

**MOTIVATIONAL FACTORS AND TURNOVER INTENTION OF
TEACHERS IN PUBLIC SECONDARY SCHOOLS IN MERU
COUNTY, KENYA**

Peter Kalunge Ekabu

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DECLARATION

This thesis is my original work and has not been presented for award of a degree in any other university

Peter Kalunge Ekabu

E96/93581/2013

This thesis has been submitted for examination with our approval as University Supervisors

Prof. Grace Nyagah

Associate Professor

Department of Educational Administration and Planning,

University of Nairobi

Dr. Jeremiah.M. Kalai

Senior Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

I dedicate this thesis to my wife, Janet, my son, Maingi, and my two daughters, Joy and Daphine. I also dedicate it to my parents.

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ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
CDE	County Director of Education
CPSB	County Public Service Board
DEO	District Education Officer
EFA	Education For All
FDSE	Free Day Secondary Education
FPE	Free Primary Education
HRM	Human Resource Management
KEMI	Kenya Educational Management Institute
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Teachers
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Co-operation and Development
SCDE	Sub-County Director of Education
SPSS	Statistical Package for Social Sciences.
TNTP	The New Teacher Project
TSC	Teachers Service Commission

ABSTRACT

The importance of motivation in retaining core employees and reducing turnover intention in any organization cannot be underestimated. Retaining the best teachers in secondary schools continues to be a major challenge for educational managers in Kenya as teachers keep changing careers or are not fully committed to their duties because psychologically majority have their hearts elsewhere. This study therefore sought to determine the relationship between the level of teacher remuneration, staff development opportunities, promotional prospects, working conditions and teacher turnover intention in public secondary schools in Meru County, Kenya. The study used a descriptive survey design with both quantitative and qualitative approaches in data collection and analysis. The targeted population was (N=2599) who included 2586 secondary school teachers, 15 secondary school principals and 8 Sub-County staffing officers. A total of 520 respondents were involved in the study that included 503 secondary school teachers), 15 principals and 2 staffing officers. Four independent variables namely; level of remuneration, staff development opportunities, promotional prospects and working conditions were examined to determine their relationship with the dependent variable, turnover intention. Data obtained from questionnaires for teachers were analyzed quantitatively using SPSS version 21 while data obtained from interviews with the principals were analyzed qualitatively. Hypotheses were tested using Pearson product moment correlation coefficient and Chi-square goodness of fit at 95%, $p < 0.05$. The result from product moment correlation indicated that all the independent variables considered for this study; level of remuneration ($r = -0.387$, $p < 0.001$), staff development opportunities ($r = -0.371$, $p < 0.001$), promotional prospects ($r = -0.524$, $p < 0.001$) and working conditions ($r = -0.488$, $p < 0.001$) have a negative and an inverse relationship with the independent variable, turnover intention. The results corroborated the results of tests of hypothesis using Chi-square which showed a significant relationship between the four independent variables and turnover intention of teachers in secondary schools in Meru County indicating that the four independent variables have a significant relationship with turnover intention of teachers in public secondary schools in the county. The results therefore conclude that teachers' motivation in secondary schools in Meru County is low and the education system appears to be staffed with teachers with poor morale and low levels of commitment to their jobs leading to high turnover intention. The study recommends that the Teachers Service Commission, the Ministry of Education, the various Boards of Management and other education stakeholders at the national and county government levels consider issues of remuneration, staff development, promotions and working conditions as an essential element in the motivating and reducing turnover intentions hence retention in teaching service.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Enormous literature on turnover studies indicates that most governmental and private organizations all over the world are paying greater attention to employee turnover. This is because turnover has negative and positive effects, hence organizations try to eliminate the negative effects as excessive level of turnover threatens the organizational existence (Zahra, Irum, Saad, & Chishti, 2013).

Literature available indicates that teacher turnover leads to a number of school challenges. First, it leads to weakening of school cohesion and undermining performance of such schools in national examinations (Ingersoll, 2001; Guin, 2004). Second, turnover leads to disruption of instructional programs for schools (Johnson, Kraft & Papay, 2012). Third, it leads to shortage of teachers forcing schools to hire substitute teachers resulting to incoherence in delivery of curriculum content (Shields, Esch, Darling-Hammond & Luczak, 2005). Fourth, a high teacher turnover leads to low quality education by weakening of quality teaching (Loeb, Darling-Hammond, & Luczak, 2005). Fifth, a high teacher turnover erodes the school's financial strength through allocation of extra funds for employing new teachers (Loeb, Darling-Hammond & Luczak, 2005). Many researchers contend that turnover intention is the predictor of actual turnover (Asif, Hassan, & Ramzam, 2013; Kosi, Suleiman, Boateng, & Robert, 2015; Jonathan, Thibeli, & Darroux, 2013; Porter & Steers, 2013; Sousa- Poza & Hennenberger, 2004).

Teacher turnover is a global challenge and extremely a complex phenomenon as revealed by many researchers. For example in developed countries, studies have revealed that teacher turnover is a common problem. Some of these studies include those by Bartholomew (2007), and Tierney (2012) in United States; Finlayson (2003) in Scotland; Santiago (2010), and Didau (2013) in Britain, and Yoo (2011) in Australia. In developing countries, voluntary teacher turnover is reported in countries like South Africa, Zambia, Malawi, Nigeria, and New Guinea (Xaba, 2003). Evidence available from various studies in Africa indicates a serious shortage of teachers in many African countries occasioned by high rates of teacher turnover. For example, Urwick, Mapuru, and Nkhoboti (2005) in Lesotho and Harding and Mansary (2005) in Sierra Leone noted high teacher turnover especially in rural remote areas because rural schools cannot attract qualified teachers except for the head teacher.

In Kenya, just like the continental and global trends, teacher turnover is high (Orodho, Waweru, Ndichu, & Nthinguri, 2013). Available data show a serious shortage of teachers in Kenyan secondary schools with a large number of such teachers leaving the teaching profession for non-teaching related jobs in both private and public sector (Oketch, & Ngware, 2012; Orodho et al, 2013; Susu, 2008). Researchers have identified that low status of teaching profession, poor remuneration, constant ridicule in the media, and the public, work overload, and deplorable working conditions have created a lot of despair amongst Kenyan teachers and many of them would quit teaching if an opportunity arises (Achoka, Popoi, & , 2011; Kafu, 2011).

Motivation is an important tool for elimination of negative turnover within organizations (Martin, 2011; Nyamubarua, 2013). In organizations where there is inadequate human resource behavior motivation, there are no clear goals, and therefore

organizational inefficiency which lead to employees intending to or leaving the organization altogether (Martin, 2011). Various factors such as level of remuneration, promotion and staff development opportunities, conditions of work environment, supervisor's management style, work safety and relationship with colleagues have been found to determine turnover intention in educational institutions (Hackman & Oldham, 1980 in Corda & Murtokangas, 2016).

To minimize cases of actual turnover, it is important to identify and mitigate on the factors that could lower teacher turnover intentions, hence enhancing retention. This is because various studies have indicated that turnover intention predict actual turnover (Asif et al, 2013; Kosi, et al, 2015; Jonathan et al, 2013; Oluwafeni, 2013). Therefore, since turnover intention is a predictor of turnover, there has been an increase in turnover intention research because through the measure of turnover intention, job dissatisfaction within an organization is detected early ensuring remedial action is taken before it escalates to actual turnover (Oluwafeni, 2013).

Moreover, studying turnover intentions is more important than studying actual turnover because turnover intentions are often the final outcome variable in turnover studies and measuring it is easier and usually more accurate (Lambert & Hogan, 2009). Furthermore, accessing employees who quit their jobs to ascertain why they left is a difficult task which makes studying of turnover intention more useful for an organization compared to the study of actual turnover. Additionally, employees contemplating of leaving may still be persuaded to remain by improvement in work environment, yet it might be too late for those who have already left employment to be brought back (Chiboiwa, Samuel, & Chipunza, 2010; Lambert & Hogan, 2009; Samuel & Chipunza, 2009).

It is therefore justified to study teacher turnover intention because it can serve as a bold move in identifying and solving some problems in schools that are related to actual turnover. Furthermore, high level of employees (teachers) turnover intentions even when it does not result in actual turnover has been found by many researches to have adverse effects on employee performance, work withdrawal and general organizational performance (Abassi, Hollman, & Hayes, 2008; Oluwafeni, 2010). Various researchers (Meyer, 1997; Oluwafeni, 2009; Samad, 2012) found a link between turnover intention and lateness to work, absenteeism from work, work withdrawal, reduced work performance, and a general decline in output indicating that turnover intention is the type of attitude that should not be allowed to flourish among employees for long in an organization.

Turnover intention in Kenya's teaching force is high as manifested by high levels of absenteeism from schools by many teachers, frequent incidences of industrial action by teachers unions (KNUT & KUPPET), teachers demotivation, cheating in National Examinations, a low popularity and a decline in status of teaching profession generally. This coupled with various changes in policies on education and teacher management and children's rights movement have made teachers a major target for criticism and high incidences of burnout, stress, and general dissatisfaction. For example, the Minister for Education while releasing K.C.S.E examination results for the year 2015, in March 2016, attributed the decline in performance to teacher absenteeism. There was also unprecedented rise (70%) in cases of exam cheating where 5101 candidates had their results cancelled compared to previous year's 2975 (MOEST, 2016). At the same time, all counties had exam irregularities except Isiolo with the highest irregularities recorded in Nairobi (22 centres), Makueni (20 centres), and Meru (18 centres).

Records available at Meru County public service board offices indicate that many teachers have been applying for various positions at the County government since the year 2013 with the aim of leaving teaching profession. For example, the positions of Sub-county administrators, ward administrators, and administrative officers attracted a total of 388 graduate teachers out of 568 applicants. This is 68.31 percent of all the applicants (MCPSB, 2016). In February 2016, the Ministry of Education advertised for various vacant positions with 480 (12.2 %) secondary school teachers from Meru County applying for these positions out of the 3950 applicants nationally (MOEST, 2016). This indicates that many teachers in Meru County would quit their current jobs if an opportunity for another arises. From this background therefore, this study seeks to establish the relationship between motivational factors and turnover intention of secondary school teachers in Meru County.

1.2 Statement of the problem

Stakeholders in education have expressed consensus in formal and informal settings regarding increased reported cases of teacher absenteeism, low morale, low salaries, lack of motivation, and lack of professional autonomy. This is evidenced by regular industrial action by teachers, perennial low status of teaching as a profession among other challenges. The myriad of challenges facing the teaching profession have led to expressed desire by many teachers to leave the teaching profession. A case in point is where statistical data collected from Meru County Public Service Board Offices show that many secondary school teachers (388 out of 568 applicants comprising 68.31% of all the applicants) applied for the positions of Sub-county administrators, administrative officers and other positions advertised by the county government in the advent of devolution in the year 2013. In the year 2016, a large number of secondary school

teachers (480 out of 3950 applicants comprising 12.2 percent of all the applicants) from Meru County applied for the positions of chief education officers and chief quality and standard officers advertised by the Ministry of Education. This indicates that many secondary school teachers would leave teaching if an opportunity for another job arises.

The government has attempted to solve turnover problems by increasing recruitment efforts, and harmonizing teachers' salaries with those of other public workers, but this strategy has never granted the desired outcomes hence teachers turnover intention which could result to actual turnover still persist. Although many studies have been done on motivation, job satisfaction, actual turnover and teacher retention in Kenya, few studies have been conducted to assess the relationship between motivational factors and turnover intention of teachers in secondary schools especially in Meru County. The researcher therefore sought to bridge the gap by investigating the relationship between motivational factors and turnover intention of teachers in secondary schools in Meru County in relation to level of remuneration (low or high), staff development opportunities, promotional prospects with the Teachers Service Commission and working conditions.

1.3 Purpose of the study

The purpose of this study was to investigate the relationship between motivational factors and turnover intention of teachers teaching in secondary schools in Meru County in relation to the level of teachers remuneration, staff development opportunities, promotional prospects with the Teacher's Service Commission, and working conditions..

1.4 Objectives of the study

The study was guided by the following research objectives:

- i. To examine the relationship between the level of remuneration (low or high) and turnover intention of teachers in public secondary schools in Meru County.
- ii. To establish the relationship between staff development opportunities and turnover intention of teachers in public secondary schools in Meru County.
- iii. To establish the relationship between promotional prospects with Teachers Service Commission and turnover intention of teachers in public secondary schools in Meru County.
- iv. To examine the relationship between working conditions and turnover intention of teachers in public secondary schools in Meru County.

1.5 Research hypotheses

The study was guided by the following null hypotheses;

Ho1: The level of remuneration (whether low or high) is not significantly related to turnover intention of teachers in public secondary schools in Meru County.

Ho2: Staff development opportunities are not significantly related to turnover intention of teachers in public secondary schools in Meru County.

Ho3: Promotional prospects with the Teachers Service Commission are not significantly related to turnover intention of teachers in public secondary schools in Meru County.

H04: Working conditions are not significantly related to turnover intention of teachers in public secondary schools in Meru County.

1.6 Significance of the study

First, the study findings are anticipated to inform various educational stakeholders such as the Ministry of Education, Teachers Service Commission, and administrators of educational institutions on the need to reduce teacher turnover intention through increasing teacher motivation and organizational commitment. Specifically, the Teachers Service Commission and the Ministry of Education may use the findings of this study to come up with proactive human resource management policies that would improve the teaching profession generally especially in regard to teacher remuneration, promotion and staff development. This would definitely lead to more teacher motivation, increase in morale and low turnover intentions hence improved quality teaching.

Other stakeholders in education sector such as private schools and tertiary institutions and human resource professionals within the education system may benefit from the findings of this study by acquiring knowledge which could help them tap and retain teaching personnel through creating a conducive working environment which could result to motivation, productivity and eventually low level of turnover intention of teachers in these institutions. This would lead to quality teaching and quality education. Further, the findings of this study are anticipated to add knowledge and enrich the existing literature on turnover intentions and turnover generally as well as human resource management practices.

Researchers and scholars may use the findings of this study to intensify research in this area by applying different methodologies as well as using different study variables and research approaches mainly in other sectors or in other geographical locations apart from the current one.

Lastly, the BOMs of various secondary schools may realize the factors that influence turnover intentions among public secondary school teachers hence assist in creating a conducive environment to attract and retain teachers in these institutions. This would lead to motivation of teachers and eventually lead to effective teaching hence improvement in quality education.

1.7 Limitations of the study

Kombo and Tromp (2006) describe limitations of a research study as the challenges anticipated or faced by a study. The researcher found a challenge in getting the respondents to fill the questionnaires within the stipulated time because most of them were busy with their teaching duties and other school activities. This challenge was mitigated through the researcher's effort by physically making a follow up on the respondents through several visits and also making telephone calls directly or through their principals or deputy principals.

Another challenge was that some respondents had reservations about filling the questionnaires because they felt insecure and their privacy was being infringed. However, this challenge was resolved by explaining to the respondents the data was being sought for academic purposes only. This was done both verbally and through an introductory letter detailing that the data was for academic purpose only and that they were not to indicate their names or that of their schools in the questionnaires. This created confidence when filling the questionnaires.

When it came to interviewing principals of secondary schools, there was a challenge in finding appropriate time to conduct such interviews as most were busy during school hours. This was mitigated through arranging with some of these principals to meet on

saturday or during a time they found appropriate. Also the researcher tried to limit interaction time for some of these principals in order to accomplish the interviews

1.8 Delimitations of the study

This study was carried out in Meru County in Kenya between the months of July 2017 and October 2017. It involved all secondary school teachers employed by Teachers Service Commission and teaching in public secondary schools in the County at the time the study was undertaken. It also involved 15 selected secondary school principals, and 2 Teachers Service Commission staffing officers in various sub-counties in the county. Teachers and principals of private secondary schools were not included in the study because their terms of service are different as they are employed by private organizations.

1.9 Assumptions of the study

The study was based on the following basic assumptions;

Since the study was interested in teacher turnover intentions which are mainly cognitive and attitudinal in nature, it was assumed that the respondents gave credible and reasonably accurate responses to questionnaire questions. The researcher also assumed that turnover intentions of secondary school teachers in Meru County was high as shown by various indicators such as high absenteeism among secondary school teachers and low performance of students in examination.

The researcher also assumed that the selected research instruments and the sample size gave a clear picture of influences of motivational factors on teacher turnover intentions in secondary schools in Meru County.

1.10 Definitions of significant terms

The following terms are defined as used in the study;

Levels of remuneration refer to either low or high amount of payment or compensation in monetary terms received by teachers for services or employment which includes basic salary, and other allowances. The term compensation is used in this study to mean remuneration.

Motivational factors refer to factors that influence teachers to either think of remaining or leaving teaching since they make teachers be satisfied with the job or dissatisfied with the same. They include level (low or high) of remuneration, promotional prospects, staff development opportunities and working conditions.

Promotional prospects refer to perception of teachers on the chances (low or high) they (teachers) have for promotion or gaining a better position within the same organization (TSC) or progressing in his or her teaching career.

Staff development opportunities refer to ongoing educational or learning activities within and outside a school designed to enhance fulfillment and performance of teachers' duties as well as helping them to progress in their careers.

Turnover intention refer to an employee (teacher) planning to leave the teaching profession or planning to transfer to another school in the near future. It is also expressed as intention to leave or intention to quit in this study.

Working conditions refer to conditions in which employees (teachers) work including but not limited to physical environment, working time/schedule, supervision style, involvement in decision making among others.

1.11 Organization of the study

This study is organized into five chapters as follows: Chapter one consisting of the background to the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, limitations and delimitations of the study, assumptions of the study, and definition of significant terms; Chapter two consisting of the review of related literature, conceptual framework and theoretical framework; Chapter three covers research methodology which includes research design, target population, sample size, sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures, and data analysis techniques and ethical considerations; Chapter four deals with details on data collection, data organization, analysis, and presentation and discussions; Chapter Five focuses on summary of the research findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of literature on the concept of turnover intentions, motivational factors on turnover intentions such as level of remuneration, staff development opportunities, promotional prospects and working conditions on teacher turnover intentions. It also contains a summary of literature review, theoretical and conceptual framework showing inter-relationships of independent, intervening, and dependent variables. According to Saunders, Lewis and Thornhill (2016), a review of literature forms a foundation or basis for which a research is built as it helps develop a good understanding as well as insight about a research problem.

2.2. The Concept of employee turnover intentions

Turnover in an organization is either voluntary or involuntary (Dressler & Varkey, 2011). Voluntary turnover is mainly initiated by an employee on his/her own volition or willingness while involuntary turnover is mainly initiated by the employer to the employee when the employee violates workplace policies, poor performance, or business slowdown (Dressler & Varkey, 2011; Samuel & Chipunza, 2009). Literature available indicates that employees voluntarily leave organizations due to the following reasons; limited promotion opportunities and career growth opportunities, a better opportunities elsewhere or due to disapproval of organizational changes or restructuring (Kaur, Muhindra, & Pankaj, 2013).

A study by Allensworth, Ponscia, and Mazezo (2009) found that teacher turnover compromises instruction by diverting resources from the classroom. Grisson (2011) agrees by noting that it widens the gaps between the low income and wealthier schools.

It also reduces school's capacity to develop programmes and implement curricula as well as impending teachers' capacity to implement curriculum (Grison, 2011). Meanwhile schools with high turnover are forced to employ a large number of inexperienced teachers who are likely to be ineffective than those with teaching experience. This therefore disrupts instructional continuity while at the same time leading to less comprehensive and disjointed instructional programs for students which disrupts learning. Therefore increasing retention of experienced teachers through reduction of turnover intention as an antecedent of actual turnover would be an effective and an obvious strategy to improve teaching effectiveness in schools (TNTP, 2012).

There are two types of teacher turnover: transfer which involve a teacher moving to another school, and attrition, quitting teaching profession altogether (Boe, cook, & Sunderland, 2008). Ingersoll and Merrill, (2012) argues that either matter little to a school since the systematic impact is the same. For example, there would be instrumental costs due to pedagogical disturbance because of the replacement of an already effective teacher with an inexperienced teacher. Teacher turnover intentions just like actual turnover manifests itself in two ways; first, teacher intending to change the employer within the same profession or transfer from one school to another and second, a teacher intention to change the profession altogether (Curry & Hill, 2012).

Turnover intention according to Souza- posa, & Hennenberger (2004) is a conscious as well as deliberate willfulness to quit an organization and it is a major precedent of actual turnover. Purani and Shadev (2007) define turnover intention as a plan by an employee to leave the current job to another in near future. It is the probability that an employee will quit his or her current job within a stipulated period of time leading to

actual turnover (Kaur, Muhindra & Pankaj, 2013). Suleiman and Matson (2013) on other hand argue that turnover intention determines turnover as it is the crucial stage before occurrence of actual turnover in an organization. Midway, Porter and Steers (2013) posit that turnover intention can influence actual turnover in two ways. First, it may result to actual turnover even when an alternative job is not available, and secondly, it may lead indirectly to turnover through influencing employees to search for an alternative job in another organization resulting in terminating the current job.

According to Krishnan and Singh (2010), turnover intention among teachers' results in low motivation in their work thus impeding school goals. This is because employees (teachers) intending to move to perceived favorable work or areas show low excitement with their current work activities (Quick & Nelson, 2011). Apart from high cases of absenteeism, workers intending to move to another job or to transfer to another work place are usually in conflict with the management, leading to disciplinary action (Jong & Gutteling, 2006). Tarmizi (2008) assert that turnover intention in an organization erodes the commitment level of other employees in the same organization hence organizations should take strategic steps to reduce turnover intentions of their employees.

Owing to importance of turnover intentions to organizations, various studies have been conducted to mitigate upon the various factors that influence turnover intentions in schools. In Tanzania for example, Ngimbudzi (2009) revealed that many teachers intended to leave teaching and move to well-paying jobs. In Murang'a East District, Wachira (2013) found that many teachers (82%) would quit teaching if an opportunity to serve in other Government departments arose. They attributed this to low salaries and dissatisfaction with teaching profession.

