deviations, Cronbach Alpha, coefficient of reliability, correlation and regression coefficients. The profiles of respondents that formed the sample are presented. This is followed by a description of the responses for each variable. The descriptive data showed that the data collection instrument had high reliability. Job satisfaction was found to be positively correlated to retention; it was also positively correlated to organizational commitment. The chapter further reveals the findings that organizational commitment was positively related to retention. Both job satisfaction and organizational commitment jointly have a positive correlation to retention.

4.2 Questionnaire Return Rate

The sample of the study comprised of 125 respondents. The researcher administered 125 questionnaires 95 of which were dully filled and returned. This translates to 75.4% response rate as displayed in Table 4.1 below. This response rate is excellent and conforms to assertions by Mugenda and Mugenda (2003) which states that a 50% response rate is adequate for analysis; a **60% response rate is good, while a response rate of 70% and over is excellent.**

Table 4.1: Response Rate

Response	Frequency	Percentage
Responded	95	76
Not Responded	30	24
Total	**125**	**100**

4.3 General Information

The general information that was sought from the respondents included their age, gender, academic qualifications, work experience, job groups and their monthly salaries.

4.3.1. Age of the respondents

The respondents were asked to indicate their age bracket. According to the findings, 37.9% of the respondents reported that they were aged between 25 and 30 years, 10.5% indicated that they were aged below 25 years and between 31 and 35 years respectively, 9.5 % indicated that they

were aged between 36 and 40 years and 46—50 years respectively, 17.9% indicated that they were aged between 41 and 45 years, 3.2% indicated that they were 51-55 years and only 1.1% indicated that they were over 50 years. These findings clearly show that most of the teaching staff in public secondary schools in Nairobi County was aged between 25 and 30 years. These findings also indicate that majority of the teachers in public secondary schools were young people. The implication is that many teachers leave the profession when they are still young as only 1.1 % of the teachers were in the retirement age bracket. This information is illustrated in table 4.2.

Table 4.2 Age of the respondents

Age	Frequency	Percentage
Below 25 years	10	10.5
25-30 years	36	37.9
31-35 years	10	10.5
36- 40 years	9	9.5
41-45 years	17	17.9
46-50 years	9	9.5
51-55 years	3	3.2
Over 55 years	1	1.1
Total	**95**	**100**

4.3.2 Gender of the respondents

It was paramount for the study to determine the respondent's gender to ascertain gender parity in the public secondary school teachers in Nairobi County. The findings of the study are displayed in Table 4.3 above. According to the analysis, majority of the respondents were female represented by 63.2% while 36.8% were male. This information is illustrated in table 4.3.

Table 4.3 Gender of the Respondents

Gender	Frequency	Percentage
Male	35	36.8
Female	60	63.2
Total	**95**	**100**

Source; Author 2014

4.3.3 Academic Level of education

The level of education obtained by the majority of the teachers is a Bachelor of Education degree (60%). This was arrived at by summing up those who had a Bachelors of Education Arts (38.9%) and those who had a Bachelor of Education Science degree (22.1 %). In addition a further 5.3 % of the teachers had either a Bachelor of Arts degree or a Bachelor of Science degree. Further findings indicated 4.1% had S1, Diploma and Education, B.A /BSc and Diploma in education. It was evident that quite a number of teachers had gone for further studies after their degree course. Hence 5.3 % have B.A/ BSc and PGDE each respectively and 16.8% of the respondents had a Master's degree. The general finding was that a majority of public secondary school teachers in Nairobi County have been trained up to University level. This can be seen in table 4.4.

Table 4.4 Level of education

Categories	Frequency	Percentage
S1, Diploma and education	4	4.2
B'ed Arts	37	38.9
B,ed Science	21	22.1
Bsc/B.A with education	5	5.3
B.A/ BSc and diploma in education	5	5.3
B.A/BSc and PGDE(post graduate diploma)	5	5.3
Masters	16	16.8
Others	2	2.1

Additional education and training

Asked whether they plan to get any additional education or training majority 80% stated they would get further education while 20% stated they were not interested in furthering their education. This is shown in the figure 4.1

Additional education and training

Figure 4.1: Additional education and training
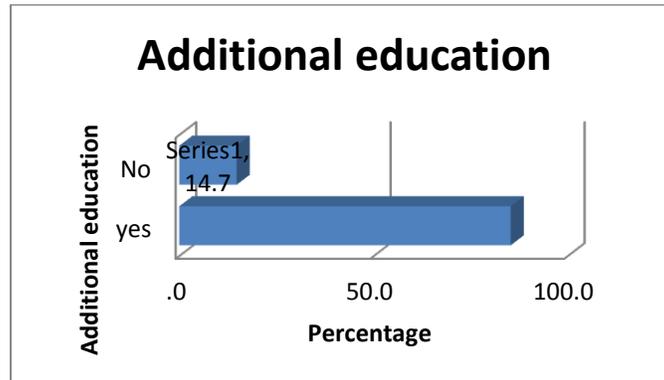
4.3.4 Job comparison

Respondent were asked to state the people they compare themselves with when they think of their earning majority 43.2 % said other civil servants while the least 5.3% stated others. This is illustrated in table 4.5.

Table 4.5 Job comparison

Title	Percentage who compare themselves with each group
Civil servants	43.2
People in private sector	30.9
Business people	16.8
Other teachers	5.3
Others	**4.2**

4.3.5 Monthly income

Figure 4.4.1 shows that majority of the respondents (21 %) had a monthly income of between Ksh 10001-20000, 16% of the teachers had income of between Ksh 50001-60000, 10% earned between Ksh 20001-30000, 10% between Ksh 30001-40000. 14% of the respondents earned income between Ksh 40001-50000, similarly 14 % earned over Ksh 70000. Only earned 6 % of the teachers earned less than Ksh 10000 while a further 9 % earned between Ksh 60001-70000. These findings clearly show that majority of the teachers earned low income of between Ksh 10001 and 20000. This could imply a reason for poor teacher retention. This is illustrated in figure 4.2.

Figure 4.2   Monthly income
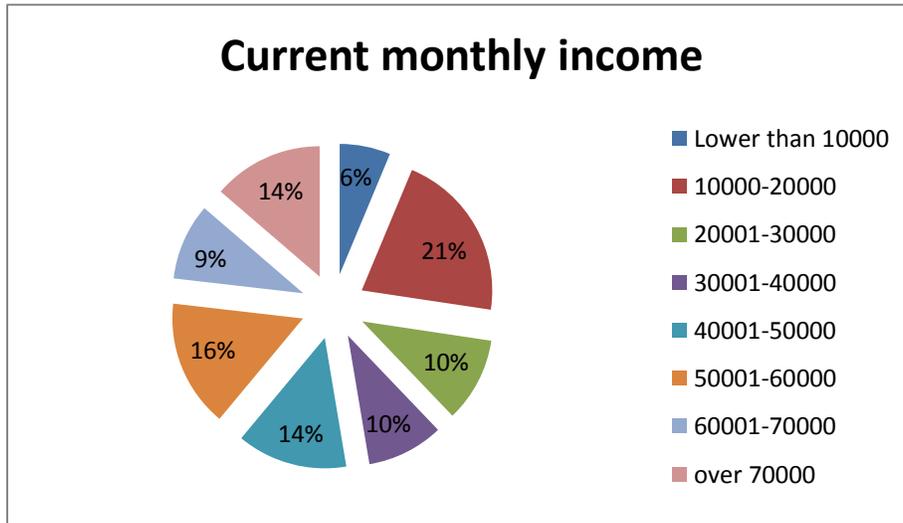
4.4 Descriptive statistics on items of Job satisfaction

The results of descriptive statistical analysis for job satisfaction are presented in various tables representing the different factors of job satisfaction. These factors are remuneration, promotion, recognition, interpersonal relationships, supervision and job security, work environment and work itself which are presented in the following pages.

