

An Evaluation of Institutional Related Conditions Which Determine Teacher Retention in Public Primary Schools in Machakos County, Kenya.

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ABSTRACT

Educational institutional should provide conducive working conditions to retain teachers long for academic excellence. The ministry of education ensures staffing of teachers in public learning institutions for provision of quality education. Retention of teachers has been an issue of concern in the management of public primary schools and interferes with continuity in learning which has informed the need for this study. The study intended to evaluate the influence of institutional related conditions on teacher retention in public primary schools in Machakos County, Kenya. The study was based on the Fredrick Herzberg's' Two-factor theory and embraced the mixed method approach. The target population comprised of 898 headteachers, 8768 teachers, 9 TSC Sub-County directors and one TSC County director in Machakos County. The study employed census sampling, simple stratified proportionate sampling, and random sampling to select the study respondents. Questionnaires were used to collect data for headteachers and teachers while interview schedules were used to collect data from the TSC Sub-County directors and the TSC County director. Content Validity of research instruments was ascertained using a pilot study while reliability of instruments was ascertained using Test-Retest technique. Qualitative data entry and organization; content analysis and interpretation were conducted based on the study objective. Quantitative data was analyzed using percentages and reported in graphs, charts and frequency distribution tables. Qualitative data drawn from interview was transcribed into themes and integrated with rest of the data for purposes of triangulation. Coefficient of Correlation was used on hypotheses to establish the influence of institutional conditions on teacher retention. Hypothesis was tested at 0.05 level of confidence. The study results indicated that there was a statistically strong significant relationship between institutional related conditions and teacher retention in public primary schools in Machakos County, Kenya. The results showed that institutional related conditions were significant at (*p*) levels of 0.024. The study concluded that institutional related conditions influenced teacher retention. Based on the results the study recommended Ministry of Education, Teachers Service Commission, Boards of Management, and school administration should provide favourable institutional working conditions for teacher retention.

Keywords: Institutional related conditions, Teacher retention

INTRODUCTION

Teacher retention is an important aspect of workforce management in the modern education sector learning institutions. Teachers are school resources and need to be handled, supported and managed well. Retention of teachers is not only beneficial to them but also gives advantage to the school's reputation in terms of academic performance (Song 2015). Teacher retention refers to the continuous and planned efforts that an institution of learning takes to retain the knowledgeable, skilled, competent, and expert teachers. All schools should strive to ensure teacher retention for their academic sustainability and great achievement of the education sector of any country (Seymour 2016).

A comparative study done by Namies (2011) noted that some major institutional related factors or workplace conditions majorly influence retention of teachers such as; decent structures, pronounced relationship, security/safety measures, ventilated, spacious, and decent structures. Most of the learning institutions have lost some of their senior most experienced teachers due to such challenges which impacts on the academic progress. children. However, the increase in enrollment in primary and secondary schools has overwhelmed the limited resources available, resulting in subpar academic performance in national exams (Kasimu J.M, Mulwa J.K and Kithungu R.M , 2025). A study conducted in US targeting 44 states to find out causes of teacher transfers in public primary schools revealed that teacher mobility and attrition are the leading determinants behind the phenomena. To solve the anomaly, the study advised the establishment of leadership training programmes to sensitize institutional leaders on organizational teacher support practices and provision of good working environments (Awiti, 2016).

A study by McGuire (2008) in Pakistan on impact of physical environment on employee commitment in Call Centre that sampled 100 employees from a target of 1020 workers and that applied a descriptive design method using questionnaires to source information revealed that teachers working environment especially safety and security measures influence their retention. In addition, it is worth noting that conducive workplace conditions promote teacher retention and lead to realization of quality performance. The study also found out that creation of good, conducive working environment, institutional teacher support by management and mobilization of institutional stakeholders to motivate tutors added to reasons for teacher stay in not only schools but in the profession (McGuire, 2008). A study done by Kasimu J.M, Mulwa J.K and Kithungu R.M, (2025) highlighted a lack of support from public secondary school administrators for such field trips, as they tend to prioritize non-academic activities. It further found that these outings could enhance academic performance through the promotion of participatory learning, thus improve teacher retention.

Manson (2015) in Australia cited incidences where the education sector experienced under-staffing after a good number of teachers sought for transfer to those institutions with pronounced facilities, favourable job environment, decent structures and teacher support policies. The study noted that at some point teachers were reported as having extensively suffered psychologically after failing to access some financial assistance or social recognition from their leaders at that time they needed it most. Kisau (2016), in his study conducted in Kenya reported some workplace diversity management where teachers fell victims to social, cultural, and management diversity which resulted to high teacher mobility rates. The study also observed areas of great concern that were not attractive to teachers such as use of old pit latrines, small sized dark classrooms with poor lighting systems, inadequate teachers furniture and dilapidated staffroom, poor leadership, and promotions that are not evenly distributed; all these contributed to high rates of staff turnover in schools. School Leadership can use incentives, such as monetary rewards, trips and scholarships for motivation of both teachers and students (Kasimu J.M, Mulwa J.K and Kithungu R.M , 2025) When these leadership facilitations are absent, they prompt teacher transfer.

The TSC report indicated that 1986 out of 8768 teachers in public primary schools sought for transfers (TSC Director's report, 2022). This lead to destabilization of the institutions and learning discontinuity which affected negatively the overall academic performance in the County. Teacher retention is key in order to curb massive teacher movement and ensure continuous learner character formation. Schools leadership therefore have a major role in making sure that the school environmental conditions and infrastructural facilities are well managed for teacher retention and thus good academic performance. This study therefore sought to evaluate how institutional related conditions determine teacher retention in public primary schools in Machakos County.