Orina (2014) noted that a large number of teachers were retiring early in Kajiado County. He attributed the decision to quit teaching early before reaching retiring age to availability of opportunities for further studies, low salaries, poor management by school principals and job opportunities in other organizations. He further noted that teachers posted to remote places have a possibility of retiring early as compared to those posted in well-endowed areas. Gyezaho (2014) observed lack of facilities like piped water, electricity, lack of teaching material, lack of furniture and enough classrooms as sources of turnover intentions of teachers.

2.3 Motivation and employee turnover intentions

Motivation is the direction and persistence action and is a drive which make people to choose a certain action and not others and why they continue with a chosen action over a long period even when faced with difficulties and problems (Mullins, 2010; Luthans, 2011). It is a process usually starting with a psychological or physiological drive aiming at a goal divergent, and inter-related dimensions; intrinsic and extrinsic dimensions. Extrinsic motivation is derived from outside the person and includes such things as pay, bonuses, house allowances and other rewards. On the other hand, intrinsic motivation is derived from inside the person such as personal interest, challenging work and personal satisfaction (Armstrong, 2010; Dressler, 2008; Mullins, 2010).

Employee turnover in an organization mainly occurs due to failure of management to motivate employees (Mba & Ikemefuna, 2011). Many teachers in Sub-Saharan Africa are poorly motivated hence low levels of job satisfaction leading to poor quality teaching in schools (Gatsinzi, Jesse, & Makewa, 2014). Bennell and Akyeampong (2007) contend that this leads to teacher motivation crisis related to issues of poor

salary, lack of advancement on promotion, lack of recognition, poor school facilities and discipline issues among students.

Additionally, due to lack of motivation, teachers lack accountability in their work and low job satisfaction resulting in turnover intentions (Bennell, 2007). Mary (2010) notes that most teachers in Africa are not motivated because of poor working conditions and inadequate incentives. Hence teachers in these countries are disgruntled and this disgruntlement would lead to eventual exit from the profession (Mary, 2010).

A study by Bennell and Ntagaramba (2008) found that 39 percent of secondary school teachers in Rwanda were increasingly demotivated hence high turnover intentions. Literature available indicates that when an employee motivation is low, work performance reduces. Ingersoll (2001), for example concluded that lack of community support, poor opportunity for professional advancement, political meddling in teaching profession, large class sizes, student indiscipline, low administrative support and unsafe work environment were the major causes of demotivation, poor performance and low job satisfaction within the teaching profession resulting to high turnover intentions.

Asif, Hassan, and Ramzan (2013) did a study on the impact of motivation on employee turnover in telecom section of Pakistani. They used 106 closed ended questionnaires and also used correlation and regression analysis in analyzing data. The result of the study indicates motivation as a significant predictor of decrease of employee's intention to leave. This study therefore showed the importance of motivation of employees in reducing turnover. However, the study was mainly focused on banking employees. This current study therefore mainly focused on secondary school teachers' turnover intentions in secondary schools in Meru County Kenya and used both quantitative and qualitative techniques in data collection and analysis.

Research has shown that motivation to join teaching influence turnover intentions (Sinclair, Dowson & McInerney, 2006). Some of these factors include the desire to work with children, the perceived worth of children, desire to help people, dissatisfaction with the previous career, the perceived benefits of teaching. For example, favorable work schedules, vacations and salary, job satisfaction with teaching, and opportunities for career advancement among others (Dowson & McInerney, 2006; Mckinney, Berry, Dickson & Campbell, 2008).

According to Glewwe, Hamishek, Humpane and Ravina (2011), schools are factories that help in producing learning through schooling and teaching characteristics (inputs). They further lament that if education system provides quality inputs (teachers), then it is possible to produce quality outputs or products (students) which is only possible if the teaching profession is made attractive as well as desirable by meeting teachers' needs such as improving their job satisfaction and motivation. Moreover teachers will not quit or think of quitting their jobs if their pay is high or at least equal to that offered to other professions, if they are offered job security, if their schools are well equipped and good working environment with favorable workload, when they are appreciated for their good work, as well as being provided with training and development opportunities and promotional opportunities (Aslami, 2013).

A study by Benjamin and Ahmad (2012) on motivational factors leading to employee retention and engagement in organizations showed that the most important factors influencing employee retention are financial rewards, teacher promotional opportunities, career development opportunities as well as recognition. The study further recommended that organizations should formulate suitable retention strategies through enhancing motivation to reduce turnover rates for employee.

2.4 Level of remuneration and employee turnover intentions

Competitive and fair remunerations motivate employees in an organization to remain since it is a good indication that employers value them. It is also a way in which employees measure if their time and efforts they put in work are worth and also increase attachment to the organization (Bhatti, 2011; Kinyili, Karanja & Namsonge, 2015; Ngethe, 2013; Tylor, 2009). Attractive remunerations reduce turnover intentions since it leads to fulfillment of financial and materials needs at the same time raising employees' status.

Therefore workers dissatisfied with low remuneration exhibit low commitment to their jobs and their organizations leading to intentions to leave (Bergiel, Nguyen, Clenney, & Taylor 2009; Ngethe, 2013; Shoaib, 2009). Hence, higher compensation makes employees to be committed as they feel they would lose much if they leave (Hotton & O'Neill, 2004; Gupta, 2008). Mtazu (2009) argue that organizations should offer competitive and equitable remuneration in order for them to retain workforce and remain afloat. Albee and Piveral (2003) agrees by asserting that appropriate salary levels foster commitment levels of teachers which ensures capable teachers continue working in the school.

Literature available indicate that when compensation is lower than that of market rate, employees' retention is compromised as remuneration needs of such employees is not met (Katachathu, 2010; Guma, 2012). A study by Ramlall (2003) which sought to identify factors responsible for turnover intention among employees observed a number of reasons why they (employees) make a decision to leave an organization. The study found out that among other factors leading to turnover intention, remuneration was the most important for an employee's decision to either stay or leave an organization.

Goldhaber, Gross, and Player (2007) pointed out that many employees make an assessment of the net monetary and non-monetary benefits from different occupations and definitely go for a job that give them the highest monetary gains of which teaching could be their last option. Mumanyire (2005) concurs by arguing that the most important motivator to the teacher is monetary gains which could be inform of salaries, allowances, duty rewards among other rewards.

Baakile (2011) posit that studying pay satisfaction and its relationship to turnover is worth because satisfaction or dissatisfaction with pay can have either positive or negative consequences for both an employee and the organization. According to Akarete (2011), productivity among workers (teachers) are affected by several factors one of the most important being employers' failure to compensate them (teachers) adequately for their hard work. This coupled with serious indiscipline of those privileged with higher income who arrogantly display their wealth only serve to demoralize the working class (teachers), consequently reducing their work productivity (Akarete, 2011). Markova and Ford concur by arguing that organizations succeed due to employees' willingness to be creative, use their abilities and knowledge to promote achievement of organizational goals. Therefore organizations should encourage, nourish and motivate positive employees (teachers) by rewarding them well through higher salaries and allowances.

Lotta (2012) highlighted that when an employee (teacher) is motivated by being remunerated well, he/she becomes more productive, more efficient as well as more willing to work towards attainment of organizational (school) goals unlike employees who experience low levels of motivation. Further, when an employee (teacher) performs well, he or she is sure of organizational rewards in monetary terms which

encourage hard work as they are sure to be rewarded for their good performance leading to a reduced turnover intention. After all, as suggested by Rizwan and Ali (2010), a highly motivated employee (teacher) serves to help the school to have a competitive advantage since performance of employee (teacher) is cascaded to that of the organization (school) as well.

A study by Muguongo , Muguna, and Murithi (2015) on the effects of compensation on job satisfaction among secondary school teachers in Mara Sub-County of Tharaka Nithi County showed that poor compensation is a major cause of teachers dissatisfaction since they (teachers) perceive inequality in the services they render and what they receive in return. Christina and Anthony (2014) also found a significant and negative correlation between compensation and turnover intention ($r=-0.682$, $P=0.002$). Koontz and Wehrich (2010) argue that when an employee feels or sense inequity or unfairness in remuneration, they may exhibit signs of dissonance which may lead to absenteeism, turnover intentions and actual turnover, on job shirking and low employee relations. This may also motivate workers to reduce their output in work, may ask for more pay, or reward, or leave the organization altogether. Therefore, remuneration has serious effect on turnover intentions especially when workers compare what they earn with what other organizations within the same industry are able to offer.

Okumbe (2011) argues that an effective remuneration system should be one that enables the following; first, it should be able to attract a crème of potential employees in the market, second it should be able to retain such employees hired, and thirdly, it should be one that is able to offer maximum motivation to such employees. Armstrong (2009) did a study on attractiveness of the teaching profession in South Africa by comparing remuneration of teaching staff and their counterparts in non-teaching

profession. The results showed that the teaching profession is significantly unattractive in the job market in South Africa because of low salaries, poor working conditions as well as heavy workload. Michael (2008) found that a competitive salary package is the most important motivational variable that contributes to retaining employees in an organization. Wambugu (2015) also found that generally teachers in Nairobi County were dissatisfied with the amount of salary they earn from their employer, Teachers Service Commission.

According to Ayuninnisa and Saptoto (2015), pay level has a higher correlation to an employees' intention to leave than other dimensions. This means that the level of pay an employee receives is important for an employee who thinks of quitting his/her current job and seek another in a different organization. The study results indicated a moderate and negative correlation between pay level and turnover intentions, meaning that when employees are happy with their pay level, they are satisfied hence have less intention to search for another job elsewhere. This finding was supported by another study by Akhtar, Anwan, Anwar, Saeed, Ali, and Qurban (2016) who found that turnover intention is significantly and negatively associated with the level of salary implying that a decrease in salary of an employee directly lead to an increase in turnover intentions and the reverse is true.

Mendis (2017) in a study on the impact of reward system on employee turnover intention in a logistics industry in Sri-lanka also found a significant negative relationship between the level of remuneration ($r = -0.905$, $p = 0.001$) and turnover intentions. According to Mutune and Orodho (2014) in the study; Teachers turnover; What are the explanatory variables in public secondary schools in Mbere Sub-county, teaching is still the poorest paying job in Kenya today. Further, they allude that quality

teachers cannot be retained in such poor conditions as teachers feel they can be paid better either in private sector or other ministries other than the TSC (Orodho et al, 2013).

Some scholars and researchers however note that despite remuneration especially in form of salary and allowances being a very important extrinsic reward to employees and provides most extrinsic needs, it does not provide the much needed intrinsic motivation to employees. For example, scholars (Armstrong, 2010; Beardwell, & Claydon, 2007; Ngethe, 2013) note that terms and conditions of service play an important role in employee motivation and organizational commitment but asserts that other factors are also important

However, although remuneration is not the only important motivational incentive for employee retention, its importance cannot be under-rated especially when it comes to the teaching fraternity as shown by various studies. For example, Herbert and Ramsey (2003) in their study indicated that among those dissatisfied with teaching in Texas USA, 61 percent cited poor salaries, 32 percent poor administration support and 24percent cited student discipline problems. Low remuneration has been a major problem in education sector as Mulkeen (2007) notes by arguing that teachers considering leaving the profession offer a variety of reasons, the primary one being low salaries and insufficient benefits.

2.5 Staff development opportunities and employee turnover intentions

According to OECD (2009), professional developments are the various activities that lead to raising workers skills, knowledge, expertise and other characteristics. It leads to creating opportunities for promotion of workers in an organization by providing

opportunities for training and development which enhances employee's employability either within the organization or outside the organization (Meyer & Smith, 2003).

Werner (2009) asserts that training and development mainly aim at changing or enhancing knowledge, skills as well as attitudes of employees towards their work. He further explains that training mainly involves provision of knowledge and skills to employees to perform specific tasks by changing attitudes of such employees. On the other hand, staff development aims at long term preparation of employees' for more responsibilities as well as increasing the capacity of such employees to perform their work better (Origo & Nzonzo, 2011).

Wendell (2007) posits that training and development should start when a new employee (teacher) joins an organization (school) usually in form of induction and orientation. Further, when such employees (teachers) become acquainted in their job tasks, more focus should be directed to development activities such as coaching, mentoring and counseling. Coaching involves encouraging new employees (teachers) to accept responsibility for their actions for them to be able to address work related problems, achieve as well as sustain performance (Wendell, 2007). According to Gary (2011), Coaching includes treating employees as partners in achieving both personal and organizational (school) goals.

Effective training and development provides a culture of improved performance which leads to high quality results in schools (Echard & Berge, 2008; Huang, 2011). Gary (2011) further postulates that combining staff development with real life experiences as well as higher education programmes may lead to acquiring of a license or a certificate which could increase achievement in employees' professional growth in or out of the organization. The success of a teacher is also determined by guidance and assistance

offered by the school leadership (principal) through mentoring as well as giving assignments that increase their knowledge and skills growth within the school. Teachers who experience such growth have reduced intention to quit their current schools and teaching profession in general (Gary, 2011).

Staff development opportunities have an impact on employee retention because it constitutes an important part of organization's contract with employees which deepen attachment of employees to an organization (Bergiel et al, 2009; Mello, 2009). Woodruff (1999) contends that organizations that desire to strengthen their relationship with their employees need to put a lot of investment in the development of its employees to increase retention and reduce turnover intentions. This is because such employees who have benefited from their organizations through training and development opportunities are more committed to their organizational ideals as well as increasing productivity and sustaining the organizational competitive advantage. Staff development opportunities lead to attraction and retention of a committed and well-motivated workforce as it ensures employees' greater satisfaction and improves their ability to perform on the job. In addition, employees take responsibility for their careers, thus making the organization to benefit through a reservoir of employees with more skills ensuring productivity (Bergiel et al, 2009).

Staff development opportunities make employees feel they are valued ensuring psychological attachment and also increasing their willingness to work harder for their organizational productivity (Armstrong, 2010; Cunningham & Cordeiro, 2007; Gupta, 2008; Kipkebut, 2010; Ngethe, 2013). A study by Muthama (2013) finds that employees who are appreciated by being given an opportunity for learning and development are likely to remain in their current jobs and reduce turnover intentions.

His findings indicate that 60 percent of the respondents would stay in the current job a bit longer if their organization gave them an opportunity for learning and development.

Kwenin (2013) did a study on relationship between career development opportunities and employees retention in Vodafone Ghana. The study findings indicated a strong and positive correlation between career development opportunities and employee retention ($r=0.387$, $p=000$). The study recommended that organizations should provide career development opportunities to their employees to enhance job satisfaction leading to reduction in turnover intentions eventually enhancing retention.

Ming (2008) found that the most significant factor that influence turnover intentions depends on the nature of organizational practices which affect personal goals which instead motivate workforce and therefore reduce turnover. He did a study on the role of career development on turnover intention. Using a questionnaire technique, he collected data from 357 Malaysian knowledge workers from five variables which included organizational rewards, career development opportunities, supervisory support and promotion on employee turnover intention. He used correlation method and quantitative technique in data collection and analysis. The current study employed both qualitative and quantitative techniques and used correlation and chi-square in testing hypothesis. A study by Samuel and Chipunza (2009) found that there was a strong association between training and development and employee retention with a chi-square of 11.41 and p value of 0.002.

Many researchers emphasize the importance of teacher professional development as this creates a forum which reduce teaching burden by enhancing teachers performance, commitment as well as, facilitating learning and building collegiality (Deal & Peterson, 2009; McKenzie, et al, 2005). Cha (2008) argues that professional development

opportunities enhance teachers' personal and professional growth increasing their capacity and effectiveness as teachers. Additionally, it provides opportunities for teachers to interact with colleagues enabling them to get fresh vision for teaching as well as learning new methods of teaching, new ways of assessing students, how to manage a classroom and how to use modern technology in teaching. Therefore, lack of professional development opportunities and professional support in schools is one of the highest reasons for teachers to think of quitting or leading to actual quitting the profession altogether (Boyd et al, 2009; McKenzie et al, 2005).

Leah (2014) did a study on job satisfaction and motivation of teachers in Kiharu Sub-county. The findings indicated that for people's potential to develop, their self-esteem require to be raised through being appreciated at work. The study concluded that on job training and development as well as recommendations for upward mobility by school principals is important to retain experienced teachers in the profession. Meanwhile, Nguni, Slegers and Denessen (2010) gave a contrary opinion by alluding that regular training and development opportunities increase employee's skills hence raising their market value which in turn increases their mobility through transfers to other organizations or taking higher positions in other organizations or even quitting teaching to other employment areas all together.

Many other studies have also revealed the importance of training and development in retaining employees. For example Nelson and Catherine (2015) found that limited training and development opportunities impacted negatively on the employees by limiting their promotion and career advancement within the organization which eventually motivate such employees to think of quitting their current job. According to Kadiresan et al (2015), training and development helps to enhance the productivity and

performance of employees leading to a reduced turnover intention. Jehanzeb et al (2013) implored that training and development programs positively relate with organizational commitment and therefore advised that for employers to get their commitment, employees should be strongly recognized with goals, mission, and values of the organization through appropriate career development programs.

Choi et al (2012) on the other hand allude that training and development opportunities apart from helping employees obtain competencies, it helps employees to accomplish organizational goals and objectives. This is because through training and development as postulated by Joarder and Sharif (2011), enhance employee's knowledge and skills which is needed for standardized performance in the current technological changing work environment. A study by Imran (2017) found a significant association between training and development opportunities and intention to leave ($B=-0.467$, $p=0.000$). Also Khan and Kadir (2016), Rashid (2014) and Gieter (2012) found that growth and development opportunities for employees is negatively and significantly associated with intention to quit.

2.6 Promotional prospects and employee turnover intentions

In order for an organization to survive, it must strive to retain professionals by reducing mobility of their workforce through offering promotional rewards (Kim, 2012). When employees perceive promotion opportunities outside their current organization while at the same time perceiving little or no promotion prospects in their current organization, is a good reason for them to think of leaving (Stah, Chua, Caligiuri, Cosdin, & Taniguchi, 2009). Therefore an employee perception of a promotional prospect within an organization is one of the very important factors that influence employee intention to remain or quit an organization. This is because employees feel more motivated to work

in organizations which provide them with promotional prospects to new challenging positions and if an employee stagnates in one position for long, he or she is not motivated and therefore unlikely to stay in such unfulfilling jobs (Kinyili et al, 2013).

Employee promotion leads to increased pay, higher status, and higher self esteem resulting in increased job satisfaction unlike those employees who stagnate in the same position. Therefore employees' turnover intentions are lower in organizations where there are clear career growth paths than in organizations where employees' careers are static with little or no promotional prospects (Nyamubarua, 2013; Ng'ethe, 2013; Lambert, & Hogan, 2009).

Lack of an employee growth in an organizations leads to career plateau resulting to rise in employee turnover intention because such employees want to advance their career elsewhere in the environment (Kinyili et al, 2013; Lee, 2003; Ongori and Agola, 2009).The aim of promotional procedures of an organization should enable employers to get the best available talent in an organization to occupy senior positions. This provides employees with a chance to progress within the organization hence more motivated reducing turnover intentions (Armstrong, 2010; Kipkebut, 2010).

According to Weng, McElroy, Morrow and Liu (2010), employee career growth in an organization could be described in four ways. First, career goal progress or the degree of relevance of one's present job to provision of opportunities for reaching his/her career goals. Second, the ability of the current job to provide professional development through acquiring of new skills and knowledge. Third, promotion speed or the perceptions an employee has on the rate and possibility of getting promoted in their current organization. Finally, remuneration growth or the perception an employee has on the speed, amount as well as the possibility of an increase in compensation.

A study by Weng & McElroy (2012) on career growth and its influence on organizational commitment and turnover intentions found that career growth dimensions were negatively related to turnover intentions and effective occupational commitment was found as a partial (mediation) on other relationships. Literature available indicates that organizations that provide good environment for career growth through supporting them achieve their career goals by improving their skills and knowledge, awarding regular promotions as well as good remunerations, such employees would reciprocate by enhancing a moral obligation to work hard for their organizations and therefore think less about resignation or intention to leave (Weng & McElroy, 2012; Weng, McElroy, Morrow & Liu, 2010).

Kim (2014) explained the importance of career advancement in reducing turnover intentions by alluding that turnover intention among workers is reduced significantly when such employees perceive career advancement opportunities in their current employment. Chang et al (2007) supports this position by claiming that organizations that satisfied the needs of its employee through career development and promotions, such organizations managed to reduce turnover intentions of such employees significantly. Savickas (2011), posit that many young employees tend to give more emphasis to career growth and tend to leave an organization that have no prospects for growth for an organization that offers prospects for career growth. Therefore employees who perceive their organizations interests in their career growth through staff development opportunities and promotion positively respond in the development of the organization leading to low turnover intentions (Wang et al, 2014).

Promotion and advancement opportunities influence employee job satisfaction. Various studies (Junaidah, Nazimi, & Zainuddin, 2010; Danish & Usman, 2010) reported a

positive relationship between promotional opportunities and job satisfaction. Chen (2006) found a negative relationship between measures of promotional frustration and measures of attitude towards a company. This implies that if employees perceive a possibility of or a path to be promoted within an organization, they will be more satisfied with their current jobs as the promotion assures them of more responsibilities and higher compensation resulting to lower turnover intentions (Baibaita, Salihu, Salami, & Alao, 2016).

Armstrong (2010) posits that promotion opportunities offer employees a chance to advance in an organization hence an important motivator which reduces turnover intention enhancing employee retention. Steven (2010) postulates that promotion opportunities in an organization stimulates personal development among employees leading to enhancement of interest in the job. On the other hand, when such employees stagnate in their current positions, their motivation to stay in such positions usually nosedive and would most certainly not remain in such unfulfilling positions (Steven, 2010). This is because as found in many studies, promotion usually comes with increased remuneration, higher status, boosted self-esteem leading to more authority, responsibility, independence as well as higher job satisfaction. Hameed and Asin (2013) concurs by arguing that promotion of employees provides incentives to initiate enterprises and ambition as well as minimizing discontent and industrial unrest, leads to attraction of capable individuals, necessitates logical training for advancement which results to an effective reward loyalty, cooperation and long service in one's career.

