

Administrative Motivational Practices and Teacher Retention; A Case of Public Primary Schools in Machakos County, Kenya

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ABSTRACT

Teacher retention in educational institutions is of great concern to stakeholders in the education sector. Retention of teachers has been a challenge in the management of public primary schools which informed this study; which intends to investigate the determinants of teacher retention in public primary schools in Machakos County. The objective of the study was to determine the influence of administrative motivational practices on teacher retention. The study employed mixed method approach using sequential concurrent design. The target population comprised of 898 headteachers, 8768 teachers, 9 TSC Sub-County directors and one TSC County director in Machakos County. The study used census sampling to select the TSC directors, simple stratified proportionate sampling to select the 382 teachers, and random sampling to select the 90 headteachers to participate in the study. Data was collected using questionnaires and interview schedules. Content Validity of research instruments was ascertained using a pilot study while reliability of instruments was ascertained using Test-Retest technique. Quantitative data was analyzed using percentages and presented in graphs, charts and frequency distribution tables. Qualitative data drawn from interview was transcribed into themes and reported in narratives. Coefficient of Correlation was used on hypotheses to establish the influence of the variables. Hypothesis was tested at 0.05 level of confidence. The results indicated that there was a statistically strong significant relationship between administrative motivational practices and teacher retention in public primary schools in Machakos County, Kenya at (p) levels of 0.00724. The study concluded administrative motivational practices influenced teacher retention. Based on the results the study recommended Ministry of Education, Teachers Service Commission, Boards of Management should support teachers by motivating them to attract and retain them in learning institutions.

Keywords: Administrative motivational practices, Teacher retention

INTRODUCTION

Teachers are an important resource in institutions of learning for they contribute to the implementation of institutions' vision and mission. Retention of teachers in schools is significant for the achievement of the institutional goals. Teacher retention issues are emerging as an important aspect of workforce management challenges in institutions of learning in the modern education sector. Teacher retention is defined as the continuous and planned efforts that an institution takes to retain the knowledgeable, skilled and competent teachers (Seymour 2016). Teacher retention in schools is vital for the survival and success of the education sector of any country. Retaining teachers for longer period in the school not only increases the pupils' performance but also contributes largely in maintaining the stability of the school. This depends wholly on the institutional characteristics on putting in place all possible attractive determinants that influence teachers in workplace.

Hanushek (2017) in US investigated the impact of teachers participating in decision making in public schools; The study described good institutional practices as the approach that can influence teachers' stay, produce good academic results and improve on operations of an institution. Teacher retention is affected by the kind and

approach of its leadership in aspects of administrative motivation and policy strategies. In Asia, Keeling, (2010) asserted that the best method for an organization would be to attract and retain teachers by extension of job security, support, recognition and awards. This survey was conducted in the East Asian Regional Council of Overseas Schools (EARCOS) on reasons for over staying or setting out for some new stations.

In England Perryman (2019) in a study on what motivates people to teach and why they leave workforce revealed the importance and reasons why schools should make teachers motivated. It sampled 5-year teacher education graduates of UCL Institute of Education (IOE) London, using questionnaires as tools to collect data and descriptive design approach. It was reported that good and quality performance is realized from motivated teachers while demotivated teachers look for ways and means of walking out of stations. Kisau (2016), allude that creation of good, conducive workplace, organizational teacher support and mobilization of institutional stakeholders to motivate tutors added to reasons for teacher stay in not only schools but in the profession.

Many countries in Africa, especially in the sub-Saharan region, have introduced Free Primary Education (FPE) and Free Day Secondary Education (FDSE) to make education basic for all children. The population increase in both primary and secondary schools has strained the few resources found in schools, leading to poor student academic performance in national exams (Kasimu J.M, Mulwa J.K and Kithungu R.M, 2025). This has motivated teachers thus boosting teacher retention. An Empirical study done by Nyanjom (2013) in Uganda on importance of administrative motivation in retaining the best teachers in schools noted that retention challenge affected education sector. The study applied descriptive survey design, qualitative and quantitative approach. From a target of 2599 headteachers and teachers, a sample of 520 were subjected to questionnaires and an analysis was done. It recommended the importance of retaining the best teachers in schools for the development and posterity of the schools. It was noted that when some rare promotional opportunities open up like that of becoming a Deputy Head Teacher (DHT), a Departmental Head (HOD), the office does it secretly to the chosen few which results to teacher conflict. The school leadership has a major duty in supporting teachers' programs, motivating them, and managing learners' discipline. Indiscipline of pupils make teachers' work difficult and disturbing an act likely to influence or attract teachers' intention to leave (Perrachione, 2008).

