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Patrick K. Kiongo

Doctor of Philosophy in Public Policy and Management, KENYATTA UNIVERSITY, NAIROBI, KENYA

Author's E-Mail Address: kiongo2009@gmail.com

ABSTRACT

Purpose: The purpose of this study was to investigate the determinants of career change in rural schools. The study was based on the theory of occupational choice and career typology theory. From the context of the theories, the underlying determinants under investigation were categorized into environmental, organizational and individual factors.

Methodology: The study applied both inferential and descriptive survey research. Stratified and simple random sampling techniques were used to identify one hundred forty-seven (147) respondents from a study population of 1,555 teachers distributed in one hundred eighty-two public schools. The study used questionnaire as key instrument to acquire primary data while desk review of reports and publications was applied for secondary data.

Findings: The study revealed that 55% of the respondents harbored plans to switch to other career later in life with individuality factors being the most significant compared to environmental and organizational factors which ranked second and third respectively.

Unique Contribution to Practice and Policy: Educational institutions should therefore strive to achieve a sustainable balance between the teacher intrinsic and extrinsic influences in management of teacher career change. The findings of this study will illuminate policy assumptions behind different strategies used in efforts to alleviate problems associated with teacher's career change in rural areas. In addition, the affected teachers will have a common understanding of challenges affecting them and have a common voice in articulating their issues for policy consideration.

Key Words*: Career decision, Environment, Opportunity, Organizational factors, Personality*

BACKGROUND INFORMATION

The career path taken by a teacher is one of the most fundamental decisions in a teacher's life. The decision chosen may determine the level of the life long career achievements by the teacher. The life-style, the attitude and the way of thinking of a person could influence their career decision. Thus, the decision taken has a significant impact on the life of the teacher, and indiscreet decision may lead to undesirable quality of life. In order that an individual fully invests the education acquired and provide development to the society, the primary step is to make the right decision of a career to pursue (Pafoli, 2011). Teachers have their own individual interests, which are influenced by individual unique environments. Hence, their career development is influenced by, among many factors, the different contexts in which they live and their personal aptitudes (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

In the teacher education program, a number of positive and negative factors have been renowned as influencing individual's decision to pursue a teaching career. However, according to the Organization for Economic Co-operation and Development (2017) "teachers' day to day responsibilities have become more complex and demanding in addressing progressively diverse students populace, higher social prospects of schools, increasing fields of knowledge, and new types of responsibilities''. There is also global recognition that the success of any educational reform strongly depends on the quality and performance of the teachers (Ingersoll & Smith 2004; Kennedy 2008; Tatto 2007).

However, due to the challenging workload, the performance of teachers would likely be affected adversely. As a profession teaching requires high degree of commitment and altruism. Subsequently, it seems such a difficult task motivating teaching professionals to uphold their initial career to teach. Additionally, given that ''teaching seems to be a profession considered vital to a country's advancement and well-being'' (Watt& Richardson, 2012), there is a reasonable concern for the subsequent generations with respect to the mission of nation-building (Moran, Kilpatrick, Abbott, Dallat & McClune, 2001; Manuel & Hughes 2006; Skilbeck & Connell 2003; Taylor 2006).

Australia, the United States, Germany, Norway, the United Kingdom, and several European countries, among others, have reported difficulty in recruitment and retention of teachers (Johnson & Birkeland 2003; Krecic & Grmek 2005; Kyriacou, Hultgren & Stephens, 1999; Liu, Kardos, Kauffman, Preske & Johnson, 2000; Moran et al. 2001; Newson 1993; Ramsay 2000; Richardson and Watt 2010; Sinclair 2008; Spear, Gould & Lee 2000). The difficulty in hiring and retention of teachers is associated to teacher workload, income, disruptive learners, and the diminishing status of the profession (Kyriacou et al. 2003). In recent years, global teacher shortage has given rise to scholarly studies of the motivation for teachers' career decisions, which are mainly important while explaining why graduates in teacher education do not join the profession or drop out after a short period of practicing (Rots, Aelterman, Devos and Vlerick 2010; Thomson, Turner and Nietfeld 2012; Watt and Richardson 2008).

In Turkey, due to the decline in the income of public employees from 1980s until today, the teaching profession has lost prestige when compared to the first years of the republican era, and thus, the social status of the profession has gradually diminished. The decline of teachers' incomes, their rising cost of living, an abundant increase in the number of teachers, and the

appointment of unqualified teachers have all reduced the quality of teaching and the prestige of teachers in the eyes of the public (Erden, Eskicumali 2002). Today, teaching profession is being eminently cited among the least desirable profession in Turkey. In this context, teaching is considered a profession for anyone by quoting a widely used statement in Turkish society; ‘‘If you are unfit for anything else, be a teacher!’’ (Özsoy, Özsoy, Özkara & Memiş 2010). This creates a great impact in regard to teachers’ career decision.

From another perspective, teachers in rural schools are likely to face different challenges than their counterparts in urban schools. As Eppley (2009) noted, “successful teaching in a rural school is different than successful teaching in other settings”. The inherent physical and social characteristics of rural communities can result in teachers experiencing unique and perhaps more profound challenges that prompt alternative career directions. Relatively poor amenities are often quoted as significant obstacles in attracting and retention of highly skilled teachers (Schwartzbeck, Prince, Redfield, Morris & Hammer, 2003; NASBE, 2004; Hammer, Hughes, McClure, Reeves & Salgado 2005). Thus communities are characterized by among others amenities they offer; including housing, shopping, family networks, other employment opportunities and access to other communities and professional networks. Hedonic wage theory states that community characteristics play a major role in teachers’ career path, this raises the question: how are these characteristics of rural communities and schools linked to change of a teaching career in rural areas?

In the Kenyan context, the situation of teacher shortage is not any different from the global trends (Orodho, 2013). Not only is there a shortage of qualified teachers in rural schools, but also teachers are changing the profession to take up non-teaching employment (Oketch & Ngware, 2012; Orodho, 2013). Report from Kenya National Union of Teachers, KNUT (2008), indicates that there is a high rate of teachers’ turnover in Kenya. For example, Oyaro (2008), citing data from KNUT, stated that between January and June 2008, six hundred teachers had left classrooms in Kenyan schools for better paying jobs elsewhere. That is roughly three teachers exit the service every day. The national teacher shortage stands at 61,235 for both primary and secondary schools (Republic of Kenya/UNICEF, 2012).

Oyaro (2008) states that teachers leave the classrooms to work in new fields: such as the media, financial sectors, non-governmental organizations, private academies and insurance firms. Several are also leaving the teaching frontline for jobs in the Ministry of Education as Quality Assurance and Standard Officers (QASO), where terms of engagement are more lucrative compared to Teachers’ Service Commission (TSC) offer. It is debatable that the losses of competent teachers from the profession for whichever reason affect Kenya’s economic advancement, particularly in scientific, technological, and professional areas, and the objective that the Government of Kenya is determined to achieve through education (Republic of Kenya, 2012a, 2012b). It is against this background that the researcher was set to investigate a case of Tana River County on the determinants of career change among teachers in remote rural schools in the republic of Kenya.

Like other rural areas in Kenya, teachers’ turnover has been given the least attention in Tana River County. Tirop (2011) reveals that teaching is viewed as the poorest paying job in the country. This makes it difficult to retain quality teachers within rural schools in the county under

the current terms and conditions of service. It is most common that teachers, particularly science oriented, either decline to take up teaching positions in Government aided schools, desert or resign from teaching (Ondara, 2004). Orodho, Waweru, Getange and Miriti (2013) argue that these cadre of teachers feel they can be better paid if they work in private sectors or other ministries, other than the Teachers Service Commission and hence remain transient in search for better opportunities.