A study by Owhondah (2016) found a strong correlation ($Rho=0.823$, $p=0.000$) between promotion and turnover intentions. However the study was done on selected oil firms in Rivers state of Nigeria while the current study was done in public

secondary schools in Meru County. Another study by Miringu (2017) found a strong and negative correlation ($r=-0.853$, $p<0.002$) between career progression and labor mobility intentions of teaching personnel in Teachers Service Commission tertiary institutions in Kenya. However, this study was focused on teachers in tertiary institutions while the current is mainly focused on public secondary school teachers.

According to US Department of Education (2007), a career in teaching profession does not guarantee promotions, no merit in promotions and there are few bonuses which are far in between and salary increases are small on annual and are not competitive compared to other professions of the same caliber. This finding is in agreement with equity theory by Adams (1965) in Spector (2008) and Orina (2013) which views equity in comparison with others. The study further states that teaching has become harder keeping up with standards, the pressure of testing crowded schedules and classes which present enormous challenges to teachers. This agrees with McCoy (2003) who contends that teaching is “hard job” hence novice teachers must be encouraged to remain and excel in teaching profession through addressing various issues.

2.7 Working conditions and employees turnover intentions

Working conditions are some of the most important factors that influence employee's decision to either leave or remain in an organization. This is because as noted by scholars Zeytinoglu and Denton (2008), people feel comfortable working in organizations with positive work environment. In such organizations, employees feel they can make a difference as the working conditions are conducive (Zeytinoglu & Denton, 2008). Juliet (2010) asserts that working conditions such as physical and psychological factors within a job are important motivators and where such motivators are lacking, employees will quit their current jobs. Teacher turnover intentions are

influenced by certain working conditions they do not like such as low levels of remuneration, large class sizes, poor administrative support, bad school facilities, long distances to commute to schools, not being involved in school's decision making process (Henkins,& Holliman, 2009; Horg, 2009).

According to Gasinzi, Jesse and Makewa (2013), teachers need to be motivated for them to perform and that their motivation is influenced by various factors including the nature of school infrastructure, the amount of salary, professional status, level of achievement, opportunities for further learning, relations with others, the type of school policies and leadership and working conditions which also increase job commitment and lower turnover intentions. Sergiovanni (2009) concurs by arguing that effective schools that strive to create a conducive environment, that enable teachers to perform their tasks, participating in decision making, have autonomy in their work, have recognition, given respect, work well with other colleagues and are provided with opportunities for self-development hence result in teacher commitment, creativity and work persistence reducing turnover intentions.

Parasuraman, Uli, and Abdulla (2009) posit that most of worker's life is spent in work places hence such places should be pleasant as unpleasant work environment affects not only work life but also other parts of human life. Therefore, organizations should create work environment that motivate, attract and retain hardworking individuals to be able to have competitive advantage. Workers (teachers) are happy to work in organizations that provide flexible work schedules, time off, child care assistance and parental leaves (Roberson & Elis, 2008). The results of the study show a greater organizational commitment, and lower intent to renounce their profession if employees got access to

work life policies. Employees usually try to avoid working in places which are tiring, are poorly lit, and are hot or very cold and generally unpleasant (Nyamubarua, 2013).

Research shows that teaching is one of the most stressful jobs. For example, a study by Williams and Robertson (1990) in Ruto (2014) found that there is very high level of stress among teachers caused by potential stressors like meeting deadlines, heavy workload, continuous change in curriculum and teaching methodology among others. This led to teaching profession losing many of its members due to turnover. In Scotland, Finlayson (2003) noted stress as the major cause of health problems among teachers, teacher turnover, absenteeism among teachers, and other teaching related problems making the government to spend about 43 billion pounds a year. At the same time, stress among teachers was observed to have been caused by high workload, conflict at work, and pupils discipline problems. Jesus and Conboy (2001) posit that though motivation of teachers is important for work performance, research has found that teachers are lowly motivated and have high levels of stress than other professions leading to many teachers thinking of leaving their jobs. For example in Portugal where the level of teacher stress is high, 50 percent of teachers showed little interest in remaining in teaching profession.

Research shows that when employees are overburdened and dissatisfied with their work and their employers, they suffer a lot of mental and physical disorder which include a lot of stress, muscle and joint stiffness, high tension and depression, a lot frustration, lethargy in work as well nervousness and insomnia resulting to high turnover intentions (Frese, 1985 in Khan & Qadir, 2016). Conversely, when employees' level of satisfaction is high, such employees' hold high attitude towards the job unlike an unsatisfied employee who holds negative attitude towards work (Maeed, 2013). This

therefore implies that satisfaction of employees' is an important step in sustaining them in an organization and ensuring they are loyal to their jobs and the organization.

Studies have revealed that adverse working conditions usually lead to job dissatisfaction amongst employees eventually leading to quitting their jobs (Handelsman, 2009). For example, some geographical locations of schools are very harsh for teachers. These schools include those in arid and semi-arid areas as well as those in poorly drained areas such as marshy, boggy as well as disease prone areas with very poor infrastructure. Teachers would work in such areas because of desperation for a job and income and when financial stability is achieved by these teachers, they would move to other better places or even continue seeking transfer to more endowed schools (MacDonald, 2012). Mampane (2012) alludes that if employees (teachers) have a negative attitude or negative perception of their workplace, they are more likely to be absent from work, have increased stress related sicknesses, as well as declined productivity and commitment to their work (teaching). Conversely, in organizations where there is friendlier, trusting, and safe environment, greater productivity, creativity and financial stability are experienced.

The nature of relationship between the employee and the management can lead to an employee either being motivated to remain or leave an organization altogether. If a supervisor has positive attitude towards a subordinate and treats him/her well, then the employee will remain in the organization and the reverse is true (Ng'ethe, 2012; Mbah & Ikemefuna, 2011). A study by Farren, (2008) in particular found out that managers who valued, respected and supported employees' competency, paid attention to their problems, and needs, gave challenging work, valued employees' work, and provided

learning opportunities and ensured employees are engaged, resulted to motivation of employees hence little or no intention to leave thus enhancing retention.

According to Harris, Harris and Eplion (2007), supervision involves the attitude of employees towards their immediate supervision and contends that negative perception about supervision lead to job dissatisfaction, poor job commitment and turnover intentions. On the other hand, a positive supervisor-employee relationship leads to a two way communication between the supervisor and the employee ensuring trust as well as increasing performance, job satisfaction, organizational commitment and lower turnover intentions. Employees would prefer to work in an environment that allows free interaction with other colleagues, subordinates and their supervisor. This creates a sense of comradeship and teamwork within the organization leading to motivation in working (Khan & Qadir, 2016).

A study by Seta, Paulus, & Baron. (2000) reported that among other factors such as the nature of work, rewards and relationship with co-workers, managerial support contributes more to job satisfaction hence low turnover intentions. This position is supported by Smith, Eisenberger and Shanok (2006) who posit that in organizations where managers support and encourage their subordinates to learn new skills and helping them meet their career obligations, there is an increase in job satisfaction leading to decrease in turnover intentions. Another study by Bishop and Scott (1997) found a relationship between managerial support and employee's job satisfaction leading to team and organizational commitment resulting to increased productivity and reduced turnover intentions.

Literature available indicate that employees (teachers) are happy with supervisors (principals) who understand and take care of their needs, provide them with necessary

support in their work and treat them fairly and equitably (Khan & Qadir, 2016). Conversely, supervisors (principals) who are indifferent and display arrogance towards their subordinates lead to demotivation of such workers (teachers) resulting to poor organizational (school) performance and high levels of turnover intentions. Additionally, employees who receive managerial support either formally or informally feel valued and respected leading to productive behaviors such as low absenteeism, more job involvement and commitment and generally a reduced intention to quit the job.

According to Freyermuth (2007), employees who might have a good academic background and good certificates, with excellent skills and who might find a lot of job opportunities elsewhere, might be compelled to remain with their present organization if there is good work environment and a strong bond with the manager resulting in reduced turnover intentions in such organizations. Therefore, it is imperative for managers (principals) to go an extra mile even beyond their normal working hours to help subordinates(teachers) cater for their private needs to create cohesiveness at work places as this reduces turnover intentions (Khan & Qadir, 2016). Kim (2002) concurs by stating that managers who use effective supervisory communication lead to increased job satisfaction hence low turnover intentions amongst their subordinates. Literature available indicates that when employees are involved in decision making by management, job satisfaction is enhanced which reduce turnover intentions. Research shows that organizations which involve their employees in finding solutions to problems of their organization through operating in a transparent manner are able to retain such employees during times of economic recession or downturn as such employees feel part of the solution and not a problem (Ongori, 2008).

2.8 Summary of literature review

It is evidenced that employee turnover intention is very important because it influences actual turnover. However a clear picture of the relationship between employee motivation and teacher turnover intention of teachers teaching in secondary schools has not emerged from the literature. In addition, most studies in the reviewed literature are mainly focused on actual turnover and mainly on the corporate sector.

The reviewed literature also established that studies on turnover used different study methods and designs. For example (Kosi, et al, 2015; Jonathan et al, 2013; Mutune & Orodho, 2014) employed qualitative designs. Tetty (2006) employed case study method. This is limiting as the researcher concentrated on one organization. Kipkebut (2010) employed cross-sectional design using quantitative method and used purposive sampling though it is known to have a lot of biasness.

The researcher in this study used a descriptive survey design mainly cross sectional survey method study by applying qualitative and quantitative approaches in data collection and analysis as the two methods reinforce one another. Little attention has been paid by the available literature on how motivational factors influence turnover intention of secondary school teachers. The present study therefore sought to add knowledge and literature on turnover intention and actual turnover generally by investigating the influence of the motivational factors on turnover intention of secondary school teachers in Meru County.

2.9 Theoretical framework

This study was guided by equity theory of motivation by Stacy Adams(1965) in Orina (2014) and Ng'ethe (2013).The theory was found to be appropriate for this study as it explains that job motivation is related to the inputs (education, efforts, time, commitment and experience) an employee put in a job in relation to the outcome employees get from a job (increased pay, recognition and promotion).The theory postulates that employees (teachers) keep comparing the input they put in a job and the outcome they get from it in comparison to workers of the same calibre in other organizations or in the labour market.

The theory proposes that a highly motivated employee (teacher) will feel to be treated fairly when he believes he is working, and being rewarded at about the same rate as his peers and if he perceives distribution of resources to be unfair, then turnover intent will emerge (Armstrong, 2010: Kinyili et al, 2014: Orina, 2014: Robbins & Decenso, 2012; Spector, 2008).The theory explains that individuals in an organization compare their inputs and outcomes with those of their equivalents in other organizations and then responds to eliminate any inequalities. If such employees perceive inequality, they will try to bring equality (input/outcome ratio balance) by reducing their inputs into the job(by working less hours, underperforming, paying leave service and refusing to take extra tasks) or by increasing output through asking for a pay rise. If such efforts fail, they may complain to their supervisors, move to an alternative job, quit the organization and may opt to quit their jobs altogether (Giacometti, 2005: Robbins & Decenso, 2012).

According to Spector (2008), inputs include time, education, experience, effort, loyalty, hard work, commitment, ability, flexibility, personal sacrifice, trust in superiors, support from co-workers and colleagues and enthusiasm. Outputs on the other hand are

each participant's contributions to the relational exchange and are viewed as entitling him or her to rewards or costs. Outcomes, according to Spector (2008) include but not limited to job security, salary, allowances, recognition, reputation, expenses, responsibility, sense of achievement, praise and thanks.

This theory therefore help in understanding what could influence teacher turnover intention as they always compare what they earn, their conditions of work, opportunities for learning and development and their promotional prospects with other workers of equal caliber in similar organizations to ensure an equilibrium in input-outcome ratio is attained. This explains why teachers in Kenya have severally gone on nationwide strike called by their unions (KUPPET and KNUT) to demand for better salaries and other better conditions of work as they keep comparing what they earn with other public workers of equal caliber mainly in the public service. Therefore, teachers will be motivated to work in an environment that treats them equally irrespective of gender, race, tribe or academic background as well as offering fair promotion and training opportunities, fair salaries, and a conducive working environment in comparison with other workers in other organizations. If they perceive unfair treatment, it could be a source of dissatisfaction with the teaching job which could lead to turnover intention (Miringu, 2017)

The major strength of this theory is that, it emphasizes that individual inputs such as education, experience and effort should be recognized in such a way that equity is achieved. The main weakness of this theory rests in its subjectivity in the process of comparison. For example, it is in human nature to try to distort about their inputs, more so concerning efforts and therefore tend to be subjective when comparing (Bearwell & Claydon, 2007). Additionally, it is not easy to maintain equity either within an organization or between organizations because of existence of structural, logistical and

organizational differences of the workforce within organizations or between organizations (Spector, 2008). Other studies used this theory successfully. Some of these studies include Ng’ethe (2013), Miringu (2017) and Kipkebut (2010) among others.

2.10 Conceptual framework

The conceptual framework shows the relationship between independent and dependent variables.

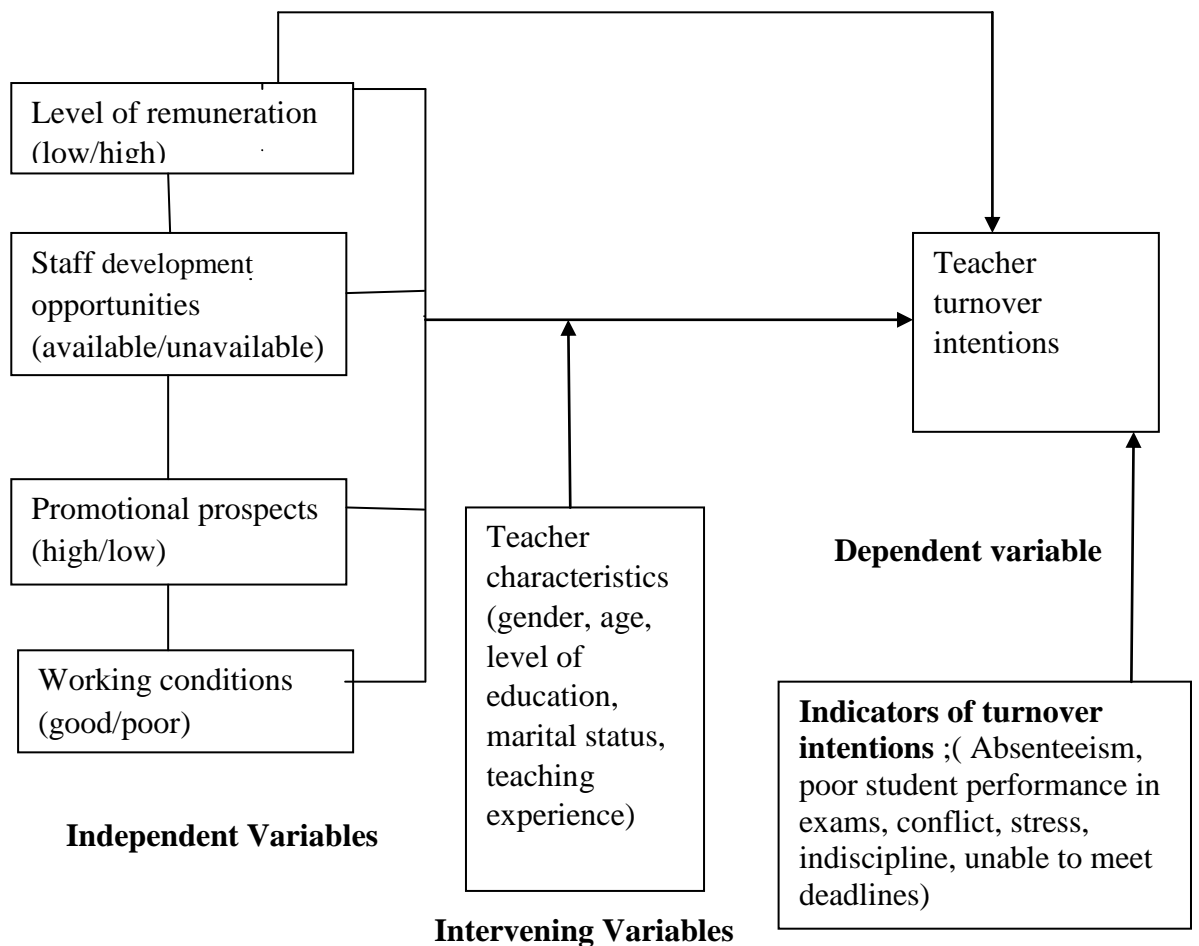


Figure 2.1 Relationship between motivational factors and turnover intentions

The independent variables in this study are the level of remuneration, staff development opportunities, promotional prospects, and working conditions. On the other hand, the dependent/outcome variable in this study is teacher turnover intention also herein

referred to as intention to leave. Teacher characteristics such as age, gender, marital status, level of education and work experience are the possible intervening/mediating variables between the independent and the dependent variables. The level of remuneration, availability of staff development opportunities, availability of promotional prospects with the TSC as well as good working conditions increase motivation of teachers to do their work and on the process lead to job satisfaction, hence little or no intention to leave their jobs.

On the other hand, inequitable and insufficient remuneration inform of salary and allowances, lack of staff development opportunities, unclear or unfavorable policies on promotion, and lack of favorable working conditions lead to low motivation and on the process lead to job dissatisfaction hence high turnover intentions. Intention to leave is conceptualized as a cognitive process which an individual has to go through when considering alternative employment options as result of inadequate motivation and low satisfaction with their current employment. The decision to quit teaching arises when dissatisfaction reaches a level sufficient that the employee has reached a decision on the desirability of movement and the perceived ease of movement. Teacher turnover intention is therefore indicated by observable behaviors like teacher absenteeism, poor student performance, conflict with authorities, and failure to meet deadlines among others.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction`

This chapter covers the study's research design, target population, sample size and sampling procedures as well as research instruments, instrument validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

A research design is defined by Kothari (2014) as the conceptual structure for conducting research which constitutes a blueprint for collection, measurement, and analysis of data. It is a scheme, an outline or a plan used by the researcher to answer research questions (Orodho, Khatete, & Mugiraneza, 2016). Kombo and Tromp (2006) on the other hand argues that a research design is the “glue” that holds together all elements of a research and further laments that it can be regarded as the arrangement of the conditions in which research data is collected and analyzed by combining both relevance and purpose of the research.

The current study used a descriptive survey design specifically cross-sectional survey using both quantitative and qualitative approaches in data collection and analysis since as proposed by Mugenda (2008), descriptive researches are conducted in communities to establish a wide range of issues such as health, nutrition, education, crime among others. According to Babbie (2010), a cross sectional survey method is the most commonly used research method in social research as the results of such a survey can be easily applied or extrapolated to the entire population because it involves observations of a sample or cross-section of a population or phenomena that are made

at one point in time. It is also used to collect information that describe, explore and help the researcher to understand social life as such surveys attempt to quantify social phenomena mainly issues, conditions as well as problems that usually affect or are prevalent in society (Orodho, Khatete, & Mugiraneza, 2016). Additionally, this method is less costly and time saving since it allowed the researcher to use questionnaires to collect large amount of data from sampled population given the fact that the study population is big and geographically spread covering the whole of Meru County.

The use of both quantitative and qualitative approaches in data collection enabled the removal of biasness since the two approaches help to check one another whereby the subjectivity associated with qualitative research is minimized by the objectivity of quantitative approach (Saunders, 2016)). Other studies used these two approaches successfully. For example, Chew (2004), Sutherland (2004), Ng'ethe (2013) and Kipkebut (2010) among other studies.

3.3 Target population

A population refers to a collection of items of interest in research which represents a group that the researcher hopes to generalize one's research findings. It is a complete set of individual cases or objects with some observable behavior or characteristics which differentiate it from other populations (Maina, 2012; Singh & Singh, 2012).

All secondary school teachers including all the principals in public secondary schools in Meru County were targeted in the study. Meru County has a total of 367 public secondary schools and a total of 2582 teachers employed by the Teachers Service Commission. The study also involved eight (8) Teachers Service Commission staffing officers from various sub-counties in Meru County.

3.4 Sample size and sampling techniques

A sample is a small unit or proportion of population selected by the researcher for observation and analysis, the results of which the researcher makes inferences about the population characteristics (Maina, 2013; Singh & Singh, 2012). Stratified sampling method was used in the first stage of sampling to select respondents for equitable representation in the sample for different subgroups.

Stratified sampling with proportionate allocation was selected for this study because it involves the selection of individual sampling unit of a sample that is proportionate to the size of the unit which increases chances of sample representativeness (Singh & Singh, 2012; Orodho, Khatete, & Mugiraneza, 2016). These strata included boarding schools (88) and day schools (269). Simple random sampling was used within each stratum to select the samples to avoid biasness and ensure equal representation of the subgroups in the sample. This ensured the desired and unbiased representation from the various sub-groups in the population (Mugenda & Mugenda, 2003; Kothari 2004; Orodho, Khatete, & Mugiraneza, 2016).

Twenty percent of the schools used for the study in each sub-county were selected based on the number of schools in each sub-county as proposed by Gay, Mills, and Airasian (2009) who contend that social researchers recommend that 10 percent to 30 percent of the accessible population is enough and at least 30 cases are required per group for statistical data analysis. Based on this, 73 secondary schools (55 day and 18 boarding) which are 20 percent of the total number of schools were used in the study.

With a total population of 2,582 teachers in Meru County, the sample size was determined through the same method. Therefore 516 teachers were selected for this study as shown in table 3.1. According to Alreck and Settle (2004), a sample size of

100 cases is necessary for statistical data analysis. At the same time, 2 staffing officers were selected for the study which is approximately 20 percent of the total using the same method.

To supplement quantitative data collected from questionnaires, qualitative approach was applied through conducting in-depth interviews with 15 secondary school principals in Meru County. Identifying an appropriate sample size in qualitative research is often ambiguous hence qualitative data is collected until saturation is reached as suggested by various scholars (Saunders, Lewis,& Thornhill , 2016).According to Guest, Bounce and Johnson (2006), Latham (2013), and Crouch and McKenzie (2006), the number of participants in qualitative research is determined by a situation where any additional participants do not provide any additional or new information to the researcher or a point of saturation. Additionally they propose a sample size of 12-15 homogeneous interview participants for qualitative studies. Crouch and McKenzie (2006) further assert that less than 20 participants in a qualitative study helps the researcher to build and maintain a close relationship leading to improvement of open and frank exchange of information. These arguments are supported by Creswell (2011) who posits that normally in qualitative research, a few individuals or cases should be studied and proposes a sample size of between 15 to 25 participants as ideal for in depth interviews. Bowen (2008) also describes theoretical saturation as a point in which newly gathered data does not provide any new insights or themes or when nothing new is being added. Saunders (2016) also agrees stating that saturation is reached when the collected data is unable to provide new information. Owing to these arguments therefore, the researcher interviewed 15 principals of secondary schools in Meru County who were randomly chosen from 73 secondary

schools sampled for the study. Table 3.1 shows target population and sample size for this study.

