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IN PUBLIC SECONDARY SCHOOLS IN UASIN GISHU
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TEACHER PERSONAL CHARACTERISTICS AND ATTRITION IN PUBLIC SECONDARY SCHOOLS IN UASIN GISHU COUNTY, KENYA

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ABSTRACT

Attrition of teachers has been a challenge facing most public secondary schools in Uasin Gishu County Kenya. Research studies have been conducted to check on the factors that influence the attrition trend in Kenya but none has focused on specific teacher characteristics relating to their demographic features. This paper looks at various personal characteristics of teachers' influences attrition in public secondary schools in Uasin Gishu County, Kenya. The target population comprised of all public secondary schools principals (166), County Education officials (6), and teachers (30) who had been affected by attrition. Principals (50) and educational officers (6) were selected through purposive sampling methods while former teachers (30) were selected through snowball sampling methods. Data collection instruments included questionnaires, interview schedule and document checklist. The study found out that there has been increased trend of teacher attrition from various public primary schools in the county. It was found out that attrition rate was higher in boys' (M=3.39) school followed by girls (M=2.98) and the least was in mixed day (M=2.67) secondary schools. The study found out that most teachers who had left leave the teaching profession were males (65.0%) with 35.0% being female. Further, 80.0% of teachers who had left the profession were married with 59.0% of those who had left the profession aged between 41-50 years. In terms of working experience, 70.0% of the teachers who had left the profession, had been in service for between 20 years and above. The paper concludes that teacher characteristics in terms of gender, age, work experience and marital status contribute to attrition in public secondary schools in Uasin Gishu County. The study recommends that appropriate measures need to be taken by the TSC to ensure that proper conditions of workplace and employment are created so as to retain the category of teachers who are moving from the profession in large numbers.

Key Words: attrition, secondary schools, teachers, characteristics, demographic

1. INTRODUCTION

UNESCO (2011) data show that many teachers are leaving their schools and the profession every year, particularly in poorer, lower-performing schools across the globe especially in Asia and Sub Saharan Africa. Wamukuru (2012) asserts that severe shortages currently exist, and there is a gap between demand and supply of teachers needed to ensure effective teaching in secondary schools in many countries across the world. Teacher shortages have therefore, become a major concern to educational authorities and should be addressed continuously by policy makers. UNESCO Institute for Statistics (UIS) and a significant amount of research has shown, over a long period that the high levels of teacher attrition experienced by many countries have serious implications for the future of the teaching profession. Among others, the implications of teacher attrition are far-reaching financially for schools and learners (Mabeya, Gikuhi & Ntabo, 2019).

Across the world, United States of America has one of the highest attrition rates for teachers among developed countries. The National Commission on Teaching and America's Future [NCTAF] (2007) estimated that the national cost of public school teacher turnover could be over \$7.3 billion a year. According to Darling-Hammond (1998), teacher attrition is at 30% within the first 3-5 years of entering the profession. In the United Kingdom, the attrition (wastage) rates for primary and secondary school teachers were 10.0 percent and 7.2 percent respectively in 2004 (Smithers & Robinson, 2008).

Wamukuru (2011) notes that in sub-Saharan Africa, teacher demand and supply have become a matter of regional concern. According to Egu (2011) attrition in the South Western part of Nigeria was at 1.5 % in 2004 estimating to 10% migration of teachers to other professions in the initial stage of the profession. In South Africa, Pitsoe and Machaisa (2012) contend that teacher attrition is not a myth and has been an ongoing global concern for years - its plethora of literature. Reviews of National Policies for Education South Africa 2008 suggests that working conditions, including professional teaching conditions, play a substantial role in decisions to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. Ministry of Education [MoE] data indicate that teacher attrition in Lesotho was 1.5 percent in 2004. In Namibia, UNESCO (2016)

established that a total number of teacher attrition rate was of 11.7%, while other reports from the World Bank indicated that between (2006 and 2007) attrition ranged from 2.0% to 10.0% (Mulkeen, 2010). In Tanzania overall attrition from resignations, retirements and deaths remained constant at around one percent between 1991 and 2004 (Bennell, 2005).