According to Kisau (2016), issues like workplace diversity management where teachers fell victims to demographic, social, cultural and management diversities influence teacher retention negatively resulting to high teacher mobility rate. Lagat (2015) in Mbita County investigated conflict management methods used by headteachers which impacts on retention rates. This study considered conflict resolution methods which if practiced would make teachers demotivated. According to the study, some administrators' practices demotivated teachers; a move that resulted to conflicts due to favoritism in the place of work. It also observed areas of great concern that were not motivating such as use of old pit latrines, small sized dark classrooms with poor lighting systems, inadequate and staffroom, poor leadership, promotions that are not evenly distributed. These determinants prompted 1986 out of 8768 teachers in Machakos County sought for transfers as per TSC Director's report (2022).

Teacher retention is key in elevating institutional performance and goal achievement alongside learner character formation. The schools' leadership therefore have a major role in making sure that they employ the best administrative motivational practices to ensure teacher' motivation, teacher support and school environmental conditions are well managed. The schools that observe unparalleled administrative practices have high levels of teacher retention, minimal teacher intentions to transfer and post good academic performance.

Statement of the Problem

Teacher retention in schools is becoming a real challenge in today's school environment. Education managers have begun to realize the value of teachers that make up the school as an organization. Teacher retention dynamics and institutional relationship is undergoing fundamental challenges that have the implication on the attraction, motivation and retention of talented teachers in schools. The long-term success of schools depends largely on its ability to effectively manage and utilize its teachers who are considered as the most crucial human resource in learning institutions. Ineffective management of teachers lead to a high rate of staff turnover which

has a significant impact in schools especially because of the knowledge that is lost with teachers' exit from schools by either transfers, natural attrition, discipline or retirement.

Teacher turnover has been increasing in Kenya which has undermined effective and efficient service delivery in institutions of learning. In Machakos County the rate of teacher transfer and transfer requests to move out of their current stations has caused a serious challenge in schools (TSC director's report 2022). Unplanned transfers and teacher turnover attract a lot of negative impact on the quality of education delivered, learning process and stability of the schools. It also translates to poor implementation of the curriculum in schools and other government policies like the new Competency Based Education.

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 bid to attract and retain teachers in one school for long. It has also enacted the policy of delocalization of teachers, balancing and the 5-year service retainage policy all aimed at streamlining teacher balancing and mobility. Despite all these strategies and guidelines to motivate, attract and retain the teachers in their current work stations, the index rate of teacher request for transfers has continued to rise. For instance, in Machakos County (TSC report 2022) reported that 1986 teachers transferred between 2018 and 2020. This is an indication of unsolved internal administrative problems concerning teacher retention. From the foregoing report, more research was found necessary to bridge the knowledge gap on this emerging staff turnover dynamics and possibly provide a lasting solution that could motivate teachers and retain them in current schools. This therefore necessitated the need for a research to investigate the possible administrative motivational strategies that could be influencing the retention of teachers 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 determine the influence of administrative motivational practices on teacher retention in public primary schools in Machakos County, Kenya.

Hypotheses of the Study

The study sought to test the following null hypothesis;

There is no statistically significant relationship between administrative motivational practices and teacher retention in public primary schools in Machakos County, Kenya.

REVIEW OF RELATED LITERATURE

According to Dornyei (2006), motivation is that force that pushes people to decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue that activity. Sinclair (2008) defines motivation in terms of attraction, recitation and concentration; that is what attracts teachers to teaching, how long they remain in their initial teacher education courses and subsequently the extent they engage in the profession. There was a research which was done by Dornyei (2006) and Ushioda (2011) in England on motivation, language attitudes and globalization that targeted 13,000 Hungarian teachers between 1993, 1999 and 2004. The study employed descriptive design, analyzed data and presented it using tables, bar charts, pie charts and standard deviation. The survey revealed that motivation has two dimensions of definition: the direction and magnitude of human behavior.

Ushioda (2011) identified two documents of teacher motivation: Motivation to teach and the motivation to remain in the profession. Teacher retention in basic education and especially in public primary school is of great importance for this is where basics of concepts are expected to be initiated. An empirical study by Gary (2017) in New York on a study on Leadership's role in employee retention a study that used social exchange theory, targeted 402 employees and used measurement tools of person-job-fit. This study revealed the great pain experienced by an institution losing experienced workers due to demotivation as a result of job dissatisfaction. The study noted that the unexpected loss of employees is a global issue which greatly affects the organizational policies and workers' retention.

A descriptive survey by Gomba (2015) in Zimbabwe, Africa on factors influencing teacher retention in rural public schools outlined some key reasons that make teachers intent to seek for transfers to others schools. This empirical study targeted the ongoing students within various areas randomly. The study used a 10 item survey instrument designed for data collection from 21 characteristics related to teacher career stability. The questionnaires had to do with; demographics, teacher background, reasons for remaining in the profession and job satisfaction. Work load, lack of administrative motivational support, uninvolved learners, long hours of working, frustrations associated with apathetic pupils, job satisfaction and invasive bureaucracy were among top listed determinants. Also noted was family and personal circumstances and lack of respect from parents and pupils. Motivation, as noted from previous surveys, harbor a lot of peace in an organization that forms the underlying determinant to stay or transfer of teachers (Gomba, 2015).