4.4.1 Remuneration

According to table 4.6, findings indicated a low satisfaction extent when it came to remuneration. The items were measured on a five point likert-type scale. In this (scale 1) represented "*to a very low extent*" while (scale 5) represented "*to a very great extent*". The measurement on remuneration gave rise to overall mean of 1.796 implying that the majority of teachers were very dissatisfied with remuneration. The findings were that the salary met the daily needs of the teachers, to a very low extent at a mean of 1.99. The teachers indicated that it was to a very low extent that they found their salary was fair and equitable at a mean of 1.69.They indicated that the salary was not equitable to their job neither did they feel that the salary was based on performance. The general findings indicate that that majority of the respondents were dissatisfied with remuneration. This is further illustrated in the table 4.6.

Table 4.6 Remuneration

Remuneration	Mean	Std Deviation
My present salary meets my daily needs	1.99	.905

My present salary is fair and equitable as compared to people with similar qualifications	1.69	.851
The benefit package we have is equitable	1.59	.831
My present salary is equitable to my job	1.53	.836
I am satisfied with the bonuses or incentives available to me	1.58	.882
My Salary increment is based on performance	1.83	1.117
My Salary increment is based on upgraded education or specialty training	2.05	1.133
There is a connection between my pay and performance	1.67	.939
I feel I am being paid a fair amount for the work I do.	1.60	.927
Raises are too few and far between.	2.43	1.541
Overall mean	1.796	
Overall standard deviations		.654

4.4.2 Promotion

Table 4.7 illustrate the finding on the item promotion. This section sought to measure the extent of satisfaction in regard to promotion. From the findings the majority of the respondents were of the opinion that it is to a low extent that they had opportunities for promotion and mobility, giving rise to a mean of 2.37. It was also to a very low extent that they got rewards for their performance giving rise to a mean of 1.97. Many of the respondents were of the opinion that it is to a low extent that promotion is based on qualification, experience, and length of service, exam performance or competence. Based on the study results, the overall mean is 2.3171 with the standard deviation is 0.982. The findings indicate that respondents were dissatisfied with the way in which their promotion is conducted.

Table 4.7 Promotion

Promotion	Mean	Std. Deviation
I have opportunities for promotion and mobility	2.37	1.321
I get rewards for my performance	1.97	1.106
Promotion is based on the qualification	2.48	1.295
Promotion is based on experience	2.36	1.271
Promotion is based on the length of service	2.42	1.357

Promotion is based on the exam performance	2.38	1.370
Promotion is based on the competence	2.24	1.294
Overall mean	2.3171	
Overall standard deviation		.982

4.4.3 Recognition

Section 4.5.3 sought to measure items of recognition in job satisfaction. This is illustrated in table 4.8. The overall mean score was 3.25 with a standard deviation of 0.961, indicating that teachers were satisfied with recognition to a moderate extent. The highest score was recognition of the teachers work by students with a mean of 3.58, followed by recognition by colleagues with a mean of 3.4. Recognition of the teachers work by supervisors and parents gave rise to a mean of 3.06 and 3.04 respectively. Recognition by non-teaching staff scored 2.91. The overall results imply that teachers are only moderately satisfied with recognition of their work.

Table 4.8 Recognition

Recognition	Mean	Std. Deviation
My supervisor recognises my work	3.06	1.236
My students recognises my work	3.58	1.163
Parents recognises my work	3.04	1.246
Non-teaching staff recognises my work	2.91	1.392
Colleagues recognises my work	3.40	1.241
Overall mean	3.25	
Overall standard deviation		.961

4.4.4 Interpersonal relationships

This section sought to measure the extent of satisfaction as a result of interpersonal relationships at work. The findings are presented in table 4.9. The findings indicated that majority of the respondents were satisfied to a very great extent with their relationship with students at a mean of 4.05, their supervisors at a mean of 3.83, the non-teaching staff at a mean of 3.85, their fellow teachers 4.08 and the parents 3.97. The overall mean of 3.956 showed that the teachers were satisfied with interpersonal relationships at work to a great extent.

Table 4.9 Interpersonal relationships

Interpersonal relationship	Mean	Std. Deviation
I am satisfied with my relationship with my fellow students	4.05	1.308
I am satisfied with my relationship with my fellow supervisor	3.83	1.260
I am satisfied with my relationship with my fellow non-teaching staff	3.85	1.304
I am satisfied with my relationship with my fellow teachers	4.08	1.381
I am satisfied with my relationship with my fellow parents	3.97	1.340
Overall mean	3.956	
Overall standard deviation		.984

4.4.5 Supervision

This section indicates the results of the measure on the level of satisfaction with regards to supervision and job security. This is presented in table 4.10. From the findings the overall mean score was 3.25 indicating that teachers were satisfied with supervision to a moderate extent. The majority of the respondents were satisfied with support from supervisor to a great extent; this was observed with support and cooperation from the supervisor with a mean score of 3.52 and 3.79 respectively, as well as supervisor's competence with a mean of 3.72. The results indicated that the teachers found their supervisors fair... This implies that generally teachers were moderately satisfied with supervision.

Table 4.10 Supervision

Supervision	Mean	Std. Deviation
My supervisor is supportive	3.52	1.210
My supervisor is co-operative	3.79	3.128
My head teacher/ supervisor communicates with all teachers on all official matters concerning the school	3.50	1.216
I am satisfied with the way my work is supervised	3.51	1.071
My head teacher is considerate and fair to all teachers	3.87	4.430
My supervisor is quite competent in doing his or her job	3.72	1.155

My supervisor is unfair to me	1.82	1.238
Overall mean	3.32	0.903
Overall standard deviation		

4.4.6 Job Security

According to table 4.11, teachers indicated they had job security to a moderate extent. In this the means for protection by the supervisor and the employer were 3.19 and 3.16 respectively. A mean of 3.32 was achieved for protection of tenure in the teacher's jobs. This implies that generally teachers were moderately satisfied with job security.

Table 4.11 Job Security

	Mean	Std. Deviation
I am satisfied with the protection by my supervisor	3.19	1.205
I am satisfied with the protection by my employer	3.16	1.114
There is protection of tenure in my job	3.32	1.257
Overall mean	3.22	
Overall standard deviation		0.973

4.4.6 Work environment

Table 4.12 presents the findings on the measurement of the level of satisfaction on items of the work environment. Overall the research findings were that teachers were satisfied with their work environment to a moderate extent. This gave rise to a mean of 2.896 and a standard deviation of 1.04287. Satisfaction with the work environment gave rise to a mean of 2.97, personal space provided scored a mean of 2.68, while satisfaction with tools and equipment provided, scored a mean of 2.86. Teachers indicated that it is to a moderate extent that they believe the government ministry is willing to improve the working conditions.