In Kenya, the Kenya National Union of Teachers (KNUT) has been demanding that the Government declare the shortage of teachers a national disaster. Wamukuru further found out that in Kenya teacher shortages are frequently viewed as impacting negatively on performance of students and quality education learning provision in secondary schools. The rate of teacher attrition could be related to several factors. Teachers list family or personal reasons, such as pregnancy, the demands of child rearing, and health problems as reasons for leaving the profession (Onwonga, 2012). Job dissatisfaction, primarily due to poor salary, family engagements, location of the school poor administrative support, and student discipline problems, is also among the most frequent reasons teachers give for leaving the profession (Mabeya, Gikuihi & Ntabo, 2019). This research departs from researching on majority of factors by focusing on how teacher personal characteristics and demographic features influence their attrition in schools. The issue of teacher attrition seems to be evident in both developed and developing countries and this research investigates how various teachers personal and demographic characteristics influences attrition rate in public secondary schools in Uasin Gishu County.

1.1 Statement of the problem

For curriculum to be effectively implemented, teachers are required to translate the curriculum document to practice in classrooms. However, every school day, nearly a thousand teachers leave the field of teaching across the world (UNESCO, 2016). UNESCO report (2016) indicated the attrition rates for teachers migrating to other labour market at between 7,000 and 11,000 annually. The Education Ministry in Kenya (MoE, 2011), during an Education Day in Eldoret Town, raised a lot of concern on the rates of teacher attrition in the county despite it having high socio-economic indicators that could possibly influence teachers' stability in schools. This according to them contributed to poor students' academic achievement in the national evaluation results. Data from the Education office indicated serious shortage of teachers in public schools in Uasin-Gishu (Uasin-Gishu County, 2017). The established data showed that in 2012 the number of teachers who had left was 10% while a combination of 2013 and 2014 was 17% and in the years 2015 and 2016 the figure was 12%. The increase of the attrition rates in the county raised some concern during an education day as shown in the report (Uasin-Gishu county 2017). Research studies examining factors contributing to attrition have focused on professional and work environment. This paper looks at how various personal characteristics of teachers' influences their attrition rate in schools in Uasin Gishu County, Kenya.

2. LITERATURE REVIEW

Personal characteristics refer to demographic characteristic that includes age, sex, and level of education and experience of an individual. Studies have shown that teacher background characteristics and work experience influence attrition of teachers from the profession worldwide (Boyd *et al.*, 2011). For instance, young and old teachers are most likely to quit their jobs than the middle-aged ones (Lindqvist *et al.*, 2014). A study in India by Gupta (2010) established that there is a significant correlation between age and job satisfaction of an individual. Persons in the advanced age stage tend to become more satisfied probably because they have adjusted with their job conditions. However, there is a spiky decline after sometime perhaps may be one wish for greener and impressive professions in the remaining years of life and therefore become dissatisfied with the prior profession.

In a US investigation, Ingersoll (2011) established that women are less satisfied than men due to fewer job opportunities for females are but they could be more satisfied due to their lower occupational aspiration. On the other hand, Ingersoll further observed that teachers with higher educational qualifications tend to be less satisfied with their professions due to their higher ambitions in positions. The observation made here is that job satisfaction increases with increasing years of experience but could decrease after considerable years of experience particularly among those individuals who have not realized their job expectations. On the same view, Johnson (2006) study established that the number of teacher turnover intentions was among teachers with high qualifications measured by their own degree scores. However, those less effective skills by measuring the test score gains of the students are less intended to leave the job (Wyckoff *et al.*, 2011). On the contrary, other researchers have found no significant relationship between teacher gender and age to turnover (Dalgic, 2014).