The government of Kenya conducted a study in Mbita & Suba sub-county in Homabay County, which was led by Lagati (2015) on conflict management methods used by headteacher in public schools. It aimed at training the headteachers on school management practices (KESI, 2011). The study targeted a population of 36 public schools and 456 teachers, sampled 14 schools and 90 teachers, used questionnaires to collect data and analyzed data using Pearson's product moment formula presenting information by tables, bar graphs, pie charts and standard deviation. The investigation revealed that there are mass teacher transfer intentions despite TSC policy guidelines on recruitment and transfers of at least five years of stay before requesting for a change of station. The rewarding system is a strategy used in learning institutions to build learning habits. In addition, the school management can use ways such as; use of incentives, such as to monetary rewards, trips and scholarships for motivation of both teachers and students (Kasimu J.M, Mulwa J.K and Kithungu R.M, 2025).

According to the study, most teachers are not happy in their current stations due to work load, schools conditions like use of pit latrines, old and inadequate staff rooms, poor institutions' leadership, taking too long to be promoted, poor staff relationship, discrimination in appointment and favoritism. They pointed out some cases where when posts for senior teacher and other responsibilities open up, the office of the headteacher manipulates them thus demoralizing them. Again, the issue of the pupils' indiscipline and lack of proper housing, insecurity surrounding the school and even thuggery add up to the challenges on this list (Lagat, 2015). The administration of secondary schools and the provision of learning materials are vital for improving student academic outcomes in KCSE. Learning materials are essential tools in the teaching and learning process, aiding in the achievement of desired educational objectives (Kasimu J.M, Mulwa J.K and Kithungu R.M, 2025). Teachers are motivated by school administrators who ensure that institutions have Information Communication Technology (ICT) facilities for excellent content delivery, adequate preparation of teaching content, and good teacher-learner interaction for quality teaching and learning; The reviewed literature concludes the term teacher motivation into four components of teaching: social contextual influences that relate to external impacts, conditions and constraints; temporal dimension associated with lifelong commitment; demotivating factors which emanate from negative influences and lastly the prominent intrinsic motivation related to inherent interest of teaching. This underscores the need for school management to implement effective school-based practices aimed at enhancing educational goals, particularly student academic performance (Kasimu J.M, Mulwa J.K and Kithungu R.M, 2025). Samuel and Chipunza (2009) defined administrative motivational practices as that act or drive that leads workers towards positive psychological value in an organization. This drive helps to develop certain positive characters towards an activity; a force that makes teachers develop positive attitude to work and which leads towards attainment of institutional set targets. It is characterized by professional advancement, recognition,

awards and commendations like award of the best in a team, best in a term, in academic year or sports (Republic of Kenya, 2008).

According to the reviewed studies so far, much of it concentrated on teacher motivation, salaries and learner performance. Though very touching factors to teachers' attraction, much of the research is secondary aligned. The current study has concentrated purely on determinants of teacher retention in public primary schools and narrowing to Machakos County.

RESEARCH METHODOLOGY

Research design

This study employed a mixed method research approach called the sequential concurrent design. This design was preferred for it provided application of concurrently collection of data by use of mixed method: quantitative and qualitative approach (Croswell, 2014). Further rationale for the use of this mixed method approach is because large target population and samples can easily be studied using single approach and statistically significant variables be realized to generalize the findings of the whole study (Kothari, 2004). This method design assisted in exploring and unearthing all possible determinants of teacher retention in public primary schools in Machakos County.

Target Population

According to Mugenda and Mugenda (2003), target population is the set of events or individuals sharing common characteristics or interests. This research drew study target population 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 a Director forming a universal target population of 9676 respondents.

Sample size and Sampling procedure

This is the technique the researcher applies to arrive at a group of people, places or items of the study from the target population (Kombo & Tromp, 2006; Cohen & Morrison, 2000). A sample should be a true representative of the whole population to enable generalization.

The study stratified 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 the director purposely were sampled for they have the required information about teachers by virtue of them being the employer's agent at the Sub-County level. To calculate the sample size for teachers, Slovin's (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:-

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

n = sample size

N = Population size

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

p = 5%.

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

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 Slovin's formula, table 1.2. Proportional sampling allocation method was applied to select teachers in each school. This made it possible that the total number of teachers in a Sub County was proportionally allocated to the schools in that sub county. Each sub-county presented different number of schools and teachers depending on the number of schools and teachers. A random sampling technique was used to sample out the schools and teachers to participate taking care of gender as indicated in table 1.2. For the nine sub-county Directors, the study applied purposeful sampling, Walker (2012). 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 1.1 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

Questionnaires were used to source descriptive data from the headteachers and the teachers while an interview guide helped in collecting supportive data from the nine Sub-County directors and the county director Machakos County. The questionnaires had 2 section based on the study objectives; Section A sought the general demographic information and Section B sought information on administrative motivational practices. The interview was done orally with a guide which contained some brief questions on administrative motivational practices and teacher retention.

