

Role of Non - Monetary Reward Management Practices on Teachers' Retention in Public Primary Schools. A Survey of Turkana East Sub County, Kenya

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Abstract: *The teaching profession has always been facing challenges. Some of these challenges have made teachers either continue in the profession or quit. It is very vital to study the many reasons why teachers choose to remain in the profession or move to other greener pastures. The purpose of this study was to determine the role of non-monetary reward management practices on teachers' retention in public primary schools in Turkana east sub-county. The specific objectives of this study were; to determine the effect of job security on teacher retention, to find out the effect of on the job training on teacher retention and to establish the effect of job flexibility on teacher retention in public primary schools. This study was guided by Maslow hierarchy of needs theory and equity theory. The study adopted descriptive survey design. The population for this study comprised of 70 teachers from selected schools in Turkana east sub-county. Questionnaires and interview schedules were used as instruments for data collection. The research instruments were pre-tested to improve its validity and reliability. Collected data was then cleaned coded and entered into the SPSS Statistical Package version 20 for Windows programme. Descriptive statistics included percentages and other measures of central tendency, while chi-squares were used to test association between independent variables and dependent variable. Lack of motivation to teachers has contributed to high turnover rate. The research targeted teachers in thirteen purposively selected schools in the sub county. Based on the findings of the study, there is a crucial need for non-monetary reward management practices on teacher's retention in public primary schools for good performance. The study recommends that policy makers should provide non-monetary rewards as job security, flexible job schedules and on-the-job training so as to curb teacher exit rate. Such considerations will lead to better or improved performance among the learners. Furthermore, a research of the same kind should focus on other non-monetary rewards to find out their role on retention of teachers. Again, for further understanding of the subject, a future study should be narrowed to each specific objective of the study. The same research should be carried for higher level of education in PhD to assess the role of non-monetary rewards among teachers in Turkana East Sub County.*

Keywords: *Job Security, on the job training, Job flexibility and teachers retention.*

I. Introduction

Muathe, (2008), asserts that in day to day activities every organization will always want to draw, motivate and hold employees. This makes successful companies to realize that they must take a wider look at what factors are considered in attraction, motivation and retention thus deploy all of the factors which includes Compensation, benefits, work-life balance, performance, acknowledgement, and advancing professional opportunities in line with their strategic advantage .Reward management is geared towards development and execution of approaches and programs whose objective is to fairly recompense employees, equitably and consistently in relation to their input to the organization.

As noted by Schindler, (2015) performance management practices including rewards play a big role in any given organization and for this, employees will see a practice that is encouraging hence their retention. Employers should not take any career development programme for granted, but should seriously and always learn the level of ability of the employees being put in training, (Robert, 2014). Employees need to be protected and be made willing to work by availing them total rewards (Armstrong, 2012). Such protection and willingness to do may boost their morale and in the long run get retained for long. Workers expect to harness technology while on the job. This would provide flexibility in their working arrangements (John & Gratton, 2013). Van Blerck (2012) notes that varied total reward models exist but with only slight differences.

As much as scholars talk of rewards, employees' preferences should be put into consideration. Employers should understand employee preferences in trying to attract and retain its workforce (Bussin, 2011). Employee demographic factors such as their age, gender and even marital status are some of the key things which should be looked into (Bunton & Brewer, 2012; Moore & Bussin, 2012; Nienaber et al. 2011; Snelgar et

al, 2013). When an employee does a good job and is followed by a reward to the same employee, then there is a likelihood that an increased output will be realized in the organization, (Randell, 2014). Employees may not only look on monetary rewards as key factors to their stay but may also look at other factors relevant to personal development, career management and even the working environment (Nienaber et al., 2011; Snelgar et al., 2013 & Bhengu & Bussin, 2012). Nienaber et al. (2011) found that base payment is a major factor in attracting employees while management of career and performance were the major considerations in retaining and monitoring workers. Snelgar et al. (2013) also found that career management and performance played a major role in the motivation and attraction of employees. Stahlet et al. (2012) argued that in order for companies to attract and retain talent, they should not only look at the base pay but also ensure that their talent management practices should adhere to the total reward approach.

The problem of employee retention is not only faced in other parts of the world but also in Kenya. The country is facing a lot of resignation, dismissal and retrenchment among its employees. The teaching profession is just but one among the many organizations which experience the problem. Teachers are quitting their profession to join other departments which are deemed greener. Tutors join politics, other companies and even administrative positions.