Statement of the Problem

Education managers have begun to realize how valuable teachers are in making up the school organization. This has led to heightening of institutional teacher retention strategies in learning establishments. The long-term success of schools depends largely on its ability to successfully manage and utilize its human resource; Ineffective management of teachers causes high rates of staff turnover which has a significant impact in schools

because of the knowledge gap which occurs when teachers' exit from schools. The rate of teacher turnover has been increasing in Kenya which has negatively affected the effectiveness and efficiency of service delivery in learning institutions. Particularly in Machakos County the rate of teacher transfer, and the number of pending transfer requests has caused a serious challenges in schools (TSC director's report 2022). The outcome of unplanned transfers and high teacher turnover is; low quality of education delivered, poor implementation of the curriculum in schools, negative impact on the learning process and destabilization of the schools.

Teachers' employer in Kenya, the Teachers Service Commission (TSC) has often reviewed teachers' salaries upwards, streamlined teacher's promotions, leaves and Teacher Professional Development Programmes (TPD) in an effort to attract and retain teachers schools for long. Additionally, it has enacted the delocalization policy for teachers, balancing and the 5-year service retainancy policy to streamline teacher balancing and mobility. Despite all these strategies and guidelines to motivate, attract and retain the teachers in their current work stations, the rate of teacher transfer request has continued to rise. For instance, in Machakos County (TSC report 2022) reported that 1,986 teachers transferred between 2018 and 2020. This clearly indicates the existence of internally unsolved problem which probably could be revolving within the schools; for instance, the managements failure to meet the key institutional determinants of teacher retention. The foregoing report necessitates more research to bridge the knowledge gap on this emerging staff turnover dynamics and bring forth a lasting solution that could be adopted by educational institutions to retain teachers in schools longer. This informed the need for a study to investigate the institutional related conditions that determine teacher retention in public primary schools in Machakos County.

General Objective of the Study

The general objective of the study was to investigate the determinants of teacher retention in public primary schools in Machakos County, Kenya.

Specific Objectives of the Study

The study was guided by the following specific objective;

To establish the influence of institutional related conditions on teacher retention in public primary schools in Machakos County.

Hypotheses of the Study

The study sought to test the following null hypothesis;

There is no statistically significant relationship between institutional related conditions and teacher retention in public primary schools in Machakos County.

REVIEW OF RELATED LITERATURE

Institutional related conditions refers to all the structural strategies educational institutions adopt to ensure attainment of the organizations' goals (Mc Guire, 2008). The institutional physical environment should be conducive to ensure a favourable working condition for employees commitment and maintenance of human capital in the organization.

Any school that does have well maintained infrastructural components like; classrooms, offices, staffroom, washrooms and even the kitchen face challenges related to teacher retention. Small sized and cracked classrooms with poor lighting systems are not conducive for learning (Edvardson, 2003). An organization that strives and thrives to create an attractive workplace environment prepares its workers for positive job retention. Falling-like building walls and cracked, sinking floors reflect an organization of doomed future.

A study by, Ladd (2011), in the US found that there are many determinants behind teachers' mobility, a well-organized clean working environment, with well-maintained facilities, attracts and retains not only teachers, but also the learners. Good, favorable workplace conditions makes teaching and learning enjoyable, enhances the performance thus boosting the tutors' morale. This translates to minimal or no intention to transfer. According to Buckley (2004) in his study on evaluation of employees' job satisfaction with training programs found that, institutional workplace conditions involve different elements that greatly affect teachers' job satisfaction either making some to leave or decide to stay. In addition, protective physical teaching environment assures teachers safety and comfort, which is portrayed by the conditions of all school structures. These elements greatly influence the teachers' will to stay, the ability to offer quality services and their sense of self efficacy affecting their job satisfaction.

Tiny, poorly ventilated and unfurnished staff-rooms could pose a challenge in a station. For instance, in Spain and Portugal, a survey was conducted on job satisfaction majoring in workplace environment conditions that affect workers' performance. It revealed that poorly lit classrooms, small, ventilated staff-rooms, stores and dining halls, kitchens and other common areas of concern like the toilets were in pathetic situation and unsafe for human use. Respondents ranked these conditions as causing discomfort to the teachers in those institutions. (Allen, 2004). In the US, Ladd (2011)) observed some significant negative effects on teachers' demographic differences that were linked to gender, age, level of education and income. For instance, when few promotional slots open up in schools, they attract competition, unprofessional practices, gender biases by leaders which influences teacher retention. These issues lead to mass transfers from institutions with unfavorable working conditions and poor human resource management. Consequently, the management of public secondary schools is expected to seek funding from parents through school fees or alternative sources to support initiatives that may positively influence student outcomes (Kasimu J.M, Mulwa J.K and Kithungu R.M, 2025)

A survey conducted in South African Nations on Educational sector by Namies (2011) on the nature of workplace bullying experienced by teachers and the biopsychosocial health effects revealed how some headteachers used their colleagues as accomplices to victimize others which eventually resulted in psychological torture for the victims. Respondents reported various physical, psychological and social health problems resulting from being victimized in the workplace. The survey recommended introduction of headteachers' mentorship sessions in the workplaces to manage these challenges and cultivate some conducive teacher relationships. In an environment where division of worker exists, teaching and learning becomes a challenge and, in such circumstances, the teachers are left with very little option but to seek for transfer to other stations (Bagshaw, 2004) .

In Kenya, an investigation carried out by Njue (2014) noted that there are factors at workplace that are universal to all sectors. The study discovered that like other employees, teachers are also victims of demographic diversity, social-cultural diversity and management diversity. In whichever dimension, management diversity affects teachers' performance negatively in workplace if not well managed. Workplace diversity, a systematic and planned commitment by the organization to reward and promote a heterogeneous mix of employees including teachers, boosts their morale and increases performance thus reducing intentions to leave stations (Kisau, 2010).

