

# **Teacher-based Factors Influencing Teacher Turnover Intentions in Public Secondary Schools in Rachuonyo North Sub-County, Homa Bay County, Kenya**

By

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## **Abstract**

This study sought to establish the teacher-based factors influencing teacher turnover intentions in secondary schools in Rachuonyo North Sub-County, Homa Bay County, Kenya. The following objective guided the study: To determine the extent to which teacher-based factors influence turnover intentions among secondary school teachers. The study established that teacher-based factors had a low influence on teacher turnover intentions, signified by an overall mean rating of 2.9. More specifically, factors highly influencing turnover intentions among the teachers were frustrations (mean rating of 3.6), teachers' workstations being in a rural setting (mean rating of 3.95), harsh climatic conditions and lack of hardship allowance (30% of basic pay), (mean rating of 3.94), and the fear of the unknown that prevented the teachers from quitting (mean ratings of 3.66). Therefore, principals of secondary schools should address these factors that influence teacher turnover intentions in Rachuonyo North Sub County to enhance the quality of education provided.

**Keywords:** Kenya; Teacher-based factors; Turnover Intentions; Public Secondary; Rachuonyo North Sub County

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**Introduction and Background of the Study**

Addressing turnover in the teaching profession is critical to stemming the country's continuing teacher shortages. It is also essential for school effectiveness, as teacher turnover's social and economic costs to student learning and the country's budget are significant (Carver-Thomas & Darling-Hammond, 2019). Moreover, lifting achievement in many secondary schools depends on reducing the exit of effective teachers (Fuller, Waite & Torres, 2016).

The definition of turnover is a deliberate, willful, and conscious decision of an employee to leave the organization (Tett & Meyer, 1993). Turn-over is the employee's desire to resign from one's current job and the tendency to seek employment in other organizations (Jung & Kim, 2012). In this regard, turnover intentions represent that personal estimate of the probability of an individual leaving work soon (Cho, Johanson, & Guchait, 2009). Turnover is divided into voluntary turnover and involuntary turnover (Albattat & Som, 2013). Voluntary turnover occurs when an employee decides to leave the organization out of their own volition. On the other hand, involuntary turnover is when the employer initiates an employee's departure (Lam, Baum & Pine, 2003). The impact of the personnel's voluntary or involuntary turnover on an organization is always enormous.

Studying turnover intentions is more important than the actual turnover because turnover intentions are often the outcome variable, and measuring it is easier and usually more accurate in turnover studies (Lambert & Hogan, 2009). Furthermore, it is challenging to access employees who have quit their jobs to ascertain why they left, making studying turnover intentions more beneficial for an organization than actual turnover. Additionally, an improved work environment can persuade employees (teachers) to remain employed and not quit (Chiboiwa, Samuel & Chipunza, 2010). Therefore, studying teacher turnover intentions is a bold opportunity to identify and solve school problems related to actual teacher turnover. There are three categories/reasons for teacher turnover intentions: intrinsic (personal) such as age, health, and gender; extrinsic (environmental), such as climate, culture, and working conditions; and institutional (school and terms of employment). It is through addressing these factors that we can reduce teacher turnover intentions. Consequently, if left unchecked, teachers are left demoralized and uncommitted hence higher teacher turnover intentions (Shah, Fakhr, Ahmad & Zaman, 2010).

In the Kenyan context, high teacher turnover arises from a shortage of qualified and experienced teachers in Kenyan secondary schools and teachers leaving the profession to take up non-teaching employment (Orodho, 2013). Teacher shortage persists despite the efforts of the government to recruit more teachers (Orodho, 2013). The causes of teacher turnover highlighted by most studies have covered the larger Homa bay County and private institutions in Kenya. But no such study has been done in Rachuonyo North Sub County. Here the number of public secondary schools by far surpasses that of private schools. Therefore, this study sought to

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establish the extent to which teacher based factors influence their turnover intentions in public secondary schools in Rachuonyo North Sub-County, Homa Bay County, Kenya.