Turkana East sub county has not been left behind when it comes to employee retention. Teachers have joined other areas of work such as the Tullow Oil company. This has made it hard for those teachers who have chosen to remain in the profession especially when it comes to the workload. Bearing in mind the small number of teachers in the sub county it has become difficult to execute the normal teaching provision of non-monetary rewards to the teachers should be tried so as to find whether or not they may retain teachers.

Armstrong, (2006) further adds that reward management is both monetary and non-monetary rewards which embrace the philosophies, policies, plans and processes which most organizations use to come up and maintain reward systems. Countries worldwide provide education for their people through school structure, and growing teacher shortages as challenges schools globally (Gardner, 2010). Creativity by an employee should not just be left without recognition but it should be rewarded accordingly, (Gichuhi, Abaja & Ochieng, 2014).

Education benefits societies through building human capital, aiding economic growth and enabling political inclusivity (Steering Committee for the Review of Government Service Provision, Commonwealth of Australia [SCRGP], 2006), thus, in the long run, scarcity of teachers pose a danger to learning result. All schools rely on available skilled and professional teaching personnel to attain educational results that are critical for their success is the capacity to draw, recruit and keep quality teachers (Department of Education & Training Western Australia [DETTWA], 2004).

Currently, in the public sector, the Western Australian government employs about 20,000 teachers and these are substantiated by teachers in the private and religious sector schools. Shortages are commonly obvious in particular areas, that include English as a second language, mathematics and the sciences, and with deployment of teachers in isolated areas; however, a Productivity Commission Report posit that challenges are expected to increase and widen over time (Department of Education (DOE), 2011). As per the Organization for Economic Cooperation and Development (OECD), (2011) many developed Nations face instructor shortages and that may grow in days to come as huge numbers of teachers reach retirement age. Where overall teacher supply and demand are even, a good number of Nations face shortages of specialist teachers and shortages in schools aiding destitute or isolated communities (OECD, 2011). It is estimated that by the year 2016, primary schools globally will face a shortage of 18 million teachers.

This includes 13 million drop in teachers in low-income regions and another 5 million shortages in highly developed countries (Australian Associated Press (AAP), 2007). The reality has it that, globally, people influence vital aspects of organizational functioning in varied ways. People devise and execute strategies of the organization, while the combination of people and systems determine an organization's capability. Expertise is required to use the strategy; expertise is primarily a function of the skills and knowledge of an organization's human capital. Therefore, if for the institution to treat its employees as its most important asset, it should be aware of what motivates employees to realize their full potential (Lawler, 2003). It is a difficult task to know the incentives inspiring people in life or at work but an attempt must be made. In the past, organizational performance stressed on the assessment of functioning and reward systems. Planning and worker performance are important to any given organization. Success for any organization focuses on all levels on the key business factors which are attainable. One of the main elements of reward system is planning.

This impacts performance among employees pays checks and provides the foundation on which individual's results are measured. The fundamental goal of reward and recognition programs is how organizations define their reward schemes and communicate this in a manner that employees clearly understand the connection between reward and performance (Flynn, 1998). He notes that if prosperous performance does, in fact lead to organizational rewards, such performance could be a motivational factor for employees. Under such circumstances, they can observe that their efforts result in rewards. Consequently, they may be inspired to exert more effort on the job. Kreitner (2004) defined rewards "*as the material and psychological payoffs for*

performing tasks in the workplace.”

A reward is also termed as anything seen as having value and is given to an employee as acknowledgement for positive contribution and if well-chosen can be good motivators. In addition, Horn by (2000) defines rewards as something given or received in return of doing something good and working hard. The working definition of rewards in t was adapted from Kreitner (2004). According to him, a reward refers to material and psychological payoffs given to an employee as recognition for good contribution and for performing outstanding responsibilities in the workplace. Daft (2002), says that “*rewards given by another person, typically a manager and includes promotions and pay increase*”. Extrinsic rewards draw and retain competent performers. Employees who are motivated by these rewards execute their duties as expected hence boosting their performance.

Armstrong (2006) puts it clear that money related rewards are taken as indirect motivators that lifts up employee's financial capability by providing means of checking the achieved. The pay criteria which organizations give to its workforce has a big role in deciding the commitment and retention of workers. According to Willis (2001), compensation is one of the important issues as far as drawing and keeping talent in organizations is concerned. The issue is that finance has a hand in employee character by modifying their attitudes (Parker & Wright, 2001). Therefore, wages influence the attraction and retention of the workforce (Parker & Wright, 2001). The provision of a well-paid wage package is one of the largely discussed factors of retention.