Table 3.1: Target population and sample size

Sub-County	Day Schools	Sample	Boarding Schools	Sample	No. of Teachers	Sample	%
Imenti North	29	6	12	2	423	85	20
Imenti South	44	9	20	4	647	129	20
Meru Central	30	6	12	2	282	56	20
Tigania West	26	6	13	3	242	48	20
Tigania East	40	8	10	2	261	52	20
Igembe South	35	7	6	2	270	54	20
Buuri	25	5	10	2	254	51	20
Grand Total	269	55	88	18	2582	516	20

Source: County Director of Education/teacher management records, 2016

3.5 Research instruments.

Questionnaires were used to collect quantitative data from teachers, while interview schedules were used to collect qualitative data from selected principals. A closed ended questionnaire was designed to address specific research objectives and test hypothesis (Mugenda & Mugenda, 2003). A closed ended questionnaire inform of 5-Likert scale based on a five point rating ranging from strongly agree to strongly disagree were administered to teachers who participated in the study. The specific items of Likert scale were modified from Kipkebut (2010), Chew (2004) and Ng'ethe (2013).

The questionnaires comprised of sections A (background information which includes demographic characteristics) and section B(main questions which includes Part I, Level of remuneration; Part II, staff development opportunities; Part III, Promotional prospects; Part IV ,working conditions; Part V, Teacher turnover intentions with all questions based on 5-likert scale). Questionnaire for teachers were used because much information can be collected using them from a large sample.

According to Gorrell et al (2011), questionnaires are advantageous over other methods when it comes to administration as they have a great potential of reaching a large number of respondents simultaneously leading to an easy accumulation of data by the researcher. They also measure attitude and help in gathering data which allows for or against particular viewpoint as well as eliciting other information from participants within a span of time and minimal costs in addition to providing anonymity and maintaining confidentiality (Orodho, Khatete, & Mugiraneza, 2016; Kipkebut, 2010).Further, data collected through questionnaires enabled the researcher to use SPSS to analyze data since questionnaires generate quantitative data (Des Vaus, 2002). The questionnaires also enabled the respondents to complete them during their own convenient time.

However some researchers such as Bryman and Bell (2003) argues that one of the major disadvantages of using questionnaires is that they have no capacity to motivate respondents to answer questions or even return completed questionnaires to the researcher leading to low response rate. To mitigate on this, the researcher kept reminding the respondents through their principals or deputy principals to fill the questionnaires which led to high response rate.

Face to face interview was conducted with secondary school principals to gather more e in depth information and details on the participants' experiences and views on teacher turnover intentions (Turner, 2010).It also helped the researcher to get clarification of some issues in relation to turnover intention of secondary school teachers in Meru County as they are the custodians of teachers' records as well as their supervisors. In any case, since the researcher was the main research instrument, interviews were able to give a more personal and insightful information. To achieve this, the researcher used semi-structured open questions which asked for both facts and opinions of respondents (Jacobs & Furgerson, 2012). Questions included in the interview schedules were aligned to the research objectives which enabled the researcher to get the right information. The purpose of interview was to clarify issues in the questionnaires and quotations from these interviews were used to support quantitative data.

Interviews were used in this study because they are advantageous in that they provide an in depth data which is not possible to get using questionnaires as they enable the researcher to clarify some questions and also seek clarification on issues of study. Further, interviews are more flexible and allowed the researcher to get a lot of information, some of which was very personal and sensitive from the interviewees. Furthermore, the use of probing in the interview enabled higher response rates complementing the data collected from questionnaires since it is difficult for respondents to completely refuse to answer questions or ignore the interviewer (Saunders, Lewis, & Thornhill, 2016).

Secondary data was collected from document analysis through observation of relevant documents such as staff return documents, and any other document relevant to this study including transfer requests and resignation from teachers at the 2 Sub-county

Teachers Service Commission Staffing Officer's offices. The information got was also integrated into the final report of this thesis.

3.6 Validity of instrument

Instrument validity as defined by Kothari (2004) refers to the extent in which differences found with a measuring instrument reflect true inferences among those being tested (Kothari, 2004). According to Hair, Anderson, Tatham and Black (1998), instrument validity is the extent to which a measuring scales or a set of scales measures accurately or represents the concept of interest. It is concerned with the degree to which an empirical measure or several measures of a concept accurately represent that concept or whether the items in the measuring instrument singly or collectively represent what they are supposed to measure (Orodho, Khatete, & Mugiraneza, 2016).

This study used content validity. Content validity refers to a measure of the degree to which the data collected using a particular instrument represents the content of the concept being measured (Sekaran, 2013; Saunders, 2016). Instrument content validity was improved by expert judgment. The researcher issued copies of questionnaires, interview schedule and document analysis schedule to his two supervisors who went through them and gave the necessary advice on areas of improvement hence making the instrument more valid. Content validity was also ensured through a thorough review of related literature to identify the items required to measure the concepts or variables such as the level of remuneration among others. Questionnaires were also given to some of PhD students in the department of Educational Administration and Planning who read and critiqued it ensuring content validity and also ensuring the questionnaires made sense (Saunders et al, 2009).

3.7 Reliability of research instruments

Reliability is defined by Kothari (2004) as the ability of a measuring instrument to provide consistent results. According to Orodho et al (2016), reliability is the degree to which a particular measuring procedure or instrument leads to equivalent results if repeated severally (Orodho, Khatete, & Mugiraneza, 2016). A pilot study was done through administering questionnaires to respondents who were not involved in the final study. According to Kimberlin and Winterstein (2008), a pilot study is necessary for testing reliability of data collection instruments.

The researcher used 51 teachers who were not involved in the actual study for pilot study which is 10 percent of the sampled population of 516 teachers for the actual study as suggested by Connelly (2008) that a pilot sample should be ten percent of the sample projected for the larger parent study. Reliability (internal consistency) of the questionnaires was then determined using Cronbach's alpha reliability coefficient method through the help of SPSS version 21. Cronbach's Alpha coefficient ranges from 0 to 1 (Kimberlin&Winterstein,2008).

As a rule of thumb, many researchers contend that alpha values of 0.70 or above are acceptable (Desvaus, 2002; Maizura, Malamani & Aris, 2009). However, Cronbach's alpha values may vary depending on the nature of the study. For example, in exploratory research, a Cronbach's alpha of 0.6 is acceptable (Hair et al, 1998; Maizura et al, 2009). Moreover, Davis and Cosenza (2009) recommends that a reliability coefficient of 0.50 or 0.60 as sufficient for exploratory studies.

According to George and Mallery (2003) questionnaire Likert scale for social science research is deemed reliable if the statistical alpha is equal or greater than 0.50. Also, Kipkebut (2010) assert that a statistical alpha of 0.5 and above is reliable for testing

reliability of research instruments. Further, De vaus (2002) suggests that the relationship between an item and the rest of the items in the scale should be at least 0.30.

This study therefore adopted a cronbach's alpha of 0.7 as the hallmark of reliability. Therefore, all items in the variables of study were reliable since reliability assessments were as follows; level of remuneration(0.862),staff development opportunities(0.939), promotional prospects (0.725),working conditions (0.836) and intention to leave (0.719).The higher the alpha coefficient means there is consistency among the items in measuring concept. All the variables used in the study had a statistical alpha of 0.7 and above as indicated in table 3.2.

Table 3.2: Summary of reliability statistics for variables

Determinant	Number of items	Cronbach's Alpha
Level of remuneration	9	0.862
Staff development opportunities	3	0.939
Promotional prospects	5	0.725
Intention to leave	7	0.719

Reliability of qualitative research instrument focuses on the researcher as being the instrument itself where both the validity and reliability are treated the same (Cohen, Manion & Marison, 2007 in Cherop, 2013) Further, reliability involves trustworthiness of a researcher to his respondents which includes credibility, transferability, dependability and confirmability. Credibility which is the confidence in the findings respondents have in the researcher and the conditions under which the research was

undertaken was ensured through the researcher requesting the respondents to consent freely to participate in the study without any intimidation or victimization. They were also allowed the right to withdraw and free expression. At the same time, they were assured that the data collected and their opinions would be treated with confidence hence ensuing credibility.

According to Lincoln and Guba (1985) in Cherop (2013), transferability is the applicability of the research findings in other contexts and settings. The researcher ensured this by following the research methodology, collected data and described the phenomenon of the study which allowed other researchers and scholars to read and make judgments about the findings and generalize to other contexts.

Dependability or consistency shows that the findings could be replicated if another study was repeated with the same instrument and situation. The researcher used an interview schedule and also ensured data collection and reporting was detailed in alignment to the study objectives. This ensured that if future researchers repeated the same study under the same conditions, they could most probably gain the same results.

Confirmability or neutrality meant that there was no bias in the findings of this study as only the participants' views and opinions were recorded. This was ensured through recording or collecting data at the source of the interview hence avoiding bias from the researcher. Leading questions were also avoided and enough time to answer questions given to all the interviewees.

3.8 Data collection procedures

The researcher got an introductory letter from the Department of Educational Administration and Planning at the University of Nairobi and also obtained a research

permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Permission was also sought from the County Director of Education and all the Sub-county Directors of Education in Meru County. The researcher then distributed the questionnaires to the respondents in the sampled schools. The researcher then collected the filled questionnaires within two weeks. The researcher booked appointments with the sampled principals to conduct face to face interviews as per interview schedules. The researcher also analyzed the necessary documents from two selected Sub county TSC staffing offices. These documents were staff returns, transfer requests, promotions, resignations and those on study leave.

3.9 Data analysis techniques

All completed questionnaires were checked for completeness. Then the data obtained through questionnaires which is responsible for quantitative data responses were categorized, frequencies tallied, then coded and entered into computer to generate quantitative data. After data cleaning, descriptive statistics such as the mean, standard deviation and percentages were estimated for all the variables of study and the information presented in form of frequency tables and graphs. Descriptive statistics enabled the researcher to meaningfully describe distribution of scores using a few indices (Mugenda & Mugenda, 2003).

The report of the analysis on the Likert scale results were done descriptively through what is referred to as the “collapsing response” by Gwavuya (2011) by adding the responses of strongly disagree percentage with those of disagree responses (SD+D) and the strongly agree with the Agree (SA+A) and also the mean and standard deviations of all the variable items. This method was extended to all response type tables when

reporting findings. Statistical Packages for Social Sciences (SPSS) version 21.0 was used to assist in data analysis.

Questions used to collect qualitative data from interviews were aligned to the research objectives. The data collected from semi structured interview schedules and secondary data from document observation from the Sub-County TSC offices were analyzed qualitatively whereby the hand written notes of the interview and document analysis were transcribed, categorized, summarized and compiled into common themes according to objectives and the qualitative findings were integrated into the quantitative findings from the questionnaires in the final report.

Inferential statistics were also computed in the second stage of data analysis to test the stated hypothesis of the study. Chi-square goodness of-fit and Pearson Product-Moment Correlation Coefficient (r) were used to test hypotheses at 95 percent level of confidence and 5 percent level of precision. Chi-square was used to determine the significance levels of association between variables. According to Saunders et al (2016), a Chi-square test helps a researcher to establish how likely the two variables are associated. Pearson product moment correlation (r) was used to determine or test the strength and direction of relationship between variables. This is because Pearson Product Moment Correlation Coefficient (r) is a very useful statistical tool in testing the strength of relationship of the study variables as proposed by many authors such as (Cooper & Schindler, 2016; Saunders et al, 2016).

3.10 Ethical considerations

Ethical issues in research are related to volunteerism, confidentiality and anonymity and also concerns the appropriateness of the researcher's behaviour in relation to the rights of those who become the subject of their work or are affected by it (Saunders et

al, 2009; Kothari, 2004; Orodho et al, 2016; Mugenda, 2008). The researcher obtained permission from the County Director of Education at Meru County and also the various Sub-county Directors of Education from different Sub-Counties in the County before going to the field to collect data. The researcher sought consent to collect data from respondents by explaining to them why the data is being sought to ensure they are comfortable and requesting them to fill the questionnaires voluntarily. This was done through a covering letter accompanying the questionnaire detailing the reason for data collection. Respondents were not required to indicate their names or names of their schools in the questionnaires hence ensuring anonymity and confidentiality in answering the questionnaire items.

When reporting the results of the study, the researcher ensured that the final report represented what was observed or what was reported by the respondents after proper analysis of all the data collected. The analysis of data was also done objectively which ensured no misinterpretation of data and reduction of the likelihood of distortion of findings, conclusions and any other course of action that may have arisen from the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings and the discussion of the study. The response rate is presented overall, and then respondents' distribution by gender, age, academic qualifications, and duration served in the teaching profession, category of school, and designation. The analysis and discussion is presented systematically with respect to the independent and dependent variables. The analysis and discussion covers the correlation between turnover intentions and the respective independent variables. Test of hypothesis using Chi-Square goodness of fit is done on the basis of the hypothesized relationship between turnover intentions and the respective independent variables.

4.2 Overall Response Rate

With a total population of 2,582 teachers in Meru County, a sample size of 516 teachers was determined for this study. A total of 503 staff in the teaching profession in Meru County responded to the questionnaires. This represents a highly significant response rate of 97.48 percent. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, a 60 percent response rate is good and a 70 percent and above response rate is very good. Bailey, Singarayer, and Rhodes (2000) agree with this assertion by proposing a 50 percent response rate as adequate while a response rate of 70 percent and above is very good. Based on this assertion therefore, a 97.48 percent response rate is deemed very high and satisfactory to make valid and reliable conclusions for this study. This high response rate is attributable to the researcher's efforts through pre-notifying the potential participants and application of drop and pick

method where participants were given ample time to fill the questionnaires and picked by the researcher personally. The response rate is as shown in table 4.1.

Table 4.1: Response rate

Category	No. Used/Administered/	No. Returned/Used	%
Principals	15	15	100
Teachers	516	503	97.48
Staffing Officers	2	2	100
Total	533	520	99.16

At the same time 15 principals of secondary schools were sampled for face to face interview out of 73 public secondary schools sampled for this study of which a response rate was 100 percent. The small number of principals interviewed was in line with suggestions by various scholars such as Guest, Bounce and Johnson (2006), Latham (2013), Crouch and McKenzie (2006), Cresswell (2011) and Saunders (2016), who recommend that qualitative studies require small samples of between 12 and 25 for homogeneous interview participants and that data is collected until saturation when new information is not available from the interviewees.

4.3 Demographic characteristics

In the first part of teacher turnover intention questionnaires, the research participants were requested to give information on the following demographic data; gender, age, academic qualifications, number of years worked in the current school, years worked in the teaching profession, years of intention to work in the current school, category of school worked and designation. Although it was not part of the purpose for this study, the researcher found it necessary to seek this data with the main purpose of describing the demographic characteristics of the sample and ascertaining any influence this had on the research findings.

This information was also important in ascertaining the accuracy of the data collected. Furthermore, Literature available indicate a significant correlation between demographic variables such as gender, age, level of education, designation among others and turnover intentions hence the need to include them in the study although they are not among the main aim of the study (Mohamed et al, 2012; Gurpreet, 2007; Kabungaidze & Mahlatshana, 2013). The results of demographic characteristics are therefore as shown in Table 4.2.

Table 4.2 Demographic characteristics**Response Rate by Gender**

	Frequency	Percent
Female	226	44.9
Male	276	54.9
N/A	1	.2
Total	503	100.0

Respondents by Age Bracket

	Frequency	Percent
20-30	137	27.2
30-40	206	41.0
40-50	107	21.3
50 and above	53	10.5
Total	503	100.0

Respondents by Academic Qualifications

	Frequency	Percent
No. response	2	.4
Degree	313	62.2
Diploma	57	11.3
Masters	130	25.8
Ph.D.	1	.2
Total	503	100.0

Respondents by experience

No. of years worked	Frequency	Percent
0-5	293	58.3
6-10	166	33.0
11-15	25	5.0
16-20	8	1.6
21-25	5	1.0
Over 26	2	0.4
No response	4	.8
Total	503	100.0

Respondents by Category of School

School category	Frequency	Percent
No response	1	.2
County School	164	32.6
Extra County	104	20.7
National	35	7.0
Sub-County	199	39.6
Total	503	100.0

Respondents by Designation

Designation	Frequency	Percent
Assistant Teacher	211	41.9
Deputy Principal	40	8.0
Head of Department	125	24.9
Head of Subject	123	24.4
Principal	4	.8
Total	503	100.0

The number of respondents per gender participation is as summarized in Table 3.2 showing a response rate of 44.9 percent female and 54.9 percent male teachers. This is far beyond the national target of ensuring at least 30 percent of any gender participation in public service. A 0.2 percent of the respondents did not declare their gender which would possibly be an insignificant omission by the respondents. A response of 54.9 percent males and 44.9 percent females indicate that there are more male teachers teaching in secondary schools in Meru County which is in contrast to some other Counties in Kenya such as Nairobi County where majority of teachers are female (Wambugu, 2015). Research findings regarding gender differences in predicting turnover intentions have been inconclusive. Lee (2012) found that married women had higher turnover rates than men possibly due to family obligations and domestic commitments. Other studies reported no significance difference in turnover intention for males and females (Ho, Sambasivan, & Liew, 2013).

The findings indicated that 68 percent of the teachers are between the age of 20 and 40 years with 21 percent of the respondents aged between 40 and 50 years. Only a paltry (11 %) were aged above 50 years. The majority of the youthful teachers (between ages 20 and 40) is mainly as a result of employment of new teachers by Teachers Service Commission to take teaching places in the newly established public day secondary schools in the county implying that a similar picture would be found if a sample was studied in any other county in Kenya. Meanwhile, the low number of teachers at older ages (above 50 years) could be an indication that majority of their peers left the teaching service at youthful stage. This supports literature available on turnover whereby research has consistently shown that turnover rates are higher in younger employees than older employees (Mohamed, Gerry, & Michele, 2012; Lopita et al, 2012; Lambart et al, 2012; Kabungaidze & Mahlathshana, 2013).

The number of respondents by academic qualifications is summarized as per Table 3.2. Results indicate that a majority of teachers hold a degree, representing 62.2 percent of the respondents. It is worth noting that a significant 25.8 percent of teachers have obtained a masters degree while one teacher or 0.2 percent having a Ph.D. degree. This is an indicator of the quest for higher academic qualifications in the teaching profession possibly with intention of changing jobs. The low number of teachers with Ph.D. degrees in the teaching profession could be an indication that many teachers acquiring such qualifications leave teaching for other jobs. According to Onari (2005), the more educated an employee is, especially with higher degrees, the more likely for them to quit their jobs than non-graduate employees because such graduates have more job openings. Akiri and Ugborugbo (2009) concurs by arguing that attainment of qualifications beyond a bachelor's degree may lead to mismatch between teachers' expectations and professional realities which could influence turnover intentions of such teachers.

The results indicate that 32.2 percent of teachers have been in the teaching profession for 5-10 years followed by those in the profession for less than five years (30.2 %). Those who have been in the teaching profession for 10-20 years make 18.5 percent while 18.1 percent of the teachers have been in the profession for more than 20 years. The low number of teachers who have been in the profession for over 20 years could possibly be an indication that majority of their peers left teaching for other jobs during their early years in teaching. This also concurs with the literature in that teachers with more years of teaching experience are not likely to quit their job unlike those with few years in the job (Waititu, 2013).

The respondents were 39.6 percent from Sub-county schools, 32.6 percent County schools, 20.7 percent Extra-county schools and 7 percent National schools. This trend is

normal since most of the schools in Meru County are Sub-county schools followed by County schools, Extra- county schools and National schools in that order indicating that most of the teachers teach in the newly established day secondary schools compared to more established boarding secondary schools.

The results indicate that 41.9 percent of the teachers among the respondents are assistant teachers. The heads of departments and heads of subjects have a near statistical tie at 24.9 percent and 24.5 percent respectively. Generally, there are more hands dealing with the teaching function (interacting with the learner) which is expected. The 8 percent of deputy principals and 0.8 percent of principals follows the norm that the upper job designations will be thinner. The low number of Principals responding to the questionnaires is expected as these questionnaires were designed for teachers and deputy principals only.

4.4 The relationship between the level of remuneration and turnover intention of teachers teaching in secondary schools in Meru County

The first objective of the study was to examine the relationship between the level of remuneration and turnover intentions of teachers teaching in public secondary schools in Meru County. Nine items were used to study this variable assessed on a 5 point Likert scale ranging from 1-strongly agree to 5- strongly disagree. The detailed descriptive results for the objective are as shown in Table 4.3.

Table 4.3: Descriptive statistics for the Level of Remuneration and teacher turnover intentions

	Mean	SDev	N	SA	A	ND	D	SD
				(%)	(%)	(%)	(%)	(%)
The salary I earn is adequate to meet my needs which motivates me to stay in teaching	1.92	.946	502	1.2	7.0	12.9	40.4	38.4
My employer TSC offers attractive house allowance which encourages me to remain in teaching	1.85	.881	502	1.0	5.4	10.3	44.1	39.2
My employer TSC offers attractive travel allowance which encourages me to stay in teaching	1.72	.837	502	0.6	4.2	8.7	39.4	47.1
My employer TSC offers attractive leave allowance which encourages me	1.68	.859	502	0.8	3.8	9.7	33.4	52.3
My employer TSC offers attractive medical allowance hence no intention of quitting this job	1.56	.826	502	1.0	3.4	5.6	30.2	59.8
The salary I earn is higher than what other professionals of the same caliber earn therefore I cannot leave teaching	1.48	.803	502	1.8	1.6	4.2	27.6	64.8
The remuneration in the TSC is competitive which encourages me to stay in teaching	1.55	.753	502	1.4	1.4	3.4	38.6	55.3
Salary raises are regular which motivates me to stay	1.57	.773	502	0.6	2.6	6.2	34.0	56.7
Financial incentives such as overtime bonuses, extra-curricular activities, remedial teaching etc. given by my employer encourages me to stay	1.54	.863	502	1.8	3.2	4.4	28.2	62.4

According to detailed descriptive results in table 4.3, majority of the respondents strongly disagreed and disagreed with statements of the study variable items with an overall mean and standard deviation of 1.652 and 0.838 respectively.