According to a study by Buckley (2004), teachers like other employees need attractive social amenities for teachers to enjoy and be passionate to stay in a school; areas like washrooms both for learners and teachers, school common rooms have to be enough, well ventilated, fitted and decent. Students study rooms, staff-rooms, learners' resting structures and even play grounds have to be smart for teachers' job satisfaction and retention. The fore discussed institutional related factors determine teacher retention in educational institutions. This study, therefore, sought to establish the institutional related conditions which determine teacher retention in public primary schools in Machakos County.

THEORETICAL FRAMEWORK

This study was based on the Herzberg (1859) theory also known as the two-factor theory or duo factor theory. Fredrick Herzberg developed a two-factor theory in the perception that there are two sets of factors which either

lead to job satisfaction or dissatisfaction. He called one set motivating factors and the other hygiene factors. Motivating factors attract workers to the work while hygiene factors may lead to job dissatisfaction, making workers avoid work. Herzberg pointed out that the presence of motivating factors leads to motivation and good job performance hence job satisfaction. These motivating factors would include: achievements, recognition, work itself, increased responsibility and advancement in one's profession, challenging job and personal growth. On the other hand, Herzberg argues that hygiene factors make people avoid work and that their absence result to job dissatisfaction resulting to employees' poor job performance; these factors relate to context of the job, working conditions, status, organizational leadership and supervisory relationship challenges

When working environment is hostile, teachers' morale drops and they express their desire to transfer from their stations. Herzberg theory emphasized on job-satisfaction factors for they fulfill individuals' needs for psychological growth, hence promoting motivation. Institutional leadership needs to provide adequate and up-to date infrastructural facilities to make teachers enjoy their working environment. Teachers' efforts need appreciation, protection and any necessary support. This act bonds teachers and promotes motivation leading to teacher attraction and retention. Teachers fit in this category of workers for they do experience similar challenges making the theory apt for this study. It is from this theory that the study investigated on the relationship between institutional related conditions and their influence on teacher retention.

METHODOLOGY

Research design

The study used a mixed method research approach called the sequential concurrent design. This design provides application of concurrent data collection by use of mixed method: quantitative and qualitative approach where either can precede (Croswell, 2018). The mixed method approach was also preferred because large target population and samples cannot be easily studied using a single approach and statistically significant variables be realized to generalize the findings of the whole study (Kothari, 2019). This method design assisted in exploring and unearthing all possible institutional related conditions which determine teacher retention in public primary schools in Machakos County.

Target Population

According to Kothari (2019), target population is a large population from which a sample population is to be selected. This research study target population was drawn from the headteachers and teachers in the nine Sub-Counties of Machakos County which has 898 public primary schools with 898 headteachers and 8768 teachers. The study also targeted the 9 Sub-County Directors and one Director. The universal target population totals to 8778 respondents.

Sample size and sampling procedure

This is the technique the researcher applies to arrive at a group of people or items of the study from the target population (Kothari, 2019). A sample should be a true representative of the whole population to enable generalization.

The study classified Machakos County into nine Sub-Counties each with its corresponding schools, headteachers and teachers. To obtain the sample size of schools and headteachers, 10% of the schools and headteachers was sampled as suggested by Gray and Arasian (2002). This gave a total of 89.8, equivalent to 90 schools. The 9 TSC Sub-County Directors and one Director were purposely sampled because they have the required information about teachers by them being the TSCs agent at the Sub-County level.

To calculate the sample size for teachers, Yamane (2007) formula was used to determine the number of teachers to participate in the study. This formula is preferred because it gives a fair representation of a large number of respondents as follows:-

$$n = \frac{N}{1 + N(e)^2} \cdot \text{Where}$$

n = sample size

N = Population size

e = the level of precision (sample error) where confidence level is 95% and

p = 5%.

$$n = 8768 \quad n = \frac{8768}{1 + 8768 (0.05^2)}, \quad n = \frac{8768}{1 + 21.92}, \quad n = \frac{382}{22.92}$$

The sample size for the teachers was 382.

Proportionate sampling technique was employed to get the sample per sub-counties to obtain the correct representation. The sample size for the teachers was calculated using a proportion of the target population of the teachers ($N = 8768$) against ($\times$) the sample size of the number of sampled teachers ($n = 382$) as derived from Yamane's formula, table 1.2. Proportional sampling method was applied to select teachers in each school. Random sampling technique was used to sample out the schools and teachers to participate in the study considering gender as indicated in table 3.1. The study applied purposive sampling to choose the nine Sub-County Directors. This design made sure that it sourced adequate and quality data to support the study. The study sampled 382 teachers, 90 head teachers, 9 TSC Sub-County Directors and one Director; a total of 482 respondents.

Table 3.1 Teachers sampled for study in Machakos County

Sub- County	No.of Schs	Targeted Teachers	schools sampled	Teachers Sampled size ($(N/8768) \times 382 = n$)	Teachers per school
Machakos	131	1408	13	61	5
Athi –River	35	514	4	22	5
Mwala	186	1385	19	60	3
Yatta	132	1263	13	55	4
Masinga	134	1129	13	49	4
Kangundo	67	933	7	41	6
Matungulu	81	891	8	39	5
Kathiani	70	699	7	31	4
Kalama	62	546	6	24	4
Total	898	8768	90	382	40

Research instruments

The data for this study was gathered by use of questionnaires and interview schedule. The questionnaires had closed ended items which yielded quantitative data from the headteachers and the teachers. The questionnaires were structured to cover the study objective and any other relevant information necessary for the study. The interview guide was subjected to the nine TSC Sub-County Directors and Director which was in oral interview. This contained brief questions on institutional based conditions and teacher retention.