Rewards not only accomplish monetary and material needs but they also provide a social and position standing of power within an organization. Previously, Allen, Shore and Griffith (2003) had it that employees have to themselves from others through their compensation strategy in order to draw and retain worthy employees. Relatively, an organization's compensation plan should attract the right quality of employees, retain suitable ones and also keep equity amongst them. One way in which employers can hold the workforce is through offering a good compensation package. Success in an organization is realized through its retention plan if it offers competitive, market-related pay and benefits because this makes employees motivated and devoted to the organization. Mercer's study (2003) shows that employees' stay in an organization depends on the reward and may leave in case they feel poorly rewarded.

They are most likely to be retained in organizations where their inputs are considered. Gomez-Mejia, Balk in and Cardy (2004) also stated that internal equity and external equity should be observed in terms of remuneration if the compensation package is to be used as a retention strategy. In the United States, an overwhelming number of new teachers (80 percent) agree that if they were to start over, they would choose teaching again. Despite these positive reports, the fact remains that somewhere between 30 and 50 percent of new teachers in the US quit teaching within the first five years. In addition, the most learned new tutors are most likely to quit.

1.2 Statement of the Problem

Developing successful schools is perceived to be related to the ability to attract and retain quality teachers (Goodlad, 1984). Knowledge on the conditions that enhance teacher retention gives educational administrators with appropriate information for developing successful schools. Due to competition for limited resources such as skills, attraction and retention of quality employees has proved a major challenge in human capital management. Management of employee turnover is becoming critical issue making organizations encounter very high costs as a result of voluntary turnover. Good worker Retention is of essence to any organization. If an organization is unable to retain its employees, it will fail to exploit human capital developed within the organization.

It is thus important for organizations have their workers satisfied to uplift their stay. When they are not satisfied , they tend to leave the organization. It becomes a resource consuming exercise mostly when a valuable employee quits which results in discouraging achievements. Furthermore, hiring cost of a new employee is very high and usually takes long. Salary as the most identified rewarding factors is used by many employees when describing their employer of choice.

Many organizations including teaching have always been faced with challenges on how its employees could be retained in their professions. As such, Turkana East Sub County has not been left behind. Teachers have been observed quitting the profession for other avenues.

Following the discovery of oil in the sub county, many teachers have left the teaching profession and have joined the Tullow Oil company. Besides this, other teachers have been seen resigning to join administrative positions such as ward administrators and sub county administrators. As such the researcher was prompted to study whether or not non-monetary rewards may be the cause of the problem in question. Therefore, the study focuses on the role of non-monetary reward management practices on teachers' retention in Turkana East Sub County in Kenya. This is a gap intended to be filled by the study.

II. Literature Review

2.1 Job security and teacher retention

Job security is basically income security that is derived from employment, either dependable employment or self-employment. According to Auer (2007), security of the job can be attained from the level of human capital of the individual on the one hand and the functioning of the job market on the other. Employment security generally refers to protection against unfair or unjustified dismissals, (Dekker, 2008). According to the most known definition, employment security is a situation where workers have protection against arbitrary and quick notice of dismissal from employment, having long-term contracts of employment and work relationships that curb casualization. Employment security is not only important purposely to provide income security but also the non-pecuniary benefits of employment which ought not be neglected or underestimated, the sense of social participation that it provides, and the psychological effects on self-confidence and self-respect that employment brings (ILO 1995, p.18). Wilthagen, 1998, Wilthagen & Tros, 2004). Rewards can either be given before, within or at the end of the working session.

Better timed rewards and security of the job make employees work and always expecting a reward. Teacher turnover rates may be reduced if job security is looked into as needed. Boe et al. (2008) looked at three major areas of concern that pertains teacher turnover this includes; exit attrition, teaching area transfer and school migration. The major aim of the study was to find out why attrition and transfer rates were higher in the special education field than the general education field, and why school migration was higher when it came to special education. The researchers examined previous teachers' self-reports that consisted of three phases of the National Center for Education Statistics (NCES) Schools and Staffing Surveys from 1990-1991, 1993-1994, and 1999-2000, respectively.

One-year longitudinal components were also areas of focus in this study from 1991-1992, 1994-1995, and 2000 -2001. The authors discovered that the three components of teacher turnover in the teaching profession namely, attrition, school transfer, and special need education tutors transferring to general education were common in the long run and will continue being a problem in the academic sector due to lack of proper financial provisions of public schools (Boe et al).