The results indicate that majority of teachers (78%) disagreed and strongly disagreed with the item that the salary they earn is adequate to meet their basic needs. Only a paltry (8.2%) strongly agreed and agreed with another 12.9 percent being neutral. The mean rating for this item was 1.92 and a standard deviation of 0.946. This therefore shows that majority of teachers in Meru County are discontented with the amount of basic salary they earn since it is little.

Results also show that 83.3 percent of the teachers disagreed and strongly disagreed with the second item that the Teachers Service Commission offers attractive house allowance with only 6.4 percent strongly agreeing and agreeing that Teachers Service Commission offers attractive house allowance, while at the same time only 10.3 percent of the teachers were neutral. This item had a mean of 1.85 and standard deviation of 0.881 meaning that majority of the teachers in Meru County are not satisfied with the amount of house allowance offered to them by their employer, Teachers Service Commission.

The study findings also indicate that majority of the respondents (86.5%) disagreed and strongly disagreed that the T.S.C offers attractive travel allowance while a paltry 4.8 percent strongly agreed and agreed, with another 8.7 percent being neutral. This item had a mean rating of 1.72 and standard deviation of 0.837 an indication of low satisfaction with the amount of travel allowance offered to teachers by their employer, Teachers Service Commission.

The descriptive results shows that a large majority (85%) of the respondents disagreed and strongly disagreed that the T.S.C offers attractive leave allowance, while a paltry

4.6 percent strongly agreed and agreed and another 3.8 percent were neutral respectively that T.S.C offers attractive leave allowance. The mean rating of this item was 1.68 and standard deviation of 0.859. This implies that teachers in Meru County are not happy with the amount of leave allowance they are given by their employer, Teachers Service Commission.

The quantitative results in Table 4.3 also show that a vast majority (90%) of the respondents disagreed and strongly disagreed that Teachers Service Commission offers attractive medical allowance with only 4.4 percent agreeing and disagreeing and another 5.6 percent being neutral. The item had a mean rating of 1.56 and standard deviation of 0.826 meaning that a large majority of secondary school teachers in Meru County are not satisfied with the amount of medical allowance they are given by their employer as it is low.

The descriptive results clearly indicate that a very large majority (93.4%) of the respondents strongly disagreed and disagreed with the statement that the salary they earn is higher than what other professionals of the same caliber earn, while only a very minimal (3.4%) strongly agreed and agreed that they earn a higher salary than their peers in other professions, while another 4.2 percent were not sure. This item had a very low mean of 1.48 and standard deviation of 0.803. These results therefore show a clear perception of teachers in Meru County when they compare what they earn with what other workers earn. They believe that they are poorly paid as compared to other workers of the same caliber hence a low motivation and high job dissatisfaction which results to turnover intentions.

The results further indicates that 93.9 percent of the respondents strongly disagreed and disagreed with the statement that the remuneration offered by Teachers Service

Commission is competitive which encourages them to stay in teaching, while a paltry (2.8%) agreed and strongly agreed with this statement with 6.2 percent not sure.

This item had a small mean of 1.55 and standard deviation of 0.753 meaning that majority of the teachers in Meru county are not happy with the amount of remuneration offered by the Teachers Service Commission as they think that other organizations offer better remuneration and if they got an opportunity, they would quit teaching.

The results also indicate that 90.7 percent of the respondents strongly disagreed and disagreed that salary raises with the Teachers Service Commission are regular which motivates them to stay in teaching profession while only 3.2 percent of the respondents felt that salary raises are regular with the Teachers Service Commission which motivates them to stay with another 2.6 percent of the respondents not sure. The item had a mean of 1.57 and standard deviation of 0.773. The results therefore show that majority of secondary school teachers in Meru County are dissatisfied with Teachers Service Commission as an employer since it does not offer regular salary raises to teachers when they compare it with those working in other public organizations where salary raises are regular and almost automatic after completing a certain period working.

Lastly, the quantitative results for this variable as shown in Table 4.3 indicate that 90.6 percent of the respondents strongly disagreed and disagreed with the statement that financial incentives such as overtime bonuses, extra-curricular activities and remedial teaching given by their employer encourages them to stay in teaching while only 5 percent of the respondents strongly agreed and agreed. At the same time, only 4.4 percent were not sure. The mean rating for this item was 1.54 and standard deviation of 0.863. The results therefore conclude that for teachers in Meru County, their employer do not offer them any other financial incentives outside the stipulated

allowances even if they do extra jobs such as extra-curricular activities, working overtime and offering remedial teaching to students among other extra duties.

Therefore in all the items, the respondents had a strong bias towards disagree or strongly disagree. The results also indicated that on a scale of 1 to 5, all items of the variable had a very small mean of less than 2 meaning that secondary school teachers in Meru County are highly dissatisfied with all the items of the variable hence high turnover intentions occasioned by dissatisfaction with low salaries. These findings are in agreement with a study by Wambugu (2015) which found that secondary school teachers in Nairobi County have low satisfaction with the low remuneration they earn with a mean of 1.796 and standard deviation of 0.654.

These results are also in agreement with the qualitative results from the interviews from principals. All Principals interviewed indicated that the issue of salaries is a big motivational issue for teachers in Kenya and most secondary school teachers complain about their salaries being low as compared to what other professionals of the same caliber get and in particular aspects like monthly salary, periodic salary adjustments and allowances.

Although salaries for teachers and other civil servants were harmonized, there exist disparities in allowances offered to teachers compared to other public servants which demotivate them not to have a lot of passion for the teaching job. Teachers pay is low relative to other professionals especially those in the public sector such as nurses who are considerably paid better salaries and allowances than graduate teachers despite the latter having better academic qualifications. This assertion is in agreement with Jonathan, Thibeli and Darroux (2013) who contends that improving work conditions and staff welfare through streamlining salary structures and aligning teachers' salary with those of other professionals' leads to improvements in job satisfaction resulting to

reduced turnover intentions. The study found out that teachers are satisfied with good salaries and flexible teaching schedules. More so, better salaries are great motivators which satisfy teachers' economic needs, reducing intention to seek alternative jobs. Salami (2008) agrees in his study findings that professionals who are typically well paid, benefit their organizations throughout their career span as such employees are satisfied and motivated to work with no intention to leave.

Issues of inequitable salary scales for teachers compared with other professionals of the same caliber were raised by several principals interviewed. The findings are also in agreement with the findings of a study by Koech, Tikoko and Chemwei (2014) on institutional factors influencing teachers' turnover in Baringo County, Kenya and Waititu (2010), who did a study on factors influencing teacher turnover in Limuru District. The two studies concluded that among other factors influencing teacher turnover, salary was the most significant. Waititu (2010) in particular, reported 96 percent of the teachers were not satisfied with their salaries as they were paid less than what other professionals of equivalent qualifications earn, hence would not mind leaving teaching if an opportunity for a better job arises. Another study by Nkimbudzi (2009) on job satisfaction of secondary school teachers in Njombe District in Tanzania found that majority of secondary school teachers were likely to quit teaching for other better paying jobs due to poor remuneration.

Principals interviewed reported that salary issues for teachers are matters which the Teachers Service Commission requires to look at to improve teachers' motivation and reduce turnover intentions within the teaching fraternity. One of the principals had this to say about salaries;

Teachers are paid lower salaries compared to other professionals. The allowances given are very low and limited (few) compared to other professionals such as doctors, nurses, lawyers and engineers. Yet the work teachers do is too much including but not limited to controlling students in and out of school, managing students' behavior, and marking students work, classroom teaching, a lot of government control hence no autonomy and to make matters worse, there is a lot of pressure from stakeholders to perform. This makes many teachers have a lot of stress, dissatisfaction and a lot of demotivation. This actually makes many teachers very eager to leave teaching any time an opportunity for an alternative job arises.

The same Principal reported that most secondary school teachers are not committed to their primary role of teaching as most complement their low salaries by engaging in non-teaching activities such as farming, businesses and some doing extra tuition and those with higher qualifications such as masters degrees engage in moonlighting in several Universities and Colleges to get an extra coin. This leads to a lot of absenteeism in schools leading to poor performance of students. This finding is in agreement with Nguni (2005) who reported a majority of teachers complaining of poor salaries which explains why most teachers embark on second jobs to the detriment of schools and the students.

An analysis of secondary data (mainly transfer request forms) at the Sub-County Teachers Service Commission offices revealed that quite a number of teachers are seeking for transfers from schools without hardship allowance to schools with hardship allowance in order to increase their earnings. Some teachers are even seeking to move from well-established schools to rural and remote schools where there is hardship allowance therefore increasing their pay. These findings therefore indicate that some teachers are eager to earn an extra coin even if it means the teaching environment is not good.

The second part of data analysis involved generation of inferential statistics for this variable through testing of research hypothesis. The null hypothesis for this variable H_0 : The level of remuneration (low or high) has no significant relationship with turnover intention of teachers in public secondary schools in Meru County was tested using Pearson Product-Moment Correlation Coefficient and Chi-square goodness of fit at 95 percent level of significance and 5 percent level of precision. The null hypothesis suggests that the independent variable, level of remuneration and the dependent variable turnover intention are independent of one another.

The researcher was interested in establishing whether there was any relationship between the level of remuneration and turnover intentions of secondary school teachers in Meru County. Pearson Product Moment Correlation Coefficient (r) was used to test the strength and direction of relationship between the independent variable (level of remuneration) and the dependent variable (turnover intention) while Chi-square was used to determine the significant level of relationship between the two variables, the independent and the dependent variable.

The Pearson correlation results as shown in Table 4.9 on page 105 indicate a significant and negative correlation ($r = -0.387$, $p < 0.001$) between the level of remuneration and turnover intention of secondary school teachers in Meru County. This means that the level of remuneration and teacher turnover intention among public secondary school teachers in Meru County have a significant negative linear correlation implying that improvement in the level of remuneration reduces turnover intentions and vice versa. These results agree with the literature reviewed that attractive remunerations reduce turnover intentions since it leads to fulfillment of the financial and materials needs at the same time raising employee status. For example, the findings by Khan and Qadir

(2016) who found a significant inverse (negative) relationship ($r=-0.867$, $p<0.01$) between remuneration and teacher turnover intentions in Bahria schools and colleges at Karachi, Pakistani.

The findings are also in tandem with Zerha et al (2013) who found that high pay is negatively related to turnover intentions ($r=-0.31$, $p=0.001$). This means that when employees' are paid fair and competitive salaries, intentions to leave the organization reduces while at the same time increasing employee loyalty to the job and the organization. The findings of this study variable also agree with literature that workers who are dissatisfied with their remuneration have low commitment to their jobs and their organizations leading to intentions to leave (Bergiel, Nguyen, Clenney, & Taylor 2009; Ngethe, 2013; Shoaib, 2009; Tetty, 2006). Hence higher compensation makes employees to be committed as they feel they would lose much if they leave (Hotton, & Oneill, 2004; Gupta, 2008).

This finding is also in agreement with Ramlall (2003), Katachathu (2010), and Guma, (2012) who indicated that when employee's compensation is lower than the market rate, retention rate will be low since the remuneration needs of such employees is not met. Mulkeen (2007) agrees with this assertion by noting that low remuneration has been a major problem in education sector by arguing that teachers considering leaving the profession offer a variety of reasons, the primary one being low salaries and insufficient benefits. Therefore organizations (schools) should offer competitive and equitable remuneration in order for them to retain workforce (Mtazu, 2009).

The results of test of hypothesis by Chi-square for the level of remuneration and turnover intention as shown in Table 4.10 on page 107 concur with the results of Pearson Product Moment Correlation by showing that the Pearson Chi-Square of

12.221 with 4 degrees of freedom and associated p-value (Asymptotic significance) was 0.000 which is very highly significant at $p < 0.005$ indicating an evidence against the stated null hypothesis that level of remuneration is not significantly related with turnover intention of teachers in public secondary schools in Meru County leading its rejection. The results therefore concluded that the level of remuneration is significantly related to turnover intention of teachers in secondary schools in Meru County. This implies that if the level of remuneration is increased, teachers will be satisfied and motivated leading to reduction of turnover intention and the reverse is true (Bennel, 2007). These results are in agreement with Muguongo, Muguna, and Muriithi (2015) and Kwenin (2013) who found a significant relationship between salaries and job satisfaction. However these findings did not agree with findings of Odunlade (2012) who found no relationship between the level of remuneration(allowances) and job satisfaction and Mba and Ikemefuna (2012) who found that the higher the satisfaction with pay do not imply the lower the employee turnover intention.

4.5 Relationship between staff development opportunities and turnover intention of teachers in secondary schools in Meru County.

The second objective of the study was to establish the relationship between staff development opportunities and turnover intentions of secondary school teachers in Meru County. Three items were used to study this objective on a Likert scale 1 to 5 where 1 is strongly agree and 5 is strongly disagree as shown in Table 4.4.

Table 4.4 Descriptive statistics for staff development opportunities and turnover intention

	Mean	SDev.	N	SA (%)	A (%)	N (%)	D (%)	SD (%)
The school invests in staff development opportunities for teachers hence motivates me not to seek for transfer to another school	2.47	1.277	502	4.8	25.0	11.7	29.0	29.4
Teachers go through staff development programmes every academic year hence motivate me to remain in teaching	2.30	1.236	502	3.4	21.5	10.9	30.2	34.0
Staff development opportunities provided by this school motivates me to stay in teaching longer	2.16	1.172	502	2.8	16.7	10.6	33.1	36.9

According to descriptive statistics in Table 4.4, 58.4 percent of the respondents strongly disagreed and disagreed that their schools invest in staff development opportunities while 29.8 percent strongly agreed and agreed with another 11.7 percent not sure. This item had a mean rating of 2.47 and a standard deviation of 1.277. The results therefore shows that majority of secondary school teachers in Meru County do not undergo any professional development mainly because their schools do not take it as a priority hence a source of serious dissatisfaction which could result in turnover intentions.

The results also indicate that 64.2 percent of the respondents strongly disagreed and disagreed that teachers in their schools go through staff development programs every academic year while 24.9 percent strongly agreed and agreed with another 10.9 percent not sure. The mean rating of this item was 2.30 and standard deviation of 1.236. The

results therefore concludes that majority of teachers in Meru County are never offered any opportunities for on job learning and development opportunities apart from the initial training as teachers in colleges leading to low motivation and turnover intentions.

The descriptive results also indicate that a majority of respondents (70%) disagreed and strongly disagreed that staff development opportunities provided by their schools motivates them to stay in teaching longer, while only 19.5 percent agreed and strongly agreed with another 10.6 percent not sure. The mean rating for this item was 2.16 and standard deviation of 1.172. This indicates that since majority of schools do not offer learning and development opportunities for teachers in Meru County, staff development does not motivate teachers to stay in their present schools.

In summary, a visible simple majority of the teachers surveyed disagreed and strongly disagreed that staff development opportunities provided by their schools are sufficient enough to reduce the intention to leave with an overall mean of 2.31 and standard deviation of 1.228. This therefore implies that since very little opportunities for staff development is offered to teachers in public secondary schools in Meru County, teachers have no opportunities to acquire new knowledge in teaching and this could be a major source of low motivation, job dissatisfaction and high turnover intentions as found out by many researchers including (Boyd et al, 2009; Bergiel et al, 2009; Cha, 2008; Cunningham and Cordiel, 2007; Deal and Peterson, 2009; Mckenzie et al, 2009; Ming, 2008; Muthama, 2013)

These findings are in agreement with the reports from the principals interviewed that teachers are happy with the teaching profession when they are provided with an opportunity for academic and professional development as this enhanced their skills, capacity and experience in teaching. Providing opportunities for career advancement to

teachers exert influence on their job satisfaction, comfort in their profession and readiness to serve their employer therefore reducing turnover intentions. However, some of the principals interviewed especially the newly established day secondary schools felt that the role of staff development should be taken over by the ministry of education or Teachers Service Commission since most of these schools cannot afford to sponsor teachers for such programmes because of lack of enough funds as compared to bigger and well-endowed schools. One principal of the newly established day secondary school expressed the following about staff development opportunities;

Teachers are not happy teaching in the newly established day secondary schools because such schools do not have resources to sponsor them for training and learning opportunities as compared to teachers teaching in bigger schools. Such teachers are seriously demotivated and therefore are always looking for a way out of these schools either through seeking for transfers to other better schools, seeking for alternative jobs and some going for further studies to boost their employability elsewhere.

These findings are in agreement with the literature reviewed. For example, Ingersoll (2001) observed that limited opportunities for professional development, lack of community support, political meddling in teaching profession among other factors as major causes of low teacher motivation, dissatisfaction with the teaching job and generally high turnover intention among teachers. OECD (2009) also reported that effective professional development from organizations help teachers to deal with their dissatisfaction and other factors such as beliefs, attitudes, and self-efficacy. They further argue that retaining teachers in such conditions particularly with no or inadequate school and professional support and also being stuck with overcrowded classes, overwhelming schedules, planning lessons and evaluating classrooms activities is a difficult task as teachers are unable to connect with other colleagues and hardly

have any time to think about their personal and professional growth leading to a lot of stress hence high turnover intention.

The second part of data analysis involved generation of inferential statistics for this variable through testing of research hypothesis. The null hypothesis for this variable was stated as, Ho2: Staff development opportunities are not significantly related to turnover intention of teachers in public secondary schools in Meru County. It was tested using Pearson Product-Moment Correlation Coefficient and Chi-square goodness of fit at 95 percent level of significance and 5 percent level of precision. The null hypothesis suggests that the independent variable, staff development opportunities and the dependent variable, turnover intention are independent of one another.

The researcher was interested in finding out whether there was any significant relationship between staff development opportunities and turnover intentions of secondary school teachers in Meru County. Pearson Product Moment Correlation Coefficient (r) was used to test the strength and direction of relationship between the independent variable (staff development opportunities) and the dependent variable (turnover intention) while chi-square was used to determine the significant level of relationship between the two variables, the independent and the dependent variable.

The correlation results are as shown in Table 4.9 on page 105. The results indicate a significant and negative linear correlation ($r=-0.371$, $p<0.001$) between staff development opportunities and turnover intentions of secondary school teachers in Meru County. This means that staff development opportunities and turnover intentions of secondary school teachers in Meru County have a significant negative correlation implying that improvement in staff development opportunities corresponds with a decrease in turnover intention and vice versa. This also agrees with literature. Staff

development opportunities have an impact on employee retention because it constitutes an important part of organizations contract with employees which deepen attachment of employees to an organization (Bergiel et al, 2009; Mello, 2009).

Staff development opportunities lead to attraction, and retention of a committed and well-motivated workforce. The correlation results indicate that an improvement in staff development opportunities reduces staff turnover intentions. This is in agreement with Kwenin (2013) in his study on the relationship between career development opportunities in Vodafone Ghana Ltd which showed a strong correlation between career development opportunities and employees retention($r=-0.387$, $p=000$).

Lack of professional development opportunities and professional support by schools is one of the reasons for teachers to think of quitting or actual quitting the teaching profession altogether (Boyd et al, 2009; McKenzie et al, 2005). However the results of this study contradicted the results of study by Muchemi, Kwasira, Karanja and Wanderi (2012) who found a moderate positive relationship between career development opportunities and teachers turnover intentions($r=0.310$, $P<0.05$) implying that availing more career opportunities to teachers will lead to more likelihood of them leaving the teaching profession since such development may result to acquiring a lot of skills hence more qualified for teaching. Such highly trained teachers are likely to quit teaching for other organizations where their qualification is related to their new job demands (Muchemi, Kwasira, Karanja and Wanderi, 2012).

The results of test of hypothesis by Chi-square for the staff development opportunities as shown in Table 4.11 on page 108 concur with the results of Pearson Product Moment Correlation by showing that the Pearson Chi-Square of 36.398 with 4 degrees of freedom and associated p-value (Asymptotic significance) was 0.000 which is very

highly significant at $P < 0.005$. This indicates that there is evidence against the null hypothesis and therefore its rejection and a conclusion that staff development opportunities is significantly related to turnover intention of teachers in public secondary schools in Meru County. This implies that if learning and development opportunities are increased to public secondary school teachers in Meru County, there will be more job satisfaction and motivation among these teachers leading to a reduction in turnover intention. This is in agreement with a study by Yula (2014) who found that provision of room for career development opportunities increases teachers' chances to stay in teaching. Also a study by Samuel and Chipunza (2009) concurred by finding a strong evidence of association between training and development and employee retention (Chi-Square of 11.42, $P = 0.02$).

4.6 Relationship between promotional prospects and teacher turnover intention

The third objective of the study was to establish the relationship between promotional prospects and turnover intentions amongst secondary school teachers in Meru County. Five items were used to study this objective on a Likert scale 1 to 5 ranging from 1- strongly agree to 5-strongly disagree as shown on Table 4.5.

Table 4.5 Descriptive statistics for promotional Prospects and teacher turnover intentions

	Mean	SDev	N	SA	A	ND	D	SD
				(%)	(%)	(%)	(%)	(%)
Teachers promotion are not regular with my employer hence am not motivated to continue with this job	1.79	.903	500	46.7	34.4	13.1	5.2	0.6
Am planning to leave teaching as there are no promotional prospects compared to other professions	2.26	1.131	500	27.9	39.9	15.0	12.6	4.6
I am not motivated to stay in this school because there are no good chances of being promoted here	2.18	1.020	500	28.7	38.0	20.9	10.8	1.6
Promotions are not always based on merit in my employer. If I got another job where promotions are regular I would definitely leave this job.	2.08	.963	500	33.8	32.6	26.0	7.0	0.6
Despite attending a number of promotional interviews with the Teachers Service Commission, have never been promoted, hence if I got another job where there are prospects for promotion, I would quit teaching immediately	2.23	1.213	500	34.8	30.6	19.5	7.8	7.4

The items in this variable were stated in the negative. The results indicate that a simple majority of the respondents in all the items either agree or strongly agree that

promotion prospects availed are not sufficient to mitigate intention to leave teaching with an average mean and standard deviation of 2.108 and 1.046 respectively.