Table 4.12 Work environment

Work environment	Mean	Std. Deviation
I am satisfied with my work environment	2.97	1.143

	Mean	Std. Deviation
I am satisfied with the personal space provided for work	2.68	1.178
My supervisors provide tools and equipment to facilitate my work	2.86	1.117
The government ministry is interested and willing to improve my work conditions	3.34	1.126
I am satisfied with the space provided for the staffroom	2.63	1.185
Overall mean	2.896	
Overall standard deviation		1.04287

4.4.7 Work Itself

Section 4.5.7 sought to measure the teacher's satisfaction with the work itself. Table 4.13 presents the findings for this item.The overall mean was found to be 2.8968 indicating that teachers were only satisfied with the work itself to a moderate extent. In view of work the teachers were satisfied to a moderate extent with the content of the syllabus at a mean of 3.42, the content of the text books at a mean of 3.43, school administration at a mean of 3.37. They also found that their work was interesting to a moderate extent at a mean of 3.4. Teachers were less satisfied with communication on the job at a mean of 2.05, the things they did at work at a mean of 2.16 and the sizes of the classes at a mean of 2.56.

Table 4.13 Work itself

	Mean	Std. Deviation
I am satisfied with the content of the syllabus	3.42	1.107
I am satisfied with the content of text books	3.43	1.058
I am satisfied with the content with the curriculum	3.41	1.067
I am satisfied with the school administration	3.37	1.082
I am satisfied with the standard and quality of the secondary school examinations	3.37	1.042
I am satisfied with the opportunity I am given to participate in decision making	3.04	1.097
I am satisfied with the introduction of changes in my teaching subjects	3.11	1.057
I am satisfied with the attitude of students	2.65	1.174
I am satisfied with the size of the classes	2.56	1.218
I am satisfied with the professional challenges in my job	2.82	1.235

My work is interesting	3.34	1.205
I like doing the things I do at work	2.16	1.230
The goals of this job are not clear to me	3.15	1.319
I have too much to do at work	2.66	1.300
My efforts to do a good job are seldom blocked by red tape	3.12	1.125
Communications seem good within this job	2.05	1.101
I sometimes feel my job is meaningless	2.56	1.196
Many of our rules and procedures make doing a good job difficult	3.56	1.445
Mean	2.8968	
Std deviation		0.83430

4.5 Organisational commitment

4.5.1 Affective commitment

Table 4.14 presents the findings on the level of affective commitment teachers had to their jobs. Research findings indicate that majority of the teachers had affective commitment to their job to a low extent. This gave rise to an overall mean of 2.52 and a standard deviation of 0.714. In this, it was implied that many would not be happy to spend the rest of their lives in their job, at a mean of 2.53, others did not identify with the problems of their school indicated by a mean of 2.65. The respondents however indicated that to a moderate extent, the organisation had a great deal of personal meaning for them giving rise to a mean of 2.95.

Table 4.14 Affective commitment

	Mean	Std. Deviation
I would be very happy to spend the rest of my career with this organization	2.53	1.344
I really feel as if this organization's problems are my own	2.65	1.311
I think that I could easily become as attached to another organization as I am to this one.	2.92	1.358
I do not feel like 'part of the family' at my organization.	2.20	1.326
I do not feel 'emotionally attached' to this organization	2.17	1.269
This organization has a great deal of personal meaning for me	2.95	1.241
I do not feel a 'strong' sense of belonging to my organization	2.28	1.269
Overall Mean	2.5278	
Overall Std deviation		.71400

4.5.2 Continuance commitment

This section measured the extent of continuance commitment of the respondents. Findings are presented in table 4.15. The overall mean was 2.6862 and the standard deviation was 0.81232. This implies that teachers have continuance commitment to a low extent. As such a great number felt that they did not have much holding them to their job at a mean of 2.42, others indicated their lives would not be disrupted much if they left their job at a mean of 2.73. On whether it would be too costly to leave their jobs the mean was 2.59 implying it would not be too costly to leave the job. Most of the respondents felt they were not afraid of what would happen if they quit their job at a mean of 2.47. It is evident that the findings on this factor are mixed with a major proportion of the respondents having low extent continuance commitment. Continuance commitment according to these findings implies that only a small proportion of the respondent will be retained at their job because of what it would cost them to leave.

Table 4.15: Continuance commitment

Continuance commitment	Mean	Std. Deviation
I am not afraid of what might happen if I quit my job without having another one lined up.	2.47	1.390
It would be very hard for me to leave my organization right now, even if I wanted to.	2.64	1.398
Too much in my life would be disrupted if I decided to leave my organization now.	2.73	1.308
It wouldn't be too costly for me to leave my organization now.	2.59	1.333
Right now, staying with my organization is a matter of necessity as much as desire.	2.89	1.325
I feel that I have very few options to consider leaving this organization	2.87	1.305
One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	2.75	1.360
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have here	2.42	1.199
Overall mean	2.6862	
Overall standard deviation		.81232

4.5.3 Normative Commitment

This item measured normative commitment. Findings are presented in table 4.16. The study found that respondents had normative commitment to low extent. This gave rise to a mean of 2.6526 and a standard deviation of 0.75004. From the findings the respondents were of the opinion that it is to low extent that they think that people these days move from company to company too often at a mean of 3.22. It was to a low extent that respondents did not believe that a person must be loyal to their organization. This implied that most respondents believed people should be loyal to their organization. In the same way the respondents felt that jumping from organization to organization is unethical. However the respondent would leave for better jobs given the chance. Overall the findings indicate that for most of the teachers have do not have normative commitment to their job.

Table 4.16 Normative Commitment

Normative commitment	Mean	Std. Deviation
I think that people these days move from company to company too often	3.22	1.281
I do not believe that a person must always be loyal to his or her organization	2.19	1.223
Jumping from organization to organization does not seem at all unethical to me	2.58	1.341
One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain	2.84	1.266
If I got another offer for a better job elsewhere I would not feel it was right to leave my organization	2.59	1.462
I was taught to believe in the value of remaining loyal to one organization	2.65	1.319
Things were better in the days when people stayed in one organization for most of their careers	2.51	1.287
I do not think that to be a 'company man' or 'company woman' is sensible anymore	2.64	1.312
Overall mean	2.6526	
Overall Std deviation		.75004

4.6 Descriptive statistics on Factors hindering retention

Section 4.7 measures retention and factors that influence it. Table 4.17 ranks the respondent's feelings on the reasons that make teachers leave the profession every year. Majority of the respondents at 63% ranked inadequate salary as number one reason why teachers leave. This implies that the major reason of failure to retain the teachers in the public schools is the inadequate salary. Lack of promotion is ranked second with 28% of the respondents ranking this as number one. Lack of autonomy and responsibility ranked as number one by 23 % of the respondents. This is closely followed by poor relationship with fellow teachers and with the supervisors at 18% and 12% respectively. Inability to teach well (lack of competence) is ranked last where only 7% ranked it as number one.

Table 4.17 Factors Hindering Retention

	1	2	3	4	5	6	7
Poor relationship with fellow teachers	18%	4%	16%	5%	18%	32%	2%
Poor relationship with supervisors	12%	19%	14%	24%	12%	13%	1%
Inadequate salary	63%	6%	4%	16%	3%	2%	1%
Inability to teach well (lack of competence)	7%	6%	7%	8%	20%	46%	1%
Low prestige in teaching	15%	18%	22%	13%	19%	18%	1%
Lack of promotion opportunity	28%	25%	16%	15%	6%	4%	1%
Lack of autonomy/responsibility	235	11%	18%	7%	8%	27%	1%

4.7 Descriptive statistics on factors leading to retention

4.7.1 Work

This section gives the results on the measurements on whether the respondents stayed with their job as a result of work related factors. Findings are presented in table 4.18. Findings indicate an

overall mean of 2.89 and a standard deviation of 0.8343. The study established that most respondents did not stay at their job because they had pride in it, neither did they find the job challenging or interesting enough. However many agreed that they stayed at their jobs because it gives them responsibility and personal growth resulting to a mean of 3.58 and 3.49 respectively. The major finding in this factor is that it was to a moderate extent that teachers stayed at their jobs because of the work.