The situation is no better in Tana River and the decision to teach is circumstantial. Young and inexperienced teachers form the majority of teaching professionals in the area which agree with Crouch and Perry (2003) assertion that teaching is an attractive occupation for younger person with lower qualifications. When a person gets older and more qualified, teaching seems to become less attractive as an occupation. Young teachers enter into teaching profession in rural areas to gain experience, develop their career aspirations and competencies to join other professions perceived to be better later in life which has greatly impacted on the quality of education in Tana River County. Therefore, to ensure great efficiency and productivity of teachers in the remote rural schools, it is necessary to study the determinants of career change and thereby provide them with proper guidelines to make the right decision in exploiting their skills and competence.

STATEMENT OF THE PROBLEM

In Kenya career change especially among rural teachers' remains a major concern as it impacts greatly on education. According to Oyaro (2008), six hundred teachers had left classroom in Kenya schools between January and June 2008 for better paying jobs elsewhere. This is approximately three teachers leaving classrooms for other professions every day.

However, despite introduction of hardship allowance as fringe benefit by the Teachers Service Commission (TSC) to seal the loopholes left by the defecting professionals, teachers in Tana River have been leaving teaching job for "better jobs" mostly in the devolved units, government ministries and private sectors (Orodho,2013). Tana River remains one of the counties with low ranking at the national examination with the trend showing that it has consistently ranked among the ten poorly performing counties over the last five years (MoEST). This inspired the need to study the determinants associated with teacher's career change in order to develop sustainable policies to guide retention and performance of teachers in rural schools.

OBJECTIVES OF THE STUDY

The main aim was to study the determinants of career change among teachers in Tana River County. Specifically, the study was guided by the following objectives:

1. To investigate the physical environmental factors determining career change among teachers in Tana River County.
2. To investigate the individual factors determining career change among teachers in Tana River County.
3. To investigate organizational factors determining career change among teachers in Tana River County.

RESEARCH HYPOTHESES

The study was based on the following hypotheses:

1. H_0: Physical environmental factors have no significant impact on career change among teachers in Tana River County.

   H_1: Physical environmental factors have significant impact on career change among teachers in Tana River County.

2. H_0: Individual factors have no significant impact on career change among teachers in Tana River County.

   H_1: Individual factors have significant impact on career change among teachers in Tana River County.

3. H_0: Organizational factors have no significant impact on career change among teachers in Tana River County.

   H_1: Organizational factors have significant impact on career change among teachers in Tana River County.

The hypotheses were tested at α=0.05 level of confidence against chi squire distribution statistics to approximate the p-value.

REVIEW OF RELATED LITERATURE

Career Decisions

Making a career decision is a social practice. Thus, the social context, in particular, individuals who provide advice to the decision-maker during the search for job process can affect the probability of career change. Individuals operating in the new employment context, change in one's career can be experienced in multiple ways; it may yield a sense of renewal and personal growth or, alternatively, a sense of inconsistency and even confusion regarding one's own goals and work values (Higgins, 2001). The current research did not propose a position on whether or when changing a career is essentially desirable, but rather tried to explore some of the factors that contribute to an individual's decision to do so.

Physical Environmental Factors and Career Change

Kroll, Dinklage, Lee, Morley and Wilson (2008) asserts that individuals seek to accommodate environment with one's goals, while concurrently being assimilated into the same environment. Career development is viewed as the balance between meeting the needs of an individual and responding to the external forces. This involves matching of personal needs with the realities of life. In career decision two sets of input are of great importance that is self and world around. In a career, an individual has always balanced his aspirations and how they fit into the realities of the workplace, "Man's occupation determines the kind of person he becomes since, through his waking hours, his cognitions about himself, his wants and goals, and his interpersonal response traits are molded" (Kroll et al. 2008).

The informal and formal knowledge offered through the society and the environment has focused on the acquisition, retention, and utilization of information pertaining to the world. It can be observed that both the self and the world have emerged as important factor in the concept

learnt; that they form very central feature in acquisition, retention, and translation of information about one's self (Kroll et al. 2008).

The environment plays a major role in career decision a teacher reaches in several ways. The environment being referred here is a factor which is commonly used to nurture decision in career change. An example of other related research contributes critically to what inspired people's choice of career in certain geographical settings. Boyd et al. (2005) postulated that distance and hometown had powerful impact on individuals' choice of where to work. New teachers have a strong inclination to have their first job near their hometown or in areas similar to one in their hometown. Similarly, Strunk and Robinson (2006) argued that teachers prefer to teach in schools where student and teaching staff reflects their own identity in order to seek comfort and cultural similarity.

A study by Farkas (2000) established that working conditions; such as administrative support, parental support and student behavior were considerably more important to new teachers on where to teach than was salary. Also, the study suggested that money would be effective in enticing teachers only if other critical working conditions were in place (Farkas, Johnson, & Foleno, 2000). This is consistent with Johnson and Birkeland's (2003) findings that suggest that teachers' career decision was influenced by sense of success, which was significantly linked to working environment.

Another study conducted by Tamir (2009) established that graduates of elite school who opt to teach in urban schools were propelled by a sense of mission to transform society and making a difference in the lives of poor inner-city children. Nevertheless, it is hard to make a general conclusion from this study due to smaller sample size of ten participants and their specific characteristics.

The current study attempted to explain environmental determinants influencing teachers to teach in rural settings. It explored to what extent various factors are related to teacher's career change in rural schools.

Organizational Factors and Career Change

Previous study by National Commission on Cooperative Education found that relevant work experience has given individuals an upper hand in building a career (National Commission, 2017). Experiences rather than education seem to carry extra value in some career decisions. The organization provides this experience which in turn gives a leeway for teachers to move in search for greener pastures.

Olsten Corporation, a temporary employing agency, stated that as a result of the downsizing and reorganization of the past decade, many organizations have pared down to "core groups of full-time employees complemented by part-timers and networks for flexible staffing" (Kerka, 1997). According to him, learning to be portfolio workers, managing skills as if individuals are their own job entity, might be the opportunities individuals will be confronted with in future. He asserted that people should consider themselves as collection of skills and attributes, not as job. The key skills of the portfolio worker are versatility, flexibility, creativity, self-direction, interpersonal and communication skills. In addition, it refers to facility with computer and information technology, ability to learn continuously and to manage work, time and money

(Kerka, 1997). This would be rather different from the traditional views as is known in present day. Lemke (2004) emphasized that necessary change in attitude and identity have to be made.

Efficiency and effectiveness of organizations policy and practice for deployment to rural areas need systematic analysis. Whereas compulsory posting is the rule, the concern should be whether teachers are attracted to schools in rural areas or whether they are well prepared to be posted to rural schools. Another concern is the convenient length of time to retain a teacher. For those considering career in teaching, whether or not they are bound to teach in rural school, when or for how long is a decisive factor in change of career.

Similarly, a study by Dove (1980) asserts that remoteness and isolation affect the quality and quantity of professional facilities available for teachers. In remote rural schools, teachers become frustrated due to lack of teaching aids that are more readily available in town to make the work easier, diverse and more enriching. The study argues that many schools in rural setting are so small and isolated that teachers may lack the varied contact with other teachers which urban schools can offer. Further, there are rare opportunities for professional contact through empowerment centers, teachers' in-service activities and social congregations. Teachers in rural areas may feel forgotten and bypassed by the profession. For the ambitious there may be an extra frustration in not being able to get their work sufficiently noticed and recognized by the authorities (Dove, 1980). Until extra findings from this study were acquired, there existed no mean to know which fundamental organizational factors are critical in determining teachers' career change in remote rural schools.