As Ingersoll and May (2012) put it, turnover issues of teachers commonly occur during the first few years of teaching. According to Organizations for Economic Co-Operation and Development (OECD) (2014), Teacher attrition is not random, but rather a reflection in many occasions of conscious decision to leave the profession. Mulkeen (2010) cites the greying population of teachers and the possible retirement as one of the major factors influencing

teacher attrition. Macibi (2006) shares similar sediments that a third of attrition of the teachers in public secondary schools is due to retirement. From the sediments, age of the teacher is seen as one of the contributing factor especially for old teachers who retire or seek voluntary retirement. This leads to loss of experienced teachers and to replace the same is an uphill task.

According to Noor (2015), the best-qualified teachers and those with rare skills and qualifications most valued in the labour market seem more likely to leave, presumably because of the more attractive alternative opportunities available to them. At the other end of the scale, there is often higher attrition of unqualified teachers on informal contracts and those posted to the least attractive locations. In general, attrition rates are higher for teachers with greater academic qualifications presumably reflecting the greater labour market opportunities open to them. Similar patterns are reported in sub-Saharan Africa (OECD, 2014).

In Namibia, Lesotho, Uganda, Malawi and Zanzibar, the highest rates of attrition were among teachers with higher levels of academic training, both for qualified and unqualified teachers in Namibia, while in Lesotho, Uganda, Malawi and Zanzibar, the rates of attrition of secondary teachers were higher than those for primary teachers (UNESCO, 2010; Candle, 2010). In addition, there were anecdotal reports in Lesotho and Malawi of higher attrition rates for teachers with degrees than those with diploma qualifications (UNESCO, 2010). In Tanzania, data reveals that secondary school teachers with degrees were leaving the profession (voluntary resignation) at four times the rate of those with diploma level qualifications (Mdeme, 2014). The issues addressed will assist this study to examine the experience and qualifications of teachers that leave/ have left the profession in the study area whether they were applicable.

A study by Hanushek and Rivkin (2010), on factors influencing teacher migration and turnover in the United Emirates, found out that teacher characteristics such as age, qualifications and subject specialization caused teacher migration and turnover. The study reported that young teachers changed schools within the first five years of their teaching profession more than the older and experienced teachers. The study further established that market labour demand and better remuneration influenced teachers' migration for greener pastures. A study on factors that influenced exit of teachers in South Africa, conducted by the Human Sciences Research Council (HSRC) for the Education Labour Relations Council (ELRC) in 2005, rated female teachers at 68% of the attrition rates, while male teachers were at 35%. The reasons cited for the disparity included workload stress, low salaries, lack of discipline among students and lack of career advancement. The female teachers had other reasons for attrition, which included joining their spouses. There was negative perception on teaching the profession in the society.

In Georgia, Kobakhidze (2010) established that the teaching profession no longer commands high status and that teachers are undervalued by the society. He observes that people join teaching profession as a waiting place or a transitional profession. This makes them leave teaching as soon as they get an opening. In Tanzania, Ngimbusyi (2011) on the other hand postulates that deployment of teachers from universities and teacher colleges to regions that most of them never chose is a factor that makes young teachers report to the schools and leave immediately because they are not accustomed to the new environment. In most cases, those who accept to stay in such deprived areas are those whose all options even leaving teaching has failed due to lack of secondary alternatives.

Egul (2011) in a study in Nigeria, discovered that young teachers who do not have adequate experience in the teaching profession easily leave teaching for one reason or another. The oldest and most experienced teachers had the lowest probability of leaving teaching unless they had reached retirement age. In line with that, numerous studies such as Utah Foundation in RAND report no. 676 of, 2007 reveal that the youngest and least experienced teachers had the highest degree of leaving the teaching profession because they have nothing to lose in terms of fringe benefits such as pension given their few years of service in the profession. On the other hand, attrition of old aged teachers may not be natural as it could be from failure to meet the expectations from their experiences particularly high salaries and favourable working and living environment. Failure to meet their expectations leads to demoralization and hence lack of commitment (Mfaume, 2012).