Validity of the research instruments

According to Creswell (2018), validity of a research instrument is the extent to which an instrument measures what it proposes to measure. Founded on the analysis of the pilot study, corrections, alterations, and additions to the questionnaires were made. For content validity extensive comparative studies were undertaken on the subject to ensure appropriateness of instruments. The instruments were also subjected to analysis by experts from the Department of Educational Administration and Planning who ensured their relevance to achieve the expected outcome. For the interview schedule, a pilot study was done by the researcher at a later date to ascertain the instrument. The propositions made from the pilot testing were integrated in the final interview questions.

Reliability of the research instruments

Gay and Airasian, (2003) posits that reliability of an instrument is a measure of the level to which a research instrument produces constant outcome of data after many tests. To accelerate reliability, test re-test practice for the questionnaires was done, in 7 schools each from a different Sub-County as proposed by Creswell (2018). The nine schools were not part of the research sampled schools. The procedure was re-administered to same schools after an interval of two weeks and after this the areas of concern were revisited. This was to determine the clarity and the effectiveness of the instruments.

The Pearson's Product Moment Coefficient (r) was used to compute the coefficient of linear correlation and measure the degree of strength of relationship. The formula was as follows;

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where; N=Total number of score, x=Scores in even numbered items, Y=Scores in odd numbered items. From above r determined the strength and position of linear variables between the two sets. The values of r lie, between -1 and 1. Here -1 indicates a strong perfect negative relationship and +1 indicates a strong perfect positive relationship of both variables. A coefficient of 0.7 was considered adequate. Interview guide were tested on two TSC Directors and re-tested through member check analysis.

Data collection procedures

The researcher sought a research permit from National Council for Science and Technology and Innovation (NACOSTI) in order to carry out the study. A permission to carry out research was sought from the County Director of Education in Machakos County. Appointments were booked with the headteachers of the selected schools from where data was sourced from; the researcher created rapport on arrival with respondents, explained to them the aim of the study, and then administered the research instrument.

Data analysis techniques

Kothari (2019), contends that data analysis is the procedure of summarizing the collected data and combining it for the researcher to arrange, classify, and synthesize it. Quantitative data was analyzed applying descriptive and inferential statistics using the Statistical Package for Social Sciences version (SPSS). Descriptive data was analyzed using parameters like frequency tables, graphs, charts, and standard deviation. Pearson's Correlation Coefficient of correlation was used to determine the statistical significance and relationship between institutional related factors and teacher retention. The value of r near -1 or +1 would indicate a strong correlation between the variables. If r tends to move near zero it will indicate a weak or no relationship between the two variables (Ding, 2006).

For qualitative data, themes based on the study objective were organized and reported through narratives. The levels of significant to either reject or uphold the null hypothesis was at alpha P value 0.05. A P=value less than 0.05 ($p < 0.05$), meant rejection of the null hypothesis while a P=value greater than 0.05 ($p > 0.05$), meant upholding of the hypothesis.

Ethical considerations

To maintain an ethical standards, this study sought permission to conduct research from NACOSTI, County Directors office, Sub-County offices, and the school management at school level. The researcher sought for participants' informed concession and willingness of participation; gave an assurance of privacy and confidentiality to the respondents as per their names and the name of the schools. The researcher acknowledged the source of information by mentioning citations, providing a list of references to ascertain the source of the information used in the entire document to be free from plagiarism that provided trustworthiness to the research study.

Research Results

Institutional related conditions on teacher retention

The objective of the study sought to establish the influence of institutional related conditions on teacher retention in public primary schools in Machakos County. The research employed questionnaires to headteachers and teachers while to the directors an interview guide was used. The results are presented in the Table 4.1.

Table 4.1 Teachers' responses on institutional related conditions on their retention

Statement	SA	A	D	SD	%	Means	Std Dev
Availability of attractive, good and decent looking school infrastructures	59.4%	29.4%	8.4%	2.8%	100%	1.55	.766
Clean, well-ventilated and spacious learning structures	60.9%	34.1%	4.1%	0.9%	100%	1.45	.621
Good and healthy teachers' leadership relationship	68.1%	27.8%	3.1%	0.9%	100%	1.37	.594
Creation of strong safety measures to the teachers	60.9%	31.9%	4.7%	2.5%	100%	1.49	.704
Availability of good, clean learners'/teachers' utility	68.1%	27.2%	4.1%	0.6%	100%	1.37	.595

The results in table 4.1 indicated that majority 59.4% of the teachers strongly agreed 29.4% agreed that availability of attractive, good and decent looking school infrastructure greatly influence their retention. Only 8.4% of the teachers disagreed and 2.8% of the teachers strongly disagreed. A mean of 1.55 and deviation of 0.766 was achieved which implied a strong agreement between teachers and headteachers on the statement. On clean, well-ventilated and spacious learning structures, majority 60.9% of the teachers strongly agreed, 34.1% agreed, 4.1% disagreed and 0.9% of the teachers strongly disagreed.

On the good and healthy teachers' leadership relationship and their retention Majority 68.1% of teachers strongly agreed, 27.8 % of the teachers agreed with the statement, 3.1% of the teachers disagreed but a small number 0.9 % of the teachers strongly disagreed. On the creation of strong safety measures to the teachers, majority 60.9% of the teachers strongly agreed with the statement, 31.9% of the teachers agreed, 4.7% of the teachers disagreed with 2.5% strongly disagreeing with the statement. On availability of good, clean learners'/teachers' utility, majority 68.1% of the teachers strongly agreed 48.8% with the statement, 27.2% agreed, 4.1% disagreed and 13.8% of the teachers strongly disagreed with the statement.