(2008) finally pronounced that the outcome of the research could be beneficial to school districts that are held account able by their state parliamentarians regarding funding of their districts. The focus for administrators looking at this type of research should be examining why higher attrition rates were dominant in the academic sector compared to other means of employment. Furthermore, administrators should investigate what strategies can be initiated to prevent and reduce teacher turnover in the future. In relation, the danger linked retention of teachers, especially beginning teachers, were examined by Smith and Ingersoll (2004). The researchers reviewed prior data dealing with newly recruited teacher training programs, such as support, orientation, and guidance programs for beginning teachers. The reason for the study, in particular, was to check whether or not teacher in-service programs were successful and had positive impact of retaining teachers.

The research method was based on empirical data derived from previously analyzed of the national representative 1999-2000 Schools and Staffing Survey (SASS) questionnaire. The participants involved were about 52,000 elementary and secondary beginning teachers in the United States during the year 1999-2000. The results showed that induction programs positively impacted on first-year teachers that resulted in positive retention rates.

The study suggested that beginning teachers, who were mentored by their peers in the same content field, were more likely to stay at their schools and not move to other schools. Reiteratively, school districts should invest in induction programs in order to negate the revolving door of attrition. Further examination of teacher retention by Greiner and Smith (2006) provided statistics that showed one-fifth of public school teachers left the occupation within their first 3years, and half of educators left teaching within their first 5years.

The apparent need for the study was to look at the relationship between teacher education programs and state mandated certification examination scores and teacher retention rates. Quantitative research methods were utilized with a point-bi-serial correlation coefficient to determine the relationship between a passing score on the professional growth examination and teacher retention. A phi coefficient was used to examine the relationship between the type of teacher education program completed and teacher retention. Greiner and Smith (2006) examined the data for these coefficients for 503 teachers, most of whom attended traditional teacher education programs, while some received their credentials through emergency certification programs.

The outcome of the study did not show a big relationship between the program type or test score and teacher retention. Greiner and Smith (2006) pointed out that many factors, including teachers' views of preparation programs and their confidence in their preparedness may lead to teacher attrition.

Advancing the research on teacher retention issues, Guarino, Santibañez, and Daley (2006) conducted a study to provide policymakers and researchers alike with an effective, up-to-date, evaluative, and comprehensive review of empirical data pertaining to teacher recruitment and retention. The research design was based on recent empirical data that showed various reasons some teachers stayed and others left the

profession. The researchers selected articles that met specific criteria such as: (a) relevance, (b) scholarship, (c) empirical nature, and (d) quality. The data were derived from pre-reviewed Guarino et al (2006) confirmed that teachers in public schools tended to have higher attrition rates than their colleagues in private organizations. Research conducted by Hallam, Chou, Hite, and Hite (2012) explored two different mentoring models that administrators could adapt in order to retain beginning teachers. The two mentoring programs were different in terms of sources and support. Hallam et al. examined two mentoring models used by Asher and Dane School Districts (pseudonym given). For these particular studies, beginning teachers were referred to as those in their first 3 years of teaching.

The comparative case study used quantitative survey data, the follow-up, qualitative interview data. Two research designs were utilized by Hallam et al. (2012) in 14 orders to analyze the differences and similarities between the two mentoring models including teacher retention in the two school districts. The authors (Hallam et al 2012) identified 23 first-year beginning elementary school teachers in six elementary schools from two school districts located in the same state. Two of the teachers dropped out over time, while the remaining 21 were sampled over a 3-year period. Dane School district deployed district coaches to assist its beginning school teachers, while Asher School District created an in-school mentoring program for its first year educators.

Semi-structured, face-to-face interviews were conducted during Year 1 as well as follow-up survey/interview sessions during the third year of their teaching. The authors (Hallam et al., 2012) found that after Year 3, Asher School District retained more teachers than Dane School District 64% to 42%, respectively. The findings suggested that in-school mentoring may have assisted Asher School District with retaining more beginning teachers, and these teachers may have had better support and tutelage than the other district which had satellite coaches who mentored from outside the school.

The Dane School District coaches who went from school to school and were not in house mentors may have contributed to lower communication intensity efforts ensuring beginning teacher attrition in the process. Having high-intensity communication and in-school mentoring and mentors was more successful in retaining teachers in the classroom.

Liu (2007) measured effective ways of encouraging teachers to remain in the profession. The researcher noted three trends that could cause a higher need to retain and hire more teachers: (a) the baby boomer teacher generation was near retirement, (b) an increase in higher student enrollment would commence in the coming years, and (c) teachers were leaving the educational field in higher numbers than were becoming employed. The study (Angelle, 2002) used a prior research model based on the field of school effectiveness research (SER).

