

# Influence of Career Development on Teacher Turnover Intentions in Public Secondary Schools in Taita-Taveta County, Kenya

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## ABSTRACT

Teachers play a central role in effective syllabus coverage and enhancing high academic achievements among students. Studies done on influence of career development on teacher turnover intentions mostly feature in developed countries and a few in African contexts with inconsistent findings and no similar study identified in the study locale. The study investigated the influence of career development on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya to extend knowledge and literature in the Kenyan context. The research objective was: to examine how career development influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The study was guided by Social Exchange Theory. The researcher adopted explanatory research design combined with in-depth interview. The researcher targeted 89 principals and 1,291 teachers a total of 1,380 participants. The researcher employed stratified and simple random techniques to select cases for the study. The researcher used proportional allocation technique to determine sample size. The sample study comprised 40 principals and 247 teachers. The researcher administered questionnaires and in-depth interviews to teachers and principals respectively. Validity of research instruments was based on content validity through expert judgement. Reliability of research instruments was ensured by deriving and adapting items developed by other researchers. Furthermore, Cronbach's Coefficient Alpha formula was adopted to determine reliability of questionnaire items on the basis of Cronbach's Alpha Coefficient formula and an Alpha Coefficient Value of 0.72 was obtained. The researcher used descriptive statistics to analyse questionnaire items on Likert scale. The researcher employed Chi-square, Pearson product moment correlation, Multiple linear regression and Analysis of Variance to test the research hypothesis at 95% confidence interval. Thematic analysis technique was used to analyse qualitative data and presentation of finding in thematic narratives. The study revealed career development has statistically significant influence on teacher turnover intentions; avenues to advance career ( $\beta = 0.009$ ,  $p = 0.921 > 0.05$ ), career growth programmes ( $\beta = - 0.020$ ,  $p = 0.832 > 0.05$ ), scheme of service ( $\beta = - 0.032$ ,  $p = 0.770 > 0.05$ ), career growth policies ( $\beta = 0.030$ ,  $p = 0.693 > 0.05$ ) commitment to TSC ( $\beta = - 0.145$ ,  $p = 0.594 > 0.05$ ) and funds for career advancement ( $\beta = 0.151$ ,  $p = 0.158 > 0.05$ ). The study concluded that career development and in particular avenues to advance career has the most significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

## INTRODUCTION

Research shows developed and developing countries are experiencing high teacher turnover intentions. In developed countries data indicates; USA, 35% (Devlin, 2025), England, 67% in disadvantaged public secondary schools and 59% in most affluent public secondary schools (Allen, Ford, Hallahan & Hannay, 2024), Nova Scotia, 84% (Nova Scotia, Teachers Union, 2024), Malaysia, 50% (Rasaanen, Pietarinen, Phalto, Saini & Vaisanen, 2022) and Australia, 72.4% (Longmuir, Cordoba, Phillips, Allen & Moharami, 2022).

In developing countries teacher turnover intentions reveals; Ghana, 63.77% (Gorni, Nurdin, Perma & Satori, 2024) and Uganda, 30% (Nelson, 2024). Moreover, in Kenya over 8,000 teachers in public secondary schools

left teaching for non-teaching jobs in a span of 7 months (Sakwa, 2022). Furthermore, teacher retention rate is low in public secondary schools; 49.6%, 2020; 50.4%, 2021 and less than 50%; 2022 (Republic of Kenya, 2022). The TSC attempts to resolve the problem of teacher shortage through recruitment programmes. Despite TSC recruiting 20,000 interns, teacher shortage in public secondary schools is at a staggering figure of 100,000 (Nancy, 2025). Studies done in a few counties in Kenya on turnover intents show Murang'a County, 82.9% (Kamau, Muathe & Wainaina, 2020) and Nyando Sub County, Kisumu County, 71.1% (Sophie, Akala & Achieng, 2019) with no similar study identified in Taita-Taveta County. However, data on actual turnover illustrates that the teacher turnover rate rose from 12% in 2019 to 14% in 2020, to 18% in 2021, to 19% in 2022 and 21% in 2023 resulting in a teacher shortage of 200 (Teacher Management, Taita-Taveta County, 2024). The percentage in teacher turnover rate surpasses national annual average at 11% (TSC, 2019). Moreover, the rise in teacher turnover rate is further compounded by TSC classifying Taita-Taveta among hard to staff counties in Kenya (TSC, 2024). The current study was conducted to unveil influence of career development on teacher turnover intentions to possibly generate data and enable the employer to gain insight into root cause enhancing teacher turnover intents and reduce actual turnover rate in Taita-Taveta County, Kenya.

Research indicates employee turnover intents strongly correlate with actual turnover rate in an organisation (Wang & Wang, 2020). It is more feasible to study turnover intentions than actual turnover owing to the possibility of inaccurate data on voluntary resignations. Again, it is more viable to study turnover intentions to possibly identify career development policies that address turnover intentions before actual turnover (Scott, 2019).

An organisation that provides clear career paths, promotions and awards enhances the essence of valuing and appreciating employees. It increases motivation, loyalty, engagement and commitment to the organisation with low turnover intentions (Khatun & Rahman 2023; Salleh, Omar, Aburumman, Mat & Almhairat, 2020). Furthermore, lack of career development opportunities fosters a sense of undervaluing employees in exchange of services to the organisation. The employees become less attached to the organisation. This lowers loyalty, engagement and motivation with increased turnover intentions among employees (Dessler, 2014; Armstrong, 2006).