Table 4.2: Headteachers' responses on level of agreement on influence institutional related conditions on teacher retention

Statement	1	2	3	4	%	Means	Std Dev
Availability of attractive, good and decent looking school infrastructure	62.5%	15.0%	13.8%	8.8%	100%	1.69	1.014
Clean, well ventilated and spacious learning structures	52.5%	22.5%	15.0%	10.0%	100%	1.83	1.028
Good and healthy teachers' leadership relationship	40.0%	31.3%	15.0%	13.8%	100%	2.03	1.055
Creation of strong safety measures to the teachers	52.5%	22.5%	16.3%	8.8%	100%	1.81	1.007
Availability of good and clean learners/teachers utility	48.8%	20.0%	17.5%	13.8%	100%	1.96	1.107

Again, the headteachers on the statement; institutional related conditions and its influence on teacher retention, were required to state their level of agreement/disagreement by indicating YES or NO option. Their results are displayed in figure 4.1.

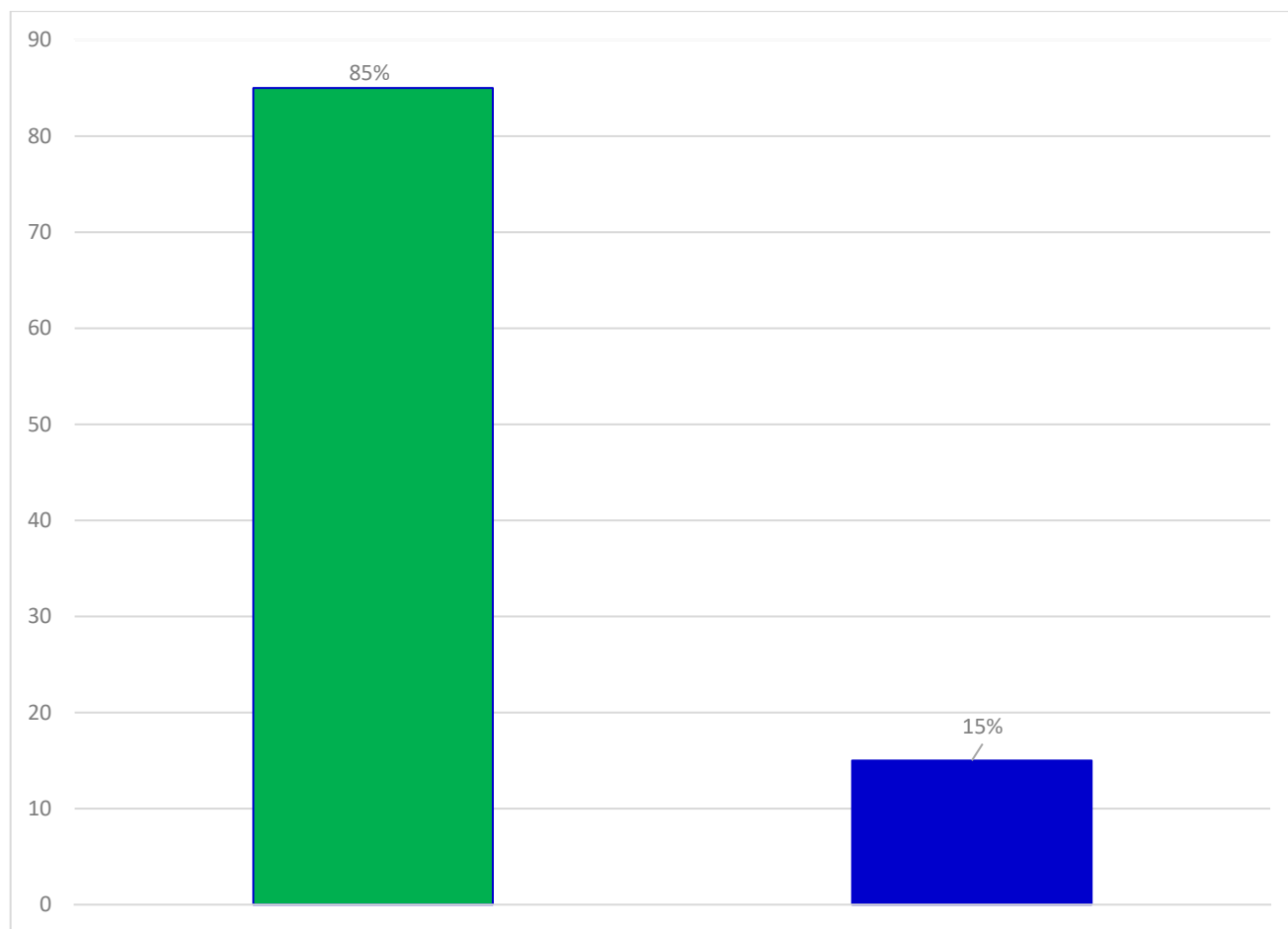


Fig. 4.1: Headteachers' YES/NO responses on if institutional related conditions influence teacher retention

The results in Figure 4.1 show majority 85 % of the headteachers positively responding YES with a minority 15% of the headteachers replying NO.to the statement. From these results it can strongly be reported that institutional related conditions heavily influence teacher retention in public primary schools.

The study too sought to investigate the headteachers' level of agreement on how influential institutional related conditions to teacher retention are. This is reflected in Fig.4.1.

On the same statement; institutional related conditions on teacher retention, the headteachers were too required to give their level of acceptance on how influential it is to teacher retention.

In Fig.4.2. 33.8% of the headteachers indicated it was very influential, majority 43.7 % of the headteachers revealed that it was influential, 12.5% said it was less influential and only 10 % of the headteachers disagreed with the statement by saying it was not influential to teacher retention in public primary schools.