Table 4.18 Work: My reasons for staying at this job are...

	Mean	Std. Deviation
I have pride in the job	2.95	1.387
I have experienced personal growth in the job	3.49	3.245
I find job challenging	2.47	1.279
My job has variety and is interesting	2.99	1.341
My position has given me responsibility	3.58	4.314
Overall mean =	2.8968	
Overall STD		.83430

4.7.2 Supervision

This section tested whether respondents stayed at their jobs because of supervision. Findings are presented in table 4.19 The overall mean achieved in this section was 3.0479. This implied that the responded stayed at their job because they were moderately satisfied with supervision. The respondents also indicated that they experience open communication, this is represented by a mean of 3.04 and a standard deviation of 1.202. The respondents also indicated that their supervisors give appropriate instructions, at a mean of 3.16 and standard deviation of 1.247. The respondents lastly indicated that the supervisor have positive attitude towards the teachers represented by the mean 3.08 and standard deviation of 1.285.

Table 4.19 Supervision : My reason for staying at this job is...

	Mean	Std. Deviation
Our supervisors are impartial	2.84	1.347
I experience open communication	3.04	1.202
My supervisors give appropriate instruction	3.16	1.247
The supervisor have positive attitude towards the teachers	3.08	1.285
Overall mean	3.0479	
Overall STD		1.04359

4.7.3 Work life balance

This section gives the results of the measurement of work life balance as the reason teachers stay at their job. Findings are presented in table 4.20. The general findings were that the teachers felt that their job provided them with a low extent of work life balance at a mean of 2.4752 and a standard deviation of 1.03, This implied that work life balance was not the reason that respondents stayed at their jobs. On the factor of free time the mean achieved was 2.34 implying that the teachers were not satisfied with the amount of free time available to them, neither were they satisfied with their rest periods at a mean of 2.49.

Table 4.20 Work life balance : The reason why I stay at this job is...

	Mean	Std. Deviation
I have enough free time	2.34	1.223
I get adequate rest periods	2.49	1.193
I get adequate time to spend with my family	2.64	1.175
Overall mean	2.4752	
Overall STD		1.03058

4.7.4 Compensation

This factor tested whether the respondents stayed at their jobs because of the compensation they get. Findings are presented in table 4.21. The overall mean achieved was 1.9247 with a standard deviation of 0.9077. This finding indicates that respondents were very dissatisfied with compensation leading to the implication that it was not the reason that they stayed at their jobs. It also implies that the poor compensation would be a reason why teachers leave their jobs.

Table 4.21 Compensation : The reason why I stay at this job is…

	Mean	Std. Deviation
The salary I get is fair	2.02	1.052
I get fair salary raise	1.86	.962
The benefits I get are fair	1.89	1.096
Overall mean	1.9247	
Overall Std Deviation		.90774

4.7.5 Training and development

He study findings on training and development indicated the teachers were not satisfied. Findings are presented in table 4.22. Teachers felt they were given fair training opportunities to a low extent giving a mean of 2.61. They also indicated that the jobs provided opportunity for development to a low extent. This gave rise to a mean of 2.72. The overall mean on training and development was 2.66 indicating that teachers were not satisfied with training and development in their jobs. This implied that training and development was not a strong reason why teachers stayed with their employer.

Table 4.22 Training and development : My reason for staying at this job is…

	Mean	Std. Deviation
Every teacher is given a fair opportunity to be trained	2.61	1.386
My job provides for development of necessary skills	2.72	1.419
Overall mean	2.6632	
Overall standard deviation		1.35945

4.7.6 Career Opportunity

This item set to find out whether the respondents stayed at their jobs because of career opportunity. Findings are presented in table 4.23. The overall mean achieved was 2.5816 with a standard deviation of 1.13480. This indicated that teachers were not satisfied with the career opportunity at their jobs. It implied that the respondents did not stay at their jobs because of the career opportunity. The teachers indicated that promotion was not impartial, at a mean of 2.39, neither was it based on performance at a mean of 2.63, or personal qualifications at a mean of 2.69.

Table 4.23: Career Opportunity : My reason for staying at this job is…

	Mean	Std. Deviation
Promotion at my workplace are impartial	2.39	1.307
Promotion are based on performance	2.63	1.295
Promotion are in line with personal qualification	2.69	1.313
Overall mean	2.5816	
Overall Stud deviation		1.13480

4.8 Retention

4.8.1 Descriptive statistics on retention.

The overall research findings imply that many respondents would leave their job if they were to get an alternative. Findings are presented in table 4.24. The overall mean was 2.8537 with a standard deviation of 0.69938. From the finding at a mean of 3.67 many of the respondents agreed that as soon as they found a better job, they would quit their jobs. A majority indicated they often thought of leaving their job at a mean of 2.94, only a few respondents indicated they would prefer to continue working at their jobs at a mean of 2.28. Many respondents indicated they strongly believed that with their qualifications, there are other job opportunities open to them represented by the mean of 3.49. Generally the finding on retention was that a majority of the teachers were not committed to the job and were more likely to leave if given the opportunity.

Table 4.24 Retention

Intention to stay	Mean	Stud deviation
If I was completely free to choose I would prefer to continue working in this organization	2.62	1.239
Under no circumstances will I voluntarily leave my job	2.59	1.455
I would be reluctant to leave my job	2.38	1.322
I plan to stay in my job as until retirement	2.28	1.412
Overall mean	2.4675	
Overall Std Deviation		1.041

4.8.2 Descriptive statistics on number of years worked

This section measured the number of years worked by the teachers.Findings are presented in table 4.25 and 4.26. The overall mean of number of years worked is indicated as the category represented by 3.24. This means that the mean of years worked lies between the category represented by the coding number 3 (6-10 years) and the category represented by the coding number 4 (11-15 years).this can be interpreted to mean that the majority of teachers have worked for between 6 and 15 years. This could also indicates that most teachers leave the teaching

profession by the time they have worked for 15 years. The normal average number of years of work before the statutory retirement is 30 years. The results therefore indicate that the retention rate of teachers in public secondary school teachers has been low.

Table 4.25 Number of years worked as secondary school teacher

Number/coding	Categories	Frequency	Percentages
1	Less than 2 years	19	20.0
2	2-5 years	26	27.4
3	6-10 years	13	13.7
4	11-15 years	5	5.3
5	16-20 years	14	14.7
6	Over 20 years	18	18.9
	Total	**95**	**100**

Table 4.26 Analysis of number of years worked

	N	Minimum	Maximum	Mean	Standard deviation
Number of years worked	95	1	6	3.24	1.843

4.9 Hypotheses Testing

The testing of hypotheses was subjected to statistical analysis as shown below. Pearson's correlation analysis and multiple regression analysis were used to test the study hypotheses.

4.9.1 The relationshiop between job satisfaction, organizational commitment and retention of public secondary school teachers in Nairobi County

Hypothesis one to four sought to determine the relationship between job satisfaction, organizational commitment and retention of public secondary school teachers in Nairobi County. These hypotheses were tested using Pearson's Correlation analysis which determines the strength and direction of the relationships. Bryan & Cramer (2006) stated that a correlation of 0 indicates that two measures are unrelated; 0.19 and below is very weak; 0.20 to 0.39 is weak; 0.40 to 0.69 is moderate; 0.70 to 0.89 is strong; while 0.90 to 1 is very strong.