In a similar assertion, Dalgic (2014) study found out that demoralization and lack of commitment unquestionably make young teachers find themselves implicated in incidents such as excessive alcoholism, absenteeism, sexual affairs with students and/or generally overlooking the teachers' code of professional ethics. Failure to comply with the rules and regulations governing teachers' profession, irrefutably leads to terminating them from teaching.

In Ghana, Agomah (2016) examined the factors that influence turnover intentions, the effects of turnover intentions on teachers' commitment to Ghana Education Service (GES) and the teaching profession and how to

reduce turnover intentions among teachers in the Bolgatanga Municipality. The findings indicate that more male teachers than female teachers view teaching as a stepping-stone to other professions. The study further established that male teachers were more likely to quit teaching, than female teachers in the Municipality were. The reasons cited were low salaries, delay in promotions, and the lack of incentives. A research on assessment of factors leading to early retirement of public secondary school teachers in Kajiado County, Kenya conducted by Adhiambo (2014) established that majority of the teachers who retired early had a Master's degree and above, and were female teachers in the middle of their career. The gap created in this study was that Adhiambo focused on manifestation of attrition based on early retirement but this study evaluated whether other indicators of attrition were influenced by teachers' level of academic qualification.

3. METHODOLOGY

The study adopted a convergent parallel mixed methods research design. The quantitative and qualitative methods complement each other, and provide for the triangulation of findings, hence greater validity of the emerging inferences. The research was carried out in Uasin Gishu County which is one of the 47 counties of Kenya. The county has six Sub- Counties namely; Ainabkoi, Kapseret, Kesses, Turbo, Soy and Moiben. This study targeted 166 public secondary schools principals, 30 teachers who had left the teaching profession for other reasons other than natural attrition or normal retirement and 6 County Education officials in Uasin-Gishu County. To determine the sample size for principals, 10% of the total population was used to act as a sample size. Data was collected using a questionnaire for teachers who had left the profession, interview schedule for education officials and principals and document checklist to collect attrition trends. Data from the field was analyzed using qualitative and quantitative techniques. Data were analysed using descriptive statistics for all quantitative data. Qualitative data from the open-ended questions and the data from the interview schedule were analyzed thematically and used the grounded theory procedures.

4. RESULTS AND DISCUSSION

4.1 Trend Analysis of Teacher Attrition in Uasin-Gishu County

In order to scrutinize the trend of attrition in secondary schools of Uasin-Gishu County in the years 2012-2017, the collected data from the Education officials and sampled schools by use of Document checklist, was analyzed and the results shown in Figure 1.