### **Research objective**

To examine how career development influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

### **Research hypothesis**

**H0:** Career development has no statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

### **Theoretical Framework for the Study**

The study was anchored on Social Exchange theory propounded by Blau (1964). The theory is based on cost-benefit analysis. Individuals in social interactions anticipate to attain highest benefits compared to losses. Relationships develop based on trust, loyalty and mutual commitment. The relationships continue to blossom and thrive based on each party fulfilling perceived obligation. The individuals or parties become indebted to each other which enhances trust to continue discharging obligations. Trustworthiness strengthens the bond of indebtedness which enhances increased dedication to the organisation. Employees hope the employer will respond in return in equal or even greater measure for services rendered. Moreover, once the employer fulfills perceived obligation the employees increase loyalty, trust, engagement and mutual commitment to continue working for the organisation. Employees are likely to seek opportunities elsewhere on perception of an imbalance between contribution to attain predetermined goals of organisation and benefits in return. It decreases loyalty, trust, engagement and mutual commitment to the organisation with a high tendency of turnover intentions.

## Operational Definition of Key Terms for the Study

**Career development:** Relates to teachers' growth and development in knowledge, skills and abilities to reach personal career goals along a career path defined by TSC.

**Turnover intentions:** Refers to thoughts or intentions by a teacher to quit teaching.

## LITERATURE REVIEW

### Career Development and Turnover Intentions of Employees

(Sasaniti, Patiro, Utamo, Maherani & Rekarti, 2024) did a descriptive survey study to investigate career development and turnover intention of employees, construction industry in Indonesia. The researchers administered a questionnaire to a purposely sampled study of 281 employees in 1 construction industry, Indonesia. The Multiple linear regression results indicated career development had a negative effect on employee turnover intentions ( $\beta = -0.453$ ,  $p = 0.010 < 0.05$ ); construction industry, Indonesia. The finding agrees with explanatory survey research that found career development and turnover intentions of employees had a significant negative correlation ( $r = -0.39$ ,  $t = 5.14$ ); manufacturing and service industry, Indonesia (Nico, Ahmad & Endri, 2021). The findings contradict cross-sectional survey research that concluded career development and employee retention had significant association ( $\chi^2 = 11.202$ ,  $n = 146$ ,  $p = 0.00 < 0.05$ ); state corporations, Mombasa, County, Kenya (Ali, Kirimi & Muema, 2022).

The studies reflect contradicting findings in non-education context. The current study is set to determine how career development influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya with the view to obtain a broader perspective on the phenomenon under investigation. The studies relied on quantitative approaches in data collection and analysis. The current study attempted to establish whether similar findings will be obtained in combination of quantitative and qualitative techniques. Furthermore, the studies employed purposive sampling technique hence limiting the findings to the cases studied. The researcher in the present study used a simple random sampling technique to enable generalisation of finding beyond the target population. The researchers did not consider variable turnover intentions in relation to leave / stay the knowledge gap the study sought to address.

(Sarah, Jasim, Hansaram & Loy, 2022) conducted a descriptive survey study to investigate factors associated with turnover intention of teachers, Selangor, Malaysia. The researchers administered an online questionnaire to sample study of 379 teachers through convenient and snowball sampling techniques. The respondents returned 313 valid questionnaires translating to a return rate of 82.59%. The Multiple linear regression results indicated professional development and teacher turnover intentions had a significant low negative association ( $\beta = -0.393$ ,  $p < 0.001$ ); primary schools, Selangor, Malaysia. The study concurs with descriptive and explanatory research that revealed career development was negatively and insignificantly associated with teacher turnover intentions ( $-0.246$ , Wad's  $X^2 = 0.612$ ,  $\exp \beta = 0.782$ ,  $> 0.05026$ ,  $p = 0.758 > 0.05$ ); public secondary schools, Murang'a County, Kenya (Kamau, Muathe & Wainaina, 2021). The findings contradict a study that reported career development was positively and significantly correlated with teacher retention ( $r = 0.605$ ,  $p = 0.001$ ); public secondary schools, Makueni County, Kenya (Muia, Mulwa & Kiilu, 2022). The current study was conducted in public secondary schools in Taita-Taveta County to generate data to reflect further the contradicting viewpoints and possibly gain in-depth insight into the phenomenon under study. The study mainly relied on quantitative approaches. The current study employed both techniques for triangulation purposes and possibly to find overreaching similarities and divergent viewpoints. The study was conducted in a developed country in Malaysia hence findings may not apply in a developing country, Kenya.

(Magaji, Akapa & Ogunduwin, 2021) conducted a descriptive survey study to explore association of career development and universities' academic staff retention. The researchers administered questionnaires to a randomly sampled study of 647 academic staff. The Pearson product moment correlation and Multiple linear regression analysis indicated career development had positive association with retention of selected private universities' academic staff ( $\beta = 1.226$ ,  $p = 33.779$ ,  $p < 0.05$ ); Ogun State, Nigeria. The finding agrees with a study that found career development had a strong positive correlation with employee retention ( $r = 0.634$ ,  $n =$

237,  $p < 0.05$ ); six private universities, Ghana (Emelia, 2024). The findings disagree with a study that revealed professional development and turnover intentions of university staff had significant weak negative correlation ( $r = -0.189$ ,  $p < 0.001$ ); Selangor, Malaysia, (Sekar, Sirakumar, Magenthiran, Kirupanatha, Fernandez & Kimloy, 2022). The study reflects findings in universities and different geographical locales. The current study examined how career development influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya to compare findings and possibly obtain an enriched perspective of the phenomenon under study in different settings. The study entirely relied on quantitative techniques. The researcher in the current study corroborated the finding with qualitative approaches for further validation of the findings in view of different analytical approaches.