The researcher examined outliers that Angelle considered to establish what schools were more effective middle schools and middle schools that were less effective. Because of this strategy, intensity sampling strategy was employed. The researcher used a school effectiveness index (SEI) to pair schools for the study: one effective school paired with one ineffective school.

This was carried out as per Angelle in order to have a more correct comparison relating to beginning teacher observation of school effectiveness. The data collected for the study (Angelle, 2002) showed that beginning teachers from less effective middle schools had to seek out mentors who were informal at best and garner guidance in all aspects of their teaching responsibilities.

Additionally, new teachers had to scrape together resources, while their mentors were more concerned with ensuring the new teacher's lesson plans were in compliance for the state assessor. In contrast, in more effective schools, mentors were proactive, involved themselves in role-playing activities to assist the new teacher, and ensured that the new teacher was successful at the school.

The attitudes of teachers in both effective and ineffective schools, the involvement of the mentors overseeing and encouraging new teachers, and their proactive actions seemed to determine whether a beginning teacher was retained or became the product of attrition. Finally, Jorissen (2003) conducted a study examining alternate route preparation programs that related to successful retention of teachers in schools. The purpose of the study was to induce whether an alternative program could assist the educational field in preventing high teacher turnover rates in urban schools. The participants in the study conducted by Jorissen (2003) were identified as six Black elementary school teachers in their sixth year of teaching, located in two Midwestern urban school districts.

The teachers who went through the alternate teacher program were required to hold a bachelor's degree, pass Pre-Professional Skills tests, and be able to prove their experience in related fields working with children. Those who participants had an average age of 35.8 and had worked in other occupations prior to teaching. The findings of Jorissen (2003) based on the answers provided by the participants revealed that alternate routes to becoming a tenured teacher can lead to the successful retention of teachers.

The teachers cited the integrated program model that featured daily contact with mentors who, in turn, supported the teachers and provided feedback and guidance when needed. The cohort model was also successful

for these teachers, as they were able to form a community that supported them with encouragement and assistance. Based on the successful retention of these teachers from these types of alternative teacher programs, administrators should consider the implementation of these programs in their school districts in order to retain teachers.

H01: There is no relationship between job security and teacher retention in Turkana East Sub County.

2.2 On - job training and teacher retention

According to Gratton and Ghoshal (2003), human capital is made up of intellectual capital, social capital and emotional capital. Learning and development have always been supported as a major organization strategy that influences employee retention and human capital growth. Economists have different interpretations of the term "human capital" in different ways. According to (Anis et al.,2010) In this age when the technology is moving so fast that any skill becomes obsolete in quick time and to keep pace with the evolving technology every company who wants to remain competitive need to train their employees so as to maintain their competitiveness. Most of them concurred that human capital is comprised of skills, ability, experience and knowledge.

Human capital refers to the intangible resource of skill, energy, and time that workers bring to invest in their work. According to the resource-based view (RBV) of the organization, competitive advantage depends on the valuable, rare and hard-to-imitate resources. Human capital is such an precious resource that it is one of the most vital factor as to whether the organization can be successful in today's fierce competition. Thus, in order to form valuable virtues, many companies have moved from the financial capital to the intellectual capital focus. Villegas (2006) established that employee training is related directly with worker retention. With training, companies are helped to boost employee retention and decrease quitting rate.

When employees are trained while on the job, they feel that organization is caring and would want to develop their career. They feel that the organization takes them so resourceful and able and this makes their bosses invest on them. Villegas (2006). He added that training has a direct relationship with employee retention. This is a positive impact to the organization.

In the past years, researchers have been working hard to develop ways to identify the effect that individual teachers have on their students' test scores. Such value-added measures of teacher quality are far from perfect and thus should not be used in isolation to make employment decisions. According to Adams et al., (2009), alternative teacher compensation is intended to align the interests of teachers with the goals of the district in which they work.

Created in an appropriations bill in 2006, TIF initially provided \$99 million in competitive five-year grants to states, school districts, and nonprofit organizations that support "efforts to develop and implement performance-based teacher and principal compensation systems in high need schools" (U.S. Department of Education, 2008, N.P.). ARRA added another \$200 million in funding to support these programs (Chiat & Miller, 2009a; Sawchuk, 2009).