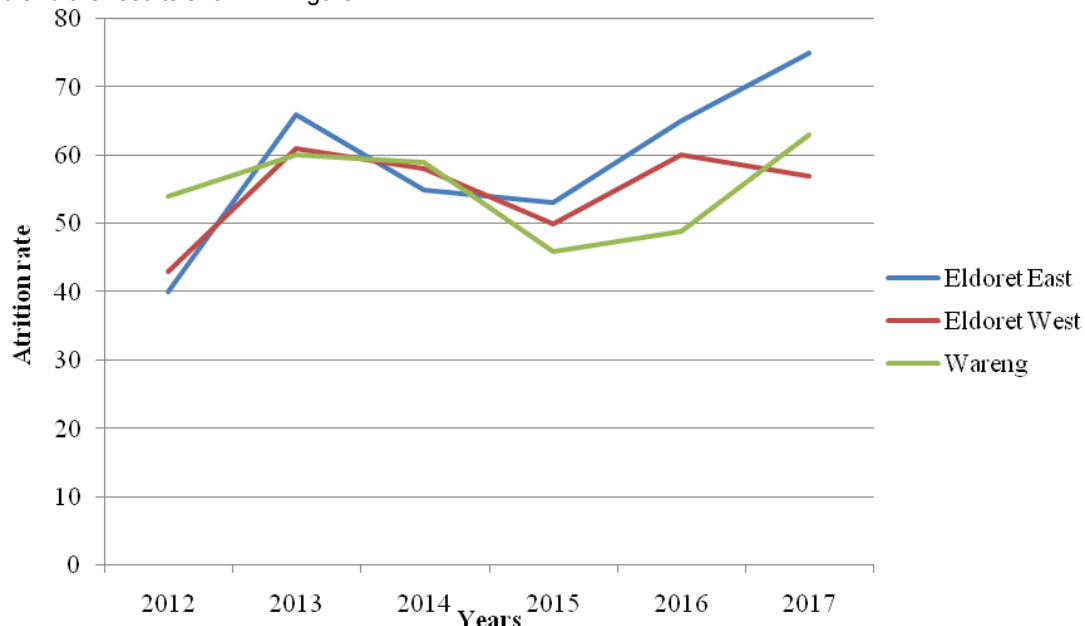


Figure 1: Teachers Attrition in Public Secondary Schools in Uasin Gishu County

The statistics presented in Figure 1 shows that the attrition rates has been on an increasing trend in Uasin-Gishu public secondary schools for the past six years (not including death and retirement age). For instance, more than 60 teachers left the profession in 2013 which could be attributed either to some of them joining county

governments, going to politics or even seeking transfers as it was during electioneering period. In 2014, the attrition rate declined significantly till 2015 when it started to rise again reaching the highest level of more than 70 teachers leaving in the year 2017. The attrition rates in the years 2013 and 2017 when attrition is high could be due to electioneering period. This is in agreement with the study by Nasongo (2011) on the effect of inter tribal post election violence. The study established that teachers, students and parents were traumatized that lead to a huge exodus from Eldoret District. Comparison amongst the sub- counties shows that Eldoret East records highest attrition rate compared to Eldoret West and Wareng. The result therefore confirms attrition as a problem facing Uasin-Gishu County's education arena. Consecutively with the study findings, the same trend of teacher attrition was reported in Baringo by Koech (2011) and Katam and Too (2013) in Nandi county. This shows that the North Rift counties continue to experience increased rate of teacher attrition.

In an interview session, one of the Education (TSC) official expressed concern over the current situation of teacher shortages and the rate of attrition in the county. Here is an excerpt from the official (1);

...Sure, teachers are posted to schools in this County but after few months they either resign or ask for transfers. As a representative of the employer who is supposed to be on the defensive side, my respective sub- county is not that much affected by teacher attrition as envisaged, but what we are experiencing is a shortfall in the number of teachers. Although we have tried to post teachers schools many don't report or if they report few months we reports that they have left. The Ministry of education has commenced hiring and posting teachers to the affected schools we hope it will fill the gap (Interview Conducted on 20th September, 2017).

The findings as shown from the Education officials' sentiments, is a strong manifestation that actually the study area has attrition problems, although he tried to downplay the issue as not a big problem in the county. All the sampled education officials expressed similar sentiments. However, the findings do not imply that the issues related to attrition are unique to Uasin-Gishu County in particular.

4.2 Demographic Data of Teachers Who had Left the Teaching Profession

The trend of teacher attrition is a dynamic pattern affected by characteristics of teachers; social, economic or even political characteristics. There is a significant literature that associates the demographic description of teachers and teacher attrition. Among the available literature, it is manifested that there are certain teacher descriptions like marital status and gender vulnerable to teacher attrition (McKenzie, 2012). The study sought demographic information of teachers who had left teaching profession (TSC employment) based on their gender, age, marital status, academic qualifications, and number of years in service before leaving. The summary is in Table 1.