Validity of the research instruments

According to Best and Kahn (2005), validity is the quality of the data gathering instruments or the procedure undertaken to measure or to arrive at what is supposed to be measured. This was achieved through piloting of 7 schools, each from different Sub County as proposed by Thabane (2010) who proposes that 5-10 respondents make an adequate pilot sample. This enabled detection of any ambiguous information in the questionnaires, test the questionnaires' clarity, proper wordings and if it sources the intended data.

Content validity was done with the assistance from the assigned university supervisors to ensure the instruments collected the required data. The contents of the pilot were used to modify the instruments. Interview guide was piloted on two TSC Directors. The responses made from the pilot testing were integrated in the final interview questions.

Reliability of the research instruments

Best and Kahn (2000) define reliability as a measure of the degree to which the research instruments administered produce consistent results after a number of trials. The researcher conducted test-retest in 7 schools each from a different Sub-County as proposed by Thabane, (2010). The nine schools were not in the list of sampled schools for research. The test-retest 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 researcher used Pearson's Product Moment Coefficient (r) to compute the coefficient of linear correlation to 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 scores, 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 linear 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 introductory letter from the Board of Post Graduate Studies (BPS) in South Eastern Kenya University. Research permit for the research was sought 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 in time. The researcher booked appointments with the headteachers of the selected schools from where data was sourced from, on arrival the researcher created rapport with respondents by assuring them total confidentiality of identities and that all sourced data was to be used for research purposes only.

Data analysis techniques

This is the act of summarizing the collected data. The data collected was organized, edited for accuracy, uniformity, consistency and then coded and analyzed using a Statistical Package for Social Sciences version (SPSS). Quantitative method design allows use of inferential statistics which uses estimated parameters and statistical hypothesis to summarize and make interpretations by use of frequency distribution tables, graphs and charts. Pearson's Correlation Coefficient of correlation was used to test the hypothesis and determine the statistical significant relationship between determinants of teacher retention based on the study objectives. In this computation, value of r near -1 or +1 would indicate a strong correlation between either side of the influence of retention determinants and teacher retention. 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 objectives of the study were applied and reported through narrative forms. The levels of significant for decision to either reject or uphold the null hypothesis is at alpha P value of 0.05. When P=value is less than 0.05 ($p < 0.05$), the null hypothesis is rejected while P=value is greater than 0.05 ($p > 0.05$), the hypothesis is retained. In this case the values indicated a strong statistical relationship of determinants of teacher retention to their retention. $r < 0.001$ for job security table 4.12, $r < 0.000$ for organizational support table 4.18, for motivation to teachers $r < 0.000$ table 4.24 and for workplace conditions table 4.30 $r < 0.000$.

Ethical considerations

The researcher sought consent of the respondents and made it known to them that filling or answering any of the questions or being interviewed was voluntary, and assured them of privacy and confidentiality. Neither their names, nor the name of the school were to be known. The County Director of Education, County government and the County Commissioner Machakos County granted the researcher permission to carry out the investigation in the public primary schools in Machakos County. The researcher then wrote official letters to the headteachers requesting entry to their stations to conduct the investigations.

Research Results

Influence of administrative motivational practices and teacher retention

The study presented to the teachers five similar statements to those given to the headteachers and required them to give their views. The study used questionnaires to collect data from teachers and headteachers, and interview guides for directors.

Their outcome is presented in table 1.2.

Table 1.2: Teachers' responses on influence of administrative motivational practices on their retention

Statement	SA	A	D	SD	%	Mean	Std
Awards to teachers improves teachers' morale	66.6%	26.3%	5.9%	1.3%	100%	1.42	.662
Recognition to teachers improved teachers' morale	64.4%	33.1%	1.3%	1.3%	100%	1.39	.583
Awards to learners improves teachers' morale	55.6%	38.8%	4.4%	1.3%	100%	1.51	.643
Stakeholders' educational tour participation result to teacher job retention	47.8%	38.8%	10.9%	2.8%	100%	1.69	.777
Retreat to teachers create positive leadership/teacher relationship in the school	64.7%	26.6%	5.6%	3.1%	100%	1.47	.742

The results in table 1.2 indicated that majority 66.6% of the teachers strongly agreed with the statement that, awards to teachers improves their morale thus influencing their retention. From the results 26.3% of the teachers agreed, 5.9% disagreed with the statement and only 1.3% of the teachers strongly disagreed that awards to teachers improves their morale. On recognition to teachers that improves their morale, majority 64.4% of the teachers strongly agree with the statement, 33.1% of the teachers agreed, 1.3% disagreed leaving only 1.3% of the teachers strongly disagreeing with the statement. On awards to learners improves teachers' morale, majority 55.6% of teachers strongly agreed, 38.8% of the teachers agreed, 4.4% of the teachers disagreed with only 1.3% of the teachers strongly disagreeing with the statement. On the stakeholders' educational tours, majority 47.8% of the teachers strongly agreed, 38.8% of the teachers agreed, 10.9% of the teachers disagreed and the remaining 2.8% of the teachers strongly disagreed with the statement. Retreat to teachers creates positive leadership/teacher relationship, majority 64.7% of the teachers strongly agreed with the statement, 26.6% of the teachers agreed, 5.6% of the teachers disagreed but 1.47% of the teachers strongly disagreed with the statement.