Further, the Obama administration's 2011 finance budgetary allocations request gave an additional \$950 million for a new Teacher and Leader Innovation Fund to support the development and implementation of performance oriented approaches to recruitment, retention, and rewarding of highly effective teachers (U.S. Department of Education, 2010). Generally, there is a body of research that is focused on policies aimed to promote retention, though rarely with a specific consideration to the retention of high-quality, effective teachers (Guarino, Santibanez, & Daley, 2006; West & Chingos, 2008).

As such, this section reviews various compensation policies aimed at increasing teacher retention, but not with consideration of increasing the retention of high-quality, effective teachers specifically. Combined with the following section, these studies best inform the design, expectations, and interpretation of the findings for this research. Most studies that examine specific policies to improve retention rely on compensation as the key policy lever. Compensation policies can either take the form of overall salary differentials (e.g., between two districts) or of alternative teacher compensation programs (e.g., financial incentives).

Several descriptive studies give proof to suggest compensation is positively associated with retention (Imazeki, 2005; Ingersoll, 2001; Kirby et al., 1999; Lankford, Loeb & Wyckoff, 2002; Podgursky, Monroe & Watson, 2004). For example, Lankford et al. (2002) examined teachers who transferred schools in New York between 1993 and 1998 to determine whether they experienced salary increases in their receiving school.

Their descriptive analysis tracking this cohort of teachers suggested teachers who transferred experienced increases in salary of between 4 and 15 percent. In a study conducted from 1987 to 1995, Kirby et al. (1999) found that a \$1,000 increase in salary was associated with reduced attrition from the Texas State Education System by approximately three percent overall and six percent among Latino and African American teachers.

Similarly, Ingersoll (2001) that pay packs for teachers with a master's degree and 20 years or more of experience also had a useful but slightly aiding effect on retention. After controlling for teacher characteristics,

he found \$1,000 difference in compensation was associated with a difference of three percent in the odds of voluntary (i.e., excluding teachers who retired or were terminated) teacher departure. Research examining retention policies that rely on financial incentives as the key policy lever also exist, but are less numerous and the results from these studies appear to be lesser positive than those that examined retention as a function of compensation differentials. Incentives designed to increase teacher retention of teachers can include: 1) pay differentials; 2) teacher support and development; 3) housing assistance; 4) tuition subsidies; and 5) loan forgiveness (Milanowski et al., 2009). Often, retention incentives are used in conjunction with recruitment incentives (e.g., signing bonuses, assistance with relocation and moving costs). For example, in 1998 Massachusetts offered prospective teachers a \$20,000 signing bonus (spread out over four years to increase retention) as well as an accelerated path to certification. More recently, the U.S. Department of Education commissioned the development and study of the "Talent Transfer Initiative."

This new program is designed to identify participating district's most effective teachers (based on value-added estimates) and offer them a generous financial incentive (\$20,000 for two years) for moving to and staying at its low-performing schools. Effective tutors already working in low-performance institutions are awarded retention incentives (\$10,000 for two years) to stay in their stations (Talent Transfer Initiative Website, 2009). Charlotte -Mecklenburg in North Carolina and Miami-Dade in Florida have also experimented with financial incentives (Milanowski et al., 2009).

However, at least one study suggests financial incentives have no effect on retention. In a recent evaluation report of Chicago's Teacher Advancement Program (TAP), a prominent alternative teacher compensation program, Glazerman and Seifullah (2010) examined retention after the second year of program implementation. As analyzed here, the authors defined "retention" as the percentage of teachers coming back to the district or school from one year to the next. Through propensity score matching methods, TAP schools were linked with non-TAP schools and regression-adjusted means of teacher retention were then compared. The researchers concluded indifference in teacher retention at the district-or school-level resulting from TAP.

Scholars and policy makers approve that high qualified teachers make a difference in student achievements (Darling Hammond & Young's, 2002). When qualified teachers leave, they are often replaced by individuals with less experience and quite possible without full qualification to teach the students.

H02: There is no significant relationship between on-the-job training and teacher retention in public primary schools in Turkana East Sub County.

2.3 Job flexibility and teacher retention

Flexibility in schedule is often as valuable to any worker as salary, benefits and perks, Aequus Partners. (2010.)

Research reveals that flexibility in work arrangements may reduce stress since employees working flexibly are more comfortable with their jobs, more satisfied with their lives, and gets better work-family balance. As such, the liberty that comes with the ability to have some control over work hours is attractive to many workers.

This can reduce turnover because employees develop a greater sense of job satisfaction and are less likely to leave (Bussin, 2003). Job Flexibility refers to any working schedule that is outside of a normal working pattern, Arthur, M. M. (2003). This means that the working hours should involve changes and variations.