Table 1 Demographic Characteristics of the Departed Teachers (n=20)

Gender	Frequency	Percentage (%)
Female	07	35.0
Male	13	65.0
Total	20	100.00
Age		
21-30 years	2	10.0
31-40 years	11	55.0
41-50 years	5	25.0
51 years and above	2	10.0
Total	20	100.0
Marital status		
Married	16	80.0.
Single	04	20.0
Total	20	100.0
Academic qualification		
Bachelor's degree	02	15.0

Master's degree	15	77.
PhD	3	8.
Total	20	100
Time served as a teacher		
1-10 years	2	10.0
11-20 years	10	50.0
21-30 years	08	40.0
Total	20	100.0
Subjects taught		
Mathematics/Sciences	13	38.
Languages	4	13.
Humanities	1	21.
Technical	2	28.
Total	20	100

As shown in the Table 1 show that 35.0% of the teachers who had left teaching were females while 65.0% males. From the data, it could imply that most teachers who leave the teaching profession are males. The study findings disagree with Aslami (2013) that 90% most qualified and experienced female teachers in Afghanistan leave the teaching profession due to the insecurity of their job and lack of basic living facilities in the rural areas. Ayobi (2011) on the other hand found that female teachers would work better in urban schools where they engage in personal businesses to substitute for their small earnings from the teaching profession. In terms of marital status, majority 80.0% of the teachers were married and all male while only 20.0% were unmarried female. This is an implication that most teachers who leave the teaching profession are married. However, most of the respondents interviewed were of the observation that both married and single teachers leave the profession. In the process of the interview, this was confirmed an excerpt from one of the respondents; (Teacher No 17);

My husband was transferred to another County and this was the time I was expectant of our third born baby. The situation was very hard for us, because our whole family had to move, change schools for our children and shift our property. I found it easier to resign and move with my family but eventually have started some business while I take care of our children. Being a young couple we need to keep our family together, and avoid causing inconveniences to our children by allowing one parent bring them up (Interview Conducted on 24th September, 2017).

The study findings show that marital status was a critical aspect of attrition in the study area. The indication that majority of teachers who had left the teaching occupation confirmed this. Most of the teachers on duty interviewed also had the same sentiment that they preferred staying closer to their families for various reasons. Furthermore the sampled principals too reported that they found it very hard to retain married female teachers in schools. The County Education officials echoed the same sentiments, and indicated that at times they meet with a lot of resistance from some locals when unmarried female teacher is posted to schools. In relation to the study findings, a study by Hassan Aslami (2013) established that in Afghanistan marital status was strongly related to attrition than any other variable for female teachers. Although, there was no exact data about the attrition rate, especially on marriage in Afghanistan, generally speaking, majority of the newly married female teachers stopped the career after getting married.

According to a study by Kim (2007), the aspects of the teaching profession for instance job security, salary, the employment itself, and encouragement are important and appreciated prospects by female teachers which are dissimilar from those that are significant to male teachers, due to what both search for in the profession. The unfulfilled profession values with women are different from those of their male counterparts. Ingersoll (2012) established that women found more fulfilment in their operational existence as meaningful vocation achievement, while men perceive endorsement, reputation and esteem as public employees as the most important. Therefore, from the researcher's observation, it is important to conclude that female teachers put more importance on fundamental rewards, whereas male teachers highly value extrinsic rewards.

In order to establish the level of significance, further analysis on gender and marital status of the teachers who had left teaching was done. The two variables correlated to test the level of significance. This was on realization

that marital status influenced the rates of attrition, but the researcher wanted to find out the significant level of the gender the effect. Analysis on the variables is in Figure 2.