Multiple regression analysis was used to determine the relationship between job satisfaction, organizational commitment and retention of the teachers. Prior to carrying out the regression analysis, Pearson's correlation analysis was carried out to ensure that there was no multicollinearity (See Table 4.27 below). Field (2009) reported that multicollinearity exists when

there is a strong correlation between two or more independent variables which will affect the regression analysis. Multicollinearity exists when correlations between two independent variables are at or in excess of 0.80. In this study, the highest correlation was between interpersonal relationships and recognition (r = 0.731, p < 0.001) which rules out multicollinearity.

4.9.2 H_o1: Job satisfaction has no influence on the retention of public secondary school teachers in Nairobi County

The results of the correlation analysis in Table 4.27 shows that there were significant positive relationships between job satisfaction factors and retention ($p < 0.05$). This suggests that teachers who are satisfied with various aspects of their jobs were more likely to stay in their jobs. The correlation analysis indicated that retention was high when employees had adequate promotional opportunities (r = 0.224, p < 0.05), when they were recognized for their work (r = 0.257, p < 0.05), when they had positive interpersonal relationships with the colleagues (r = 0.356, p < 0.01), when the work environment was conducive (r = 0.359, p < 0.01) and when they were satisfied with the work they were doing (r = 0.289, p < 0.01).

Table 4.27 Pearson's Correlation Analysis exploring the relationship among the job satisfaction factors and retention

	Remuneration	Promotion	Recognition	Interpersonal Relationships	Supervision	Job security	Work environment	Work itself	Retention
Remuneration	1								
Promotion	.592**	1							
Recognition	.221*	.453**	1						
Interpersonal Relationships	0.101	.304**	.731**	1					
Supervision	0.051	.270**	.583**	.451**	1				
Job security	0.137	.269**	.366**	.340**	.467**	1			
Work environment	.253*	.368**	.445**	.489**	.472**	.462**	1		
Work itself	.220*	.258*	.594**	.537**	.436**	.446**	.479**	1	
Retention	0.155	.224*	.257*	.356**	0.198	0.180	.359**	.289**	1

**. Correlation is significant at the 0.01 level (2-tailed); *. Correlation is significant at the 0.05 level (2-tailed).

Further correlation analysis was carried out to determine the relationship between job satisfaction and retention, as shown in Table 4.28 below. The results of the correlation analysis showed that job satisfaction had a significant positive effect on retention ($r = 0.333$, $p < 0.001$). This implies that teachers who were satisfied with their jobs were more likely to continue staying in their jobs.

Table 4.28 Pearson's Correlation Analysis exploring the relationship between job satisfaction and retention

		Job satisfaction	Retention
Job satisfaction	Pearson Correlation	1	.333[**]
	Sig. (2-tailed)		.001
	N	92	92
Teacher retention	Pearson Correlation	.333[**]	1
	Sig. (2-tailed)	.001	
	N		95

 **. Correlation is significant at the 0.01 level (2-tailed).

The model summary of the regression analysis in Table 4.29 below shows that job satisfaction accounted for 11.1% of the variance in retention among public secondary school teachers in Nairobi County ($R^2 = 0.111$). This shows that 88.9% of the variance in retention was explained by factors not in the study. The standardized beta coefficients indicate that job satisfaction ($\beta = 0.333$, $p = 0.001$) was a significant predictor of retention. The significant positive beta coefficient suggests that retention of teachers was enhanced when they were satisfied with their jobs. This result is consistent with previous studies where employee satisfaction was found to be positively related to the intent to remain with the organisation (Light, 2004) and negatively related to intention to quit and turnover (Kristensen et al., 2004). Thus, the hypothesis that states that job satisfaction has no significant effect on retention is rejected and the alternative the states that job satisfaction has a significant effect on retention is accepted.

Table 4.29: Results of multiple regression analysis establishing the effect of job satisfaction on retention

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	6.950	2.820		2.464	.016		
Job satisfaction	.055	.016	.333	3.348	.001	1.000	1.000

a. Dependent Variable: Retention

Model Summary

Model	R	R Square	Adjusted R Square	F (ANOVA)	Sig.
1	.333[a]	.111	.101	11.211	0.001

a. Predictors: (Constant), Job satisfaction

4.9.3 H_o2: Job satisfaction has no influence on the organisational commitment of public secondary school teachers in Nairobi County

The results of the correlation analysis in table 4.30 below shows that there were significant positive relationships between job satisfaction factors and organizational commitment ($p < 0.05$). This suggests that teachers who are satisfied with various aspects of their jobs were more likely to be committed to their jobs. The correlation analysis has shown that organizational commitment was high when employees were satisfied with the work itself(r = 0.482, p < 0.01), when they had job security (r = 0.308, p < 0.01) had adequate promotional opportunities (r = 0.290, p < 0.01), when they were recognized for their work (r = 0.257, p < 0.05), and when they were satisfied with remuneration(r = 0.237, p < 0.05).

Table 4.30 Pearson's Correlation Analysis exploring the relationship among the job satisfaction factors and organizational commitment

	Remuneration	Promotion	Recognition	Interpersonal Relationships	Supervision	Job security	Work environment	Work itself	Organisational Commitment
Remuneration	1								
Promotion	.592**	1							
Recognition	.221*	.453**	1						
Interpersonal Relationships	.101	.304**	.731**	1					
Supervision	.051	.270**	.583**	.451**	1				
Job security	.137	.269**	.366**	.340**	.467**	1			
Work environment	.253*	.368**	.445**	.489**	.472**	.462**	1		
Work itself	.220*	.258*	.594**	.537**	.436**	.446**	.479**	1	
Organisational Commitment	.237*	.290**	.257*	.228*	.062	.308**	.187	.482**	1

**. Correlation is significant at the 0.01 level (2-tailed); *. Correlation is significant at the 0.05 level (2-tailed).

Correlation analysis for job satisfaction and organizational commitment

Correlation analysis was carried out to determine the relationship between job satisfaction and organizational commitment, as shown in Table 4.31 below. The results of the correlation analysis showed that job satisfaction had a significant positive effect on organizational commitment (r = 0.437, p < 0.001). This suggests that organizational commitment increased when employees were satisfied with their jobs.

Table 4.31 Pearson's Correlation Analysis exploring the relationship between the job satisfaction and organizational commitment

		Job satisfaction	Organizational Commitment
Job satisfaction	Pearson Correlation	1	.437[**]
	Sig. (2-tailed)		.000
Organizational Commitment	Pearson Correlation	.437[**]	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Regression analysis for job satisfaction and organizational commitment

The model summary of the regression analysis in table 4.32 shows that job satisfaction accounted for 19.1 % of the variance in organizational commitment among public secondary school teachers in Nairobi County (R^2 = 0.191). This shows that 80.9% of the variance in organisational commitment was explained by other factors not in the study. The standardized beta coefficients indicate that a unit increase in job satisfaction causes an increase of 0.437 in organizational commitment (β = 0.437, p = 0.001). Therefore job satisfaction was a significant predictor of organisational commitment. The significant positive beta coefficient suggests that retention of teachers was enhanced when they were satisfied with their jobs. This result is consistent with previous studies such as (Behera et al 2011) who found that satisfied employees can be motivated and a sense of commitment can be instilled within them Thus, the hypothesis that states that job satisfaction has no significant effect on organisational commitment is rejected and the alternative that states that job satisfaction has a significant effect on organisational commitment is adopted.