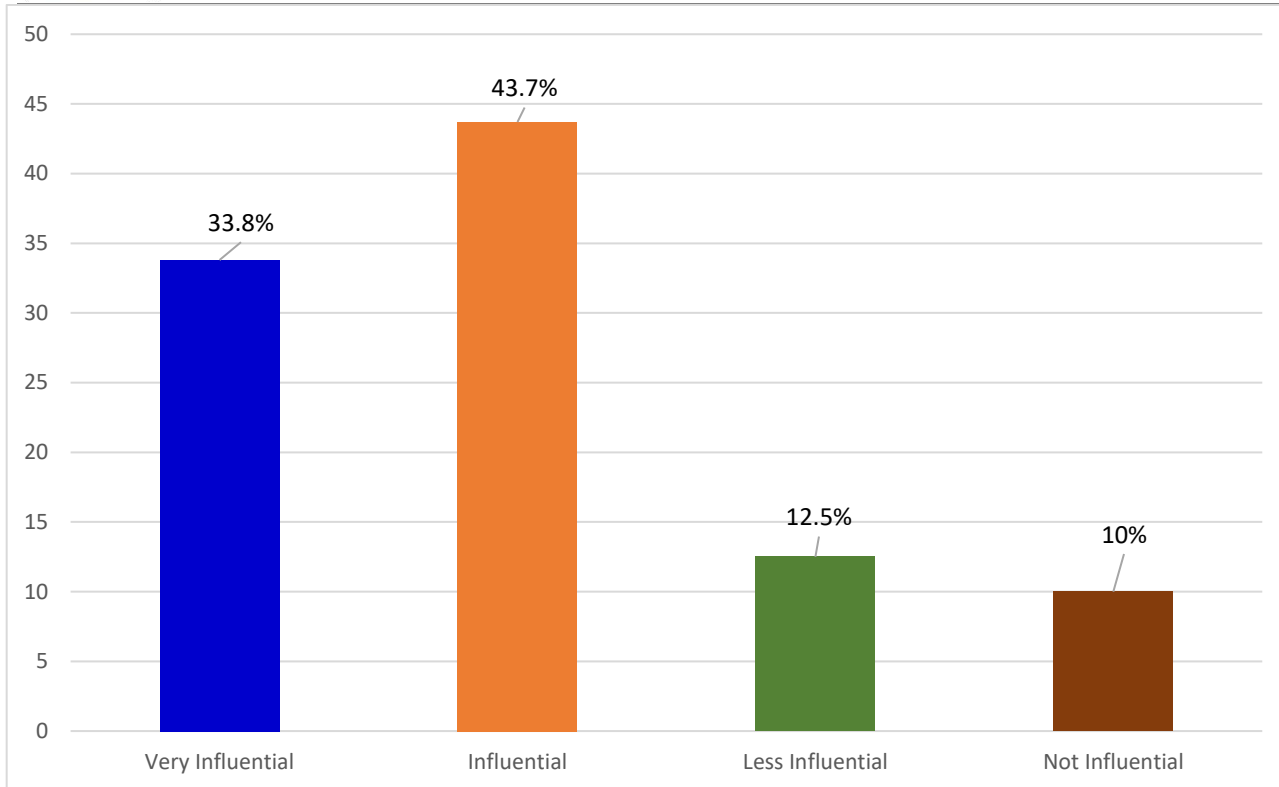


Fig.4.2: Headteachers' responses on level of influence of institutional related conditions on teacher retention

The study also sought to interview the TSC directors and gauge their level of agreement/disagreement on the influence of institutional related conditions on teacher retention. The results were indicated in table 4.3. The analysis showed that 37.5% of the directors strongly agreed, 37.5% of the directors agreed, 12.5% of the directors disagreed and another 12.5% of the directors strongly disagreed. This strongly shows that teachers' retention could heavily be influenced by institutional related conditions in public primary schools.

Table 4.3. Directors' responses on institutional related conditions and their influence on teacher retention

Responses	Frequency	Percentage
Strongly Agree	3	37.5
Agree	3	37.5
Disagree	1	12.5
Strongly Disagree	1	12.5
Very Strongly Disagree	0	0.0
Total	8	100