Personality Factors and Career Change

It is important for individuals to have a good understanding of oneself (their personality) if one has to develop a wise career plan. What people would like to be, and what someone is like, could be determining factor in individual's career. According to Harris and Jones (1997) a developed career blueprint included assessment of personality through self-evaluation, and communicating with others.

According to Anderson's (1995) study, self-knowledge is shown to be a domain with many pathways. There exist numerous examples describing the process of self-knowledge. One such example would be a critical look at individual life's experiences to enrich their self-knowledge. Another example according to Lankard/Brown (1996a) would be individual's use of problem-based learning to gain insight into self-knowledge that could be essential in career development.

Young, Fraser and Woolnough, (1997) in his study postulated that individuals are more inclined to select careers that match their personality. He also reported that individuals who regard themselves as intelligent seek careers in science and engineering field. Perhaps John Holland's (1996) career typology theory was the most inspiring discourse on the topic.

Personality could be a tough quality to mold into an individual particularly if the career in doubt is not in agreement with the person. The teacher's personality therefore must match the criteria for career direction they chose. It is helpful to consider the attitude individual holds about themselves when choosing career (Kroll et al., 2008). Personality and attitude has been organized keen on consistent ways of thinking, feeling and reacting towards our environment.

Once a career decision is narrowed down, personality plays a major role in attaining and nurturing employment within the field of career.

Ginzberg Theory

Eli Ginzberg (1972) started his work in 1951; however, it was not until 1972 that his theory on career development became clearer. Ginzberg's theory (1972) suggests three main points: first, occupational choice is a process that remains open as long as one is making decisions about his or her career; second, early decisions have an impact on shaping one's career later in life; third, people make decisions about careers with the goal of increasing their satisfaction by identifying the best fit between their needs and desires (Ginzberg, 1972).

As career scholars have proposed, having attractive alternatives increases the desire or intention to change career, and hence, the probability of doing so (Neapolitan, 1980). It is anticipated that the diversity of one's psychosocial intelligence relations would increase probability to change career. The more confident an individual is in his or her abilities, the more psychologically ready he or she is to take on challenging work (Bandura, 1997), such as changing career (Higgins, 2001).

This theory explains why teachers make career change while still active in teaching. By suggesting that choice on occupation is a process that remains open throughout the career, this study therefore aimed to explain the influences of career change among teachers in rural schools at various stages of experience.

Career Typology Theory

John Holland's (1996) career typology theory is one of the most extensive and popular literature on the importance of interrelation between personality and environment to career decisions. He proposed that we need to focus on personal characteristics and occupational tasks. His theory believed that occupational choice is not random, but an expression of our personality, and that occupational achievement, stability and satisfaction depend on congruence, or agreement, between one's personality and job environment. He classified personality types into six categories; realistic, investigative, artistic, social, enterprising and conventional. Accordingly, he identified other six basic work environments bearing the same names. Personalities are then matched to occupations that match those types. He believed that people in the same occupation had similar personality traits. The closer the match is, the greater the job satisfaction (Holland, 1996).

Holland (1985) organized data about people in different jobs and the data about different working environments to suggest how people make career choices and to explain how job satisfaction and vocational achievement occur. He suggested that people find job satisfaction in work environments that are compatible with their personalities and contends that people tend to choose a career that is reflective of their personality; therefore, the job environment reflects the person's personality.

Holland's (1985) theory places a lot of emphasis on accurate self-knowledge and career information on choice of a career. Holland (1996) suggested that most persons have a Personal Career Theory (PCT) about careers or work, which can range from weak and invalid to strong and valid. Holland (1996) explained a PCT as the collection of beliefs, ideas, assumptions, and

knowledge that guides individuals as they choose occupations on fields of study, explains why they persist in them, and is used by people as they go about changing career.

Holland (1996) noted that career choice problems might stem from any one or more of three components of the PCT: (1) personal characteristics, (2) occupational knowledge, or (3) translation units. From Holland's (1996) perspective, the PCT is fundamentally a matching system, probably developed informally throughout a lifetime. Holland's (1996) theoretical formulation defines vocational identity as "the possession of a clear and stable picture of one's goals, interests, and talents" (p. 399).

While Holland's career typology theory is valuable reference in the study of career, it doesn't clearly expound on how external factors affects the choice (Osakinle & Adegoroye, 2008). The theory also fails to highlight the significant of such factors inclusive of family values, child rearing, location of decision maker and religious affiliation.

The current study views the personality in the theory as intrinsic and intervening factors while environment is perceived as extrinsic comprising of organizational factors among others. This theory serves as the bases of classification and provides a mean to relate both intrinsic and extrinsic variables in explaining career change among teachers in rural areas.

RESEARCH METHODOLOGY

The study adopted inferential and descriptive survey design. The target population of this study included all 1,555 teachers from 161 public primary and 21 secondary schools distributed within the expansive Tana River County. Since the population was huge and more homogeneous, spread over a wide geographical location, the study adopted random sampling in selecting a more representative sample. A sample population of 158 respondents who represented approximately 10.0% of the study population was selected and was distributed proportionately across the county. Purposively and random sampling techniques were applied to identify respondents. The study used questionnaire as key instrument to acquire primary data while desk review of reports and publications was applied for secondary data.

FINDINGS

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Gender

As stated earlier, the study involved 147 respondents, 64 being male and 83 females. This provided a slight majority of female respondents as illustrated in figure below.

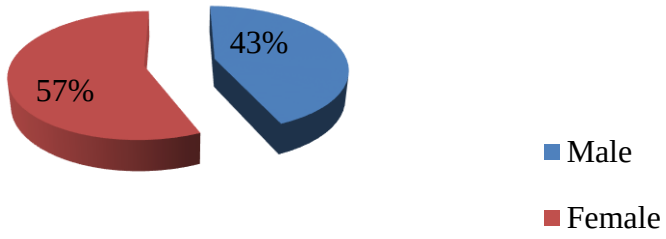

Figure 1: Analysis by gender

Age of respondents

Table 1: Age distribution

Age	Frequency	Percentages
30 and below	43	29.3
31-40	52	35.4
41-50	33	22.4
51 and above	19	12.9
Total	**147**	**100**

Majority of the respondents, about 35%, were between the ages of 31 to 40, while next about 29% were of age 30 and below followed by 41 to 50, 51 and above of age at approximately 22% and 13 % respectively as in table above.

Level of education

Table 2: Level of education

	Frequency	Percentages
Post graduate	7	4.8
Graduate	33	22.4
Diploma	41	27.9
P1 certificate	62	42.2
Others	4	2.7
Total	**147**	**100**

The academic prowess for the respondents (Table 6 above) indicated that P1 certificate, Diploma and Graduate levels formed the majority at about 42%, 28% and 22% respectively which were attributed by the fact that these are the minimum entry requirements for employment by the Teachers Service Commission (TSC). The post graduate level trailed behind at approximately 5% while others were least represented at 2.7% mainly comprising of different levels for approved teacher services (ATS).