Table 4.32 Results of multiple regression analysis establishing the effect of job satisfaction on organisational commitment

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	32.226	6.193		5.203	0.000		
Job satisfaction	0.165	0.036	0.437	4.614	0.000	1.000	1.000

Dependent Variable: Organisational commitment

Model Summary

Model	R	R Square	Adjusted R Square	F (ANOVA)	Sig.
1	0.437[a]	0.191	0.182	21.289	0.000

a. Predictors: (Constant), Job satisfaction

4.9.4 H_o3: Organisational commitment has no influence on the retention of public secondary school teachers in Nairobi County

In table 4.33 below, the results of correlation analysis has shown that organisational commitment had a significant positive relationship with retention (r = 0.409, p < 0.001). This suggests that retention was high among employees who were committed to their schools.

Table 4.33 Pearson's Correlation Analysis exploring the relationship between organizational commitment and retention

		Organisational Commitment	Teacher retention
Organisational Commitment	Pearson Correlation	1	.409[**]
	Sig. (2-tailed)		.000
	N	94	94
Retention	Pearson Correlation	.409[**]	1
	Sig. (2-tailed)	.000	
	N	94	94

**. Correlation is significant at the 0.01 level (2-tailed).

Regression analysis for organizational commitment and retention

Findings in table 4.34 indicate that 16.7% of the variation in retention can be attributed to organizational commitment. 83.3% of the variation in retention can be attributed to other factors not in the study ($R^2 = 0.167$). Another study that found similar results was (Griffeth et al. 2000) who found that committed employees are expected to remain with the organization because they believe in the goals and values of the organization and are willing to exert effort on its behalf. The standardized beta coefficient indicates that a unit increase in organisational commitment leads to a 0,409 increase in retention. The null hypothesis stating that organisational commitment has no influence on the retention of public secondary school teachers in Nairobi County is rejected and the alternative hypothesis adopted, the alternative hypothesis states that organisational commitment influences the retention of public secondary school teachers in Nairobi County.

Table 4.34 Results of regression analysis establishing the effect on organisational commitment and retention

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	5.277	2.618		2.016	.047		
Organisational Commitment	.182	.042	.409	4.298	.000	1.000	1.000

Dependent variable: Retention

Model Summary

Model	R	R Square	Adjusted R Square	*F* (ANOVA)	Sig.
1	.409[a]	.167	.158	18.469	0.000

a. Predictors: (Constant), Organisational Commitment

4.9.5 H$_o$4: The combined effects of organisational commitment and job satisfaction have no effect on the retention of secondary school teachers in Nairobi County

Multiple regression analysis for the joint effect of job satisfaction and organizational commitment on retention

The model summary of the regression analysis in Table 4.35 indicates that job satisfaction and organisational commitment jointly accounted for 21.8% of the variance in retention of public secondary schools teachers in Nairobi County (R^2 = 0.218). This shows that 78.2% of the variance in retention was explained by factors not in the study. The standardized beta coefficients indicate that organisational commitment (β = 0.364, p = 0.001) was a significant predictor of retention. It also indicates job satisfaction was not a significant predictor of retention (β = 0.173, p =1). The regression analysis showed that when combined with job satisfaction, organisational commitment had a greater and significant effect on retention while job satisfaction became an insignificant predictor of retention. The significant positive beta coefficients suggest that retention increased significantly when employees were committed to their schools. These results are consistent with previous studies. Rehman et al (2011) found that employee retention and job satisfaction of employees can be enhanced if employees have strong organizational commitment.

Table 4.35 Results of multiple regression analysis establishing the joint effect of job satisfaction and organisational commitment on retention

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				VIF
(Constant)	1.851	3.033		.610	.543		
Job satisfaction	.028	.017	.173	1.664	.100	.809	1.237
Organisational Commitment	.158	.045	.364	3.496	.001	.809	1.237

Model Summary

Model	R	R Square	Adjusted R Square	*F* (ANOVA)	Sig.
1	0.467[a]	0.218	0.201	12.415	0.000

a. Predictors: (Constant), Organisational Commitment, Job satisfaction

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary and discussions of the findings of the study as well as the interpretations. The main aim of this study was to examine the relationships between job satisfaction, organizational commitment and retention of public secondary school teachers in Nairobi County. To accomplish this, four hypotheses were developed, tested and the findings presented in chapter four. Based on this study, recommendations have been provided for both public policy and practice as well as for future research. Finally a conclusion has been presented based on the findings.

5.2 Summary of the findings

The purpose of this study was to examine the relationship between job satisfaction, organizational commitment and retention of public secondary school teachers in Nairobi County. The specific objectives of the study were; to determine the influence of job satisfaction on the commitment of public secondary school teachers in Nairobi County; to investigate the influence of organizational commitment on retention of secondary school teachers in Nairobi County; to determine the influence of job satisfaction on the retention of public school teachers in Nairobi county and to determine the joint influence of job satisfaction and organizational commitment on retention of public secondary school teachers in Nairobi County. The study target population consisted of all public secondary school teachers in Nairobi County. The total number of secondary school teachers in Nairobi County as at 2012 was 1328 teachers. The sample size was 125 teachers which were selected through the use of stratified random sampling method.

Specific objectives 1: **To determine the influence of job satisfaction on the retention of public secondary school teachers in Nairobi County.**

Hypothesis one (H1) explored the relationship between job satisfaction and retention of public secondary school teachers in Nairobi County. Correlational analysis on the two variables indicated there was a significant positive relationship between job satisfaction factors and retention ($p < 0.05$). Job satisfaction explained 11.1% of the variation in retention. After regression analysis the study also found that a unit increase in job satisfaction led to an increase

of 0.333 in retention. It can therefore be concluded that there is a significant relationship between job satisfaction and retention resulting in rejection of the null hypothesis stating that job satisfaction had no influence on the retention of public secondary school teachers in Nairobi County.

Specific objectives 2: **To determine the influence of job satisfaction on the commitment of public secondary school teachers in Nairobi County.**

Hypothesis two (H2) sought to establish the relationship between job satisfaction and organizational commitment. Findings indicated that job satisfaction had a significantly positive effect on organizational commitment among public secondary school teachers in Nairobi County. Based on the findings of this study, majority of the respondents in the county were in agreement that job satisfaction affected their organisational commitment. Correlation analysis results showed that there was a positive correlation between job satisfaction and organisational commitment. Job satisfaction independently explained 19.1 % of the variation in organizational commitment. Regression analysis indicated that a unit increase in job satisfaction gave rise to an increase of 0.437 in organizational commitment. Having concluded that there was a significant relationship between job satisfaction and organizational commitment the null hypothesis stating that job satisfaction has no influence on retention was rejected.

Specific objectives 3: **To establish the influence of organizational commitment on retention of secondary school teachers in Nairobi County.**

Hypothesis three (H3) stated that organizational commitment had no influence on the retention of public secondary school teachers in Nairobi County. Correlation analysis indicated that 16.7% of the variation in retention can be attributed to organizational commitment. There was a significant positive relationship between organizational commitment and retention ($r = 0.409$, $p < 0.001$). Regression analysis indicated that a unit increase in organizational commitment would lead to a 0.409 increase in retention. The null hypothesis stating that organisational commitment has no influence on the retention of public secondary school teachers in Nairobi County was therefore rejected.

Specific objective 4: To investigate joint effect of job satisfaction and organizational commitment on retention of public secondary school teachers in Nairobi County.