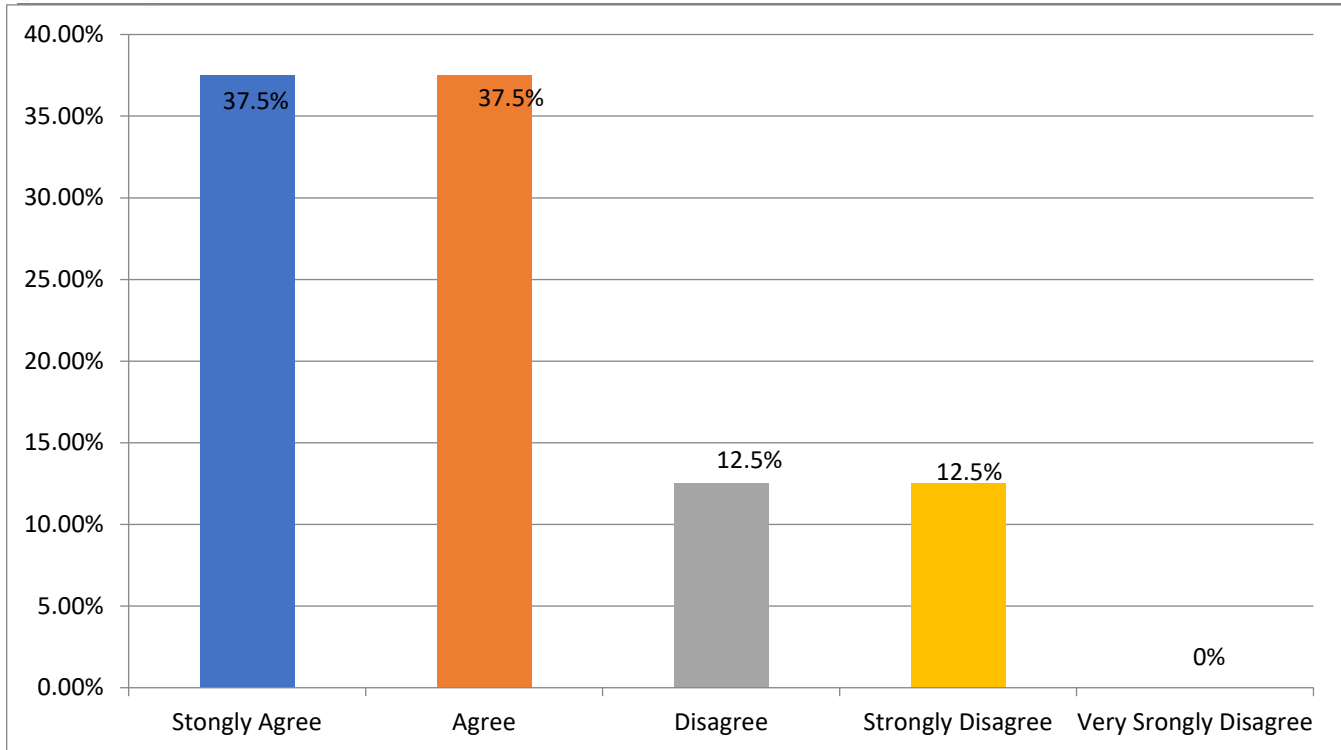


Fig.4.3. Directors' responses on institutional related conditions and their influence on teacher retention

On institutional related conditions and its influence to teachers retention, 37.5% of TSC directors Strongly Agreed and Agreed with the statement; only 12.5% Disagreed and Strongly Disagreed while none Very Strongly Disagreed with the statement that institutional related conditions influence teacher retention.

Hypotheses testing

The objective of the study sought to establish the influence of institutional related conditions on teacher retention in public primary schools in Machakos County, Kenya. To confirm the accuracy to this statement, null and alternative hypotheses were formulated as:

H04: There is no statistically significant relationship between institutional related conditions and teacher retention in public primary schools in Machakos County Kenya.

Ha4: There is a statistically significant relationship between institutional related conditions and teacher retention in public primary schools in Machakos County, Kenya. To establish the relationship between institutional related conditions and teacher retention in public primary schools, a regression analysis was conducted and the outcome reflected in table 4.4, 4.5 and 4.6.

Table 4.4: Regression Model for teachers' work place and teacher retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.126 ^a	.016	.013	.591

Predictors: (Constant), institutional related conditions

Regression outcome in Table 4.4 shows that the relationship between institutional related conditions and teacher retention was positive but moderate ($R=0.016$) because R squared was not equal to zero ($R^2 \neq 0$), but within 0 and 1. Also, an adjusted R of 0.013 indicates that 13% of the variation in teacher retention in public primary schools

in Machakos County could be explained by the institutional related conditions to influence their retention in the linear model.

In testing whether this model was significant in enabling prediction, the overall model significance was established and analyzed in the ANOVA table shown in Table 4.5.

Table 4.5: ANOVA Model for workplace condition and teacher retention

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	1.783	1	1.783	5.109	.024 ^b
	Residual	110.964	318	.349		
	Total	112.747	319			

a. Dependent Variable: Teacher retention

b. Predictors: (Constant), Institutional related conditions

The relationship was significant when “F column” value yielded to a beta which was equal to zero ($\beta=0$) and not significant when the “F column” value yielded to a beta whose significant value was not equal to zero ($\beta\neq0$). The model identified in Table 4.5 was indeed significant in making prediction that institutional related conditions could predict teacher retention, at alpha level of 0.05, $F=5.109$; $p\leq0.05$). This is because beta was equal to zero ($\beta=0$). This is an implication that institutional related conditions could significantly predict teacher retention in public primary schools in Machakos County.

Again, the analysis of the regression coefficients shown in Table 4.6 was done in order to establish the relative strength of prediction of the study of independent variables upon the dependent variable.

Table 4.6: Coefficients for institutional related conditions and teacher retention

		Unstandardized Coefficients		Standardized Hypothesis Testing Coefficients		
		B	Std. Error	Beta	T	Sig.
Equation 1	(Constant)	.964	.183		5.260	.000
	Work place conditions	.393	.174	1.26	2.260	.024

a. Dependent Variable: Teacher retention

b. Independent Variable: institutional related conditions

Table 4.6 Shows the regression coefficients of the independent variable (institutional related conditions) based on standardized and unstandardized coefficients (β). From the analysis it is observed that institutional related conditions had a significant prediction strength on teacher retention $t(320) = 2.26$; $p < 0.05$, $\beta = 0.393$. This is an implication of teacher retention increment rate of .393 per every increased unit of institutional related conditions. This therefore indicates that teacher retention greatly depends on institutional related conditions.

To accept or uphold the hypothesis, the acceptance level of significance was 0.05. The levels of significance of the coefficient model rating greater than 0.05 is an indication that the independent variable (institutional related conditions) did not influence the dependent variable (teacher retention). Contrary to this, if the level of significance rated less than 0.05, then institutional related conditions was found to influence teacher retention.

Table 4.6 shows that there was statistical relationship ($0.000 < 0.05$) between institutional related conditions and teacher retention. Therefore, the null hypothesis which stated that “*there is no statistically significant*

relationship between institutional related conditions and teacher retention in public primary schools in Machakos County” was rejected at 0.05 level of significance and so alternative hypothesis which stated that states “*there is statistically significant relationship between institutional related conditions and teacher retention in public primary schools in Machakos County*” was upheld. A conclusion was drawn based on the findings that; institutional related conditions and teacher retention are statistically dependent.

SUMMARY OF KEY FINDINGS

From the study objective, the researcher came up with the following key findings.