### **Statement of the Problem**

Teacher turnover has become a common phenomenon worldwide. Several studies worldwide have established that 45 percent of government-employed teachers want to leave the profession. In Kenya, the meta-analysis of the previous studies indicates that of the 288,000 Kenyan teachers employed by the government, about 129 600 would wish to quit the profession because of poor working conditions, teacher personal reasons, school-based factors, environmental factors, and institutional factors or terms of employment. Severe staff shortages in the education sector are likely to handicap the academic achievements of students and the prosperity of the Kenyan economy at large.

In Rachuonyo North Sub County, reports show that from 2016 to 2019 alone, 101 teachers left the profession or transferred out of the sub-county because of teacher-based factors, among others. At the same time, the teacher establishment stands at 445 against a CBE requirement of 573, depicting a shortage of 128 teachers. These are despite the government's efforts to increase the number of students enrolling in secondary schools for that level of education to 100% from primary schools by 2030, which calls for more teachers to handle the increased students numbers. In addition, several studies have pointed to teachers' personal and institutional factors as the primary cause for turnover intentions and subsequent actual turnover in other counties. Still, none has established the same in Rachuonyo North Sub County. It is against these premises that the current study sought to show how teacher-based factors influence their turnover intentions in secondary schools in Rachuonyo North Sub County.

### **Literature Review**

Teacher personal factors such as home-work-related stress and the teacher's health influence their turnover intentions. In addition, their dependents, age, gender, position held in the institution, level of qualification, career progression, and professional development are paramount to teacher retention if changed in favor of the teacher. If they are not, the teacher is likely to seek refuge elsewhere by either pursuing other personal endeavors or remaining in the profession but with low commitment.

Jerkins (2021) undertook a case study to comprehend the experiences of the highest teacher turnover group in one of the highest turnovers within the K-12 public education system in the United States. The study analyzed teachers' perceptions through the theoretical framework of the teacher labor market structure of 1 to 5-year class teachers' perceptions on turnover intentions in the southern United States of America (USA) suburban K-12 public school districts. This study sought to understand these. Ultimately, it determined that incorporating career-based elements into a position-based system is a valuable and viable strategy for reducing teacher turnover. The school systems implement a career-based labor market structure for teacher recruitment and selection experience to lower teacher turnover. Conversely, systems that implement a position-based labor market structure for teacher recruitment and selection are plagued with high teacher turnover rates. The research showed that school systems implementing a career-based labor market structure for teacher recruitment and selection experience lower

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teacher turnover. Conversely, systems implementing a position-based labor market structure for teacher recruitment and selection often have high teacher turnover rates.

Similarly, Kipkebut (2013) conducted a study that investigated employee demographic characteristics on job satisfaction, turnover intentions, and organizational commitment. Data from 932 respondents from three public and three private universities in Kenya was collected using a descriptive survey and correlational research design. The researcher used questionnaires to collect data. Multiple regression analysis showed that age, gender, marital status, education, and university sector significantly affected the commitment to career continuity. Both the age and the department had a considerable effect on affective commitment. Age, position tenure, and education within the university significantly impacted normative commitment; age, gender, position tenure, occupational grouping, and university sector had a significant effect. The findings showed that university managers should improve their human resource policies to enhance their employees' commitment levels, especially in public universities. The reviewed study involved employees who work in higher education institutions, universities that operate in different environments, and remuneration from public secondary school teachers. Also, the study focused on the effects of demographic characteristics on organizational commitment, job satisfaction, and turnover intentions. In contrast, the current research focused on the teacher-based factors and their influence on secondary school teacher turnover intentions.

Wangechi (2018) investigated the relationship between turnover intentions, the pursuit of postgraduate studies, and career plateauing among teachers in Nyandarua and Murang'a Counties, Kenya. She based the study on the Managerial Careers Model (FERENCE, Stoner, and Warren (1977), which sought to understand the plateaued employee problem. The study employed a correlational research design. Stratified random sampling was used to select 304 teachers from Nyandarua County and 348 teachers from Murang'a County respectively, thus 652 teachers were included. The study revealed that structural and job content plateauing was found among the teachers and that there was a significant positive relationship between turnover intentions in both types of career plateauing. Also there were more structural plateauing and lower turnover intentions among the old teachers and the higher the teaching experience the higher the level of structural plateauing. Gender had no significant influence on career plateau or turnover intention. The job content plateau did not differ significantly across the demographic variables. The reviewed study focused on career plateauing and its relationship with turnover intentions, while the current study focused on the teacher based factors influencing turnover intentions.