A mean=1.47 and a deviation of 0.742 an indication of teachers and headteachers' convergence to the statement.

Further the headteachers were also asked to state the level of agreement on administrative motivational practices on teacher retention. Their responses are recorded in table 1.3 by use of Likert scale.

Table 1.3: Headteachers’ responses on level of agreement on administrative motivational practices on their retention

Statement	SA	A	D	SD	%	Means	Std Dev
Award to teachers improves teachers’ morale	70.0%	12.5%	7.5 %	10.0%	100%	1.58	1.003
Recognition to teacher improves teachers’ morale	67.5%	23.6%	5.0%	3.8%	100%	1.45	.761
Award to learners improves teachers’ morale	41.3%	33.8%	16.3%	5.0%	100%	1.91	.640
Stakeholders’ educational tour participation practices results to teachers’ job retention	60.0%	36.3%	2.5%	1.3%	100%	1.45	.614
Retreat to teachers create positive leadership/teachers’ relationship in school	60.0%	17.5%	11.3%	11.3%	100%	1.74	1.052

The study findings in table 1.3 indicate that majority 70% of the headteachers strongly agreed with the statement that awards to teachers improves their morale thus influencing teacher retention. From the results 12.5% of the headteachers agreed, 7.5% disagreed with the statement and only 10% of the headteachers strongly disagreed that awards to teachers improves their morale and so greatly influences. On recognition to teachers that improves their morale, majority 67.5% of the headteachers strongly agree with the statement, 23.6% of the headteachers agreed, 5% disagreed leaving another 3.8% of the headteachers strongly disagreeing with the statement. Awards to learners improves teachers’ morale, here majority 41.3% of headteachers strongly agreed, 33.8%% of the headteachers agreed, 16.3% of the teachers disagreed and only 5% of the headteachers strongly disagreed with the statement. On the stakeholders’ educational tours, majority 60% of the headteachers strongly agreed, 36.3% of the headteachers agreed, 2.5% of the headteachers disagreed and the remaining small number 1.3% of the headteachers strongly disagreed with the statement. Retreat to teachers creates positive leadership/teacher relationship, majority 60% of the headteachers strongly agreed with the statement, 17.5% of the teachers agreed, 11.3% of the headteachers disagreed and only 11.3% of the headteachers strongly disagreeing with the statement. A mean=1.47 and a deviation of 0.742 an indication that teachers and headteachers’ convergence to the statement.

Further the headteachers in fig. 1.1 were required to indicate YES or NO on the level of agreement/disagreement to the statement that administrative motivational practices influence teacher retention.

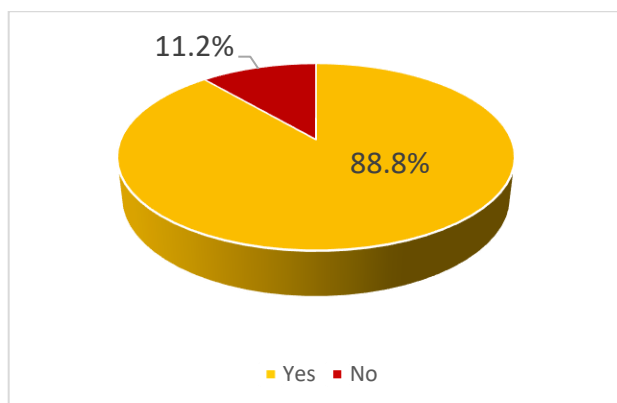


Fig. 1.1: HTs' YES/NO responses on if administrative motivational practices influence teacher retention

From the results in Fig. 1.1 majority, of the headteachers 88.8% gave a YES response in support to the statement while only 11.2% of the headteachers gave a NO response to the statement.

This is a clear indication that headteachers heavily agree that administrative motivational practices influence teacher retention in public primary schools.

From the study, the headteachers, being the senior most experienced professional team with lots of wits, were again required to rate their degree of acceptance on how influential they think administrative motivational practices were to teacher retention. Their views are reflected in Fig. 1.2.