Hypothesis three (H3) stated that job satisfaction and organisational commitment do not jointly influence retention of public secondary school teachers in Nairobi County. The model summary of the regression analysis indicated that job satisfaction and organizational commitment jointly accounted for 21.8 %of the variance in retention. The standardized beta coefficients indicate that organisational commitment ($\beta = 0.364$, $p = 0.001$) was a significant predictor of retention. It also indicates job satisfaction was not a significant predictor of retention ($\beta = 0.173$, $p = 1$). The regression analysis showed that when combined with job satisfaction, organisational commitment had a greater and significant effect on retention while job satisfaction became an insignificant predictor of retention. Therefore the null hypothesis was rejected.

5.3   Conclusion

This study sought to establish the relationship between job satisfaction, organisational commitment and retention among public secondary schools teachers in Nairobi County. The study findings indicated that there is a significant positive relationship between the variables namely; job satisfaction, organisational commitment and retention.

The study found that generally public secondary school teachers were dissatisfied with their jobs especially with remuneration and promotion opportunities. Teachers were satisfied to a low extent with interpersonal relationships, recognition, supervision and job security, the work itself and the work environment. The study also found that the teachers had organisational commitment to a low extent. Further findings in support of these indicate that when opportunity arose, most teachers would leave their jobs in search of greener pastures. This is mainly due to job dissatisfaction. The strongest reason for teacher turnover was found to be is poor compensation. This implied that improved compensation would increase the retention rate of public secondary school teachers in Nairobi County.

5.4 Recommendations

This study is a justification that job satisfaction and organisational commitment significantly influence employee retention. With due regard to the ever increasing desire to have

high employee retention in learning institutions, there is need to invest in various strategies. With the findings of this study the study made the following recommendations.

1. The remuneration of public secondary school teachers should be improved. The study found that this is the strongest factor that causes dissatisfaction among teachers and leads to turnover. The teachers indicated their remuneration did not meet their needs and neither was it fair.

2. The management of public institutions should take efforts to improve the work of the teachers by making work more interesting and challenging. The work environment should also be improved ensuring that it is conducive to both teaching and learning.

3. Work/life balance should be improved for teachers in terms of sufficient holidays, leave and specific time tables to enable teachers attend to other core responsibilities in their lives.

4. Training and career advancement opportunities should be provided for teachers. This could be enhanced through providing study leave for teachers and ensuring that promotion is based on qualifications as well as performance.

5. The study recommends that the government takes steps to improve the general job satisfaction of public secondary school teachers. The study findings indicate that satisfaction levels ranged from a low extent to a moderate extent. The mean on satisfaction was therefore generally low and this leads to turnover of teachers.

5.5 Recommendations for Further Research

The satisfaction of teachers in public schools in Kenya is of major interest to stakeholders especially since the inception of free primary education and day secondary education. However it has led to a major increase in enrollment of pupils in primary schools and secondary schools. This has not been coupled with improvement of the facilities or addition of teachers. This has led to an increase of dissatisfaction in teachers, leading to increased turnover.

The study recommends further studies on job satisfaction, commitment and retention covering other counties in Kenya in both secondary and primary schools. Studies focusing on job satisfaction, organizational commitment and performance should also be done to determine how job satisfaction and commitment affect performance. Results from such studies would help the stakeholders of public education to improve performance.

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APPENDIX 1

QUESTIONNAIRE

The following questions are designed for research purpose only. The identity of the respondent is not required. The researcher has no intention to represent this information negatively in this paper.   The purpose of this questionnaire is to get your views on some of the factors that affect job satisfaction, organizational commitment and retention.

PART ONE.

1a) By means of a tick please indicate your age below

Below 25 years	( )	41-45	( )
25-30 years	( )	46-50	( )
31-35 years	( )	51-55	( )
36-40	( )	over 55	( )

1. b) Indicate your sex below

Male	( )
Female	( )

1. c) Indicate your current highest academic qualifications

- Si, Diploma and Education   (   )
- B'ed Arts   (   )
- B'ed science   (   )
- Bsc/BA with education   (   )
- B.A /Bsc and Diploma in education (   )
- B.A/ Bsc and PGDE   (   )
- Master (specify)   (   )
- Doctorate (specify)   (   )
- Any Other   (   ) (specify)………………………….

………………………………………………………………………………………………..

1. d) What is your current job group   (   )

1. e) What is your current monthly salary in Ksh

Lower than 10000	( )	10000-20000 ( )
20001-30000	( )	30001-40000 ( )
40001-50000	( )	50001-60000 ( )
60001-70000	( )	Over 70000 ( )

1.f) At this point in your career, do you plan to get any additional education or training

Yes   (   )   No   (   )

If yes indicate type of training…………………………………………………………………

………………………………………………………………………………………………

1.g) Which of the following people do you usually compare yourself to when you think about your earning.

1) Civil servants   (   )

2) People in private sector   (   )

3) Business people   (   )

4) Other teachers   (   )

5) Other   (   )   specify..

PART TWO; JOB SATISFACTION

The study format is adapted from the job satisfaction Survey (JSS) by Paul E. Spector, 1994

Answer the following questions by ticking the one number that comes closest to reflecting your opinion, where each number is interpreted as follows;

1-To a very low extent

2-to a low extent

3-To a moderate extent

4-To a great extent

5-To a very great extent

Question 2. **Indicate the degree to which you are satisfied with each of the following items in your job.**

	1	2	3	4	5
2. a). Remuneration					
My present salary meets my daily needs					
My present salary is fair and equitable as compared to people with similar qualifications					
The benefit package we have is equitable					
My present salary is equitable to my job					
I am satisfied with the bonuses or incentives available to me					
My Salary increment based on performance					
My Salary increment is based on upgraded education or specialty training					
There is a connection between my pay and performance					
I feel I am being paid a fair amount for the work I do.					
Raises are too few and far between.					

2.b) Promotion	1	2	3	4	5
I have opportunities for promotion and mobility in my job					
I get rewards for my performance					
Promotion based is based on qualifications					
Promotion based is based on experience					
Promotion based is based on length of service					
Promotion based is based on exam performance					
Promotion based is based on competence					

2.c) Recognition	1	2	3	4	5
My supervisor recognizes my work					
My students recognize my work					
My students recognize my work					
Parents recognize my work					
Non-teaching staff recognize my work					
Colleagues recognizes my work					

2.d)Interpersonal relationships	1	2	3	4	5
I am satisfied with my relationship with my fellow students					
I am satisfied with my relationship with my fellow supervisors					
I am satisfied with my relationship with my fellow non-teaching staff					
I am satisfied with my relationship with my fellow students					
I am satisfied with my relationship with my fellow parents					

2.e) Supervision	1	2	3	4	5
My supervisor is supportive					
My supervisor is co-operative					
My head teacher/supervisor communicates with all teachers on all official matters concerning the school					
I am satisfied with the way my work is supervised					
My head teacher is considerate and fair to all teachers					
My supervisor is quite competent in doing his/her job.					
My supervisor is unfair to me.					