Home residence

Majority of respondents, 79, indicated they were from rural setting and 53 came from semi-urban areas while a minority 15 was found to originate from urban centers. Figure 3 below shows their distribution by home residence;

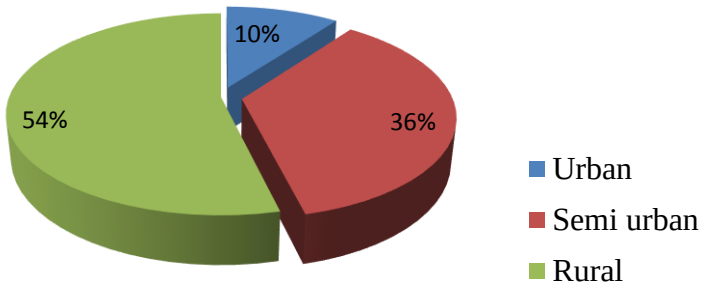

Figure 2: Home residence

ANALYSIS BY PLACE OF RESIDENCE

The findings on individuality indicated a more harmonized effect where all factors recorded steady fluctuations. However, career expectations and lifestyle seem to be relatively dominant among urban respondents, while the study showed that time for family and intrinsic career

values were more prominent among rural residence. Figure 4 below shows a summery on individuality factors against the percentage of respondents based on home residence

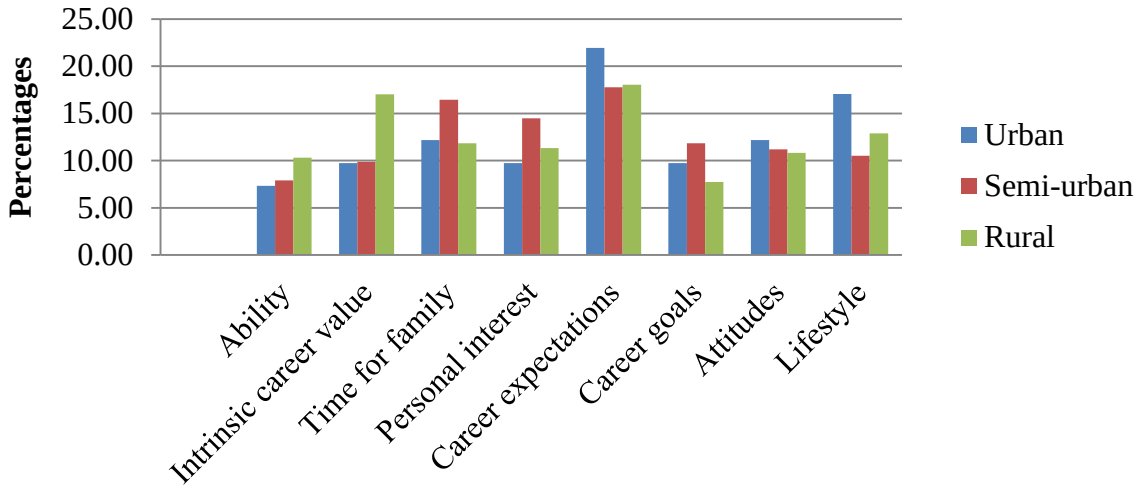

Figure 3: Individuality Factors

The study further revealed that social status, cultural difference and competition had more impact on career change among urban and rural dwellers than in semi-urban residence. However, the findings did not show unique characteristics among semi-urban respondents though equity was a stronger factor of consideration among them. The summary of the finding on environmental determinants against percentage of respondents based on home residence are indicated in figure 5 below.

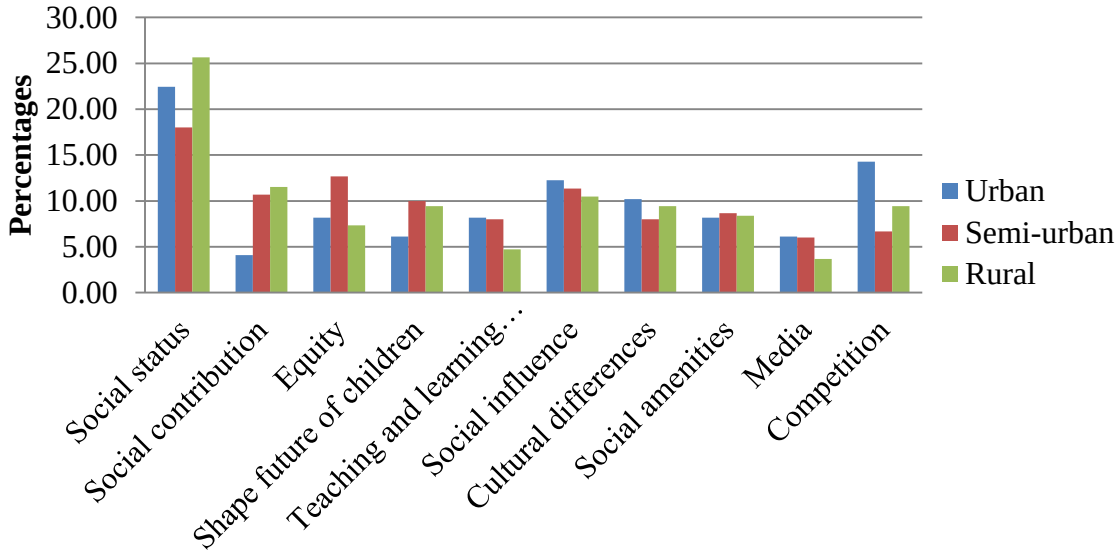

Figure 4: Physical Environmental Factors

The study on organizational determinants revealed salary was a major concern for all respondents but more prominent factor among respondents of urban and rural origin. However,

promotion and career progression was most significant factor in career change compared to training opportunity among urban residence while semi-urban and rural dwellers indicated training opportunity as a deciding factor on career change. This analogy was demonstrated in figure 5 below.

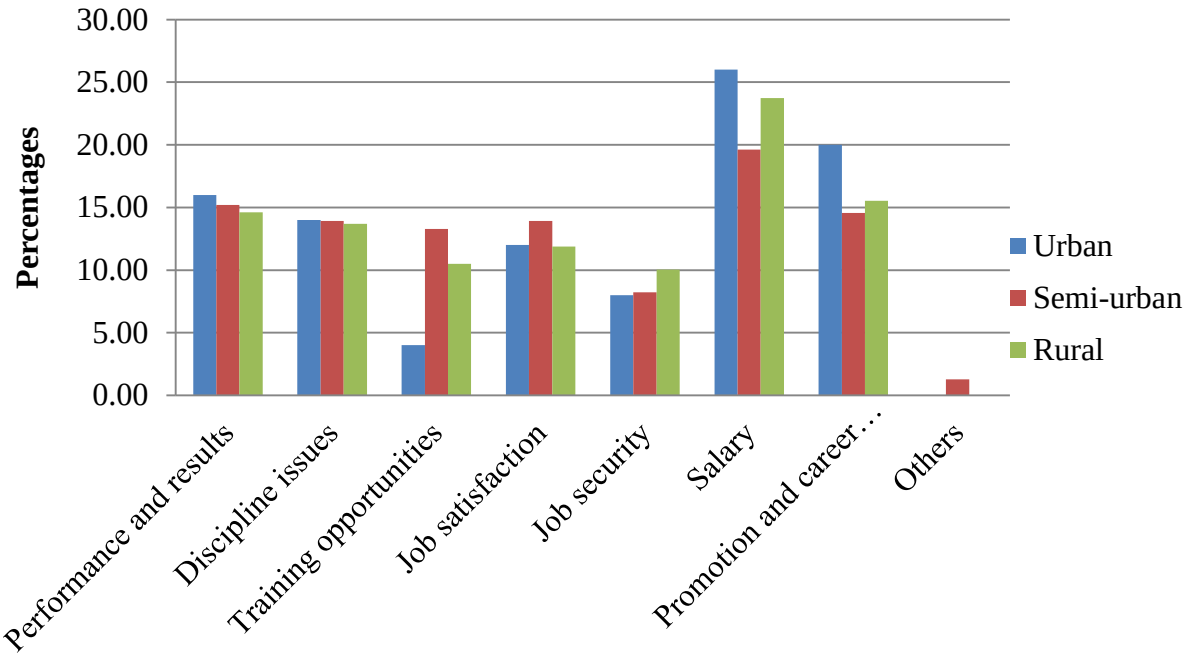

Figure 5: Organizational Factors

DISTRIBUTION ON CHOICE OF TEACHING CAREER AS FIRST MAJOR

All the respondents reacted to this question as shown in figure 6 below. The distribution of their response on teaching as first career choice indicated negligible difference with 75 having chosen teaching as their first career choice while the remaining 72 chose other career.