It can mean that an employee has a choice such as when he/she should work or even report to the work station.

H03: There is no relationship between job flexibility and teacher retention in public primary school in Turkana East Sub County. .

III. Materials and Methods

The study employed a descriptive survey research design. The study targeted 70 respondents with a sample size of 65. The study used 5-point likert questionnaire as the method data collection instruments. The Cronbach's coefficient alpha was applied on the results obtained to determine how items correlate among them in the same instrument. Cronbach's coefficient Alpha of more than 0.7 was taken as the cut off value for being acceptable which enhanced the identification of the dispensable variables and deleted.

3.1 Data Analysis

The study conducted initial data analysis using simple descriptive statistical measures such as, mean, standard deviation and variance to give glimpse of the general trend. However, correlation analysis was used to determine the nature of the relationship between variables at a generally accepted conventional significant level of $P=0.05$ (Sekaran, 2003). In addition chi-square was employed to analyze the relationship between a single dependent variable and several independent variables (Hair *et al.*, 2010). The beta (β) coefficients for each independent variable generated from the model, was subjected to a t-test, in order to test each of the hypotheses under study.

$$X_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where;

X^2 =Teachers retention

O_1 =job security

O_2 =job flexibility

O_3 =on the job training

C =degrees of freedom

O =observed value

E =expected value

IV. Results And Discussion

4.1 Chi-square test for association between job security and teacher retention in public primary schools

The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between job security and teacher retention in in public primary schools Turkana East Sub County are summarized in Table 1.1. Hence, Table 1.1 presents the Chi-square test that was conducted to determine the effects of job security on teacher retention in in public primary schools Turkana East Sub County. To achieve this, the hypothesis below was tested;

H₀₁: There is no statistically significant relationship between job security and teacher retention in in public primary schools Turkana East Sub County

Table 1.1: Chi-square test for association between job security and teacher retention in public primary schools

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	326.860 ^a	132	.000
Likelihood Ratio	168.101	132	.018
Linear-by-Linear Association	49.810	1	.000
N of Valid Cases	65		

a. 156 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Source (Researcher, 2016)

From the results in Table 1.1, the P-value for the Linear-by-Linear Association, Chi-Square test for association between job security and teacher retention in public primary schools Turkana East Sub County is 0.000. Therefore, the null hypothesis that, “there is no statistically significant association between job security and teacher retention in public primary schools Turkana East Sub County”, was rejected ($p < 0.05$). This implies that there is a significant association between job security and teacher retention in public primary schools Turkana East Sub County. This is in line with Milanowski et al., (2009) that there is a relationship between teachers’ job security and teachers’ retention.

4.2. Chi-square test for relationship between on job training and teacher retention in public primary schools

The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between job training and teacher retention in public primary schools Turkana East Sub County are summarized in Table 1.2. Hence, Table 1.2 presents the Chi-square test that was conducted to determine the effects of job training on teacher retention in in public primary schools Turkana East Sub County. To achieve this, the hypothesis below was tested;

H₀₂: There is no statistically significant association between job training and teacher retention in public primary schools Turkana East Sub County

Table 1.2: Chi-square test for association between on job training and teacher retention in public primary schools

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	319.359 ^a	99	.000
Likelihood Ratio	181.421	99	.000
Linear-by-Linear Association	50.660	1	.000
N of Valid Cases	65		

a. 120 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Source (Researcher, 2016)

From the results in Table 1.2, the P-value for the Linear-by-Linear Association, Chi-Square test for association between job training and teacher retention in public primary schools Turkana East Sub County is 0.000. Therefore, the null hypothesis that, “there is no statistically significant association between on job training and teacher retention in public primary schools Turkana East Sub County”, was rejected ($p < 0.05$). This implies that there is a significant association between job training and teacher retention in public primary schools Turkana East Sub County. This supports the finding of Hallam et al., (2012) that when teachers are trained while on the job, they feel that organization is caring and would want to develop their career, hence retention. Besides, it is in line with Villegas (2006) added that training has a direct relationship with employee retention.