2. f) Job security	1	2	3	4	5
I am satisfied with the protection by my supervisor					
I am satisfied with the protection by my employer					
There is protection of tenure in my job					

2.g) Work environment	1	2	3	4	5
I am satisfied with my work environment					
I am satisfied with the space provided for the staffroom					
I am satisfied with the personal space provided for work					
My supervisors provide tools and equipment to facilitate my work					
The government ministry is interested and willing to improve my work conditions					

2.h) Work Itself	1	2	3	4	5
I am satisfied with the content of the syllabus					
I am satisfied with the content of text books					
I am satisfied with the curriculum					
I am satisfied with the school administration					
I am satisfied with the standard and quality of the secondary school examinations					
I am satisfied with the opportunity I am given to participate in decision making					
I am satisfied with the introduction of changes in my teaching subjects					
I am satisfied with the attitude of students					
I am satisfied with the size of the classes					
I am satisfied with the professional challenges in my job					
My work is interesting					
The goals of this job are not clear to me					

	1	2	3	4	5
I have too much to do at work					
My efforts to do a good job are seldom blocked by red tape					
Communications seem good within this job					
I sometimes feel my job is meaningless					
Many of our rules and procedures make doing a good job difficult					

PART THREE; ORGANIZATIONAL COMMITMENT

Answer the following questions by ticking the answer that comes closest to reflecting your opinion, where each number is interpreted as follows;

1-To a very low extent

2-to a low extent

3-To a moderate extent

4-To a great extent

5-To a very great extent

3a) Affective Commitment	1	2	3	4	5
I would be very happy to spend the rest of my career with this organization					
I really feel as if this organization's problems are my own					
I think that I could easily become as attached to another organization as I am to this one.					
I do not feel like 'part of the family' at my organization.					
I do not feel 'emotionally attached' to this organization					
This organization has a great deal of personal meaning for me					
I do not feel a 'strong' sense of belonging to my organization					

3.b) Continuance commitment	1	2	3	4	5
I am not afraid of what might happen if I quit my job without having another one lined up.					
It would be very hard for me to leave my organization right now, even if I wanted to.					
Too much in my life would be disrupted if I decided to leave my organization now.					
It wouldn't be too costly for me to leave my organization now.					
Right now, staying with my organization is a matter of necessity as much as desire.					
I feel that I have very few options to consider leaving this organization					
One of the few serious consequences of leaving this organization would					

be the scarcity of available alternatives.					
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have here					

3c) Normative commitment	1	2	3	4	5
I think that people these days move from company to company too often					
I do not believe that a person must always be loyal to his or her Organization					
Jumping from organization to organization does not seem at all unethical to me					
One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain					
If I got another offer for a better job elsewhere I would not feel it was right to leave my organization					
I was taught to believe in the value of remaining loyal to one organization					
Things were better in the days when people stayed in one organization for most of their careers					
I do not think that to be a 'company man' or 'company woman' is sensible anymore					

PART FOUR; FACTORS OF RETENTION

4. a) Many teachers leave the teaching profession every year. Indicate by numbering 1, to 6 the order of importance of the reasons they leave. Number 1 should be for the most important reason and number 6 the least important. Please read all the reasons first.

- Poor relationship with fellow teachers ( )

- Poor relationship with supervisors ( )

- Inadequate salary ( )

- Inability to teach well (lack of competence) ( )

- Low prestige in teaching ( )

- Lack of promotion opportunity ( )

- Lack of autonomy/responsibility ( )

4.d) Answer the following questions by ticking the one number that comes closest to reflecting your opinion, where each number is interpreted as follows;

72

1-To a very low extent
2-to a low extent
3-To a moderate extent
4-To a great extent
5-To a very great extent

My reason for staying on this job is…..

Work	1	2	3	4	5
I have pride in the job					
I have experienced personal growth in the job					
I find the job challenging					
My job has variety and is interesting					
My position has given me responsibility					
Supervision	**1**	**2**	**3**	**4**	**5**
Our supervisors are impartial					
I experience open communication with my supervisors					
My supervisors give appropriate instructions					
The supervisors have positive attitude towards the teachers					

Work/ life balance	1	2	3	4	5
I have enough free time					
I get adequate rest periods					
I get adequate time to spend with my family					

Compensation	1	2	3	4	5
The salary I get is fair					
I get fair salary raises					
The benefits I get are fair					

Training and Development	1	2	3	4	5
Every teacher is given a fair opportunity to be trained					
My job provides for development of necessary skills					

Career Opportunity	1	2	3	4	5
Promotions at my workplace are impartial					
Promotions are based on performance					
Promotions are in line with personal qualifications					

PART FIVE: RETENTION

5. a) Number of years worked

For how long have you been a secondary school teacher?

- less than two years   (   )
- 2-5 years   (   )
- 6-10   (   )
- 11-15   (   )
- 16-20   (   )
- 20+   (   )

5. b) Answer the following questions by ticking the one number that comes closest to reflecting your opinion, where each number is interpreted as follows;

1-To a very low extent

2-to a low extent

3-To a moderate extent

4-To a great extent

5-To a very great extent

	1	2	3	4	5
As soon as I find a better job, I will quit at this organization					

I often think about quitting my job					
If I was completely free to choose I would prefer to continue working in this organization					
Under no circumstances will I voluntarily leave my job					
I would be reluctant to leave my job					
I plan to stay in my job until retirement					

SAMPLING FRAME; PUBLIC SECONDARY SCHOOL TEACHERS IN NAIROBI

COUNTY

	Number of teachers	Sample of Schools. The first school and every third school.	Number of teachers to be given a questionnaire
MIXED SCHOOLS			
1. Baba Dogo Mixed secondary	21	*	5
2. Beth Mugo Mixed	2		
3. Dagoretti Mixed	12		
4. Dandora secondary	28	*	5
5. Drum vale Mixed	10		
6. Embakasi Garrison	8		
7. Highridge Mixed	10	*	4
8. Hon. Dr. Mwenje	12		
9. Huruma secondary	24		
10. Jehova Jireh	12	*	4
11. Kahawa Garrison	21		
12. Kamiti secondary	23		
13. Kangemi Mixed	27	*	5
14. Karen C	13		
15. Kayole South	21		
16. Komarock Mixed	23	*	5
17. Langata Mixed	32		
18. Lavington Mixed	13		
19. Makongeni Mixed	10	*	4
20. Mihango secondary	5		
21. Mutuini Mixed	19		
22. Mwangaza Mixed	12	*	4
23. Olympic secondary	22		
24. Our Lady of Fatima	28		
25. Peter Kibukosia	16	*	5
26. Raila Educational Centre	12		
27. Ruai Girls	6		
28. Ruaraka Mixed secondary	30	*	5
29. Ruthimitu Mixed	31		
30. Shadrack Kimalel Mixed	5		
31. St. Georges Athi	8		
32. Ushirika Mixed	13		
Total no of teachers	495		46

GIRLS SECONDARY SCHOOLS	Number of teachers	Sample of schools. The first and every other school.	Number of teachers to be given a questionnaire
1. Buruburu Girls	43	*	6
2. Embakasi Girls	15		
3. Hospital Hill Girls	20	*	6
4. Kariobangi North Girls	10		
5. Kenya High	52	*	6
6. Moi Girls Nairobi	53		
7. Nembu Girls	21	*	6
8. Nile road girls	22		
9. Our lady of Mercy	20	*	6
10. Pangani Girls	65		
11. Parklands Arya Girls	21	*	6
12. Precious Blood Girls	24		
13. Ruthimitu Girls	16	*	6
14. St, Anns Girls	10		
15. St. Georges Girls	42	*	6
16. Starehe Girls	20		
17. State House Girls	50		
Total number of teachers	504		48

BOYS SECONDARY SCHOOLS	Number of teachers	Sample of schools. The first school and every other school.	Number of teachers to be given a questionnaire
1. Aquinas Secondary	43	*	6
2. Dagoretti Secondary	40		
3. Highway Secondary	10	*	5
4. Langata Barracks	9		
5. Lenana high	60	*	7
6. Muhuri Muchiri Boys	25		
7. Nairobi Milimani boys	17	*	6
8. Nairobi School	64		
9. Ofafa Jericho Boys	32	*	6
10. Ruai Boys	7		
11. St. Patricks sec	3	*	1
12. Upper Hill Secondary	38		
Total no. of teachers	329		31