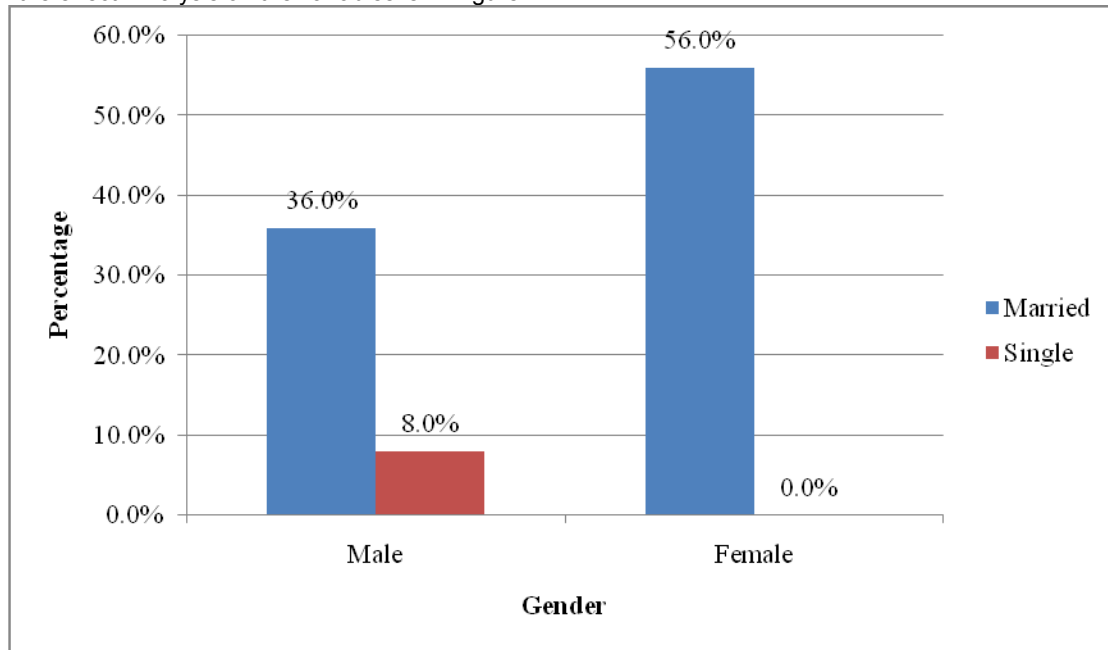


Figure 2: Marital Status and Gender of Departed Teachers

The study findings on gender and marital status, shows that 36.0% male were married while slightly above average (56%.0) were female. Those who are not married were 8.0% female and none male. Alternatively, the sampled principals and county education officials gave various opinions on marital status of the teachers affected by attrition. For instance most sampled principals indicated that single female teachers were more affected than males; however the county education officials indicated both married left although married female teachers left either to move next to their homes or join their husbands. The study findings show that majority of the married males leave the occupation than female teachers in the county. On the basis of the data collected from the respondents it was clear that most of teachers who had left the profession in the study area were males.

According to the World Bank (2012) report, some communities in Gambia rejected unmarried female teachers posted to schools, which created a negative impression on female teachers taking posts in rural schools. The report further observed that female teachers in Gambia found it easy to resign when incapable of finding a station appropriate to the husbands' place of work. On the other hand, Mulkeen (2010) established that in some communities alternative labour market opportunities for women are fewer and difficult to find than males and that teaching is assumed a prime occupation for women. Nevertheless, several researchers apart from the perspective are of the opinion that it is easier to sustain married male teachers in schools for a longer period than women (Mulkeen 2010). On a similar observation, Ingersoll (2012) on occupational change and departure of teachers established that majority of the married women leave the profession temporarily or altogether for various personal reasons. Mulkeen and Leu (2007) in US data, established that married female teachers in Washington, DC resigned from the teaching career at higher rates than male teachers did. The report cited pregnancy and childcare as some of most aspects that influenced attrition in female teachers. In another report by NCTAF (2007), it was pregnancy and childcare influenced almost 25% of female teacher turnover in the US.