(Msacky & Magasi, 2024) did cross-sectional survey study in combination with in-depth interview to investigate career development programmes and employee retention, Dodoma city. The researchers administered questionnaires to a randomly sampled study of 152 employees and conducted in-depth interviews with 8 key informants purposely sampled; human resource managers and administrators of the Ministry of Works in Dodoma city. The Binary logistic results indicated provision of avenues for further education, autonomy in career path, equitable career growth opportunity and involvement in creativity ( $z = 12.44$ ,  $p = 0.16$ ;  $z = 0.2122$ ;  $p = 0.106$ ;  $z = 13.83$ ,  $p = 0.001$ ;  $z = 18.54$ ,  $p = 0.001$ ) respectively had a positive correlation with retention of employees in Ministry of Works in Dodoma city, Tanzania. The qualitative findings revealed provision of short-term courses, opportunity for further education, promotion and recognition enhances employee retention in the Ministry of Works in Dodoma city, Tanzania. The finding contradicts a study that revealed career development negatively correlated with employee turnover intentions ( $r = -0.365$ ,  $t = 2.433$ ,  $p = 0.012 < 0.05$ ); PT Control System Arena Para Nusa, Indonesia (Aisyiah & Khoirunissa, 2022).

The study reflects findings of different context and geographical locale. The current study was conducted in a different industry, education context; Taita-Taveta County, Kenya to cross-examine findings to possibly find overreaching similarities and divergent viewpoints. The study employed Binary logistic and Pearson product moment correlation data analysis techniques. The current study employed in addition Chi-Square, Multiple linear regression and Analysis of variance to compare findings in view of different data analysis techniques.

(Ekabu, 2020) conducted a descriptive survey study in combination with an in-depth interview to explore professional development and teacher turnover intentions, Meru County, Kenya. The researcher administered a questionnaire to a randomly sampled study of 516 teachers and conducted an in-depth interview with 15 principals randomly sampled. The qualitative findings revealed inadequate resources inhibit teachers attending short-term courses, seminars and workshops which enhances turnover intentions. The view is shared by a study that reported provision of in-service courses, academic sponsorship, short-courses, frequent seminars and workshops enhances pedagogical approaches and enables teachers to manage dynamic changes in the education sector with low turnover intentions (Muia et al, 2022). The inferential analysis indicated professional development opportunities had a positive effect on turnover intentions ( $\chi^2 = 36.398$ ,  $df = 4$ ,  $p = 0.000$ ); secondary schools' teachers, Meru County, Kenya. The finding agrees with a study that revealed career development was moderately positive and significantly associated with teacher turnover intentions ( $r = 0.334$ ,  $p = 0.000 < 0.05$ ); secondary schools Rukungiri District, Uganda (Muguzi, Musinguzi & Augustina, 2019). The finding contradicts a study that showed career development had significant negative correlation with turnover intentions among academic staff ( $r = -0.60$ ,  $p = 0.000$ ); public sector universities, Peshawar, division KP, Pakistan (Hussain, Ali, Ali, Khab, Ullah & Khan, 2020). The current study was conducted in a locale where no similar study has been identified to generate data for further reflection and validation of contradicting viewpoints and possibly gain more insight into the phenomenon under study.

## Research design and methodology

The study adopted explanatory design combined with in-depth interviews. Explanatory research design enables the researcher to explain the relationship between predictor variable and response variable. Furthermore, the design enables the researcher to analyse the phenomenon under study with the view to explain emergent patterns between variables and causality link of predictor variable on response variable (Creswell, 2014). The researcher administered questionnaires and an interview schedule. The two techniques complemented each other by maximising strengths and minimising limitations inherent in either approach used single handedly in a study.

The qualitative method provided in-depth data to further confirm quantitative results and subjectivity associated with in-depth interview was minimised by objectivity of quantitative approach. Furthermore, corroboration of quantitative and qualitative findings enabled the researcher to cross-examine extent the two data sets converged and diverged (Orodho, 2009; Mugenda & Mugenda, 2003).

The researcher targeted 1,380 respondents under TSC; 89 principals and 1,291 teachers. The researcher used stratified and simple random sampling techniques. The researcher apportioned the targeted population into four mutually exclusive strata with similar characteristics (Kothari, 2019; Orodho, 2017; Creswell, 2015; Orodho, 2009) and randomly selected respondents in each stratum. This ensured proportionate representation of teachers and principals in the sample study relative to population size in the target population (Kothari, 2019; Orodho, 2017; Creswell, 2015; Orodho, 2009).

Simple random technique removed the possibility of bias in the selection of cases. This ensured all respondents had equal chance and independent probability to participate in the study. Furthermore, the sample selected averagely comprised similar composition and characteristics of the target population (Kothari, 2019). This enabled generalisation of finding beyond the sample study within margins of error that could be determined statistically (Orodho, 2009; Mugenda & Mugenda, 2003).

The researcher determined sample size of the study based on the formula indicated below:

$$n = N \div 1 + N(e^2)$$

Where  $n$  = Sample size

$N$  = Total population

$e$  = Level of precision

**(Source: Yamane, 1967)**

The accuracy of sample size was set at 95% level of significance (Patiano & Ferreira, 2015). The researcher had 95 chances in 100 in relation to sample study reflecting real characteristics of target population. Furthermore, the researcher had 5 chances in 100 with regard to sampling error (0.05). The study involved 247 teachers and 40 principals; a total of 287 respondents. The sample study represented 20.8% of the target population. The researchers express varied viewpoints on the ideal percentage of sample size for statistical analysis and generalisation of findings. A sample size that lies in the range of 10% to 30% is representative in relation to target population and adequate for application of statistical procedures and generalisation of findings (Mugenda & Mugenda, 2018). Furthermore, a sample size of 30% is adequate for statistical analysis and representative of the target population (Kothari, 2019; Orodho, 2017). Based on the researchers' viewpoints 20.8% was considered adequate in application of statistical procedures and generalisation of findings. The distribution of principals and teachers in the target population differ in size in the four sub counties; Mwatate, Voi, Taveta and Taita. The researcher employed proportional allocation technique based on the formula shown below:

$$P = \frac{n^i}{N}$$

Where  $P$  = Proportion of population sample of a given stratum

$n^i$  = Number of elements selected from a stratum

$N$  = Total population size

**(Source: Kothari, 2019).**

This ensured each sub county contributed to the sample study proportionately to the size in the target population (Kothari, 2019; Orodho, 2017; Orodho, 2009). The researcher conducted in-depth interviews with principals to obtain data to cross-examine quantitative results during overall interpretation of the findings. The scholars in social science express varied viewpoints on sample size for qualitative studies. A sample size of less than 20 participants is ideal for qualitative studies (Crouch & MacKenzie, 2006). Furthermore, a sample size of 15-25 participants is adequate (Creswell, 2012). Based on the viewpoints the study involved 15 principals. The researcher administered questionnaires and interview schedules to teachers and principals respectively. The questionnaire items were derived and adapted from studies done. Career development scale; (Maduabuchi et al, 2024) weighted on Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA).

Research indicates validity of research instruments is not determined on the basis of statistical analysis tools (Kothari, 2019). The researcher determined validity of research instruments on the basis of content validity through expert judgment. The reliability of research instruments was based on deriving and adapting items developed by other researchers. This ensured items of the research instruments were based on verified reliability by other researchers (Muathe, 2010). Furthermore, internal consistency technique was used to determine reliability of questionnaire items through Cronbach's Alpha Coefficient formula (Orodho, 2009).

The researchers posit the view that an Alpha Coefficient Value that lies between 0.66 and 0.79 level of significance is high enough for internal consistency of items on the research instrument (Bauer, 2008). Furthermore, an Alpha Coefficient Value above 0.70 level of significance is high enough (Kothari, 2019). The reliability coefficient of the teachers' questionnaire was Alpha Coefficient Value of 0.72. The researcher did a pre-test of the research instruments. The researchers differ in viewpoints on sample size for pilot study. A sample study of 1% to 10% of the entire sample study is adequate (Mugenda & Mugenda, 2003). Moreover, 10 to 30 cases is ideal for pilot study (Johnson & Brooks, 2010). The sample size of pilot study was based on 10% of the parent sample study. The pilot study involved 4 principals and 25 teachers a total of 29 participants. This represented 10.1% of the main sample study. The researcher used the same procedure employed in determining sample size for the main study (Creswell, 2014).

The researcher administered research instruments in person. The sampled teachers responded to questionnaire items in a week's time and handed in the questionnaires upon expiry of one week at the time of dispatch. The researcher booked an appointment to conduct an in-depth interview with sampled principals at the work station. Descriptive statistics and inferential statistical analysis techniques were adopted to analyse quantitative data. The researcher coded data before entry into Statistical Package for Social Sciences (SPSS) -Version 28.0. The researcher employed descriptive analysis techniques to analyse questionnaire items on Likert scale and presentation of finding in frequency distribution table. The hypothesis ( $H_{01}$ ) was tested using the Chi-Square Goodness of Fit test to determine the level of significance between career development and teacher turnover intentions at 95% interval level with 5% precision level. Moreover, Pearson product moment correlation was used to determine strength and direction of linear correlation between career development and teacher turnover intentions. Furthermore, the study employed Multiple linear regression to determine the most influential attribute of career development on teacher turnover intentions. The researcher employed Standard Multiple Regression formula to test hypothesis indicated below;

$$Y = \text{Constant} + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon$$

Where Y = Teacher turnover intentions (outcome variable)

$X_1, X_2, X_3, X_4, X_5$  and  $X_6$ ; first, second, third, fourth, fifth and sixth attributes of career development.

$\beta_1$  = Variation in Y in relation to each unit increase in  $X_1$  when  $X_2, X_3, X_4, X_5$  and  $X_6$  are held constant,  $\beta_2$  = Variation in Y in relation to each unit increase in  $X_2$  when  $X_1, X_3, X_4, X_5$  and  $X_6$  are held constant,  $\beta_3$  = Variation in Y in relation to each unit increase in  $X_3$  when  $X_1, X_2, X_4, X_5$  and  $X_6$  are held constant,  $\beta_4$  = Variation in Y in relation to each unit increase in  $X_4$  when  $X_1, X_2, X_3, X_5$  and  $X_6$  are held constant,  $\beta_5$  = Variation in Y in relation to each unit increase in  $X_5$  when  $X_1, X_2, X_3, X_4$  and  $X_6$  are held constant,  $\beta_6$  = Variation in Y in relation to each unit increase in  $X_6$  when  $X_1, X_2, X_3, X_4$  and  $X_5$  are held constant.

The  $\epsilon$  = Error term refers to unexplained variation in Y (teacher turnover intentions) by other variables not factored in the current study (Orodho, Khatete & Mugiraneza, 2016).

The researcher employed Analysis of variance (ANOVA); F-test to determine simultaneously whether all attributes of career development in the Regression series jointly influenced teacher turnover intentions. This reduces the probability of committing Type 1 Error rejecting true null hypothesis (Orodho et.al, 2016). The researcher adopted thematic analysis technique to analyse qualitative data and presentation of findings in thematic narratives (Babbie, 2014).