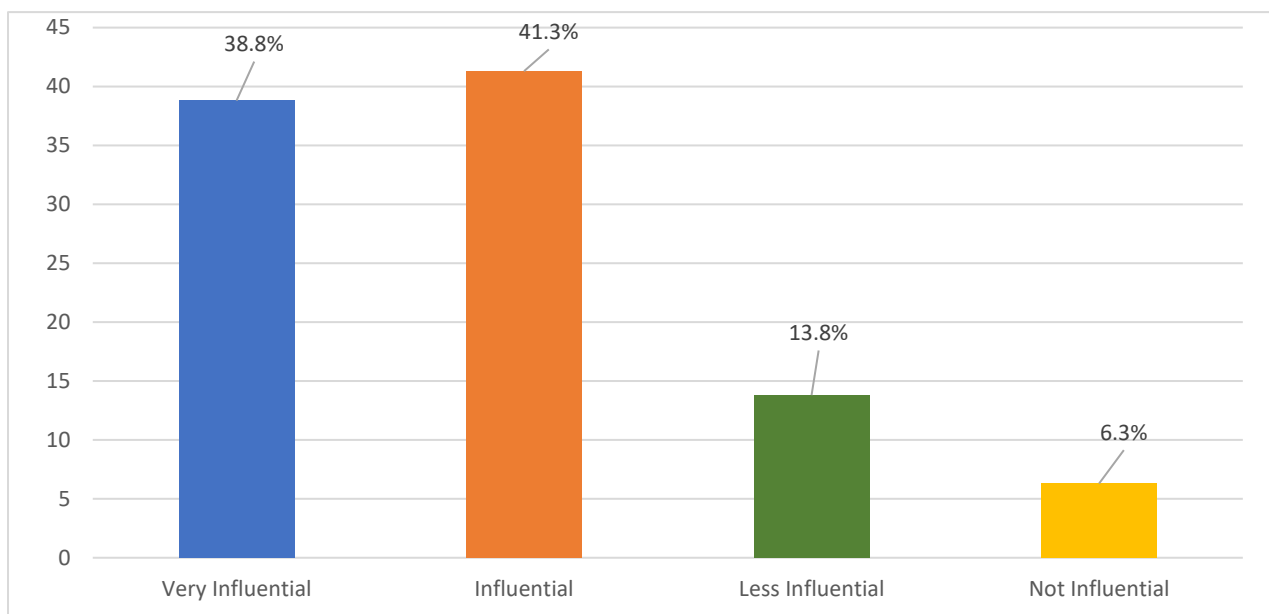


Figure 1.2: HTs' responses on level of influence of administrative motivational practices to teacher retention

In Fig. 1.2 the study findings indicates 38.8% of the headteachers indicating that it was very influential, 41.3% of the headteachers indicated that it was influential, 13.8% of the headteachers said it was less influential leaving a very small group of headteachers 6.3% who recorded that it was not influential. From these responses it is clearly implied that administrative motivational practices influence teacher retention in public primary schools. The study also in table 1.4 and in fig. 1.3 requested the TSC directors to state their level of agreement that administrative motivational practices to teachers influence teacher retention.

Table: 1.4: Directors' response on administrative motivational practices and their influence on teacher retention

Statement	Frequency	Percentage
Strongly Agree	2	25.0
Agree	3	37.5
Disagree	2	25.0
Strongly Disagree	1	12.5
Very Strongly Disagree	0	0.0

Total	8	100
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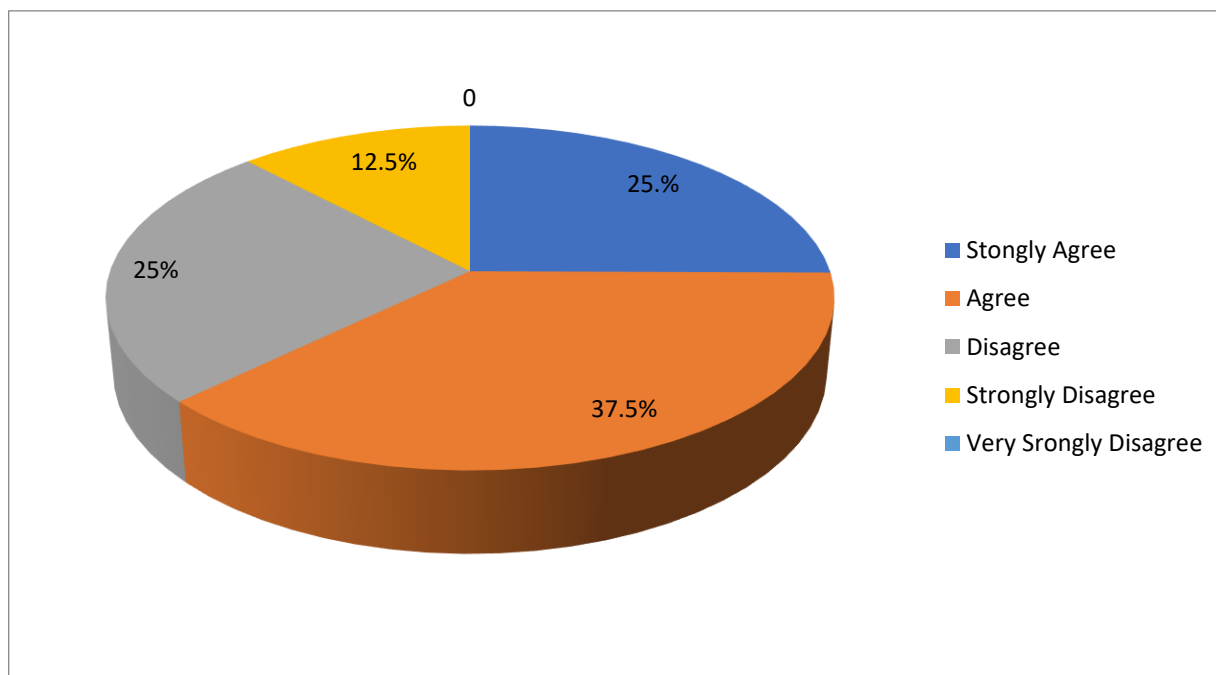