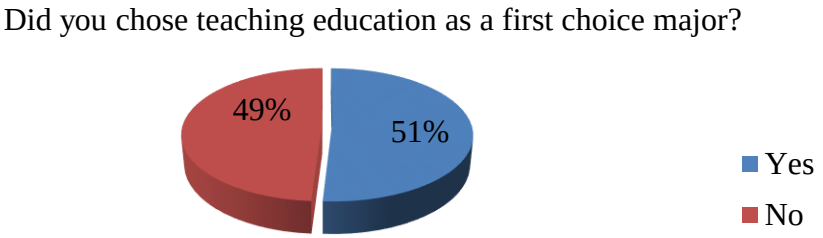

Figure 6: Teaching as a first choice

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DISTRIBUTION ON CHOICE OF TEACHING AS LIFETIME CAREER

The question on this choice indicated a relatively large difference as compared to teaching as first choice. While slight majority preferred teaching as first choice career, 56% of the respondents, in this case 82, indicated that they did not intend to retain teaching in their lifetime while 65 of them expressed their will to remain in classroom in the rest of their life. Their responses were captured in figure 7 below.

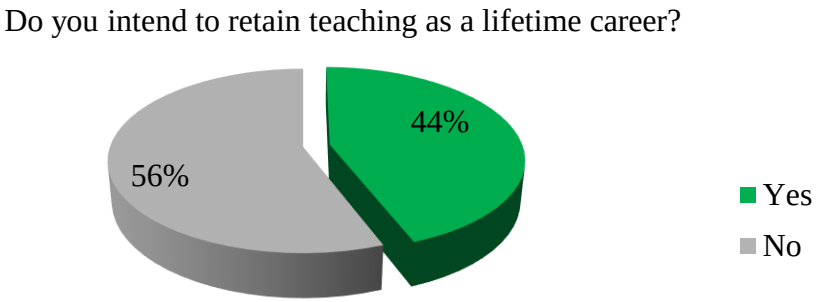

Figure 7: Teaching as a lifetime career

In response to the question, 55% of the sampled respondents, a significant majority of 81, said they would not prefer teaching as their lifetime career while 52 comprising of 35% agreed to have teaching as lifetime career. However, a minority number of 14 making 10% of the study sample refrained to give their comment on their decision.

For those who responded positively in support of teaching as a lifetime career, they sited motivation, self-fulfillment, helping children, age factor, social transformation, personal beliefs, fair treatment, training opportunities and job security as their bases for their decision as indicated in figure 8 below.

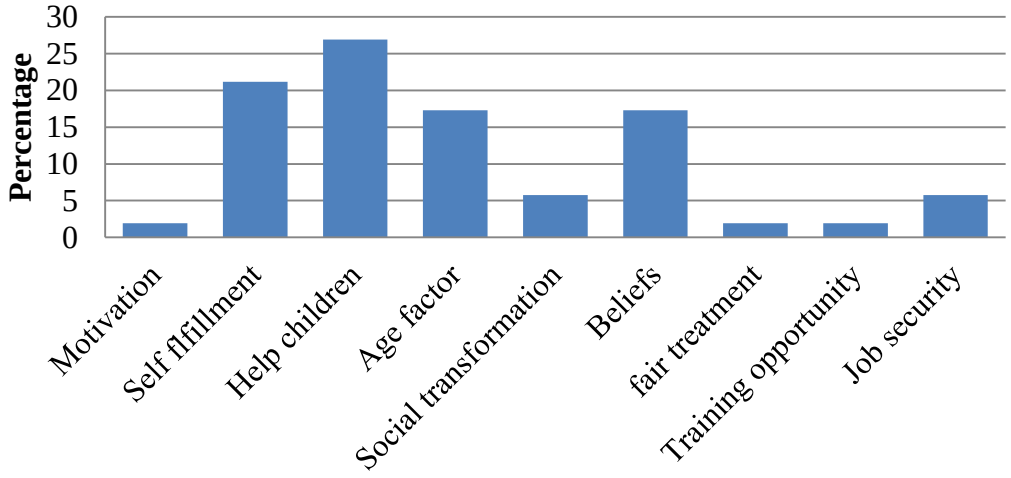

Figure 8: Reasons for retaining teaching as lifetime career

Majority of respondents 27% indicated their desire to help children by imparting knowledge and inspiring their lives followed by 21% who felt self-fulfillment inspired their choice and

interest to teach. Age factor and personal beliefs were third in weightage attracting 17% each. The respondents mostly 50 and above of age felt that their experience in teaching and number of years left to work constrain them to a slim job mobility while others believed teaching was a noble career, inborn and a social activity. Social transformation and job security acquired 6% response each. The supporters of these notion argued that teaching can be a game changer in building the society, however, job security, though a contributing factor did not have a substantive impact on career change. A 2% who sited motivation mainly indicated intrinsic factors such as love and passion for teaching as their drive while some felt there was a better future for the career. Similarly, 2% of the respondents indicated fair treatment and job security in each case to have a minor impact on their decision to teach. Some of the respondents felt teachers enjoy privileges and respect from the society while they receive a notch high treatment from their employer, on the other hand, by providing training opportunities to them.

Majority of respondents who indicated they don't intend to retain teaching as a lifetime career sited various factors such as lack of motivation, search for greener pastures, age of respondents, high workload, poor remuneration, stagnation, lack of training opportunities and insecurity as their key concerns to exit teaching job.