Institutional related conditions on teacher retention

From the results in table 4.4, there is strong relationship between institutional related conditions and teacher retention significant ($p=0.024$). Also observed was that institutional related conditions was a good predictor $t(320)=2.260$; $p\leq 0.05$ $\beta=.393$ of teacher retention.

The results in table 4.1 and 4.2 have strongly shown analytical evidence that majority of teachers and headteachers confirmed that institutional related conditions very heavily influence their retention. These were; availability of attractive, good and decent looking infrastructure, clean, well-ventilated and spacious structures; good and healthy teachers’ leadership relationship, creation of strong safety measures and availability of good clean learners’ and teachers’ utility. The mean and percentages are so high, an indication that institutional related conditions heavily influence teacher retention.

Discussion and Interpretation of Research Findings

Influence of institutional related conditions on teacher retention

The study sought to establish the influence of institutional related conditions on teacher retention in public primary schools in Machakos County. The result findings indicated a positive and significant relationship between institutional related conditions on teacher retention. Majority of the institutions were reported as practicing main determinants of teacher retention, which has greatly improved teacher retention in their schools. This success was made possible through availability of attractive, good and decent looking school infrastructure; clean, well-ventilated and spacious learning structures; good and healthy teachers-leadership relationship, creation of strong safety measures to teachers and availability of good and clean learners’/teachers’ utility.

The results from the study shows that majority of public primary schools were very committed to maintaining attractive, good and decent looking schools infrastructure. Teachers like other government officers need working environment which is decent. This statement was strongly agreed upon by majority 59.4% of the teachers and 62.5% of the headteachers supported the statement. The findings indicated a positive and moderate statistical relationship between institutional related conditions and teacher retention. According to Seymour, (2016) in their study on Pay and Work Conditions, teachers are professionals, role models and as such, learners need to emulate teachers' good living styles and also their clean teaching and learning environments. Some classrooms look deserted due to cracked walls and hanging windows. Others have cracked or earthen floors making working environment not attractive. To show how influential this statement is to teacher retention, only 2.8% of the teachers and 10% of the headteachers went against this statement.

On the second statement, the study findings revealed that majority of public primary schools was providing clean, well-ventilated and spacious learning structures which in different ways attracted teachers. When learning takes place in conducive environment the learners stay alert and ready to learn. This makes the teachers work easy and so comfortable to handle. This statement was strongly supported by the majority 60.9% of the teachers and 52.5% of the headteachers, who strongly agreed that it influences teacher retention. Only a small number 0.9% of the teachers and 10% of the headteachers who said it was strongly not influential to teacher retention. This study is strongly supported by Namie (2011), in a study on improving the Conditions of teacher and teaching in rural schools across African Countries. The study supported the observation that teaching in unattractive

environment can result to stressful state to not only the learners but also to the teachers. The study goes further to reveal that some schools have constructed small and well ventilated, very congested rooms and in which during hot seasons teaching and learning becomes uncomfortable. Teacher retention can never be positive and moderate in relation to such working environments.

The current study observed that most of public primary schools try practicing workplace environmental conditions. The practice has resulted to some positivity in teacher retention in the past. Good and healthy teachers' leadership relationship in schools creates teaching atmosphere and social relationship expected. A study by Song & Mustafa, (2015) on keeping teachers happy however concurs with the statement that good and healthy teachers' leadership relationship make teachers to passion their work. This statement gets a strong support from majority 68.1% of the teachers and 40% of the headteachers who strongly agreed with the statement. The study noted that in some schools hardly do the heads of institutions relate or interact freely with their juniors. When this trend happen the expected good and healthy teacher-leadership relations worsens.

The study noted that majority of schools are out to improve students' and teachers' work place environmental conditions to be free from accidents. Setting of schools' compound is as crucial as maintaining order in classrooms and areas of convenience. In learning environment, firm safety measures for the learners, teachers and non-teaching staff is a crucial factor. These measures check off accidents in the school compound. This was revealed by Awiti (2016) on their study that investigated on the role of non-monetary rewards management Practices on teachers' Retention in public primary schools. It was noted that accidents affect not only ones' health but also the socio-economic status for the affected. This statement has greatly been give strong approval by majority 60.9% of teachers and 52.5% of the headteachers with a small number 2.5% of teachers who strongly disagreed with the statement. Through the analysis in this study, it is established here that there is a strong significant relationship between the creation of strong safety measures and teacher retention in public primary schools.

The study findings revealed that majority of schools are upgrading required modern social amenities that accommodate modern technology. In the modern world, learning and teaching is changing to virtual and therefore it is encouraging to find many schools having facilities to accommodate such. Schools in both the rural and urban have computer services which otherwise act as a key main determinant to retain teachers in rural schools. From the study findings majority 68.1% of the teachers and 48.8% of the headteachers concur with this view. This is because teaching and learning can easily access utility or services within. Again, the study reported that good and clean environment conducive for teaching and learning as one of the factors that attract and maintain teachers. The study noted that clean compounds, classrooms, washrooms and even play fields make teachers love their workplaces. Institutional related conditions form one of the important determinants of teacher retention as revealed from the current study.

CONCLUSIONS AND RECOMMENDATIONS

The study revealed that institutional related conditions include; availability of attractive, good and decent looking schools' infrastructure, clean, well-ventilated and spacious learning structures; good and healthy teachers-leadership relationship and availability of good and clean learners'/teachers' utility determine teacher retention . The study there reveals that institutional related conditions influence teacher retention in public primary schools in Machakos County.

The study recommends that school BOMs should offer support to teachers by providing good workplace conditions, ensuring decent infrastructures and modern socio-amenuities to attract and retain teachers in their schools. In addition, BOMs and headteachers should provide mutual organization support in bid to enhance teacher retention in schools

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