**Limitations of the Study**

The teachers and principals are guided by a predetermined school routine. The teachers and principals might be constrained with time to complete questionnaires and respond to interview schedules. The sample study might provide socially acceptable responses. The teachers might return questionnaires without answering all questions. This adversely affects the reliability of finding. The researcher in response to the limitations collected questionnaires upon expiry of one week at the time of dispatch. The researcher booked an appointment to conduct an in-depth interview with sampled principals at the work station. The researcher administered an anonymous questionnaire. The researcher disclosed the purpose of data collection to respondents. Furthermore, the researcher assured the sample study that collected data was for research purposes. The researcher triangulated quantitative data with qualitative data during overall interpretation of the finding to cross-examine extent the two data sets converged and diverged.

**Ethical Issues**

The researcher obtained authority to conduct research from the Dean, Graduate School of Education; Kenyatta University and applied for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher obtained permission to undertake the data collection process from the County Director, Sub County Directors of Education in Taita-Taveta County, Kenya and the public secondary schools’ principals. The researcher disclosed the purpose and objectives of data collection. This enabled respondents to voluntarily consent to either be part of the study sample or not. The researcher assigned codes on the research instruments to conceal the identity of respondents. This enabled the researcher to obtain more honest and dependable data from the respondents. The researcher assured the sample study usage of obtained data was strictly for research. Furthermore, the researcher assured the sample study participation in the study posed no risk to physical, mental and emotional health. The researcher reported the findings objectively. Moreover, the secondary sources were dully acknowledged and cited sources fully listed in the reference list to avoid research plagiarism and fraud. Furthermore, the researcher published findings of the study in an international journal and fully recognised the intellectual contribution of supervisors (Orodho, 2009; Mugenda & Mugenda, 2003).

**RESULTS AND DISCUSSION**

Research objective one focused on responses of teachers to 6 items on career development scale (Maduabuchi & Udeh, 2024) on Likert Scale; Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA). The researcher used frequencies and percentages to evaluate responses of teachers to 6 attributes of career development on influence of turnover intentions. The analysis is displayed in table 1.

**Table 1: Descriptive statistics for career development and teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya**

Statement	SD	D	N	A	SA
TSC provides avenues to teachers to advance their careers	79 (32.0%)	86 (34.8%)	35 (14.2%)	41 (16.6%)	6 (2.4%)

TSC offers career growth programmes to enable teachers acquire more expertise in area of specialisation and raise to higher job groups	86 (34.8%)	93 (37.7%)	34 (13.8%)	30 (12.1%)	4 (1.6%)
TSC has in place a well-defined scheme of service for teachers	56 (22.7%)	71 (28.7%)	49 (19.8%)	62 (25.1%)	9 (3.6%)
TSC'S management policies on career growth matches my ambitions and hopes	84 (34.0%)	110 (44.5%)	28 (11.3%)	22 (8.9%)	3 (1.2%)
TSC'S management policies enhances sense of fulfilment and commitment to teaching as a profession of my choice	85 (34.4%)	99 (40.1%)	35 (14.2%)	27 (10.9%)	1 (0.4%)
Organisation provides funds for career advancement programmes to enable teachers improve talents in area of specialisation	122 (49.4%)	87 (35.2%)	26 (10.5%)	10 (4.0%)	2 (0.8%)

**NB: SD-strongly disagree D-disagree, N-neutral, A-agree, SA-strongly agree**

Table 1 indicates above half (66.8%) of the sample study disagreed that TSC provides avenues to advance career with a minority (19.0%) consenting to the statement. The teachers are dissatisfied that the employer does not offer adequate career advancement opportunities. Moreover, almost three-quarters (72.5%) express contrary opinion that TSC provides career growth programmes which is in agreement with the minority (13.8%) of the teachers. The TSC does not provide career programmes aligned to ambitions and aspirations of teachers. Furthermore, a sizable number (51.4%) disagreed TSC has a detailed scheme of service for teachers while slightly above one-fifth (28.7%) agreed with the statement. The teachers feel TSC does not adhere to career progression guidelines which increases teacher turnover intentions. Again, more than three-quarters (78.5%) were in disagreement about policies on career growth that matches ambitions and hopes of teachers whereas, minority (11.3%) were non-committal and a tenth (10.1%) in support of the statement. Furthermore, majority (74.5%) were opposed to the view TSC's management policies enhance a sense of fulfilment and commitment to teaching, slightly above one-tenth (14.2%) neutral and a few (11.3%) agreed with the statement. Lastly, over three-quarters (84.6%) were of contrary opinion TSC provides funds for career advancement programmes whereas minority (10.5%) neutral and less than one-tenth (4.9%) supported the statement. Teachers express high dissatisfaction with six attributes of career development in table 1. This increases desire to seek opportunities in organisations with career growth programmes aligned to ambitions and aspirations of most employees.

The in-depth interview revealed principals were in consensus employer handles causally teacher career development programmes. TSC offers limited funds for career progression programmes and scholarships for further education. The schools again, have limited resources to enable teachers to attend seminars and workshops essential to improve pedagogical skills and navigate ever complex teaching and learning environment hence increases turnover intentions. One principal reported that:

TSC offers limited career development prospects to teachers. TSC provides no funding to teachers intending to go for further studies hence demotivates with high turnover intentions.

Another principal voiced the view that:

TSC offers limited career growth opportunities. Furthermore, TSC provides little funds for seminars and workshops hence one teacher at most attends seminars and workshops. This hinders teachers improving pedagogical skills essential to manage dynamic changes in school curriculum. This is deemed unfair and very demotivating to most teachers with high turnover intentions.