### **Research Methodology**

This study adopts a descriptive survey design to establish the extent to which teacher-based personal factors influence teacher turnover in public secondary schools in Rachuonyo North Sub-County, Homa Bay County, Kenya. A questionnaire designed for teachers and an interview schedule for school principals and other education officers were used as the primary tool for data collection. The researcher made use of a mixed-method approach in this design. Kipkebut (2013), among other studies, reports that using mixed methods approaches enables removal of bias since the two methods help triangulate each other, whereby the subjectivity associated with qualitative research is minimized by the objectivity of the quantitative approach (Saunders,

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Lewis, & Thornhill, 2016). Both mail and face-to-face (interviews and observations) are methods used in collecting data in descriptive survey designs (Saunders, Lewis, & Thornhill, 2016). The design was suitable because it facilitated the researcher in this study to obtain relevant and detailed information regarding teacher turnover intentions for secondary schools in Rachuonyo North Sub-County and draw conclusions on facts discovered.

All secondary school teachers, including principals in public secondary schools in Rachuonyo North Sub-County, were targeted in the study. They included 55 school Principals and classroom teachers (390). In addition, Curriculum Support Officers (9) working in the nine zones of Rachuonyo North Sub County, TSC Human Resource officers (2), Teachers Union Officials (1), County and Sub-County Directors TSC (2) were also included in the study. The total target population was, therefore, 459. Classroom teachers were selected for this study because it is their turnover intentions that the study focused on. Principals were also chosen as, first and foremost, they are teachers. Secondly, they are the schools' overall managers, and as the school's overall managers, they serve as the secretaries to the BOM. Therefore, they are better positioned to provide insights on both managerial and operational aspects of the institutions. The researcher used TSC Human Resource Officers (HRO), Teachers Union Officials, TSC County Director and TSC Sub-County Director and Curriculum Support Officers (CSO) to validate the responses given by classroom teachers and principals. These are also major stakeholders in the Education sector, being that they supervise and monitor the implementations of the education curriculum and other education programs in the secondary schools.

A stratified sampling method was used in the first sampling stage to select respondents for equitable representation for different subgroups. This ensured the desired and unbiased representation from the various sub-groups in the population (Mugenda & Mugenda, 2003; Kothari 2004; Orodho, Khatete, & Mugiraneza, 2016). In addition, as cited in Mugenda and Mugenda (2013), Fisher's model was used in the study to have an appropriate and reasonable sample size. Thus, the sample size was calculated as follows:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where:

nf = the desired sample size

n = the sample size when the population is less than 10, 000

N = the target population.

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**Table 1: Sample Frame**

<b>Category of Respondents</b>	<b>Target Population (N)</b>	<b>Sample Size (n)</b>
Principals	55	48
Classroom teachers	390	193
Curriculum Support Officers	9	8
TSC Human Resource officers	2	2
Teachers Union Official	1	1
TSC Sub County Director	1	1
TSC County Director	1	1
<b>Totals</b>	<b>459</b>	<b>254</b>

Source: TSC Sub-County Office Data

From Table 1. above that 48 principals were selected for the study; hence 48 schools were involved in the study. In addition, one hundred ninety-three classroom teachers distributed among the nine zones were also purposively selected for the study. All the eight (8) Curriculum Support Officers (CSOs) representing the nine zones in the Sub County, two TSC Human Resource Officers (2), one Teachers Union Official (1), one TSC County Director (1), and one TSC Sub-County Director (1) were purposively selected as they were few hence the Fisher's formula could not be used to calculate the representative number. Therefore, the total sample was 254 respondents. This study used both random and purposive sampling to select the study sample. The purposive technique was appropriate while selecting the TSC Human Resource Officers and Curriculum Support Officers. In addition, stratified random sampling was employed to select the teachers to ensure fairness in teachers' gender and classification.