Figure: 1.3. Directors' response on the influence of administrative motivational practices on teacher retention

For triangulation purpose the TSC Directors were too requested to state their level of agreement on how administrative motivational practices influence teacher retention. The results are presented on Table 1.4 and in Fig. 1.3. The study results indicated 25% of the TSC directors strongly agreed with the statement that administrative motivational practices influence teacher retention, 37.5% of the directors agreed, 25% of the directors disagreed and only 12.5% of the directors very strongly disagreed with the statement. This shows how influential administrative motivational practices are to teachers' retention.

Hypotheses

In Table 1.5, the study too sought the teachers' views on parameters of the influence of administrative motivational practices on their retention.

Table 1.5. Regression Model for administrative motivational practices and teacher retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851 ^a	.724	.723	.664

Predictor: (Constant), administrative motivational practices

Regression outcome in Table 1.5 shows that the relationship between administrative motivational practices and teacher retention was positive but moderate ($R^2=0.724$) because R squared was not equal to zero ($R^2 \neq 0$), but within 0 and 1. Also, an adjusted R of 0.723 indicates that 72 % of the variation in teacher retention in public primary schools in Machakos County could be explained by the influence of administrative motivational practices 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 1.6.

Table: 1.6: ANOVA Model for administrative motivational practices and teacher retention

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	367.818	1	367.181	835.343	.000 ^b
	Residual	140.462	319	.440		0.00724
	Total	508.279	320			

a. Dependent Variable: Teacher retention

b. Predictors: (Constant), administrative motivational practices

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 1.6 was indeed significant in making prediction that administrative motivational practices could predict teacher retention, at alpha level of 0.05, $F=0.835.343; p<0.05$) this is because beta was equal to zero ($\beta=0$). This is an implication that administrative motivational practices could significantly predict teacher retention in public primary schools in Machakos County.

The analysis of the regression coefficients was done in order to establish the relative strength of prediction of the study of independent variables upon the dependent variable.

Table 1.7: Teacher motivational practices and teacher retention

Model		Unstandardized Coefficients		Standardized Hypothesis Testing Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.024	.181		5.669	.000
	Teachers' motivation	.088	.106	.180	.824	.411

a. Dependent Variable: Teacher's retention

Table 1.7. Shows the regression coefficients of the independent variables (Administrative motivational practices) based on standardized and unstandardized coefficients (β). From the analysis it is observed that administrative motivational practices had a significant prediction strength on teacher retention $t(320)=5.66; p<0.05=0.088$. This an implication of teacher retention increments of .088 teachers' retention rate per every increased unit of administrative motivational practice. This therefore indicates that, teacher retention greatly depends on or is influenced by administrative motivational practices.

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 (teacher motivational practices) did not influence the dependent variable (teacher retention). Contrary to this, if the level of significance rated less than 0.05, then teacher motivational practices of teacher retention was found to influence their retention.

From Table 1.7, it is noted that there was statistical relationship ($0.000 < 0.05$) between administrative motivational practices and teacher retention. Therefore, the null hypothesis which stated that *“there is no statistically significant relationship between administrative motivational practices and teacher retention in public primary schools in Machakos County”* was rejected at 0.05 level of significance and so the alternative hypothesis which stated that *“there is statistically significant relationship between administrative motivational practices and teacher retention in public primary schools in Machakos County”* was upheld. Therefore, a conclusion was drawn based on the findings that: administrative motivational practices and teacher retention are statistically dependent.

SUMMARY OF KEY FINDINGS

Administrative motivational practices on teacher retention

The study results show that the relationship between administrative motivational practices and teacher retention was positive and significant ($p=0.00724$). Administrative motivational practices variable was found to be a good predictor of teacher retention $t(320)=0.824$; $p<0.05$ $\beta=0.088$. From table 1.2 and table 1.3, it can be strongly confirmed that majority of the teachers and headteachers agreed that teacher retention is heavily influenced by administrative motivational practices which are; awards to teachers, recognition to teachers, awards to learners; stakeholders' educational tour practices and also retreat to teachers. From the results, there is strong convergence between the mean and the percentages to the statement an indication that administrative motivational practices influence teacher retention.