The finding concurs with a study that found scarce resources deny teachers opportunity to attend short-term courses, seminars and workshops. The study drew the conclusion that lack of professional development opportunities is the main cause of high teacher turnover intentions in public secondary schools, Meru County, Kenya (Ekabu, 2020). The findings further agree with a study that found provision of in-service courses, academic sponsorships, frequent seminars and workshops enhance pedagogical approaches to enable teachers to adjust to changes in the education sector with low turnover intentions (Kiilu et al, 2022).

**Test of hypothesis**

The researcher used inferential statistics to test the null hypothesis. Detailed analysis of hypothesis testing is indicated below.

**Chi- Square Goodness of Fit test**

This was employed to determine level of significance between predictor variable and outcome variable. The hypothesis entailed;

**H01:** Career development has no statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

**Table 2: Chi-Square test on influence of career development on teacher turnover intentions**

Statement	Turnover intention	SD	D	N	A	SA	$\chi^2$	P-value
TSC provides avenues to teachers to advance career	Agreed	69 (87.3%)	83 (96.5%)	34 (97.1%)	36 (87.8%)	5 (83.3%)	7.472	0.113
	Not agreed	10 (12.7%)	3 (3.5%)	1 (2.9%)	12.2%	1 (16.7%)		
TSC offers career growth programmes to enable teachers acquire more expertise in area of specialisation and raise to higher job groups	Agreed	76 (88.4%)	90 (96.8%)	31 (91.2%)	27 (90.0%)	0 (0.0%)	6.112	0.191
	Not agreed	10 (11.6%)	3 (3.2%)	3 (8.8%)	3 (10.0%)	0 (0.0%)		
TSC has in place a well-defined scheme of service for teachers	Agreed	51 (91.1%)	65 (91.5%)	46 (95.8%)	57 (91.9%)	7 (77.8%)	3.460	0.484
	Not agreed	5 (8.9%)	6 (8.5%)	2 (4.2%)	5 (8.1%)	2 (22.2%)		
TSC'S management policies on career growth matches my ambitions and hopes	Agreed	78 (92.9%)	103 (93.6%)	25 (89.3%)	18 (81.8%)	3 (100%)	4.076	0.396
	Not agreed	6 (7.1%)	7 (6.4%)	3 (10.7%)	4 (18.2%)	0 (0.0%)		
TSC's management policies enhance	Agreed	77 (90.6%)	93 (93.9%)	34 (97.1%)	22 (81.5%)	1 (100%)	6.089	0.194

sense of fulfillment and commitment to teaching as a profession of choice	Not agreed	8 (9.4%)	6 (6.1%)	1 (2.9%)	5 (18.5%)	0 (0.0%)		
Organisation provides funds for career advancement programmes to enable teachers improve talents in area of specialisation	Agreed	111 (91.0%)	82 (94.3%)	24 (92.3%)	8 (80.0%)	2 (100%)	2.870	0.580
	Not agreed	11 (9.0%)	5 (5.7%)	2 (7.7%)	2 (20.0%)	0 (0.0%)		

**NB:SD-strongly disagree, D-Disagree, N-neutral, A-agree, SA-strongly agree**

**\*Indicate significant influence at P > 0.05**

The researcher employed Chi-Square Goodness of Fit test at 95% level of significance with 5% level of precision. Chi-Square test for association at 95% confidence interval showed career development had positive influence on teacher turnover intentions in relation to p-values of; TSC provides funds for career advancement programmes ( $\chi^2 = 2.870$ ,  $df = 4$ ,  $p = 0.580$ ), TSC has scheme of service for teachers ( $\chi^2 = 3.60$ ,  $df = 4$ ,  $p = 0.484$ ), policies on career growth matches ambitions and hopes of teachers ( $\chi^2 = 4.076$ ,  $df = 4$ ,  $p = 0.396$ ), TSC'S management policies enhances sense of fulfillment and commitment to teaching ( $\chi^2 = 6.089$ ,  $df = 4$ ,  $p = 0.194$ ), TSC offers career growth programmes ( $\chi^2 = 6.112$ ,  $df = 4$ ,  $p = 0.191$ ) and TSC provides avenues to advance career ( $\chi^2 = 7.472$ ,  $df = 4$ ,  $p = 0.113$ ).

The outcome of Chi-Square Goodness of Fit test in table 2 illustrates various attributes of career development had p-values greater than 0.05 ( $p \geq 0.05$ ) level of significance. The null hypothesis is rejected and alternative hypothesis accepted that career development has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The finding concurs with a study that found professional development opportunities had a positive effect on secondary schools' teacher turnover intentions ( $\chi^2 = 36.398$ ,  $df = 4$ ,  $p = 0.000$ ); Meru County, Kenya (Ekabu, 2020). The finding is further affirmed by a study that concluded career development had significant relationship with retention of state corporations' employees ( $\chi^2 = 11.202$ ,  $n = 146$ ,  $p = 0.00 < 0.05$ ); Mombasa, County, Kenya (Ali et al, 2022). However, the findings contradict a study that revealed professional development had significant weak negative association with university's academic and non-academic staff turnover intentions ( $r = - 0.189$ ,  $p < 0.001$ ); Selangor, Malaysia, (Loy et al, 2022).

**The Pearson product moment correlation**

The researcher employed Pearson product moment correlation to determine strength and direction of linear association between various attributes of career development and teacher turnover intentions. Table 3 displays the outcome of the analysis.