Two data collection tools were used. First, a set of questionnaires and interview guides were used to gather information from the respondents. Questionnaires were used to collect quantitative data from teachers, while interview schedules were used to collect qualitative data from selected principals and the senior education officers. In addition, the closed-ended questionnaire was designed to address specific research objectives and questions, respectively (Mugenda & Mugenda, 2003). Second, a closed-ended questionnaire consisting of the 5-Likert scale based on a five-point rating ranging from strongly agree to disagree firmly was administered to teachers who participated in the study. The specific items of the Likert scale were modified from Kipkebut (2013). Apart from the Questionnaire for Classroom Teachers (QCT), other tools were used: interview guides for Principals, TSC Human Resource Officers, Curriculum Support Officers, TSC Sub County Director, TSC County Director, and teachers' union officials, to gather information from the respondents. Questionnaires were appropriate

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because the respondents were literate, and also they enabled the researcher to reach the population under study within a limited time. They also ensured confidentiality and helped in gathering more candid and objective responses. In addition, the interview schedules were used to elicit more information from the respondents and help obtain answers to questions that were not clear in the questionnaires (Mugenda & Mugenda, 2013). The questionnaires were used to collect data from ordinary classroom teachers, deputy principals, and a few principals of secondary schools measured the teachers' perceptions on factors influencing their turnover intentions. These were disaggregated into no influence, very low influence, low influence, high influence, and very high influence for teacher-based factors.

Similarly, respondents were taken through a semi-structured interview using guiding open-ended questions. Based on the study objectives, the questions elicited responses and generated a discussion with the participants. The interviews were conducted to collect information from people assumed to have first-hand information about the study area's teaching and teachers' community/fraternity and the issues that affect them and cause them to have turnover intentions. These included the TSC County and Sub County Directors, the Curriculum Support Officers, TSC Human Resource Officers, the Teacher's Union officials, and Rachuonyo North Sub County secondary school principals. The interviews were conducted face-to-face with the respondents.

Data obtained through questionnaires were categorized, tallied, coded, and entered into a computer to generate quantitative information. After data cleaning, descriptive statistics such as the means and percentages were estimated and calculated for all the study variables. Finally, the information was presented in the form of frequency tables and graphs. Descriptive statistics enabled the researcher to meaningfully describe the distribution of scores using a few indices (Mugenda & Mugenda, 2003). The Likert scale results analysis was done descriptively through what is referred to as the "collapsing response" by Gwavuya (2011). responses of strongly disagree percentage with those of disagree responses (SD+D) and the strongly agree with the Agree (SA+A) and 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.

### **Teacher-Based Factors Influencing Turn-over Intentions**

To determine the extent to which Teacher-based factors influence turnover intentions among secondary school teachers, the researcher presented secondary school teachers drawn from Rachuonyo North Sub County with a set of questions. After determining frequency counts, percentage responses and mean ratings were worked out, and the results were presented in Table 2.

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**Table 2: Teacher Ratings on the Influence of Teacher Based Factors on Teacher Turnover Intentions (n =132)**

Teacher Factors	RES	RATINGS						Total	MR
		1	2	3	4	5	NR		
I am considering going for further studies	F	10	11	37	39	34	1	131	3.58
	S	10	22	111	156	170	0	469	
	%	7.6	8.3	28.2	29.8	25.9	0.8	99.8	
I have conflicts /domestic violence with my family	F	50	30	32	17	2	1	131	2.17
	S	50	60	96	68	10	0	284	
	%	37.9	22.7	24.2	12.9	1.5	0.8	99.2	
I engage in other businesses other than teaching	F	34	21	28	27	20	2	130	2.83
	S	34	42	84	108	100	0	368	
	%	25.8	15.9	21.2	20.5	15.2	1.5	98.5	
I have an underlying medical condition.	F	53	31	41	3	3	1	131	2.02
	S	53	62	123	12	15	0	265	
	%	40.2	23.5	31.1	2.3	2.3	0.8	99.2	
My personal values are compromised at my workplace	F	15	50	30	10	26	1	131	2.86
	S	15	100	90	40	130	0	375	
	%	11.4	37.9	22.7	7.6	19.7	0.8	99.2	
My thought of starting my own business	F	9	19	35	36	30	3	129	3.36
	S	9	38	105	144	150	0	446	
	%	6.8	14.4	26.5	27.3	22.7	2.3	97.7	
Personal responsibilities	F	24	20	15	29	43	1	131	3.36
	S	24	40	45	116	215	0	440	
	%	18.2	15.2	11.4	22.0	32.6	0.8	99.2	
A negative effect of teaching on my well being	F	29	28	23	26	23	3	129	2.89
	S	29	56	69	104	115	0	373	
	%	22.0	21.2	17.4	19.7	17.4	2.3	97.7	
<b>Overall Mean Rating</b>								<b>2.9</b>	