Discussion and Interpretation of Research Findings

Influence of motivational practices on teacher retention

The objective of the study sought to investigate the influence of administrative motivational practices on teacher retention in public primary schools in Machakos County. The study findings revealed that there was statistical relationship between administrative motivational practices and teacher retention which was positive and moderate. The researcher noted that some public primary schools were practicing main determinants of teacher retention which resulted to majority of the teachers to comfortably remain working hard and not opting to seek for transfers. This was made possible through awards to teachers, teacher recognition after any good work attempt, awards to learners, stakeholders' educational tour practices and retreat to teachers. The study findings revealed that majority of learning institutions leaders practiced initiatives which determined teacher retention; awards to teachers, awards to learners, stakeholders' educational tours and retreat to teachers. This seemed to be the reason behind some of the teachers overstaying in one station for even over ten years.

From the results majority 66.6% of the teachers strongly agreed with the statement that, awards to teachers improves their morale thus influencing their retention. On agreement 70% of the headteachers concurred with the teachers' opinion. The study findings indicated a statistical relationship between administrative motivational practices and teacher retention which was positive and moderate. Extrinsic motivation, which is the awards to teachers whenever achievement is realized creates competition among themselves thus making them to long for the next event.

On recognition to teachers that improves their morale, majority 64.4% of the teachers and 67.5% of the headteachers strongly agreed with the statement that there is need to appreciate teachers' efforts whenever they excel. A mean=1.47 and a deviation of 0.742 an indication of teachers and headteachers' convergence to the statement was indicated. Certificates, promotions whenever they arise improves teachers' job satisfaction. A study carried out by Huma (2015) on the influence of administrative motivation strategies on teacher retention; concur with the current study that when teachers are appreciated or recognized in whichever small positive attempt, their morale is positively impacted.

On awards to learners that improves teachers' morale, majority 55.6% of the teachers and majority 41.3% of the headteachers concurred with the statement that when learners are awarded when they excel, the practice alone affects teachers positively. No teacher would ever like being associated with poor performance. On contrary opinion, Hanusheck and Ravkin (2017) in their study stated that teachers' morale can only be motivated by good pay and work conditions. To his view provision of rewards to learners is not key to influence teacher retention. However, when learners are motivated, their performance and conduct improve a factor which makes teachers' work easier thus improving their stay.

On the stakeholders' educational tour participation, the statement was fully supported by the majority 47.8% of teachers and 60% of the headteachers. The observation was that this practice is a good predictor of teacher retention. When stakeholders' educational tour practices is provided to teachers and learners, harmony and peace is realized in the school. This leads to teacher retention. This is also supported by Naomi, Ronald, Isaac and Ranjith (2012) in their study on analysis of factors that affect teachers' motivation in schools. The study revealed that when learners are exposed to outside learning environments, for instance the International or National Agricultural shows, historical sites, their minds open up and become more creative and innovative. The study reveals that the work of the teacher becomes very simple and interesting, creating a good and enjoyable workplace thus retention.

When the teachers and the headteachers were asked their view on impact of teacher retreat on teacher-leadership relationship, their response portrayed a positive indication. Majority 64.7% of the teachers and 60% of the headteachers concurred with the statement. The study findings revealed that majority of schools which offer retreat to their teachers, an excursion to have a change environment and share views, has a lot of positive impact to their stay. The study findings revealed that offering a retreat to teachers, positively improves their retention and quality performance in schools. This is also supported by Ekabu (2013) in a study on motivational factors and turnover intention of teachers in public schools in Meru County. According to the researcher it is in such outside forums where some hidden differences are aired out and a new begging realized.

CONCLUSIONS AND RECOMMENDATIONS

The study sought to investigate the influence of administrative motivational practices on teacher retention in public primary schools in Machakos County, Kenya. The study findings revealed that administrative motivational practices are good predictors of teacher retention. From the study findings, it is concluded that those schools experiencing challenges in teacher retention should practice teacher motivation. Administrative motivational practices would include: awards to teachers, recognition to teachers, stakeholders' educational tour participation and retreat to teachers which creates positive leadership relationship. The study results led to the conclusion that administrative motivational practices determine teacher retention in public primary schools in Machakos County.

From the study findings, the researcher made the following key areas to be worked on by the Ministry of Education, Teachers Service Commission, Boards of Management, headteachers should enhance teachers motivational strategies.

School BOM should offer support to teachers by providing good workplace conditions. They should ensure decent infrastructures and modern social amenities to attract and retain teachers in their schools. The study recommends to TSC and School BOMS to enhance teacher motivation to increase their retention in schools. The study recommends that BOMs and headteachers should provide mutual organizational support and embrace motivational strategies in bid to enhance teacher retention in schools

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