**Table 3: Pearson Product Moment Correlation on influence of career development and teacher turnover intentions**

<b>Statement</b>	<b>Turnover intentions. looking forward to a high paying job</b>
r- value	1

Turnover intentions. looking forward to a high paying job	Sig. (2tailed)	
TSC provides avenues to teachers to advance career	r- value	0.007
	Sig. (2-tailed)	0.913
TSC offers career growth programmes to enable teachers acquire more expertise in area of specialisation and raise to higher job groups	r- value	0.005
	Sig. (2-tailed)	0.933
TSC has in place a well-defined scheme of service for teachers	r- value	0.017
	Sig. (2-tailed)	0.789
TSC'S management policies on career growth matches my ambitions and hopes	r- value	0.081
	Sig. (2-tailed)	0.204
TSC'S management policies enhances sense of fulfilment and commitment to teaching as a profession of my choice		0.037
	Sig. (2-tailed)	0.564
Organisation provides funds for career advancement programmes to enable teachers improve talents in area of specialisation	r- value	0.011
	Sig. (2-tailed)	0.858
	N	247

Table 3 illustrates Pearson product moment correlation analysis. Teacher turnover intentions was significantly influenced by attributes of career development in relation to; TSC offers career growth programmes ( $r = 0.005$ ,  $p = 0.933$ ), TSC provides avenues to teachers to advance career ( $r = 0.007$ ,  $p = 0.913$ ), TSC provides funds for career advancement programmes ( $r = 0.011$ ,  $p = 0.858$ ), TSC has scheme of service for teachers ( $r = 0.017$ ,  $p = 0.789$ ), TSC's management policies enhances sense of fulfilment and commitment to teaching ( $r = 0.037$ ,  $p = 0.564$ ) and policies on career growth matches ambitions and hopes of teachers ( $r = 0.081$ ,  $p = 0.204$ ).

According to table 3 the Pearson product moment correlation analysis illustrated all attributes of career development had positive correlation values. This showed teachers strongly feel TSC is not doing much to enhance career development of teachers hence are looking forward to a high paying job. The p-values of career development attributes were statistically significant at 0.05 ( $p \geq 0.05$ ) interval level which is in agreement with Chi-Square analysis. The study concluded that career development and teacher turnover intentions positively correlate. The null hypothesis is rejected and alternative hypothesis accepted that career development has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The finding agrees with a study that found career development had a strong positive correlation with retention of private universities' academic staff ( $r = 0.634$ ,  $n = 237$ ,  $p < 0.05$ ); Ghana (Emelia, 2024). The finding is further supported by a study that drew the conclusion that career development and turnover intentions of public secondary schools' teachers had moderately positive and significant correlation ( $r = 0.334$ ,  $p = 0.000 < 0.05$ ); Rukungiri District, Uganda (Augustina et al, 2019). The finding contradicts a study that demonstrated career development and turnover intentions of employees had negative association ( $r = - 0.365$ ,  $t = 2.433$ ,  $p = 0.012 < 0.05$ ); PT Control System Arena Para Nusa, Indonesia (Aisyiah et al, 2022).

### Multiple linear regression

The study used Multiple linear regression to determine the most influential attribute of career development on teachers' turnover intentions in public secondary schools, Taita-Taveta County, Kenya. The study did a

Regression model test to determine how well the regressor variable explained the criterion variable in a Regression model. The Regression model test summary on influence of career development on teacher turnover intentions is presented in table 4.

**Table 4: Model summary of regression statistics on career development and teacher turnover intentions in public secondary schools in Taita-Taveta County**

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	0.102 <sup>a</sup>	0.010	- 0.014	0.27583

a. Predictors (Constant), funds for career advancement, commitment to teaching career growth matches ambitions and hopes, scheme of service for teachers, career growth programmes and avenues to advance career.

According to table 4 the Regression model test summary on career development and teacher turnover intentions indicates the six attributes of career development had correlation coefficient of (R = 0.102). This implied low correlation between predictor variable and response variable in public secondary schools in Taita-Taveta County, Kenya. This is in line with views of researchers in social science that correlation coefficient of (r = 1) demonstrates perfect linear correlation, (r = -1) negative correlation, (r- value below 0.5) weak relationship and r- value of zero no correlation between independent variable and dependent variable (Orodho et al, 2016; Saunders, 2000). Furthermore, table 4 shows coefficient of determination ((R<sup>2</sup>) value of 0.010. This indicates the six attributes of career development explained 1% variation in teacher turnover intentions in public secondary schools in Taita-Taveta County. The remaining 99% variation in teacher turnover intentions in public secondary schools in Taita-Taveta County is accounted for by variables not in the present study. The coefficient of determination (R<sup>2</sup>) indicates how well an independent variable explains a dependent variable in a Regression model. The beta values of indicators of independent variable enables to determine effect of each in variation of response variable (Orodho et. al, 2016). Table 5 illustrates the Regression coefficient for the influence of career development and teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

**Table 5: Regression Coefficient**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
1. (Constant)	1.062	0.055		19.430	0.000
Avenues to advance career (X <sub>1</sub> )	- 0.005	0.023	- 0.020	- 0.212	0.832
Career growth programmes (X <sub>2</sub> )	0.002	0.025	0.009	0.099	0.921
Scheme of service (X <sub>3</sub> )	- 0.007	0.017	- 0.030	- 0.395	0.693
Ambitions and hopes (X <sub>4</sub> )	0.043	0.030	0.151	1.417	0.158
Fulfilment and commitment (X <sub>5</sub> )	- 0.0 09	0.030	- 0.032	- 0.293	0.770
Funds for career growth (X <sub>6</sub> )	- 0.014	0.027	- 0.045	- 0.533	0.594