**Key: F- Frequency S- Score MR- Mean Rating**

**Interpretation of Mean Ratings**

- 1.00-1.44 = No influence
- 1.45 – 2.44 = Very low influence
- 2.45 – 3.44 = Low influence
- 3.45 – 4.44 = High influence
- 4.45 – 5.00 = Very high influence

Source: Field Data 2021

From Table 2., the study observed that teacher-based factors had a low influence on teacher turnover intentions, signified with an overall mean rating of 2.9. These results imply that the teachers-based factors did not have much impact on teachers’ turnover intentions. These factors include teachers’ consideration ongoing for further studies; the existence of conflicts/domestic



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violence within their families; engagement in other businesses other than teaching; the presence of underlying medical conditions; compromise of personal values at work; thoughts of starting their businesses; personal responsibilities; and adverse effects of teaching on emotional well-being.

Teachers' consideration of further studies significantly influenced teacher turnover intentions with a mean rating of 3.58. Going for further studies enables the teachers to attract better positions within and outside the teaching profession. Thus, they may consider leaving the teaching profession if the compensation is attractive outside teaching or remain in teaching but with attractive remuneration. During interviews, the TSC human resource officer noted that teachers leave the teaching profession to pursue greener pastures in other sectors when they go for further studies. The employer, TSC, stopped upgrading teachers upon presenting higher qualification certificates to the Commission. In the past, when a teacher showed proof to the employer that they had acquired higher qualifications, the TSC compensated the teacher by paying them three incremental grades. The Commission, however, stopped this in 2014 due to budgetary constraints. This study posits that employees agitate for better remunerations and other benefits that the current employer might not provide upon attaining higher academic qualifications. This changed from the previous practice of getting two or three pay grades advancement/ Therefore, they tend to exhibit a high intention to leave. It also indicates that when employees attain higher qualifications, they tend to improve their chances of getting better jobs, increasing their intention to leave.

Teachers have time to think about their personal and professional growth, leading to much stress and high turnover. Lack of professional development opportunities and professional support by schools is one of the reasons for teachers to think of quitting or quitting the teaching profession altogether. Teachers will lead to more likelihood of them leaving the teaching profession since such development may acquire many skills hence more qualified for teaching. Such highly trained teachers are likely to quit teaching for other organizations whose qualifications are related to their new job demands.

On the other hand, family conflicts and domestic violence in the teachers' families were found to have a meager influence on teachers' intentions to leave the teaching profession, signified with a mean rating of 2.17. Considering that most teachers would not wish to bring their family issues into the workplace and separate them from work, this is true. However, when such problems leak to the public and the other teachers, stigmatization, and fear of public opinion may prompt the teachers to quit.

Also, the study established that the engagement by teachers in other businesses to supplement their teaching income was found to have a low influence on teacher turnover intentions, as signified by a mean rating of 2.83. This implies that teachers prefer to stay where they have established the business when they engage in other businesses outside their teaching profession. Indeed, teachers who engage in business ventures may find them more lucrative and opt to leave the teaching profession to accord full attention to their dearly paying businesses, especially when they are sustainable and stable. According to the TSC County Director, teachers have borrowed loans from their Sacco's and banks to start side businesses and hustles. They are servicing these loans with their teaching salaries. This explains the low turnover intentions of such teachers. However, the TSC sub-county Director opined that these teachers give a row deal

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to their learners. They lack the commitment to their teaching job and are only hoping for their side hustles to pick up soon so that they can quit teaching altogether and concentrate fully on their businesses.