Results from Table 4.5 show that 81.1 percent of the respondents agreed and strongly agreed that teachers' promotions are not regular with their employer, Teachers Service Commission while a paltry 5.8 percent strongly disagreed and disagreed with 13.1 percent of the respondents not sure. The item had a mean rating of 1.79 and standard deviation of 0.903. This therefore shows that majority of secondary school teachers in Meru County believe that their employer, Teachers Service Commission, does not offer promotions regularly implying that chances of being promoted are slim with Teachers Service Commission which is a major source of dissatisfaction with their employer.

The results also show that 67.8 percent of the respondents strongly agreed and agreed that they are planning to leave teaching since there are no promotional prospects while at the same time only 17.2 percent strongly disagreed and disagreed with 15 percent being not sure. The item had a mean of 2.26 and standard deviation of 1.131. The results therefore conclude that majority of secondary schoolteachers in Meru County have high intention of leaving teaching since there are slim prospects for promotion with their employer, Teachers Service Commission.

The descriptive results also indicate that 66.7 percent of the respondents strongly agreed and agreed that they are not motivated to stay longer in their current schools because there were no good chances of being promoted there, while only 12.4 percent strongly disagreed and disagreed with 20.9 percent of the respondents not sure. The mean rating for this item was 2.18 and a standard deviation of 1.020 implying that majority of secondary teachers in Meru County are not intending to remain teaching in their present institutions because they believe they have no chances of getting

promotions while in those institutions and therefore would move immediately an opportunity for another better job or school arises.

From Table 4.5 also, descriptive results indicate that 66.4 percent of the respondents strongly agreed and agreed that teachers' promotions are not always based on merit, while only 7.6 percent strongly disagreed and agreed. A significant number (26%) of the respondents were not sure. This item had a mean rating and standard deviation of 2.08 and 0.963 respectively implying that majority of secondary school teachers in Meru County do not believe that Teachers Service Commission offers promotions on merit meaning that promotions are not based on how hard a teacher works but is determined by other factors. However a curious (26%) of the teachers in Meru County are not very sure whether promotions are offered on merit or not. These could be mainly the newly employed teachers who could be swayed either way with time.

The results also indicate that 65.4 percent of the respondents strongly agreed and agreed that although they attended a number of promotional interviews with the Teachers Service Commission, they have never been promoted; hence if they got another job with more prospects for promotion, they would immediately quit teaching. Only a paltry 15.2 percent of the respondents disagreed and strongly disagreed and another 19.5 percent were not sure. The item had a mean rating of 2.23 and standard deviation of 1.213. This agrees with a study by Wambugu (2015) who found that secondary school teachers in Nairobi County were dissatisfied with how their promotion is conducted (mean, 2.3171 and standard deviation of 0.982).

These results therefore shows that majority of teachers in secondary schools in Meru County have stagnated in one job group for long and have no promotional prospects with the Teachers Service Commission and would move to another job which offers better promotional prospects if such an opportunity arises. These results are in

agreement with literature reviewed. For example, the US Department of education (2007) observed that a career in teaching does not guarantee promotions and there are few bonuses which are far in between and salary increases are small on annual basis and not competitive compared to other professions of the same caliber.

From the interview, most principals reported that promotion of teachers is a very serious issue as many teachers including principals themselves stagnate in one job group for long with some having to retire without being promoted for a single grade apart from the general grade (K and L). Although Teachers Service Commission policies indicate that teachers should be promoted on the basis of their qualifications and years of service using various schemes of service for teachers available, many teachers apply for the few vacancies advertised but are never promoted even after severally attending interviews. This seriously demotivates teachers especially when they compare themselves with their peers in other public service sector where promotions are regular and where career paths are clear making such workers to be sure of a promotion after a certain period of time.

Principals reported that, when teachers compare themselves with other professionals where promotions are almost automatic, they start working hard to move out of teaching profession by searching for jobs elsewhere or even going for further studies to change careers. A principal in a day secondary school expressed these sentiments:

Teachers are not promoted apart from the common cadre job groups (K and L). A classroom teacher to move to job group M and above is a very difficult task unless one is in administrative position. Teachers attend promotional interviews severally without being promoted especially if one is teaching in a day school which is not well endowed with good infrastructure and bright students who can perform in examinations and co-curricular activities. Such

teachers keep on looking for transfers to well-endowed schools where chances of promotions are high due to good performance in examinations and co-curricular activities. Some have even gone for further studies to improve their chances of changing jobs.

This finding is in agreement with Sharma and Bajpai (2010) who assert that employee satisfaction with promotional opportunities depends on factors such as the probability that employees perceive fairness in promotion process such as timing of promotion after meeting the required standards. Therefore the dissatisfaction with lack of promotional opportunities makes many teachers think of quitting teaching whenever an opportunity for another job arises.

Principals also reported that most teachers see teaching as a stepping stone to other jobs or professions and others first choose teaching because of flexible working schedules which allow them to attend family and private business. However, due to recent policy changes by the Ministry of Education and the Teachers Service Commission through performance contracting and performance appraisal, working conditions have changed where teachers have a lot of paperwork, congested classrooms and more scrutiny by Government agencies making teachers have no breathing space. This has seriously demotivated teachers especially when combined with lack of promotion and job stagnation which make most of them think of shifting from teaching if another job opportunity arises.

According to principals, teaching is not held in high status as other professions like medicine or engineering. They cited stagnation in one job group, lack of job autonomy and a lot of intimidation by various education stakeholders such as the Ministry of Education and the Teachers Service Commission officials, parents, students' indiscipline as well as politicians. One principal had this to say:

I was surprised when four of my six teachers came to my office for a recommendation for a job of Chief Education Officer advertised by the Ministry of Education. When I inquired from them, they told me they are not happy with teaching as there are no prospects for promotion. Some of the teachers vented their frustration with the T.S.C for not being promoted and stagnating in job group L for nine years although they acquired Masters degrees. One teacher even said that he is tired of mean score and would like to change the job.

The second part of data analysis involved generation of inferential statistics for this variable through testing of research hypothesis. The null hypothesis for this variable, H_0 : Promotional prospects with the Teachers Service Commission are not significantly related to turnover intention of teachers in public secondary schools in Meru County was tested using Pearson Product-Moment Correlation Coefficient and Chi-square goodness of fit at 95 percent level of significance and 5 percent level of precision. The null hypotheses suggest that the independent variable, promotional prospects and the dependent variable, turnover intention are independent of one another. The researcher was interested in establishing whether there was any significant relationship between promotional prospects and turnover intention of teachers in public secondary schools in Meru County.

Pearson Product Moment Correlation Coefficient (r) was used to test the strength and direction of relationship between the independent variable (promotional prospects) and the dependent variable (turnover intention) while Chi-Square was used to determine the significant level of relationship between the two variables, the independent and the dependent variable. The correlation results are as shown in Table 4.9 on page 105. The results indicate a very significant and negative correlation ($r = -0.524$, $p < 0.001$). This means that promotional prospects and turnover intentions amongst secondary school

teachers in Meru County have a strong and significant negative correlation. This implies that an improvement in promotional prospect with the Teachers Service Commission for public secondary school teachers in Meru County leads to a corresponding decrease in turnover intention of the same and the reverse is true.

These findings are in agreement with the findings by Khan and Qadir (2016) who found a significant inverse relationship ($r=-0.726$, $p<0.01$) between career growth opportunities and teacher turnover intentions in Bahria schools and colleges at Karachi, Pakistani. As observed in literature review, employee promotion leads to increased pay, higher status, and high self-esteem resulting in increased job satisfaction unlike those employees who stagnate in the same position. Therefore employee turnover intentions are lower in organizations where there are clear career growth paths than in organizations where employees' careers are static with little or no promotional prospects (Nyamubarua, 2013; Ng'ethe, 2013; Lambert & Hogan, 2009).

The results confirm that, as seen in the literature review, when opportunities for promotion improve in the current work station, there is a reduction in turnover intentions. A study by Weng and McElroy (2012) on career growth and its influence on organizational commitment and turnover intentions in particular found that career growth dimensions were negatively related to turnover intentions.

Literature available indicates that promotion and advancement opportunities influence job satisfaction and turnover intentions. For example, Junaidah, Nazini, and Zainudin, (2010), and Danish and Usman, (2010) found a positive relationship between promotion opportunities and job satisfaction hence turnover intentions. Chen (2006) also found a negative relationship between measures of promotional frustration and measures of attitude towards a company implying that employees are more satisfied

with their current job if they see a path available to move up the ranks in the organization leading to reduced turnover intentions.

The results of test of hypothesis by Chi-Square for the promotional prospects and turnover intention as shown in Table 4.12 on page 110 concur with these results of Pearson Product Moment Correlation by showing that the Pearson Chi-Square of 91.842 with 4 degrees of freedom and associated p-value (Asymptotic significance) was 0.000 which is very highly significant at $p < 0.005$. This is an evidence against stated null hypothesis which led to its rejection and a conclusion made that promotional prospects with the Teachers Service Commission are significantly related to turnover intention of teachers in public secondary schools in Meru County. The results imply that if teachers perceive the likelihood of prospect for promotion with their employer, they will have little thought about leaving the profession and vice versa. The findings are in tandem with the findings of Owmondah, Onuoha, and Akhigbe (2016), who found a significant relationship between promotion and turnover intentions a position also taken by other researchers such as Aydogdu and Asikgil (2011) who alluded that if employees feel that there are no avenues for promotion in their current jobs, they will be dissatisfied and demotivated hence would think of quitting.

4.7 Relationship between working environment and turnover intention of secondary school teachers

The fourth objective of the study was to examine the relationship between working conditions and teacher turnover intentions among secondary school teachers in Meru County. Eleven items were used to study this variable. The results indicated that secondary school teachers in Meru County were moderately satisfied with the working

environment with an average mean rating and standard deviation of 2.94 and 1.196 respectively. The results are shown in Table 4.6.

Table 4.6: Descriptive statistics for working conditions and turnover intention

	Mean	SDev	N	SA	A	ND	D	SD
				(%)	(%)	(%)	(%)	(%)
I am satisfied with my teaching workload hence no intention to leave teaching	2.90	1.296	497	9.3	34.4	11.5	27.0	17.7
I am happy with discipline of my students hence motivated to continue teaching	2.76	1.285	497	7.8	28.9	15.7	26.7	20.9
I am satisfied with performance of students in my station which motivates me to stay	2.19	1.107	497	2.0	15.9	13.1	37.2	31.8
There is a lot of co-operation of colleagues in my work station hence no leaving	3.32	1.195	497	13.5	41.7	18.3	15.9	10.5
I am satisfied with the facilities in this school which encourages me to stay	2.60	1.211	497	5.0	25.1	15.5	33.5	20.9
The communication channels in this school are good which motivates me to stay	2.89	1.126	497	4.6	31.5	26.3	24.3	13.3
The school management addresses welfare of teachers which encourages me to stay a bit longer	3.06	1.147	497	7.0	36.6	24.5	20.3	11.7
My principal treats everyone well	3.32	1.156	497	14.1	37.0	25.0	15.1	8.7
The school management involves the staff in decision making, problem solving and policy making in the school	2.98	1.222	497	9.3	32.6	18.5	26.4	13.1
Public relations of my principal are exceptional which encourages me to remain in this school	3.09	1.205	497	12.6	30.0	22.2	25.0	10.2
The principal of this school delegates some roles to teachers hence bringing high motivation	3.23	1.205	497	13.5	37.4	17.7	21.9	9.5

Descriptive results in table 4.6 indicate that 43.7 percent of the respondents strongly agreed and agreed they were satisfied with the teaching workload while a sizeable number, 34.7 percent of the respondents disagreed and strongly disagreed with 11.5 percent of the respondents not committal. The mean rating for this item was 2.90 and a standard deviation of 1.26 meaning that a large number of teachers in secondary schools in Meru County are satisfied with the teaching workload in their institutions implying that teaching workload might not be an issue of teachers' turnover intentions in the county. However, a significant number (34.7%) were not comfortable with their workload meaning that workload is still an issue to quite a number of teachers leading to turnover intentions. Meanwhile the undecided (11.5 %) of the respondents means that such teachers can go either way depending on what happens in the schools in terms of staffing and student enrollment.

The descriptive results also show that 36 percent of the respondents strongly agreed and agreed that they were happy with discipline of their students while (47.6%) strongly disagreed and disagreed with this statement, with 15.7 percent being not sure.

The mean rating for this item 2.76 and standard deviation 1.285 implying that majority of the teachers in Meru County are not happy with the discipline of their students hence a major source of dissatisfaction and turnover intentions.

The results also indicate that 69 percent of the respondents disagreed and strongly disagreed that they were satisfied with the performance of their students, with only 17.9 percent of the respondents agreed and strongly agreed while at the same time, a notable 13.1percent were not sure. The mean rating of this item of this item was 2.19 and standard deviation of 1.107. This implies that most of secondary school teachers in Meru County are not happy with the results of their students leading to low motivation and intention to leave to leave teaching.

The descriptive results in table 4.6 also show that a simple majority (55.25%) of the respondents strongly agreed and agreed that there is a lot of co-operation among teachers in their schools while a sizeable number (26.4%) strongly disagreed and disagreed with 18.3 percent being neutral. The mean rating for this item is 3.32 and standard deviation of 1.195 implying that there is a lot of teamwork in their schools hence a lot co-operation is not a major issue of secondary school teachers turnover intentions in Meru County.

According to descriptive results, 54.4 percent of the respondents disagreed and strongly disagreed that they were satisfied with the facilities in their schools while a notable number (30.1 %) agreed and strongly agreed with 15.5 percent of the respondents not sure. The rating mean for this item was 2.60 and standard deviation of 1.211. The results therefore conclude that majority of schools in Meru County have poor facilities implying that teachers are not comfortable teaching in such schools hence would move if they get a chance of joining other schools with better facilities. However, a significant (30.1 %) were happy with the facilities in their schools implying that facilities could not possibly be a factor that could influence them to leave teaching. These teachers are mainly those teaching in national, extra-county and county boarding schools as such schools have better facilities.

The results also show that 36.1 percent of the respondents agreed and strongly agreed that there are good communication channels in their schools, (37.6%) disagreed and strongly disagreed. A sizeable number of the respondents (26.3%) were not sure. The mean rating for this item was 2.89 and standard deviation of 1.126. These results show that a sizeable number of schools have no clear channels of communication implying that teachers in such institutions are not very happy with the communication channels between their principals and teachers. However, a significant (36.1 %) of the

respondents have good communication channels hence teachers are happy with the principals in such schools. The undecided (26.3 %) could be swayed either way.

The descriptive results also indicate that 43.6 percent of the teachers agreed and strongly agreed that the school's management addresses their welfare while a notable 32 percent of the teachers disagreed and strongly disagreed with a sizeable number, 24.5 percent not sure. The rating mean for the item was 3.06 and standard deviation of 1.147 implying that majority of the teachers in Meru County are satisfied with their school management's ability to address their welfare hence could not possibly be a reason for intention to leave. However, a sizeable no. (32 %) are not happy with their school management's ability to address their welfare with another 24.5 percent undecided which could alter this situation.

A simple majority of the respondents (51.1%) agreed and strongly agreed that their principals treat them well while at the same time, 23.8 percent of the respondents disagreed and strongly disagreed. A notable no, 25 percent not being sure. The mean rating for this item was 3.32 and standard deviation of 1.156 implying that secondary school teachers in Meru County are happy with their principals hence could not possibly be a reason for turnover intentions. The results therefore show that many secondary school teachers in Meru County have a lot of confidence with their principals and therefore since their principals treat them well, this could have motivated them to continue working in their current institutions.

The results also indicate that 41.9 percent of the respondents agreed and strongly agreed that their school managements involve teachers in decision making, problem solving and policy making, while 39.5 percent disagreed and strongly disagreed. 18.5 percent of the respondents were not sure. The results therefore show that there is almost a statistical tie between those teachers in Meru County who are happy with the school's

management involvement of teachers in school management affairs and those who are not at 41.9 percent and 39.5 percent respectively. The mean rating for this item was 2.98 and standard deviation of 1.22 implying that most secondary school teachers in Meru County were satisfied that their principals involve them in decision making and management of their institutions.

The results also indicate that 32.6 percent of the respondents agreed and strongly agreed that public relations of their principals are exceptional with 35.2 percent disagreeing and strongly disagreeing. A notable 22.2 percent of the respondents were not sure. The mean rating for this item was 3.09 and standard deviation of 1.205 implying that more half of the teachers Meru County rate their principals public relations skills are exceptional hence a major motivator of teachers in such schools.

A simple majority (50.9%) of the teachers strongly agreed and agreed that their principals delegated some roles to them leading to high motivation of teachers, while a notable (31.4%) of the respondents strongly disagreed and disagreed. A sizeable number (17.7%) were not sure. The mean rating for this item was 3.23 and standard deviation of 1.205 meaning that most teachers are satisfied with their principals for delegating some duties to them. Therefore, the responses in this variable were a mixed bag with huge oscillations between strongly agrees to strongly disagree. Of great significance is the 37.2 percent who are dissatisfied with the performance of the students in their schools. There is a great indication of team spirit and cooperation among teachers with a significant 41.7 percent strongly agreeing and agreeing that is a lot of cooperation among the colleagues in the work station and only a small percentage not agreeing.

The qualitative results of the interview with the principals agreed with the findings recorded above. They felt that, although most secondary schools have tried to improve

on school infrastructure, most teachers are not happy with these schools and would change their work environment if a chance occurred. For example, the issue of poor performance, indiscipline of students, poor teaching and learning materials is a major concern for most teachers. This makes teachers be frustrated as they are unable to meet society's expectations of good performance hence a lot of demotivation, making them hate the job and therefore eager to move out of teaching at any opportune time. This is in agreement with Mwamwenda (1995) who reported that teachers were demotivated and concerned about inadequate teaching and learning materials. He conducted a study on job satisfaction among secondary school teachers in Transkei, South Africa and concluded that teachers' positive feelings about their working conditions enhanced their work, which promotes attachment to their job and the school. A principal expressed the following sentiments regarding school environment:

There are many problems in these newly established day secondary schools. Proper requirements were lacking when the schools were started. The government does not focus on how students learn or whether or not there are good classrooms, libraries, laboratories or learning and teaching materials. It first encourages communities to start a school by erecting sub-standard buildings or adopting some existing primary school classrooms. There are not enough teachers and poor working conditions. This makes existing teachers be always looking for transfer to move to endowed schools.

It was found that teachers' opportunities for career advancement exerted an influence on their job satisfaction, comfort in the profession and readiness to serve their employer and reduce turnover intentions. Teachers' satisfaction with their day to day executing of their duties was achieved when they believed that their future promotional prospects were good and if they found there are no prospects for career advancement with the

Teachers Service Commission, turnover intention arises. This finding matches the findings by Wasserman and Yehoshua (2016) in Israel who found a relationship between teachers' professional development and growth in their current workplace and their job satisfaction which encourages their persistence in teaching hence low turnover intentions. The results of the study also indicate that support for teachers by school administration through providing them with opportunities to perform school duties with minimal supervision led to job satisfaction and low intentions to quit.

The results of analysis of documents at the Sub County Teachers Service Commission offices in Meru also showed that quite a number of secondary school teachers had applied for transfers to move from their current schools to more established schools. Some especially lady teachers had given reasons for seeking for such transfers as the need to be near their spouses. The perusal of the documents also showed that some teachers had applied to leave teaching possibly to do other jobs or join other organizations. This therefore confirms that many teachers in secondary schools in Meru County had intentions of leaving their current stations or schools for other schools or even leaving teaching altogether

Generally, these results are in agreement with literature reviewed. Henkin and Holliman (2009) and Horg (2009) for example reported that teacher turnover intentions are influenced by certain working conditions they do not like such as low salaries, large class sizes, poor administrative support, bad school facilities, and long distance to commute to schools, not being involved in school's decision making process and poor working environment, Gesinzi and Makewa (2013) concurs by arguing that teachers need to be motivated to perform and their motivation is influenced by among other factors the nature of school infrastructure, the type of school policies and leadership

and good working conditions. Where these are lacking, there is low commitment to teaching and high turnover intentions.

Sergiovani (2009) also agrees by alluding that effective schools that strive to create a conducive environment that enable teachers to perform their tasks, participate in decision making, have autonomy in their work, are recognized and respected at work, work well with colleagues and provide opportunities for self-development, result in teacher commitment, creativity, job persistence therefore reducing turnover intentions of such teachers. A study by Gyezaho (2014) observed that lack of facilities like piped water, electricity, lack of teaching material, lack of furniture and enough classrooms as sources of turnover intentions for teachers.

Evidence available shows that teachers' good relations with their supervisors and co-workers enhance job satisfaction (Sirma & Poipoi, 2010). Wasserman and Yehoshua (2016) in particular postulate that lowering of supervisory pressure on teachers improves their teaching and strengthens co-operation of teachers with administrators and their work colleagues. Teachers are willing to work hard if they are satisfied with their friendship with co-workers, students, parents, and the respect they received from communities which lead to moral satisfaction of their profession and more morale and less turnover intentions. One principal had this to say;

Teachers are happy and satisfied when they see their learners excel in their performance. If students pass, teachers are happy and if they fail, teachers are affected and are seriously demotivated and demoralized. If poor performance persists, some would not hesitate to leave such schools immediately they get a chance.

Most of the principals reported that teachers in remote rural schools seek for transfer because such schools do not have electricity, water, school houses among other social amenities. However, some teachers are transferring to some of the rural schools to get hardship allowance to enhance their salaries. Concerning remote rural schools, one principal had these sentiments;

Teachers are not eager to teach in some of these rural schools which are located in remote areas where accessibility and means of transport are very poor.