Table 5 shows the Regression model test result of teachers’ evaluation of six attributes of career development on influence of teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The “constant” value of 1.062 was obtained which implies zero unit of independent variable predictions of teacher

turnover intentions is a value of 1.062. For one unit increase in avenues to advance career ( $X_1$ ), a - 0.020; a corresponding unit decrease of - 0.020 ( $\beta = - 0.020$ ) in teacher turnover intentions is predicted. Moreover, one unit increase in career growth programmes ( $X_2$ ) a 0.009 unit increase in teacher turnover intentions is predicted ( $\beta = 0.009$ ). Furthermore, in every one unit increase in the scheme of service for teachers ( $X_3$ ), a - 0.030 unit decrease in teacher turnover intentions is predicted ( $\beta = - 0.030$ ). Additionally, in each unit increase in relation to career growth matches ambitions and hopes ( $X_4$ ) a value of 0.151 unit increase in teacher turnover intentions is predicted ( $\beta = 0.151$ ). The finding indicates one unit increase of - 0.032 in relation to TSC’s management policies enhances fulfilment and commitment to teaching ( $X_5$ ), a - 0.032 unit decrease in teacher turnover intentions is predicted ( $\beta = - 0.032$ ). The finding further indicates for each unit increase in funds for career advancement ( $X_6$ ) the amount of unit decrease predicted in teacher turnover intentions is - 0.045 ( $\beta = - 0.045$ ).

The analysis in table 5 displays six attributes of career development that had significant contribution to the Regression model test at 0.05 ( $p \geq 0.05$ ) interval level. The p-values of six attributes of career development from the greatest to the least influential contributor to teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya is illustrated below;

$X_2$  ( $\beta = 0.009, p = 0.921 > 0.05$ ),  $X_1$  ( $\beta = - 0.020, p = 0.832 > 0.05$ ),  $X_5$  ( $\beta = - 0.032, p = 0.770 > 0.05$ ),  $X_3$  ( $\beta = - 0.030, p = 0.693 > 0.05$ ),  $X_6$  ( $\beta = - 0.045, p = 0.594 > 0.05$ ) and  $X_4$  ( $\beta = 0.151, p = 0.158 > 0.05$ ).

The finding indicates TSC offers career growth programmes to enable teachers acquire more expertise in area of specialisation and raise to higher job groups ( $X_2$ ) had the greatest influence on teacher turnover intentions and the least; was TSC’S management policies on career growth that matches ambitions and hopes of teachers ( $X_4$ ).

The study adopts a model equation with unstandardized beta coefficient values in relation to career development and teacher turnover intentions as illustrated below;

$$Y = 1.062 - 0.005X_1 + 0.002X_2 - 0.007X_3 + 0.043X_4 - 0.009X_5 - 0.014X_6$$

Where Y = Teacher turnover intentions,

$\beta$  = beta Coefficient

$X_1$  = avenues to advance career

$X_2$  = career growth programmes

$X_3$  = scheme of service for teachers

$X_4$  = career growth matches ambitions and hopes

$X_5$  = fulfilment and commitment to teaching profession

$X_6$  = funds for career advancement

$\ominus$  = error term

**Analysis of variance**

**Table 6: Analysis of variance on career development and teacher turnover intentions in public secondary schools in Taita-Taveta County**

Model	Sum of Squares	Df	Mean Square	F	Sig
1 Regression	0.191	6	0.032	0.418	0.867 <sup>a</sup>

Residual	18.183	239	0.076		
Total	18.374	245			

a. Dependent variable: teacher turnover intentions

b. Predictors: (Constant), funds to advance career, fulfilment and commitment to teaching, career growth matches ambitions and hopes, scheme of service, career growth programmes and avenues to advance career.

Table 6 displays Analysis of Variance (ANOVA); F-value of 0.418 with 6 and 245 degrees of freedom. The analysis indicates a p-value of 0.867<sup>a</sup> statistically significant at 0.05 ( $p > 0.05$ ) interval level. The significant regression equation is hence stated that;  $F(6, 245) = 0.867, p > 0.05$ . The obtained p-value is greater than 0.05 ( $p \geq 0.05$ ) significant level. The null hypothesis is rejected and alternative hypothesis accepted that career development has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

The finding concurs with a descriptive survey study that found a positive relationship between career development and retention of academic staff ( $\beta = 1.226, p = 33.779, p < 0.05$ ); private universities, Ogun State, Nigeria (Ogunduwini et al, 2021). The finding is further supported by a study that revealed career development and teacher retention in public secondary schools had positive and significant association ( $r = 0.605, p = 0.001$ ); Makueni County, Kenya (Kiilu et al, 2022). The findings contradict a study that showed professional development had significant weak negative association with turnover intentions of academic and non-academic staff ( $r = -0.189, p < 0.001$ ); local university, Selangor, Malaysia, (Loy et al, 2022). A similar view shared by a study that concluded career development and employee turnover intentions had significant negative correlation ( $r = -0.39, t = 5.14$ ); manufacturing and service industry, Indonesia (Alexander et al, 2021).

**Summary**

The test of hypothesis one ( $H_{01}$ ) illustrated a p-value of 0.867 statistically significant at 0.05 ( $p \geq 0.05$ ) significance level. The null hypothesis is rejected and alternative hypothesis accepted that career development has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

**CONCLUSION**

The finding revealed career development and more in particular TSC offers career growth programmes to enable teachers acquire more expertise in areas of specialisation and raise to higher job groups had the most influence on teacher turnover intentions. It is evident to conclude that career development and especially TSC offers career growth programmes to enable teachers acquire more expertise in area of specialisation and raise to higher job groups has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

**RECOMMENDATION**

TSC needs to initiate a well-coordinated structure and bring on board MOEST, KEMI, CEMESTEA, KICD and universities’ curriculum experts to design career growth programmes to enable teachers acquire more expertise in area of specialisation and raise to higher job groups upon successful completion and certification.

**Conflict of interest Statement**

The authors declare no conflict of interests.

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