One principal who was interviewed said that he had problems with teachers who engaged in-side businesses. He narrated how once he had a teacher who owned fishing boats in lake Victoria and was truant. He would always be out of school attending to his fishing issues. Another teacher was involved in the Boda Boda motorcycle business and would always leave his lessons unattended in school whenever he went out to check on his fleet of motorcycles. This teacher was always chronically absent from school until this behavior earned the teacher an interdiction. It was only upon being reinstated that the teacher was transferred to another school. The interviewed principal noted that such disciplined teachers would cling to their teaching jobs because they rely on their salaries to support their businesses on the sides and are therefore low on turnover intentions. Equally, teachers' thoughts of starting their businesses were found to have a low influence on teacher turnover intentions, as signified by a mean rating of 3.36. This finding suggests that teachers would only start thinking about starting their businesses to cushion themselves in case of voluntary or involuntary unemployment. They would mostly quit after their businesses have established and stabilized as they believe they are their bosses and get rewarded adequately for their work and effort.

The existence of an underlying medical condition was found to have a meager influence on teacher turnover intentions, as indicated by a mean rating of 2.02. That means teachers with underlying medical conditions are not likely to quit their teaching profession as much. These are attributed to the comprehensive medical cover for the teachers and their dependents by the employer TSC. Also, sick leave that attracts allowance and compensation is a major attractive package that the employer acknowledges. As a result, only a few teachers with chronic medical conditions will likely halt their seamless teaching careers and be compelled to resign or take up early retirement on medical grounds. According to the TSC County Human Resource Officer, the teacher's medical insurance cover was the best. Whereas other medical insurance covers were shying away from treating people or their kin who suffered from COVID 19 related complications, the teachers' medical insurance had them covered when their dependants contracted the coronavirus. Since this data was collected at the height of the COVID 19 pandemic, the interviewed principals felt that teachers would not harbor turnover intentions at such a point in time because of their comprehensive medical insurance.

Interview findings from principals, CSOs, TSC Sub County Directors and TSC Human Resource officers revealed that teachers with underlying medical conditions and those who wanted to further their studies would mostly quit teaching, as noted by one interviewee:

Some teachers want to quit because of their poor health or that of their kin. However, a high number of teachers would wish to stay on because of the health cover. Teachers who have pursued further studies (Masters and PhDs) tend to leave for better jobs elsewhere. Many feel that the employer does not consider their additional qualifications (HRO1).

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The Teachers Service Commission has a mandatory health insurance cover for all the teachers with one of the health insurance providers (AON Minet). The health insurance policy takes care of the teachers and their kin when they fall sick for outpatient and inpatient treatment. Therefore, teachers who have turnover intentions may fail to actualize their turnover because of the fear of losing this insurance cover, especially teachers with underlying medical conditions or whose kin have underlying health conditions.

The TSC in Kenya stopped upgrading teachers' additional qualifications because of budgetary constraints in 2014. Initially, a teacher who presented a higher qualification to the employer would get three incremental salary aggregates. Teachers who have upgraded their qualifications from that time are left with no other option but to quit employment with TSC and join other nongovernmental organizations or the private sector should they get that opportunity. These findings agreed with Mary (2014), who conducted a study to establish the relationship between individual, organizational, and teacher turnover intentions among primary schools in Mbarara district, Western Uganda.

Teachers' view that their values are compromised in their workplace was found to have a low influence on teacher turnover intentions, signified by a mean rating of 2.86. This implies that teachers who felt like their personal values were compromised in their workplace were less likely to quit but remained to teach as a result. This can be attributed to teachers' religious and cultural backgrounds, prohibiting some situations, beliefs, and behavior. As a result, the interactions with fellow staff may elicit a feeling of being insensitive to one's cultural or religious affiliations, and some even go to the extreme of quitting.

Teachers' responsibility had a low influence on teacher turnover intentions, as signified by a mean rating of 3.36. However, this means that other side responsibilities such as politics, community work, or even religious activities may prompt a teacher to quit teaching and shift attention to such duties, especially when they instill a sense of job satisfaction more than teaching. Indeed, some teachers are pastors, church Reverends, Bishops, or Muslim leaders and hence find little time to teach. Also, some teachers have become politicians and leave teaching entirely. For instance, the former C.S. Mwangi Kiunjuri and even the former president, the late Mzee Daniel Moi, and several others served as teachers before finding their way into politics.