4.3. Chi-square test for relationship between job flexibility and teacher retention in public primary schools

The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between job flexibility and teacher retention in in public primary schools Turkana East Sub County are as summarized in Table 1.3. Hence, Table 1.3 presents the Chi-square test that was conducted to determine the effects of job flexibility on teacher retention in in public primary schools Turkana East Sub County. To achieve this, the hypothesis below was tested;

H₀₃: There is no statistically significant association between job flexibility and teacher retention in in public primary schools Turkana East Sub County

Table 1.3: Chi-square test for association between job flexibility and teacher retention in public primary schools

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	292.854 ^a	110	.000
Likelihood Ratio	180.342	110	.000
Linear-by-Linear Association	51.936	1	.000
N of Valid Cases	65		

a. 132 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Source (Researcher, 2016)

From the results in Table 1.3, the P-value for the Linear-by-Linear Association, Chi-Square test for association between job flexibility and teacher retention in public primary schools Turkana East Sub County is 0.000. Therefore, the null hypothesis that, “there is no statistically significant association between job flexibility and teacher retention in public primary schools Turkana East Sub County”, was rejected ($p < 0.05$). This implies that there is a significant association between job flexibility and teacher retention in public primary schools Turkana East Sub County.

4.4 Hypothesis Testing

Hypothesis 1 (Ho1) stated that: There is no statistically significant relationship between job security and teacher retention in in public primary schools Turkana East Sub County .Findings showed that job security had coefficients of estimate which was significant basing on (p -value = 0.00 which is less than $\alpha = 0.05$) which implies that we reject the null hypothesis

Hypothesis 2 (Ho2) stated that There is no statistically significant association between job training and teacher retention in public primary schools Turkana East Sub County. Findings showed that performance appraisal had coefficients of estimate which was significant basing on (p -value = 0.00 which is less than $\alpha = 0.05$) which implies that we reject the null hypothesis

Hypothesis 3 (Ho3) stated that There is no statistically significant association between job flexibility and teacher retention in in public primary schools Turkana East Sub County. Findings showed that performance appraisal had coefficients of estimate which was significant basing on (p -value = 0.00 which is less than $\alpha = 0.05$) which implies that we reject the null hypothesis

V. Conclusion

From the findings, the researcher concludes that, non - monetary reward management practices have a significant role on teachers' retention in public primary schools. A survey of Turkana east sub county, Kenya. This is because, job security, on-job training and job flexibility which are the reward management practices was seen to have a significant relationship with the teachers' retention in public primary schools. Therefore, on the effects of job security on teacher retention in public primary schools, the study concludes that when the rewards were either given before, within or at the end of the working session, the job security is enhanced thus, teachers' morale in school is boosted. Besides, the better timed rewards and security of the job make employees work and always expected a reward, thus, teacher retention in public primary schools Turkana East Sub County. The

conclusions reached are in line with both Maslow hierarchy of needs theory and equity theory. Maslows Theory stipulates that for workers to be motivated, they should be rewarded basing on the five levels of needs.

Moreover, on the effect of job training on teacher retention in public primary schools, the study concludes that there is a significant relationship between job training and teachers retention in public primary schools. Therefore, in-service training is an effective way to offer employees job and career development. This is because, it assists teachers in improving learner performance, therefore boosts teacher retention. Therefore, the in-service training needs to be done occasionally. On the other hand, equity theory emphasizes that employees will perceive a practice as fair and equitable when the ratio is equal and justifiable. Both theories have significantly played a major role in the study.

Lastly, the study determined the effect of job flexibility on teacher retention in public primary schools. The study, thus, concludes that job flexibility has a significant relationship with teacher retention in public primary schools. This is because, the ability to have a flexible schedule is often as valuable to an employee as salary, benefits and perks. Similarly, teachers working flexibly are more satisfied with their jobs as job flexibility reduced teacher turnover rates.

5.1 Recommendations of the study

From the findings, conclusions and the guidance from the literature review, it was clear that non - monetary reward management practices has a significant role on teachers' retention in public primary schools. The study therefore suggests the following recommendation to improve teachers' retention in public primary schools; the policy makers should provide non - monetary reward management practices on teachers' retention in public primary schools in order to attain higher performance in KCPE. Besides, the ministry of education should also motivate teachers by rewarding teachers through the provision of non-monetary rewards. The school should encourage teachers and learners by providing them with the non-monetary rewards for best performance attainment by the pupils.

5.2 Suggestions for further studies

The researcher suggests the following for further areas of research;

To gain a comprehensive understanding on this subject, future research should be narrowed down to the effect of each indicator (job security, job training and job flexibility) on teachers' retention in public primary schools. Besides, the study was limited to three variables; job security, job training and job flexibility, thus, a further study should also be carried out to establish the effect of other non - monetary reward management practices on teachers' retention in public primary schools. Lastly, the mediating effect of the relationship between the non - monetary reward management practices role and teachers' retention in public primary schools should be determined.

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