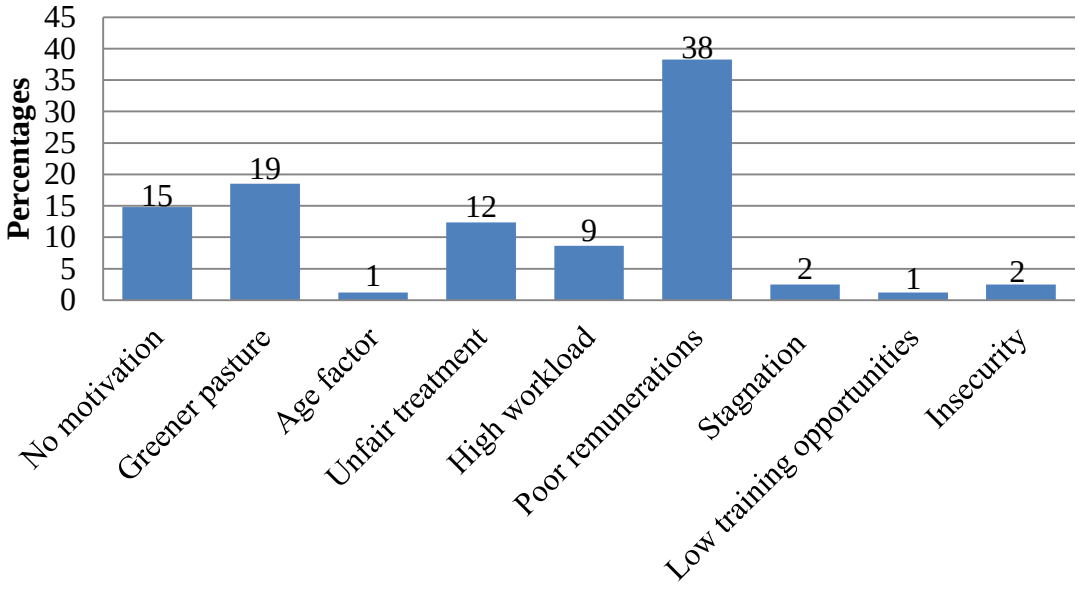

Figure 9: Reasons for not retaining teaching as lifetime career

From figure 9 above poor remuneration standout to be the strongest determinant of career change with overwhelming 38% having the opinion that teachers are the worst paid civil servants. This is followed by search for greener pastures where 19% respondents indicating they would like to change career for their quest to explore other careers as they satisfy their own interests for better life. Another 15% who identified lack of motivation as a determinant of career change sited teaching as a boring career. Those who indicated unfair treatment (12%) felt that their employer put a lot of pressure to work while a wide disparity on pay exist compared to other civil servants. This has led to increased workload as given by 9% respondents in the figure above. Other determinants include stagnation and insecurity as provided by 2%

respondent for each case. Age factor and low training opportunities were also cited by 1% respondents each as determinants of career change.

INDIVIDUALITY DETERMINANTS OF CAREER CHANGE

From the findings presented inference can be drawn on the effect of individuality on career change. Table 3 below shows the frequency distribution and percentages on individuality factors.

Table 3: Distribution of individuality determinants of career change

	Frequency	**Percent**
Ability	35	8.95
Intrinsic career value	53	13.55
Time for family	54	13.81
Personal interest	48	12.28
Career expectations	71	18.16
Career goals	37	9.46
Attitudes	44	11.25
Lifestyle	48	12.28
Others	1	0.26
	391	**100.00**

From the data tabulated in table 3 above, responses to all the items regarding individuality factors indicated frequency distribution of respondents hence considered important factors. On analyzing the data, a mean of 43.4 was obtained within a standard deviation of 19.10. This means that all factors were within the standard range and therefore significant expect career expectation factor which was above the upper range and hence perceived to be the most significant. The majority of respondents were in agreement that ability, intrinsic career value, time for family, personal interests, career expectation, career goals, attitude and lifestyle do affect career change. This illustrates that individuality factors are significant agents for change in career as in figure 10 below.

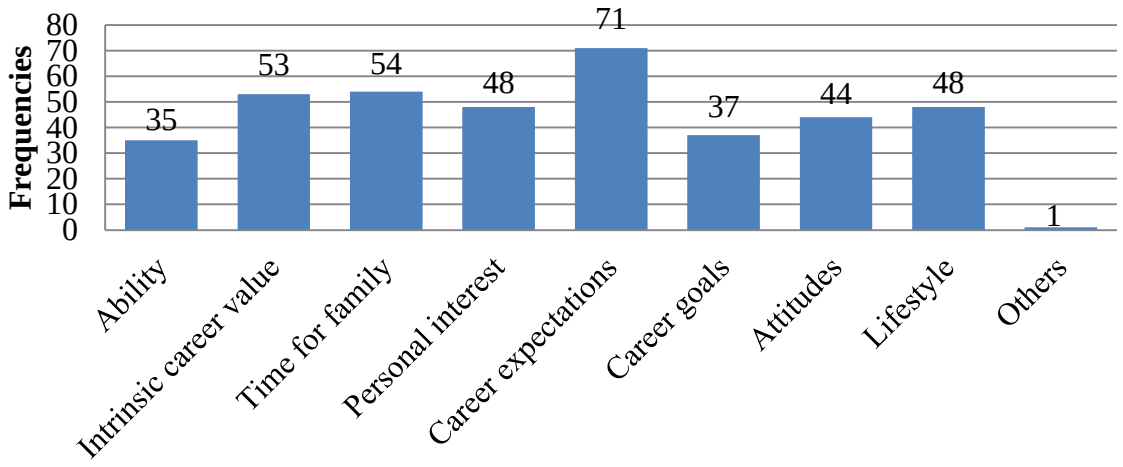

Figure 10: Distribution of individuality influences by percentages

ORGANIZATIONAL DETERMINANTS OF CAREER CHANGE

From the frequency distribution (table 4) it can be deduced that performance and results, discipline issues, training opportunities, job satisfaction, job security, salary, promotion and progression were significant determinants of career change among the respondents.

Table 4: Distribution of organizational determinants of career change

	Frequency	Percent
Performance and results	64	43.5
Discipline issues	59	40.1
Training opportunities	46	31.3
Job satisfaction	54	36.7
Job security	39	26.5
Salary	96	65.3
Promotion and career progression	67	45.6
Others	2	1.4
	427	**290.5**

The study established that salary was a major determinant with a frequency distribution of 96 out of 147 respondents, constituting 65.3%. Promotion and career progression was also found to be a major factor followed closely by performance and results at 45.6% and 43.5% respectively. Other determinants were identified to be discipline issues (40.1%), job satisfaction (36.7%) and Job security (26.5%) in that order. The analysis established a mean of 53.4 and a standard deviation of 26.9. This implies that most of the factors felt within the standard range and therefore significant. However, salary factor was above the upper range hence observed to be the most significant amongst individuality determinants. This data has been illustrated in figure 11 below.

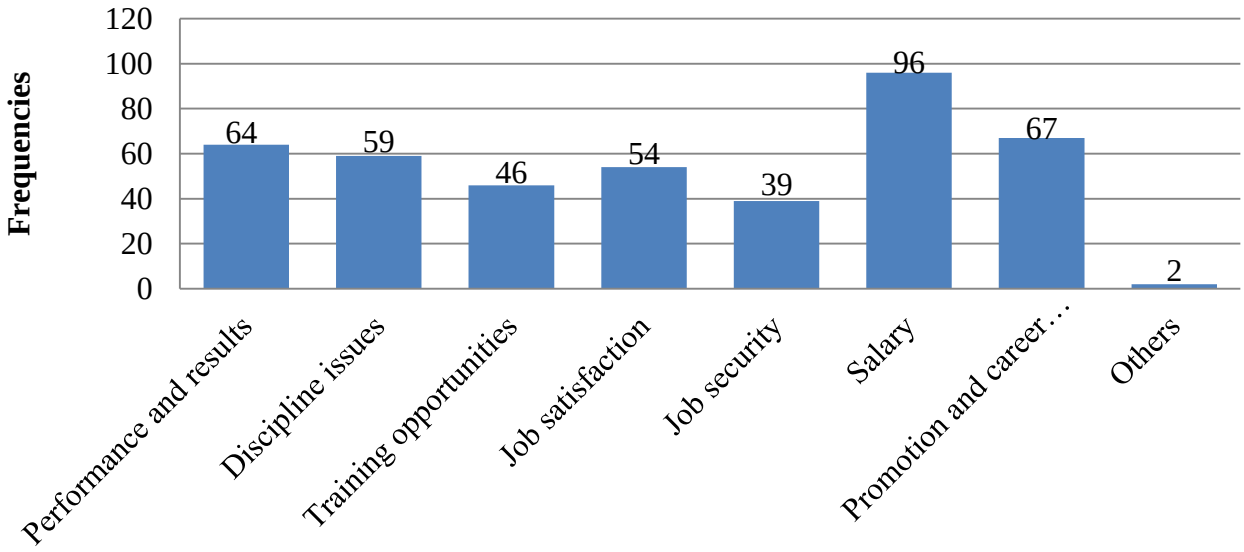

Figure 11: Distribution of organisational influences by percentages

PHYSICAL ENVIRONMENTAL DETERMINANTS OF CAREER CHANGE

From the frequency distribution in table below, various environmental factors were found to play a role in influencing decisions for career change among teachers.