On the other hand, the study established that adverse effects of teaching on a teacher's well-being had a low influence on teacher turnover intentions, signified by a mean rating of 2.89. This implies that teacher intentions to quit teaching had little to do with affecting the teacher's well-being. Ideally, teachers are gifted in a way to teach, and the training they receive produces teachers that are willing to teach anywhere and anytime.

The satisfaction levels among graduate teachers increase with their professional status, thus the skills required to work. With the current retirement age of teachers pegged at 60 years, many teachers in schools could be approaching the ceiling age. Therefore, teachers turnover could adversely affect education systems in the sub-counties disproportionately: with the worst hit being those sub-counties with many young teachers. However, researchers have proved that aged people have low turnover intention as they have more family pressures than young people; in this context, teachers.

These study findings resonate with those of Sone (2021), who indicated that Personal factors, also known as demographic characteristics, have influenced employee intentions to quit

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and attrition. Age seems to significantly determine the perceptions of participants regarding their intention to quit. The literature in the field (Hughes, 2012; You & Conley, 2017) confirms this. Most participants below 30 and early career teachers were optimistic about their quit intentions; those in their 40s and mid-career teachers were partially optimistic, whereas those in their 50s demonstrated less intention to quit. This could be mainly because these teachers are meant to retire at 60. The Cameroon public sector of the teachers' job market, which happens to be the most lucrative, offers eligibility to potential employees below 32. Their young age and the absence of family responsibility could have influenced these junior teachers' perceptions of attrition, although they attached other reasons to those intentions. As elucidated by the job embeddedness aspect of fit and links, teachers' attributes and circumstances could seem to play a crucial role in their career decisions. This partly explains the optimistic quit intentions of participants below 30, as demonstrated in some perceptions the teachers had.

The study's findings imply that employers can realize increased intention to stay by their employees through their increased participation in community activities, such as employee voluntary financial contributions in community affairs, community leadership, and involvement in community events. The study thus recommends that employers and management support the employees in these community-based activities first, so long as the community activities do not interfere with employees' work performance. Secondly, TSC should approach its policy on the delocalization of teachers carefully to understand that community embeddedness affects turnover intentions, since implementation without this consideration may lead to intention to leave, affecting teachers' motivation and hence negatively affecting their discharge of duties.

In Rachuonyo North Sub County, the study established that teacher-based factors had a low influence on teacher turnover intentions, signified by an overall mean rating of 2.9. More specifically, teachers' consideration of further studies and acquiring additional qualifications influenced teacher turnover intentions the most, with a mean rating of 3.58. The researcher established that thoughts of having a personal business, personal responsibilities, the negative effect of teaching on personal well-being, personal values being compromised at work, and engagement in other business activities had a low influence on teacher turnover intentions. Other teacher-based factors such as the teachers themselves or their kin having underlying medical conditions and domestic violence or issues had a very low influence on turnover intentions of secondary school teachers in Rachuonyo North Sub County. Interview findings pinpointed the health of the teacher or their kin as the primary source of motivation for their turnover intentions. However, teachers remained in the profession owing to the comprehensive health insurance cover provided by the employer. It was also noted that attaining additional qualifications such as masters and PhDs prompted teachers to quit pursuing greener pastures. They believed that their employer did not consider their additional qualifications. The employer should be sensitive to the teacher's energy and resources to attain further qualifications and upgrade them or promote them. This will ensure the retention of more technically and highly qualified experienced teachers.

## **Conclusion**

The study concluded that the teacher-based factor that influenced teachers' turnover intention in Rachuonyo North Sub County was considering further studies and attaining additional qualifications like a Master's degree or a Doctor of Philosophy. Based on the study's findings,

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the study recommended that there is a need for the Teachers Service Commission to fast track the promotion of teachers to enhance job satisfaction and reduce turnover intentions. The policy on upgrading and promoting teachers upon acquiring additional qualifications should be revised to enable higher qualifications such as master's and doctoral degrees to be upgraded and promoted. This will allow the most educated, qualified, and experienced teachers who may opt-out of teaching to be retained, thus reducing turnover intentions. This should be done regularly to make teachers have confidence in teaching and to reduce turnover intentions.

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