The data further shows that 59.0% of the teachers who had left teaching were between the ages of 41-50 years, 23.0% were in the age brackets of 31-40 years, 10.0% were above 51 years while 8.0% were the brackets of ages of 21-30 years. It is also evident from the results that the rate of attrition is high in teachers within the age bracket of 41-50 years and least in the age brackets of 21-30 years. However, accumulatively, there is an implication that majority 90.0% of the teachers leave the teaching profession before the actual retirement age of 60 years as stipulated in the Kenya Government constitution (Republic of Kenya, 2010). The 10.0% of the number of teachers who leave profession at the age of above 51 on voluntary or early retirement implies that normal retirement is not an influence of attrition in Uasin-Gishu County.

On terms of service, a considerable number 40.0% of the teachers were in the profession for between 21-30 years before quitting while 31.0% were between 1-10 years and another 26.1% for 11-20 years. Accumulatively in total 70.0% of the teachers who had left the profession, had been in service for between 20 years and above. This is an indication that most of them were very experienced teachers whose services were still significant in the learners' academic achievement. The study findings on teacher attrition being high between the ages of 41-50 years and least in ages between 21-30 years agrees with a study by OECD (2012), which established that young and energetic teachers could look for possible ways to quit the profession for fields to boost their economic status while older teachers close to the retirement age may voluntarily seek for early retirement due to various issues like health or family responsibilities. However, the results seem to contradict the findings by Liu (2007), who reported that in California attrition was high in the early years of the teachers' career. Another study in Texas also established that teacher attrition is characterized by a U-shaped pattern of where it is high rates in the early years of service, followed by lower in the mid-career, and rises in late career as retirement age approaches.

On the teachers' qualifications the data in Table 1 shows that majority 85.0% of the teachers who had left the teaching profession were holders of a masters 'degree and above while minimal number of 15.0% held a bachelor's degree. The implication is that once teachers attain higher education qualifications, they tend to look for greener pastures outside the teaching profession. However, in an interaction with the some teachers who had left the profession with a bachelor's degree, had different sentiments that they did not join teaching as a profession but as a springboard for better career options. The finding concurs with Wang (2007) study which revealed that the most qualified and experienced teachers would want to leave classroom work, as soon as they get an alternative employment. The researcher sought to establish the subject that the teachers who had left the profession were teaching before leaving. This was a very important variable in the study since it assisted in establishing subjects affected by teacher attrition. Furthermore subject area is very important in the students' career choice so it was prudent for the study to examine the effect. In the study findings, mathematics, science and technical subjects had an average of 66.0% of the teachers who had left while humanities and languages had 34.0%. The results imply that mathematics and science related subjects are marketable outside classroom.

5. CONCLUSIONS AND RECOMMENDATIONS

The trend of attrition of teachers in public secondary schools was high. The most affected type of schools by trend of attrition were boys boarding, followed by girls boarding and least in mixed schools. The demographic characteristics of the respondents in terms of marital status, education qualifications, experience and gender determined attrition patterns in public secondary schools in Uasin Gishu County. The study indicated 56% of male teacher had left the career within the period when the study was carried out while the 36% were females. This means that attrition rate of teachers was high in male than female. Married teachers recorded higher rates of attrition as compared to single or unmarried teachers. On the teaching experience, 44.0% of the teachers who had left the profession had a teaching experience of 21-30 years. This means that majority of the teachers who leave the profession are experienced hence their departure affects effective curriculum implementation in schools. As such, the study concludes that schools in the county were losing very experienced teachers who were an asset to the teaching fraternity and the society who are the providers of the raw materials (students). The cost of training and recruiting highly qualified, most experienced teachers in subject areas is not only expensive but also have to find them after exit. From the findings, the study recommends that the trend of teacher attrition should be monitored by the Teachers' Service Commission (TSC) a critical look for ways on how to maintain educators in the teaching career, particularly those with great experience in the fields. This will ensure that the problem of brain drain does not occur in the sector.

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