Table 5: Distribution of physical environmental determinants of career change

	Frequency	Percent
Social status	87	59.2
Social contribution	40	27.2
Equity	37	25.2
Shape future of children	36	24.5
Teaching and learning experiences	25	17.0
Social influence	43	29.3
Cultural differences	35	23.8
Social amenities	33	22.4
Media	19	12.9
Competition	35	23.8
Others	0	0.0
	390	**265.3**

Social status of the profession was found to be a major factor of consideration with frequency distribution of 57 respondents constituting 59.2% of sample size. Other determinants established by the study include social influence (29.3%), social contribution (27.2%), equity (25.2%), shape future of children (24.5%), cultural difference (23.8%), competition (23.8%), teaching and learning experience (17%) and media (12.9%). From the frequency table above, a mean of 35.5 and a standard deviation of 20.9 were obtained for further analysis. It was deduced that all factors were significant since they were within the standard range; however,

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social status factor was deemed to be most significant as it stretched out above the upper range. The data is illustrated in figure 12 below.

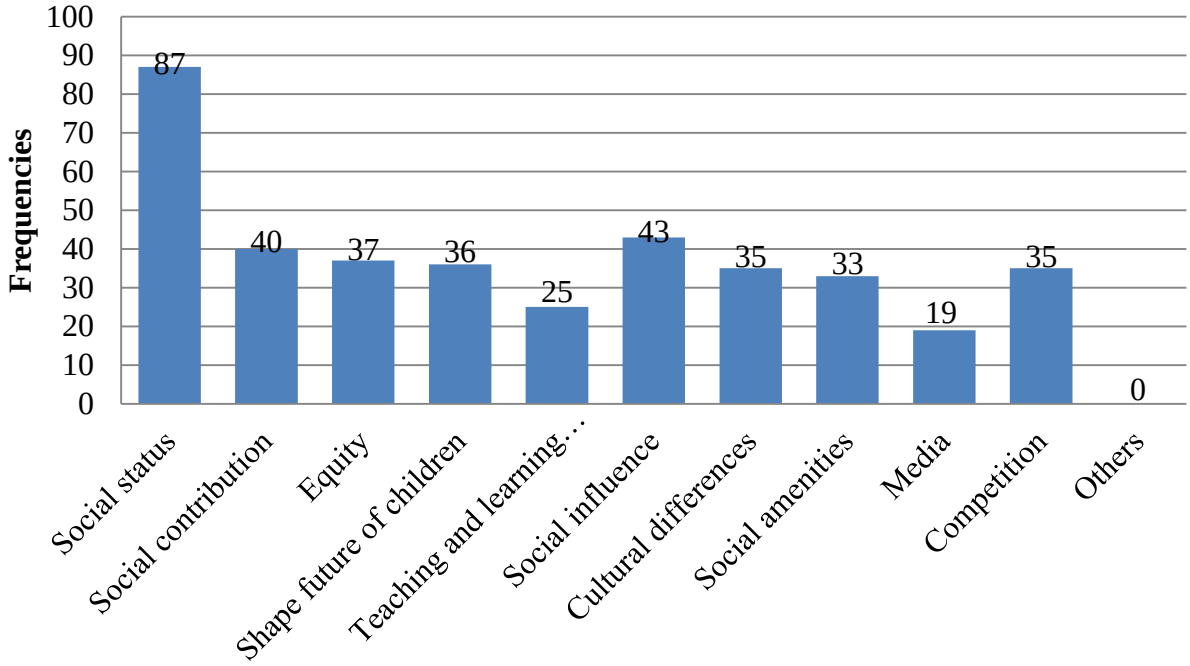

Figure 12: Distribution of environmetal influences by percentages

HYPOTHESES TESTING

From the analysis, the researcher used 0.05 alpha levels to test the null hypotheses by use of chi test distribution; $X^2 = \sum \frac{(O-E)2}{E}$, where X^2 is chi squire calculated, O and E representing observed and expected results respectively. The chi squire critical value obtained from the chi distribution table gives the approximate p-value in each case.

Hypotheses 1; H_0: Individual factors have no significant impact on career change among teachers in Tana River County.

These are individual factors that were tested to have an impact on career change amongst the respondents who participated in this study. Table 10 below shows the cross tabulations between individual factor in the study and the level of agreement on career change.

Table 6: Observed and expected results on relationship between individuality determinants and career change decisions

Observed Results									
	Ability	Career value	Time for family	Personal Interest	Career Expectations	Career Goals	Attitudes	Lifestyle	
Not sure	8	1	1	12	3	6	2	17	**50**
Strongly disagree	46	18	5	39	13	23	35	23	**202**
Disagree	49	22	16	39	46	44	41	48	**305**
Agree	33	49	60	36	39	38	43	35	**333**
Strongly agree	11	57	65	21	46	36	26	24	**286**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1176**
Expected Results									
	Ability	Career value	Time for family	Personal Interest	Career Expectations	Career Goals	Attitudes	Lifestyle	
Not sure	6.25	6.25	6.25	6.25	6.25	6.25	6.25	6.25	**50**
Strongly disagree	25.25	25.25	25.25	25.25	25.25	25.25	25.25	25.25	**202**
Disagree	38.13	38.13	38.13	38.13	38.13	38.13	38.13	38.13	**305**
Agree	41.63	41.63	41.63	41.63	41.63	41.63	41.63	41.63	**333**
Strongly agree	35.75	35.75	35.75	35.75	35.75	35.75	35.75	35.75	**286**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1176**

By use of Chi test distribution with 28 degrees of freedom the X^2 value was found to be 201.53. Comparing this figure with chi critical (X_α^2) at 0.05 level of significant given as 41.34 from the reference table it follows that $X^2 > X_\alpha^2$ hence the null hypotheses, H_0, was rejected. From the analysis a generalization was drawn that Individual factors have significant impact on career change among teachers in Tana River County thereby accepting the alternative hypothesis.

Hypotheses 2; H_0: Organizational factors have no significant impact on career change among teachers in Tana River County.

These were institutional based influences that were tested to establish their level of impact on career change. The frequencies in table 7 below show the weight accorded by the respondents in the study.

Table 7: Observed and expected results on relationship between organizational determinants and career change decisions.

Observed Results						
	Performance and results	Training opportunities	Job satisfaction	Job security	Salary	
Not sure	2	12	6	3	3	**26**
Strongly disagree	19	32	29	21	55	**156**
Disagree	38	51	53	50	55	**247**
Agree	53	41	46	53	19	**212**
Strongly agree	35	11	13	20	15	**94**
Total	**147**	**147**	**147**	**147**	**147**	**735**
Expected Results						
	Performance and results	Training opportunities	Job satisfaction	Job security	Salary	
Not sure	5.2	5.2	5.2	5.2	5.2	**26**
Strongly disagree	31.2	31.2	31.2	31.2	31.2	**156**
Disagree	49.4	49.4	49.4	49.4	49.4	**247**
Agree	42.4	42.4	42.4	42.4	42.4	**212**
Strongly agree	18.8	18.8	18.8	18.8	18.8	**94**
Total	**147**	**147**	**147**	**147**	**147**	**735**

By use of Chi test distribution with 16 degrees of freedom the X^2 value was found to be 81.26. Comparing this figure with chi critical (X_α^2) at 0.05 level of significant acquired as 26.30 from the reference table it follows that $X^2 > X_\alpha^2$ hence the null hypotheses, H_0, was rejected. From the analysis a generalization was drawn that organizational factors have significant impact on career change among teachers in Tana River County thereby accepting the alternative hypothesis.