Teachers have to walk long distance to school and no incentives like hardship allowance to motivate them. The facilities in such schools are seriously lacking and the little that are there are poorly maintained because of lack of funds. This seriously demotivates teachers to continue teaching in such schools and would be more than happy to quit their jobs if they get an opportunity elsewhere or would seriously seeking transfer from such a school to a better one affecting learning in their current schools

This is in agreement with Buckley (2004) who concluded that teachers are more likely to quit the profession if they are dissatisfied with school infrastructure, poor transport and long distance to schools compared to their dissatisfaction with salaries. Foljimi (2009) concurs by asserting that distance from schools and safe working environment play an important role in teachers decision to stay or leave the profession.

The second part of data analysis involved generation of inferential statistics for this variable through testing of research hypothesis. The null hypothesis for this variable, Ho4: Working conditions have no significant relationship with turnover intention of teachers in public secondary schools in Meru County was tested using Pearson Product-Moment Correlation Coefficient and chi-square goodness of fit at 95 percent level of significance and 5 percent level of precision. The null hypothesis suggests that the

independent variable, working conditions and the dependent variable, turnover intention are independent of one another.

The researcher was interested in finding out whether there was any relationship between working conditions and turnover intentions in Meru County. Pearson Product Moment Correlation Coefficient (r) was used to test the strength and direction of relationship between the independent variable (working conditions) and the dependent variable (turnover intention) while chi-square was used to determine the significant level of relationship between the two variables, the independent and the dependent variable.

The correlation results are as shown in Table 4.9 on page 105. The results indicate a significant and negative correlation ($r=-0.488$, $p<0.001$). This means that the working conditions and teacher turnover intentions among secondary school teachers in Meru County have a significant negative correlation. This implies that an improvement in teachers' working conditions corresponds with an equal decline in secondary school teachers turnover intentions in Meru County and vice versa. These findings are in agreement with the findings by Khan and Qadir (2016) who found a significant inverse relationship ($r= -0.813$, $p<0.01$) between working environment and teacher turnover intentions in Bahria schools and colleges at Karachi, Pakistani. These results are also in agreement with Zahra et al(2013) who found a significant relationship between work life policies and turnover intentions($r=-0.41$, $p=0.00$) meaning that those organizations that are able to integrate their policies with employees' work and life demands are able to lower turnover intentions and vice versa. Literature reviewed in this study show that employees feel they can make a difference when the working conditions are conducive (Zeytinoglu & Denton, 2008).

Working conditions such as physical and psychological factors within a job are important motivators and where such motivators are lacking, employees will quit their current jobs (Juliet, 2010). The correlation results agree with the literature that as working conditions improve, the turnover intentions reduce. Literature available indicate that turnover intentions are influenced by certain working conditions they do not like such as large class sizes, poor administrative support, poor school facilities, not being involved in decision making among others (Henkins & Holliman, 2009; Horg, 2009).

The results of test of hypothesis by Chi-Square for working conditions as shown in Table 4.13 on page 111 concur with the results of Pearson Product Moment Correlation by showing that the Pearson Chi-Square of 87.226 with 4 degrees of freedom and associated p-value (Asymptotic significance) was 0.000 which is very highly significant at $p < 0.005$ leading to rejection of the null hypothesis and concluding that working conditions have significant relationship with turnover intention of teachers in public secondary schools in Meru County. This implies that an improvement in working conditions for public secondary school teachers in Meru County will lead to increased job satisfaction and motivation resulting to reduced turnover intentions. These findings agree with the findings of Odunlade (2012) and Muguongo (2015) who found a significant relationship between working conditions and job satisfaction. The results also agree with the findings by Mba and Ikemefuna (2012) that the higher the satisfaction with the nature of work, the lower the employee turnover intention.

4.8 Results of turnover intentions of secondary school teachers in Meru County

The purpose of this study was to examine the influence of motivational factors on turnover intentions of secondary school teachers in Meru County. The dependent variable, turnover intentions of secondary school teachers, was measured using seven items assessed on a 5 point Likert scales ranging from 1-strongly agree to 5-strongly disagree. The descriptive results for the variable are as shown in Table 4.7.

Table 4.7: Descriptive statistics for intention to leave teaching

	Mean	SDev	N	SA	A	ND	D	SD
				(%)	(%)	(%)	(%)	(%)
I plan to quit my present job soon	3.75	1.140	495	32.9	29.5	21.7	12.4	3.6
I think of searching for a new job in another organization	3.63	1.085	495	22.9	37.8	22.7	12.5	4.0
Am actively searching for an alternative job	3.41	1.168	495	20.2	29.8	26.6	17.0	6.4
If I got a better job with better salary and better working conditions than my current job, I would definitely leave teaching	4.60	.801	495	72.1	21.6	2.4	2.2	1.8
If my salary is not increased, I will quit this job	3.05	1.080	495	13.6	13.2	43.3	23.4	6.4
I hate this job , hence will quit if opportunity for another arises	3.96	1.045	495	37.5	33.3	19.1	8.0	2.2
I am still working for T.S.C because I have no option	3.89	1.271	495	44.1	25.5	13.6	9.0	7.8

According to results in table 4.7, teachers in Meru County have high intention of leaving teaching with an average mean rating of 3.756 and standard deviation of 1.0843.

Descriptive results in table 4.7 show that 62.4 percent of the respondents strongly agreed and agreed that they plan to quit their jobs while 16 percent of the respondents disagreed and strongly disagreed with 29.5 percent indicating that they were not sure. The mean rating for this item was 3.75 with standard deviation of 1.140 implying that most secondary school teachers in Meru County have a plan to leave teaching in the near future.

A majority of the respondents (60.7%) agreed and strongly agreed that they were thinking of searching for new jobs in other organizations while 16.5 percent disagreed and strongly disagreed with a notable 22.7 percent not sure. The mean rating for this item was 3.63 and standard deviation of 1.085 meaning that most of secondary school teachers in Meru County had intentions of leaving teaching for other organizations.

When required to indicate whether they were actively searching for alternative job, half of the respondents (50%) strongly agreed and agreed while 23.4 percent of the respondents disagreed and strongly disagreed with 26.6 percent being neutral. The mean rating for this item was 3.41 and standard deviation of 1.168 implying that a large number of secondary school teachers in Meru County have intention to leave teaching for other jobs if an opportunity arises.

Majority of the respondents (93.7%) strongly agreed and agreed that if they got a better job with a better salary and better working conditions than their current job, they would definitely leave teaching. Only a paltry 4.0 percent of the respondents disagreed and strongly disagreed with a minimal 2.4 percent of the respondents not sure. This item had a very high mean rating of 4.60 with a standard deviation of 0.801 meaning that most secondary school teachers in Meru County would not hesitate to quit teaching if they got another better job in other organizations.

The descriptive results in Table 4.7 show that 29.8 percent of the respondents strongly disagreed and disagreed that if their salary was not increased, they would leave teaching with 20.8 percent of the respondents agreeing and strongly agreeing. However, a large number (43.3%) of the respondents were not sure indicating that they are cautious in leaving their jobs if salaries are not increased. This might be an indication that salary might not be a major reason for turnover intention of teachers as compared to other factors. It might also be an indication that many teachers might not leave teaching just because of salary issues alone and they might consider other factors such as job security before leaving. The mean rating for this item was the lowest (3.05) with a standard deviation of 1.080.

A majority of the respondents (70.8 %) strongly agreed and agreed that they hate teaching and could quit if another job opportunity arises. Only 10.2 percent of the respondents disagreed and strongly disagreed, implying that they love teaching. A notable number (19.1%) of the respondents indicated that they are not sure, implying that depending on the situation at hand, they can be swayed towards any direction. The mean rating for this item was 3.96 and standard deviation of 1.045 implying that majority of secondary school teachers in Meru County hate teaching and are there only as a stepping stone to other jobs.

When required to indicate whether they are still working for TSC because they have no option, majority of the respondents (69.6%) strongly agreed and agreed while only 16.8 percent of the respondents strongly disagreeing and disagreeing with 13.6 percent not agreeing or disagreeing meaning that they would not mind staying in teaching if situations improve, but would also not mind leaving if the situation doesn't improve. The mean rating for this item was 3.89 and standard deviation of 1.271 meaning that many secondary school teachers in Meru county are actually in teaching profession to

earn a living and would not mind leaving the job if they got another job hence high turnover intentions.

Therefore, items in this variable confirm a strong intention to leave teaching by public secondary school teachers in Meru County. This trend is visible for all the items measured. A noteworthy observation is the precautionous approach on the question of quitting if salary is not increased. The numbers are evenly spread from strongly agree to strongly disagree with the fulcrum neutral being 43.3 percent meaning the teachers have a strong intention to leave if circumstances do not change but would be precautionous in arriving at the quit decision.

4.9 Results of Pearson product moment correlation analysis between the independent and dependent variables

The items used to measure each predictor variable were aggregated to develop a single index for each of the four specific objectives as well as the dependent variable. Pearson product moment correlation (r) was used to determine or test the strength and direction of relationship between variables. The aggregated indices computed for the study were as follows:

Independent Variables

- i. Level of Remuneration (LR): To examine the relationship between the level of remuneration and teacher turnover intentions among public secondary school teachers in Meru County.
- ii. Staff Development Opportunities (SDO): To establish the relationship between staff development opportunities and turnover intentions amongst secondary school teachers in Meru county.

- iii. Promotion Prospects (PP): To establish the relationship between promotional prospects and turnover intentions amongst secondary school teachers in Meru county.
- iv. Working Conditions (WC): To examine the relationship between working conditions and teacher turnover intentions among secondary school teachers in Meru county.

Dependent Variables

- v. Turnover Intentions/ Intentions to Leave (ITL): To examine the influence of motivational factors on turnover intentions of secondary school teachers in Meru County.

The results of the aggregated indices computed were as shown in Table 4.8.

Table 4.8: Descriptive statistics for the predictor(independent) and dependent variables

	N	Mean	Std. Deviation	Variance	Skewness	Std. Error	Kurtosis	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
LR	503	1.6495	.60151	.362	1.359	.109	3.303	.217
SDO	503	2.3082	1.14789	1.318	.548	.109	-.934	.217
PP	503	2.1055	.68999	.476	.551	.109	.239	.217
WC	503	2.9440	.83669	.700	.075	.109	-.751	.217
ITL	502	3.7553	.74927	.561	-.697	.109	.655	.218
Valid N (listwise)	502							

The descriptive results in table 4.8 indicate that the level of remuneration had a mean of 1.6495 with a standard deviation of 0.6015 followed by promotional prospects with a mean of 2.1055 and a standard deviation of 0.68999, staff development opportunities with a mean of 2.3082 and a standard deviation of 1.14789 while working conditions had a mean of 2.944 and standard deviation of 0.83669 on a rating of 1 to 5. This shows that teachers were more dissatisfied with the level of remuneration they receive while working conditions presented the least level of dissatisfaction. However, generally the mean for turnover intention is above average on a scale of 1 to 5 which is 3.7553 and a standard deviation of 0.74927, indicating that the level of turnover intentions of secondary school teachers in Meru County is very high which is determined by the independent variables of the study.

The following section shows the results of Pearson-product moment correlation analysis between the independent variable of the study (level of remuneration, staff development opportunities, promotional prospects and working conditions) and the dependent variable (turnover intention).

The results in table 4.9 show that all independent variables of this study have negative inverse linear relationship with dependent variable, turnover intention. Promotional prospect has the highest linear correlation ($r=-0.524$, $p=0.000$) meaning that a decrease in promotional prospect for secondary school teachers in Meru County by $r=-0.524$ is followed by a corresponding increase in turnover intentions of secondary school teachers in Meru County by $r=0.524$. This is followed by working conditions ($r=-0.488$, $p=0.000$), Level of remuneration ($r=-0.387$, $p=0.000$) and staff development opportunities ($r=-0.371$, $p=0.000$) respectively. The results therefore indicate that staff development opportunities have the least influence on turnover intentions of

secondary school teachers in Meru County while promotional prospects had the highest influence on turnover intentions of secondary school teachers in Meru County.

Table 4.9: Pearson correlation between independent and dependent variables

Correlations

		LR	SDO	PP	WC	ITL
LR	Pearson Correlation	1	.354**	.352**	.329**	-.387**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	503	503	503	503	502
SDO	Pearson Correlation	.354**	1	.374**	.563**	-.371**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	503	503	503	503	502
PP	Pearson Correlation	.352**	.374**	1	.366**	-.524**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	503	503	503	503	502
WC	Pearson Correlation	.329**	.563**	.366**	1	-.488**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	503	503	503	503	502
ITL	Pearson Correlation	-.387**	-.371**	-.524**	-.488**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	502	502	502	502	502

** . Correlation is significant at the 0.01 level (2-tailed).

LR-Level of remuneration, SDO-Staff Development Opportunities, PP-Promotional Prospects, WC-Working Conditions, ITL-Intention To Leave

The following section describes the test of hypotheses using Chi-Square goodness of fit.

4.10 Test of hypothesis – Chi-Square goodness of fit

Re-categorization of continuous variables

For the purpose of hypothesis testing, using Chi-square Goodness of Fit the variables of interest would have to be categorical. Therefore, the indices developed by aggregating the items used to measure each predictor variable to develop a single index for each of the four specific objectives as well as the dependent variable were

continuous variables. The continuous variables were converted into categorical variables:

Categorical Independent Variables

- i. Level of Remuneration Categorical (LR.Cat)
- ii. Staff Development Opportunities Categorical (SDO.Cat)
- iii. Promotion Prospects Categorical (PP.Cat)
- iv. Working Conditions Categorical (WC.Cat)

Categorical Dependent Variables

Turnover Intentions/ Intentions to Leave Categorical (ITL.Cat)

The computed categories were low (for values of the continuous variable of 1 through to 2.6), medium (for values of the continuous variable of 2.6 through to 3.4) and high (for values of the continuous variable of 3.4 through to 5). The results were obtained for each predictor versus criterion variable as shown here below. Chi-square of goodness of-fit was used to test the hypotheses at 95 percent level of significance and 5 percent level of precision.

4.10.1 Test of hypothesis for the level of remuneration and teachers turnover intentions

The null hypothesis for the level of remuneration was-

Ho₁: The level of remuneration (low or high) is not significantly related to turnover intention of teachers in public secondary schools in Meru County. The results for the Level of Remuneration Categorical (LR.Cat) were as seen on Table 4.10.

Table 4.10: Chi-square results for the level of remuneration and teachers turnover intentions

Crosstab

			LR.Cat			
			Low	Medium	High	Total
ITL.Cat	Low	Count	34	4	3	41
		% within ITL.Cat	82.9%	9.8%	7.3%	100.0%
		% within LR.Cat	7.2%	22.2%	30.0%	8.2%
	Medium	Count	81	2	2	85
		% within ITL.Cat	95.3%	2.4%	2.4%	100.0%
		% within LR.Cat	17.1%	11.1%	20.0%	16.9%
	High	Count	359	12	5	376
		% within ITL.Cat	95.5%	3.2%	1.3%	100.0%
		% within LR.Cat	75.7%	66.7%	50.0%	74.9%
Total	Count	474	18	10	502	
	% within ITL.Cat	94.4%	3.6%	2.0%	100.0%	
	% within LR.Cat	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.221 ^a	4	.016
Likelihood Ratio	8.608	4	.072
Linear-by-Linear Association	8.384	1	.004
N of Valid Cases	502		

4 cells (44.4%) have expected count less than 5. The minimum expected count is .82.

An inspection of the row percentages in this Crosstab shows a clear level of remuneration gradient in the percentage of turnover intention. Looking at the top row, when the level of remuneration is low the intention to leave is significantly high at 82.9%. It reduces to 9.8% when the level of remuneration is medium and falls further to 7.3% when the level of remuneration is high. This agrees with the Pearson correlation between the level of remuneration and turnover intention.

The Pearson Chi-Square of 12.221 with 4 degrees of freedom is very highly significant at $p < 0.05$. Therefore the null hypothesis is rejected and a conclusion is

made that the level of remuneration (low or high) is significantly related to turnover intention of teachers in public secondary schools in Meru County.

4.10.2 Test of hypothesis for staff development opportunities and teacher turnover intentions

The null hypothesis for staff development opportunities was;

Ho₂: Staff development opportunities are not significantly related to turnover intention of teachers teaching in public secondary schools in Meru County.

The results for the Staff Development Opportunities Categorical (SDO. Cat) are as seen on Table 4.11.

Table 4.11: Chi-square results for staff development opportunities and teachers turnover intentions

Crosstab			SDO.Cat			
			Low	Medium	High	Total
ITL.Cat	Low	Count	14	9	18	41
		% within ITL.Cat	34.1%	22.0%	43.9%	100.0%
		% within SDO.Cat	4.4%	11.7%	16.5%	8.2%
	Medium	Count	39	16	30	85
		% within ITL.Cat	45.9%	18.8%	35.3%	100.0%
		% within SDO.Cat	12.3%	20.8%	27.5%	16.9%
	High	Count	263	52	61	376
		% within ITL.Cat	69.9%	13.8%	16.2%	100.0%
		% within SDO.Cat	83.2%	67.5%	56.0%	74.9%
Total	Count	316	77	109	502	
	% within ITL.Cat	62.9%	15.3%	21.7%	100.0%	
	% within SDO.Cat	100.0%	100.0%	100.0%	100.0%	
Chi-Square Tests			Value	df	Asymptotic Significance (2-sided)	
Pearson Chi-Square			36.398 ^a	4	.000	
Likelihood Ratio			34.829	4	.000	
Linear-by-Linear Association			35.117	1	.000	
N of Valid Cases			502			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.29.

An inspection of the column percentages in this Crosstab shows a general staff development opportunity gradient in the percentage of turnover intention. Looking at the high row, when the level of staff development opportunity is low, the intention to leave is significantly at high of 69.9.9 percent. It reduces to 13.8 percent when the level of staff development opportunity is medium but slightly rises to 16.2 percent when the level of staff development opportunity is high. This agrees with the Pearson correlation between the level of staff development opportunity and turnover intention. The Pearson Chi-Square of 36.398 with 4 degrees of freedom is very highly significant at, $p < 0.01$. The null hypothesis is therefore rejected and a conclusion that staff development opportunities are not significantly related to turnover intention of teachers in public secondary schools in Meru County was made.

4.10.3 Test of hypothesis for promotion prospects and teachers turnover intentions

The null hypothesis for the level of remuneration was;

Ho3: Promotional prospects with the Teachers Service Commission are not significantly related to turnover intention of teachers teaching in public secondary schools in Meru County. The results for the Promotion Prospects Categorical (PP. Cat) were as seen on Table 4.12.

Table 4.12: Chi-square results for the promotional prospects and teacher turnover intention
Crosstab

			PP.Cat			
			Low	Medium	High	Total
ITL.Cat	Low	Count	18	15	8	41
		% within ITL.Cat	43.9%	36.6%	19.5%	100.0%
		% within PP.Cat	4.3%	22.1%	44.4%	8.2%
	Medium	Count	55	25	5	85
		% within ITL.Cat	64.7%	29.4%	5.9%	100.0%
		% within PP.Cat	13.2%	36.8%	27.8%	16.9%
	High	Count	343	28	5	376
		% within ITL.Cat	91.2%	7.4%	1.3%	100.0%
		% within PP.Cat	82.5%	41.2%	27.8%	74.9%
Total	Count	416	68	18	502	
	% within ITL.Cat	82.9%	13.5%	3.6%	100.0%	
	% within PP.Cat	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	91.842 ^a	4	.000
Likelihood Ratio	73.015	4	.000
Linear-by-Linear Association	85.140	1	.000
N of Valid Cases	502		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 1.47.

An inspection of the row percentages in this Crosstab shows a general level of promotion prospect negative gradient in the percentage of turnover intention. Looking at the top row, when the level of promotion prospect is low, the intention to leave stands at 43.9 percent. It reduces to 36.6 percent when the level of promotion prospect is medium and reduces further to 19.5 percent when the level of promotion prospect is high. The high intention to leave row confirms this trend at 91.2 percent intention to leave when the level of promotion prospect is low, 13.5 percent when it is high and 3.6 percent intention to leave when the level of promotion prospects is high. This agrees with the negative Person correlation between the level of promotion prospect and turnover intention. As noted in the correlation analysis it is probable that the respondents perceived the promotion prospects as coming from another work station away from their current posting.

The Pearson Chi-Square of 91.842 with 4 degrees of freedom is very highly significant at, $p < 0.01$. Therefore the null hypothesis is rejected and a conclusion that promotional prospects with the Teachers Service Commission are significantly related to turnover intention of teachers in public secondary schools in Meru County was made.

4.10.4 Test of hypothesis for working conditions and teachers turnover intentions

The null hypothesis for working conditions was;

Ho4: working conditions are not significantly related to turnover intention of teachers teaching in secondary schools in Meru County. The results for the Working Conditions Categorical (WC.Cat) were as seen on Table 4.13

Table 4.13: Chi-square results for the working conditions and teachers turnover intentions
Crosstab

			WC.Cat			
			Low	Medium	High	Total
ITL.Cat	Low	Count	3	7	31	41
		% within ITL.Cat	7.3%	17.1%	75.6%	100.0%
		% within WC.Cat	1.6%	4.7%	19.0%	8.2%
	Medium	Count	9	29	47	85
		% within ITL.Cat	10.6%	34.1%	55.3%	100.0%
		% within WC.Cat	4.7%	19.6%	28.8%	16.9%
	High	Count	179	112	85	376
		% within ITL.Cat	47.6%	29.8%	22.6%	100.0%
		% within WC.Cat	93.7%	75.7%	52.1%	74.9%
Total	Count	191	148	163	502	
	% within ITL.Cat	38.0%	29.5%	32.5%	100.0%	
	% within WC.Cat	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	87.226 ^a	4	.000
Likelihood Ratio	91.341	4	.000
Linear-by-Linear Association	78.437	1	.000
N of Valid Cases	502		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.09.