Hypotheses 3; H_0: Physical environmental factors have no significant impact on career change among teachers in Tana River County.

These are environmental factors that were tested to have an impact on career change amongst the respondents who participated in this study. Table 8 below shows the cross tabulations between environmental factors in the study and the level of agreement on career change.

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Table 8: Observed and expected results on relationship between physical environmental determinants and career change decisions.

Observed Result											
	Competition	Media	Social amenities	Cultural differences	Social influence	Teaching and learning experiences	Shape future of children	Social status	Social contribution	Equity	
Not sure	12	8	6	13	7	6	6	6	8	6	**78**
Strongly disagree	53	40	33	29	13	29	28	22	16	25	**288**
Disagree	47	61	31	40	21	37	33	44	34	40	**388**
Agree	25	26	54	47	59	50	42	39	60	41	**443**
Strongly agree	10	12	23	18	47	25	38	36	29	35	**273**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1470**
Expected Result											
	Competition	Media	Social amenities	Cultural differences	Social influence	Teaching and learning experiences	Shape future of children	Social status	Social contribution	Equity	
Not sure	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	**78**
Strongly disagree	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	**288**
Disagree	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	**388**
Agree	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	**443**
Strongly agree	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	**273**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1470**
Observed Result											
	Competition	Media	Social amenities	Cultural differences	Social influence	Teaching and learning experiences	Shape future of children	Social status	Social contribution	Equity	
Not sure	12	8	6	13	7	6	6	6	8	6	**78**
Strongly disagree	53	40	33	29	13	29	28	22	16	25	**288**
Disagree	47	61	31	40	21	37	33	44	34	40	**388**
Agree	25	26	54	47	59	50	42	39	60	41	**443**
Strongly agree	10	12	23	18	47	25	38	36	29	35	**273**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1470**

Expected Result

	Competition	Media	Social amenities	Cultural differences	Social influence	Teaching and learning experiences	Shape future of children	Social status	Social contribution	Equity	
Not sure	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	**78**
Strongly disagree	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	**288**
Disagree	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	**388**
Agree	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	**443**
Strongly agree	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	**273**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1470**

Observed Result

	Competition	Media	Social amenities	Cultural differences	Social influence	Teaching and learning experiences	Shape future of children	Social status	Social contribution	Equity	
Not sure	12	8	6	13	7	6	6	6	8	6	**78**
Strongly disagree	53	40	33	29	13	29	28	22	16	25	**288**
Disagree	47	61	31	40	21	37	33	44	34	40	**388**
Agree	25	26	54	47	59	50	42	39	60	41	**443**
Strongly agree	10	12	23	18	47	25	38	36	29	35	**273**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1470**

Expected Result

	Competition	Media	Social amenities	Cultural differences	Social influence	Teaching and learning experiences	Shape future of children	Social status	Social contribution	Equity	
Not sure	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	7.8	**78**
Strongly disagree	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	28.8	**288**
Disagree	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	38.8	**388**
Agree	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	44.3	**443**
Strongly agree	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	27.3	**273**
Total	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**147**	**1470**

Using Chi test distribution with 36 degrees of freedom the X^2 value was found to be 153.64. Comparing this figure with chi critical (X_α^2) at 0.05 level of significant acquired as 43.77 from the reference table it follows that $X^2 > X_\alpha^2$ hence the null hypotheses, H_0, was rejected. From the

analysis a generalization was drawn that environmental factors have significant impact on career change among teachers in Tana River County thereby accepting the alternative hypothesis.

DISCUSSION

The findings revealed that career change among teachers in rural schools is affected by individuality, organizational and environmental factors thus the study affirms the previous literature review such as Harris and Jones (1997), Kerka (1997) and Kroll et al. (2008).

The chi test distribution disclosed that individuality is the most significant determinant of career change among rural teachers with X^2=201.53 compared to environmental determinant which trailed second in significance with X^2=153.64 while organizational determinants were rated the least influential with X^2=81.26. Therefore, from the findings , it was concluded that career typology theory as postulated by Holland (1996) is extremely predictive of career change.

The study also showed that in organizational determinants salary was extremely significant in career change compared to other factors. Hence organizational factors do play a critical role in career change. Farkas et al. (2000) confirmed in his literature that working conditions; such as administrative support and student behavior were considerably more superior over career change than was salary. However, the study findings differed on this topic as salary was admitted by respondents as the greatest factor affecting their career change.

Strunk and Robinson (2006) argued that teachers prefer to teach in schools where student and teaching staff reflects their own identity in order to seek comfort and cultural similarity. The findings of the study were affirmative of their postulation as respondents agreed that cultural differences somehow affect their career change.

Moreover, the study fully supports the view of Ginzberg (1972) in his theory regarding the choice on occupation throughout the career cycle. The findings revealed that teachers were more inclined to choosing career that best fit to their interests. The major reason for this result could be because teachers build their experience to become more abreast of the available career opportunities, and thus, they develop new interests over time.

From the literature review, Young et al. (1997) supported the view that individuality factors are the main influences on career change. The research findings were affirmative on this contention. Majority of the respondents who indicated their intention to exit teaching later in life stated that their change of career is in line with their interests. While respondents feel organizational factors are least important compared to individuality and environmental factors, they did not display outright disregard for them. The respondents indicated that several of organizational factors such as performance and results, student discipline, job satisfaction, salary, promotion and training opportunity comparatively do not bear a huge impact on their decision. These findings reaffirm the Holland's (1996) views on significance of individuality in career change.

CONCLUSION

From the study inference can be drawn that individuality, environmental and organizational factors are key determinants of career change among teachers in rural schools. The determinants constituted both intrinsic and extrinsic influences.

Teachers tend to respond to intrinsic influences more than it was to extrinsic influences. This shows that teachers value individuality factors such as family, interests, expectations and personal goals in that they cannot be isolated from their career progression.

However extrinsic influences also have a desirable impact on the teacher and must be considered in line with intrinsic factors. In this category environmental factors which included social status, social influence, social contribution, equity, shape future of children, cultural differences, competition, social amenities, teaching and learning experiences and media need to be checked and controlled in order to keep a sustainable balance between the teacher intrinsic and extrinsic influences to mitigate the problem of career change. Likewise, organizational factors such as salary, promotion and career progression, performance and results, discipline issues, job satisfaction, training opportunities and job security have significant bearing on career change thus organizations have a duty to moderate their influence.

Lastly, it can be concluded from the study that there was no sufficient evidence to prove a relationship exists between career change in rural schools and home residence of the respondents. This suggests that teachers were willing to serve in schools of different social economic background.

RECOMMENDATIONS OF THE STUDY

Based on the findings, the study recommends as follows;

Firstly, promotion and career progression of teachers should consider unique environment encountered by teachers in different regions. The minimum number of years served before moving to the next job group should be reduced for teachers working in rural settings.

Secondly, regular training opportunities and teacher support programs should be provided for teachers in rural areas. The government and educational institutions should set fund to invest on capacity building of teachers in rural schools.

Thirdly, universities and colleges of education should emphasize on providing teacher education only for those who chose education as first choice career. Teacher education curriculum should be enhanced to prepare student teachers earlier on challenges and opportunities available in work environments.

Lastly, Employment and deployment of teachers should be based on individuality factors to enhance retention of teachers to a reasonable length of time in rural schools. Voluntary mechanisms should be established for attracting teachers rather than use of compulsory posting and bounding teachers in rural schools.

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