An inspection of the row percentages in this Crosstab shows a clear level of working conditions gradient in the percentage of turnover intention. Looking at the bottom row (high intention to leave), when the level of working conditions is low the intention to leave is high at 47.6 percent. It reduces to 29.8 percent when the level of working conditions is medium and falls further to 22.6 percent when the level of working conditions is high. This agrees with the Pearson correlation between the level of working conditions and turnover intention. The Pearson Chi-Square of 87.226 with 4 degrees of freedom is very highly significant, $p < 0.01$. The null hypothesis is rejected and a conclusion is made that working conditions are significantly related to turnover intention of teachers in public secondary schools in Meru County.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings of the study with respect to the specific objectives of the research, conclusions, recommendations and proposals on areas for further research.

5.2 Summary of the study and major findings

The purpose of this study was to examine the relationship between motivational factors and turnover intention of teachers in public secondary schools in Meru County. The study was guided by the following research objectives;

1. To examine the relationship between the level of remuneration(low or high) and turnover intention of teachers in public secondary schools in Meru County,
2. To establish the relationship between staff development opportunities and turnover intention of teachers in public secondary schools in Meru County,
3. To establish the relationship between promotional prospects with Teachers Service Commission and turnover intention of teachers in public secondary schools in Meru County, and finally
4. To examine the relationship between working conditions and turnover intention of teachers in public secondary schools in Meru County.

To achieve the stated objectives, the research was guided by four null hypotheses namely;

- 1 H01: The level of remuneration (low or high) are not significantly related to turnover intention of teachers in public secondary schools in Meru County,
2. HO2: Staff development opportunities are not significantly related to turnover intention of teachers in public secondary schools in Meru County,
3. HO3: Promotional prospects with Teachers Service Commission are not significantly related to turnover intention of teachers in public secondary schools in Meru County;
and
4. HO4: Working conditions are not significantly related to turnover intention of teachers in public secondary schools in Meru County.

The study employed a descriptive research design more specifically cross-sectional survey method using both quantitative and qualitative approaches in data collection and analysis. Stratified proportionate sampling was used to select schools used in the study while simple random sampling was used to select a sample from each stratum of schools categorized as boarding and day schools and also staffing officers and principals used in the study. Therefore the sample included in this study were five hundred and three (n=503) teachers, fifteen (n=15) secondary school principals and two (n=2) staffing officers.

Questionnaires were used to collect quantitative data from teachers while interview schedules were used to collect qualitative data from school principals Also document analysis was done at the offices of the two Sub-County Teachers Service Commission offices. Data from questionnaires were analyzed quantitatively while data from interview and document analysis were analyzed qualitatively with these results eventually being integrated into quantitative results. Both descriptive and inferential

statistics were generated. Descriptive analysis generated data which were presented in tables, percentages and figures. Inferential statistics generated data which was used to test the stated hypotheses. Pearson product moment correlation (r) and Chi-square goodness of fit was used to test the stated hypotheses at 95% degree of freedom and 5% level of precision. Statistical Package for Social Sciences (SPSS) version 21.0 was used to aid in data analysis. After a comprehensive data analysis, the findings of the study are as summarized below.

5.2.1 Relationship between the level of remuneration and teacher turnover intentions

The first objective of the study was to examine the relationship between the level of remuneration and turnover intention of teachers in public secondary school in Meru County. The quantitative descriptive results from the questionnaires showed that all items in this variable were significantly related to turnover intentions of secondary school teachers in Meru County. These results were corroborated by qualitative results from interviews of secondary schools who concurred that most teachers in Meru County are not happy with their salaries, hence would leave teaching if they got a better paying job. The results indicated that majority of teachers in Meru County were not satisfied with low pay and allowances offered to them by their employer, Teachers Service Commission. The results concluded that the pay and allowances together with other incentives given to teachers were inadequate and not comparable to what other professionals earn hence a major source of dissatisfaction and turnover intention. The results therefore concurred with literature reviewed that indeed inadequate teacher remuneration leads to high turnover intention among secondary school teachers.

The inferential statistics in this study (Pearson Product Moment correlation results) also show that the level of remuneration and teacher turnover intention of teachers in public secondary schools in Meru County have a significant negative or inverse correlation meaning that an increase in the level of remuneration of public secondary school teachers reduces turnover intention and the reverse is true. The Pearson Chi-Square test hypothesis also corroborates the correlation results by concluding that the level of teacher remuneration is significantly related turnover intention of teachers in public secondary schools in Meru County. This shows that improvement in the level of remuneration among secondary school teachers in Meru County reduces turnover intention and vice versa.

5.2.2 Relationship between staff development opportunities and turnover intentions

The second objective of this study was to establish the relationship between staff development opportunities and turnover intentions of teachers in public secondary school in Meru County.

The quantitative descriptive results show that majority of teachers in Meru County are not happy with their schools because they are not able to provide staff development programs. These results were corroborated by qualitative results from interviews with school principals who posited that many secondary school teachers are not happy with their schools' inability to provide staff development programs hence would be willing to move to schools that are capable of offering such programs.

The results of inferential statistics (Pearson's Product-Moment Correlation) show that staff development opportunities and turnover intention of public secondary school teachers in Meru County have a significant negative (inverse) correlation. This implies

that improvement of staff development opportunities corresponds with an equivalent increase in teacher turnover intention of teachers in public secondary schools in Meru County and vice versa. The Pearson Chi-Square test of hypothesis corroborates by concluding that staff development opportunities are significantly related to turnover intention of teachers in public secondary schools in Meru County. The findings therefore indicate that offering teachers opportunities for learning and development reduces turnover intentions and improves teacher retention in secondary schools in Meru County. Most of the literature reviewed supports these results that indeed opportunities for training and development of teachers are a major reason for turnover intentions of secondary school teachers among other employees in other organizations.

5.2.3 Relationship between promotional prospects and teacher turnover intentions

The third specific objective was to establish the relationship between promotional prospects and turnover intentions of secondary school teachers in Meru County.

The results of quantitative descriptive results show that majority of public secondary school teachers in Meru County are not happy with their employer, Teachers Service Commission because of its inability to promote teachers making many of them stagnate in one job group leading to high turnover intentions. These results were corroborated by the qualitative results from interviews with the principals.

The inferential statistical results (Pearson's Product-Moment Correlation) also show that the promotional prospects with the Teachers Service Commission and turnover intention teachers in public secondary schools in Meru County have a strong and significant negative (inverse) correlation meaning that an increase in promotional prospects of teachers by Teachers Service Commission reduces teacher turnover

intention of teachers in public schools in Meru County and vice versa. The Pearson Chi-Square test hypothesis also concludes that promotional prospects with the Teachers Service Commission have significant relationship with turnover intention of teachers in public secondary schools in Meru County indicating that many secondary school teachers have high intent of leaving teaching because of slim promotional prospects in the profession. Generally, these results agree with the literature reviewed that indeed, lack of promotional prospects or opportunities within teaching profession is a major source of turnover intentions of secondary school teachers.

5.2.4 Relationship between working conditions and teacher turnover intention

The fourth specific objective of this study was to examine the relationship between working conditions and teacher turnover intentions among secondary school teachers in Meru County.

The quantitative descriptive results from the questionnaires show that majority of teachers are not happy with the working environment or conditions in their schools and therefore would leave teaching if they got a better job. However, a large number of respondents were happy with some aspects like favorable workload, being involved in decision making, being well treated by their principals and workplace relations. These results were corroborated by the qualitative results of the interviews with the principals who reported that teachers are not happy with discipline of their students, lack of physical facilities, and poor students' performance among others. This has led to low teacher motivation and high turnover intentions.

The inferential statistics results (Pearson's Product-Moment Correlation) also indicate that working conditions and turnover intention of secondary school teachers in Meru County have a significant negative (inverse) correlation. This means that an

improvement in teachers' working conditions corresponds with an equal decline in turnover intentions of teachers in public secondary schools in Meru County.

The Pearson Chi-Square test hypothesis also corroborates by concluding that working conditions are significantly related with turnover intention of teachers in public secondary schools in Meru County. This therefore means that an improvement in working conditions for teachers reduces turnover intentions and increases teacher retention in schools and vice versa. These results therefore concur with literature reviewed for this study which indicated that working conditions play a big role in influencing turnover intentions of secondary school teachers among other employees in other organizations.

5.2.5 Relationship between independent and the dependent variables.

The descriptive analysis of the independent and the dependent variables of this study showed a high level of turnover intention (mean=3.7553 on a scale of 1 to 5) of secondary school teachers in Meru County occasioned by the independent variables of the study. This is supported by literature reviewed. Moreover, for this study, teachers were more dissatisfied with the low level of remuneration (mean=1.6495) followed by promotional prospects (mean=2.1055), staff development opportunities (mean=3.308), while working conditions offered the least contribution to turnover intentions. The results therefore conclude that the level of remuneration is the most important factor of all the variables of this study that influences teachers' turnover intentions in secondary schools in Meru County. This is in contrast to quite a number of studies which indicate that salaries have the least influence on job satisfaction and eventually turnover intentions.

5.3 Conclusion

After conducting a detailed data analysis, it can be concluded that all the four independent variables considered for this study (level of remuneration, staff development opportunities, promotional prospects and working conditions) have negative and inverse relationship with teacher turnover intentions (dependent variable). The results of Chi-Square test of hypothesis also corroborates the results of Pearson product moment correlation (r) which indicates that all null hypotheses were rejected and the alternative hypotheses adopted. Also the quantitative descriptive results from the questionnaires and qualitative results of the interview with the secondary school Principals as well as document analysis from Sub-County Teachers Service Commission offices corroborate these findings. The results therefore conclude that there is a low level of teacher motivation and job dissatisfaction which leads to high levels of turnover intention of public secondary school teachers in Meru County which is mainly caused by low levels of remuneration, lack of learning and staff development opportunities, slim promotional prospects within the teaching service as well as poor working environment.

Evidence from the research shows that there are a lot of motivational problems for teachers in Meru County. Relevant views from principals and perusal of documents from Sub- County Teachers Service Commission staffing offices suggest that teacher motivation is at the lowest levels and the education system appears to be staffed by teachers with poor morale and low levels of commitment to their work. Hence Teachers are always searching for new jobs or looking for transfers from one school to another affecting schools' performance. In most of schools, buildings are largely dilapidated, classrooms are overcrowded and the reward system in terms of salary and emoluments

appear largely unsatisfactory and improvements in recent years are not enough to boost teachers' morale. New government policies such as introduction of performance appraisal and performance contracting have only served to make matters worse for teachers in terms of job satisfaction, motivation and turnover intentions.

5.4 Recommendations

1. There is need for the Teachers Service Commission to fast track the promotion of teachers to enhance job satisfaction and reduce turnover intentions. This should be done regularly to make teachers have confidence in teaching and reduce turnover intentions. The policy on promotion of teachers should be revised to enable teachers who attain higher qualifications such as masters and doctoral degrees be considered for promotion. This will enable the most educated and experienced teachers who may opt out of teaching be retained hence reducing turnover intentions.

2. Although rewards in form of salaries is being addressed by Teachers Service Commission, the study recommends the enhancement of existing allowances offered to teachers as well as adding new allowances such overtime allowance, extraneous allowances among others given the fact that the work that teachers do is enormous including but not limited to working at night, weekends as well as marking students scripts and controlling discipline which sometimes may lead to serious confrontations resulting to disastrous outcomes mainly on the teacher. The salaries for teachers should also be reviewed regularly as well as being aligned with those of other civil servants to reduce inequity and therefore boosting motivation and raising job satisfaction of teachers. This will reduce turnover intentions of teachers as well as improving retention of teachers in the service and eventually resulting quality education.

3. The Board of management of schools as well as well as other Government agencies such as the national and county governments should strive to enhance good working environment for teachers to enhance motivation and job satisfaction hence reducing teacher turnover intentions. This should be through improvement of school infrastructure, teacher recognition and appreciation even when students have not performed well especially in the newly started day schools where facilities are lacking and the level of entry behavior for learners is low. The study also recommends that both the ministry of education and the Teachers Service Commission involve teachers in formulating of some of the policies that may adversely affect them. For example policies like introduction of performance appraisals, and performance contracting should be friendlier to the teachers and mainly be aimed at enhancing their job performance and not to be used for reprisals. This will encourage teachers to be part of the policies and therefore reduce dissatisfaction and lower turnover intentions.

4. On the issue of staff development, the Ministry of Education together with schools' Boards of Management should fast track and enhance staff development by creating opportunities for learning and upgrading the pedagogical skills for teachers on a regular basis through sponsoring teachers to attend courses and workshops at KEMI and other institutions. This would definitely increase teacher motivation and job satisfaction, eventually leading to high morale and reduction of turnover intentions among secondary school teachers.

5.5 Suggestions for further research

- i. This research did not consider the mediating, moderating and/or intervening effects of personal motivation, family live, digital age technologies and location of choice in the turnover intentions. Further research may reveal other factors that may alleviate or aggravate turnover intention among teachers teaching in secondary schools.
- ii. The scope of the research was secondary schools in Meru County. Further research may also be necessary for extent analysis (whether the observed state, conclusions and recommendations apply to the target county, surrounding counties or the entirety of the Republic of Kenya).
- iii. This study mainly concentrated on the relationship between motivational factors and turnover intention of teachers in public secondary schools in Meru County. Future studies may go a little further and increase the scope by including secondary school principals either exclusively or inclusively. That is either public secondary school principals or private secondary school principals or a comparison of both. Similar studies may also be conducted on teachers in public primary, private primary schools and private secondary schools as well as lecturers in teacher training colleges, institutes of technology and technical training institutes.
- iv. Teacher turnover intention being a cognitive and attitudinal behavior which might not actually be implemented or actualized, this study recommends a study be done on the influence of motivational factors on actual turnover to ascertain the level of actualization of turnover intentions by secondary school teachers in Meru County.

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APPENDICES

APPENDIX 1 LETTER OF INTRODUCTION

University of Nairobi
P.O Box 30197 - 00100,
Nairobi.
9/07/2017

To whom it may concern,
Dear Sir/Madam

I am a post graduate student pursuing a Doctor of Education (E.DD) degree at the University of Nairobi. I am conducting a study on the influence of motivational factors on turnover intentions of secondary school teachers in Meru County. To achieve this, you have been selected to participate in the study by assisting me in answering all items in the attached questionnaires and interview schedules to generate data for this study. The information you provide will be used for academic research purposes only. Your assistance and cooperation will be highly appreciated.

Thank you in advance

Yours faithfully

Peter Kalunge Ekabu

E96/93581/2013

University of Nairobi

APPENDIX II QUESTIONNAIRE FOR TEACHERS

Section A: Background information

1. Gender : male () female ()
2. Your age bracket in years
 - a. 20- 30 () b. 30-40 () c. 40-50 () d.50 and above ()
3. Academic qualifications
 - a. PhD () b. Masters () c. Degree () d. Diploma ()
4. How many years have you worked in this school? ----- years
5. How long have you been in the teaching profession?
 - a Less than 5 years () b. 5-10 years () c. 10-20 years () d. Over 20 years ()
6. How much longer are you intending to work in this school? -----
years
7. Indicate the category to which your school belongs
 - i National () ii. Extra County () iii. County school () iv. Sub-County ()
8. Your current designation (please tick appropriately)
 - a. Principal () b. Deputy principal () c. Head of department ()
 - d. Head of subject () e. Assistant teacher ()

Section B.

Part I: Level of remuneration

1. Using the Likert scale given below, indicate how accurately the following statements describe your perception of the remuneration you are earning currently:

1- Strongly agree, 2-agree, 3-Neither agree nor disagree, 4- Disagree

5- Strongly disagree

Level of remuneration	1	2	3	4	5
The salary I earn is adequate to meet my needs hence have no intention of leaving teaching					
My employer (TSC) offers attractive House allowance which encourages me to stay in teaching					
My employer (TSC) offers attractive Travel allowance which encourages me to stay					
My employer (TSC) offers attractive Leave allowance which encourages me to stay					
My employer (TSC) offers attractive Medical allowance which motivates me to remain in teaching					
The salary I earn is higher than what other professionals of the same caliber earn hence have no intention of looking for another job					
The remuneration in the TSC is competitive which encourages me to stay in teaching					
Salary raises are regular which motivates me to stay					
Financial incentives such as overtime bonuses, extra-curricular activities, remedial teaching etc given by my employer encourages me to stay					

PART II: Staff development opportunities

1. Using the scale given below indicate how accurately the following statements describe the effectiveness of your schools staff development practices.

1- Strongly agree 2 Agree 3- Neither agree nor disagree 4- Disagree

5- Strongly Disagree

Staff development opportunities	1	2	3	4	5
The school invests in staff development opportunities for teachers which encourages me to stay					
Teachers go through staff development programs every academic year which motivates me to stay					
Staff development opportunities provided by this school motivates me to stay in teaching longer					

Part III Promotional prospects

Using the scale given below, indicate how accurately the following statements describe the promotion provided to teachers by Teachers Service Commission. 1-Strongly agree,

2-Agree, 3- Agree nor Disagree, 4- Disagree, 5- strongly disagree

Promotion prospects	1	2	3	4	5
Teachers promotion are not regular with my employer which leads to career stagnation hence high intention to leave.					
Am planning to leave teaching as there are no promotional prospects compared to other professions					
I am not motivated to stay in this school because there are no good chances of being promoted here.					
Promotion are not always based on merit in my employer therefore am searching for another job					
Despite attending a number of promotional interviews with the TSC, have never been promoted , hence if I got another job where there are prospects for promotion, I would quit teaching immediately					

Part IV. Working conditions

1. Using the scale given below indicate how accurately the following statements describe the working environment in your station/ school

1- Strongly agree 2-Agree 3-- Neither agree nor disagree 4- Disagree

5-Strongly disagree

Working conditions	1	2	3	4	5
I am satisfied with my teaching workload hence no intention to leave					
I am happy with discipline of my students which encourages me to stay					
I am satisfied with performance of students in my station which motivates me to stay					
There is a lot of co-operation of colleagues in my work station which encourages me not think of leaving					
I am satisfied with the facilities in this school which motivates me to stay					
The communication channels in this school are good which encourages to stay					
The school management addresses welfare of teachers which motivates me not to search for transfer					
My principal treats everyone well which encourages me to remain in this school					
The school management involves the staff in decision making, problem solving and policy making in the school which encourages me not to think of leaving					
Public relations of my principal are exceptional. Hence am not thinking of leaving					
The principal of this school delegates some roles to teachers hence bringing high motivation which makes me not think of leaving teaching					

Part V: Teacher turnover intentions

1. Using the scale given below indicate how accurately the following statements describe your plans for quitting teaching as a profession
1-Strongly agree, 2 –Agree, 3- Neither agree nor disagree, 4-Disagree
5- Strongly disagree.

Intentions to leave	1	2	3	4	5
I plan to quit my present job soon					
I think of searching for a new job in another organization					
Am actively searching for an alternative job					
If I got a better job with better salary and better working conditions than my current job, I would definitely leave teaching					
If my salary is not increased, I will quit this job					
I hate this job , hence would quit if another opportunity arises					
I am still working for T.S.C because I have no option.					

Thank for your time and cooperation.

APPENDIX III INTERVIEW SCHEDULE FOR PRINCIPALS

1. How many teachers employed by T.S.C do you have in this school?
2. How many teachers in total left between 2013 and 2016 through transfer? or resignation ?(probe)
3. In your exit interview with the teacher leaving, what are the main reasons for leaving? In your own opinion does remuneration offered to the teachers influence teachers turnover intentions?
4. Are there some teachers who have intentions of leaving this school by applying for transfer or showing behavior that indicate they are not happy with their job hence would quit teaching if given an opportunity to serve in other organizations.?(probe).
5. Do you think training provided by this school influence the teachers to remain longer in this institution or leave?(probe).
6. In your opinion, does a promotion prospect influence teachers to stay or leave teaching? (probe).
7. In your opinion, does working conditions in this school influence teachers to stay or leave?.(probe)
8. In your own opinion, what can be done to help reduce teacher turnover intentions from our schools?
9. Can you suggest some strategies that the TSC can adopt to enhance retention by increasing organizational commitment of public secondary school teachers by reducing turnover intentions.(probe).

Appendix IV Document analysis guide

Name of the document	Objectives of the study to be covered	Rating	Rating	Rating
		Not relevant	Relevant	Very relevant
	1			
	2			
	3			
	4			


Appendix V: Research permit

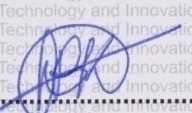
THIS IS TO CERTIFY THAT:
MR. PETER KALUNGE EKABU
of UNIVERSITY OF NAIROBI, 0-60602
KIANJAI, has been permitted to conduct
research in Meru County

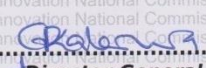
on the topic: INFLUENCE OF
MOTIVATIONAL FACTORS ON TURNOVER
INTENTIONS OF PUBLIC SECONDARY
SCHOOL TEACHERS IN MERU COUNTY,
KENYA

for the period ending:
28th July, 2018

Permit No : NACOSTI/P/17/69794/18432
Date Of Issue : 31st July, 2017
Fee Recieved :Ksh 2000




Applicant's
Signature


Director General
Commission for Science,
Technology & Innovation

Appendix VI: Letter of recommendation from University of Nairobi



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 - 00902
KIKUYU

18th May, 2017

Our Ref: UON/CEES/SOE/A&P/1/3

TO WHOM IT MAY CONCERN

SUBJECT: EKABU PETER KALUNGE - REG NO. E96/93581/13

This is to certify that **EKABU PETER KALUNGE** has defended his Doctor of Education (EdD) proposal successfully at departmental and school levels towards Doctor of Education degree in the department of Educational Administration and Planning of the University of Nairobi. He is currently doing his research on ***"Influence of Motivational Factors on Turnover Intentions of Public Secondary School Teachers Meru County, Kenya"***. His area of specialization is Educational Administration.

Any assistance accorded to him will be highly appreciated.

**DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

JMK/nd

Appendix VII: Research authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No **NACOSTI/P/17/69794/18432**

Date: **31st July, 2017**

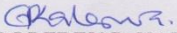
Peter Kalunge Ekabu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of motivational factors on turnover intentions of public secondary school teachers in Meru County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **28th July, 2018**.

You are advised to report **the County Commissioner and the County Director of Education, Meru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.

Appendix VIII Map of Kenya showing Counties



