

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

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ABSTRACT

Studies done on influence of compensation on teacher turnover intentions mostly feature in developed countries and a few in African contexts with inconsistent findings with no similar study identified in the study locale. The study unveiled influence of compensation on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya to extend knowledge and literature in Kenyan context. The research objective was: to examine how compensation influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The study was conceptualized in view of lens of Social Exchange Theory. The researcher adopted explanatory research design in combination with in-depth interview. The target population was 1,380 participants; 89 principals and 1,291 teachers. Stratified and simple random methods were employed to select cases for the study. Determination of sample size was on basis of proportional allocation technique. Sample size was; 40 principals and 247 teachers. The research instruments were semi-structured questionnaire and in-depth interview for teachers and principals respectively. Validity of research instruments was on basis of content validity through expert judgement. Reliability of research instruments was on basis of deriving, adapting items developed by other researchers as well as through internal consistency technique and an Alpha Coefficient Value of 0.93 was obtained. Descriptive statistics was employed to analyse questionnaire items based on Likert scale. The researcher employed Chi-square, Pearson product moment correlation, Multiple linear regression and Analysis of Variance for hypothesis testing at 95% confidence interval. Content analysis technique was employed to analyse open-ended question and thematic analysis technique in-depth interview. The study found compensation has statistically significant influence on teacher turnover intentions; pay structure review ($\beta = 0.026$, $p = 0.758 > 0.05$), information on remuneration ($\beta = - 0.058$, $p = 0.427 > 0.05$), policies on remuneration ($\beta = 0.079$, $p = 0.394 > 0.05$), salary and allowances ($\beta = 0.096$, $p = 0.255 > 0.05$) self-worth and self-esteem ($\beta = - 0.146$, $p = 0.094 > 0.05$) and proportional remuneration ($\beta = 0.154$, $p = 0.062 > 0.05$). The study concluded that, compensation more so, pay structure of teachers is revised continuously in tandem with remuneration practices in private sector has the most significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

INTRODUCTION

Globally, education sector is facing the challenge of high teacher turnover intents. In developed countries, finding 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, statistics show; Ghana, 63.77% (Gorni, Nurdin, Perma & Satori, 2024) and Uganda, 30% (Nelson, 2024). Studies done in a few counties in Kenya on teachers' turnover intents reveal; 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 illustrate, 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 to a teacher shortage of 200. The percentage in teachers' turnover rate surpasses national annual average at 11% (TSC, 2019). Thus, there is necessity to investigate root cause enhancing teachers' turnover intents and reduce actual turnover rate. Furthermore, employees' turnover intentions strongly correlate with actual turnover rates of employees in an organisation (Wang & Wang, 2020). It is feasible to study turnover intentions in that, it enables an organisation to single out potential compensation policies that addresses root cause of employees' turnover intentions before actual turnover (Scott, 2019).

Employees' compensation constitutes direct and indirect benefits. Direct benefits entail; salaries, incentives, commissions and bonuses. Indirect benefits are in-built in the work itself. They include; recognition, promotion, awards and fringe benefits. Direct and indirect benefits constitute total reward available to employees in exchange of services to the organisation (Dessler, 2014; Armstrong, 2006). Moreover, competitive, fair, equitable and consistent compensation package increases loyalty, motivation, engagement and mutual commitment to the organisation which lowers turnover intentions of employees (Dessler, 2014; Armstrong, 2006). Furthermore, inadequate compensation package decreases loyalty, commitment and engagement to the organisation with high turnover intentions of employees (Dessler, 2014; Armstrong, 2006).

(Nicholas, Yeboah, Emelia, Baidoo, Otabil & Sefenu, 2024) did descriptive survey study to investigate managerial practices and academic staff retention, Ghana. The findings indicated, compensation and rewards had positive effect on academic's staff retention, private universities, Ghana. The study reflects finding of a different context and geographical locale; private universities, Ghana. The current study was done in Taita-Taveta County in public secondary schools to compare findings to possibly gain broader perspective into the phenomenon understudy. Moreover, the researchers did not interrogate intention to leave / stay, a void present study sought to fill in.

(Kamau, Muathe & Wainaina, 2021) conducted descriptive and explanatory research in combination with in-depth interview to investigate human resource management and teacher turnover intentions, Murang'a County. The results corroborated with in-depth interview that, compensation and turnover intents were significantly associated, public secondary schools; Murang'a County, Kenya. The study reflects finding of sample study in one county among the 47 counties in Kenya. There is need for replication of the study in Taita-Taveta County to possibly gain in-depth insight and for further validation of finding.

Objective

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

Hypothesis

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

Theoretical Framework for the Study

The research was conceptualised in view of lens of Social Exchange Theory. The theorist is Blau (1964). The theory is on basis of cost-benefit analysis. The theory postulates the view that, individuals in social interactions anticipate to attain the highest benefits compared to losses. In the course of interactions, relationships develop and grow on basis of trust, loyalty and mutual commitment. The relationships continue to blossom and thrive on condition each party fulfilling its obligation. The individuals or parties become indebted to each other which enhances trust to continue discharging obligations. Trustworthiness strengthens bond of indebtedness which enhances increased dedication to the organisation. Employees hope in course of discharging services to the organisation, the employer will respond in return in equal or even greater measure. 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 existence of an imbalance between contribution to attain predetermined goals of organisation and benefits in return. It induces feelings of failure of organisation to fulfill its obligation in exchange of services rendered by employees. It decreases loyalty, trust, engagement and mutual commitment. The employees hence feel less obligated to stay with the organisation.

Conceptual Framework for the study

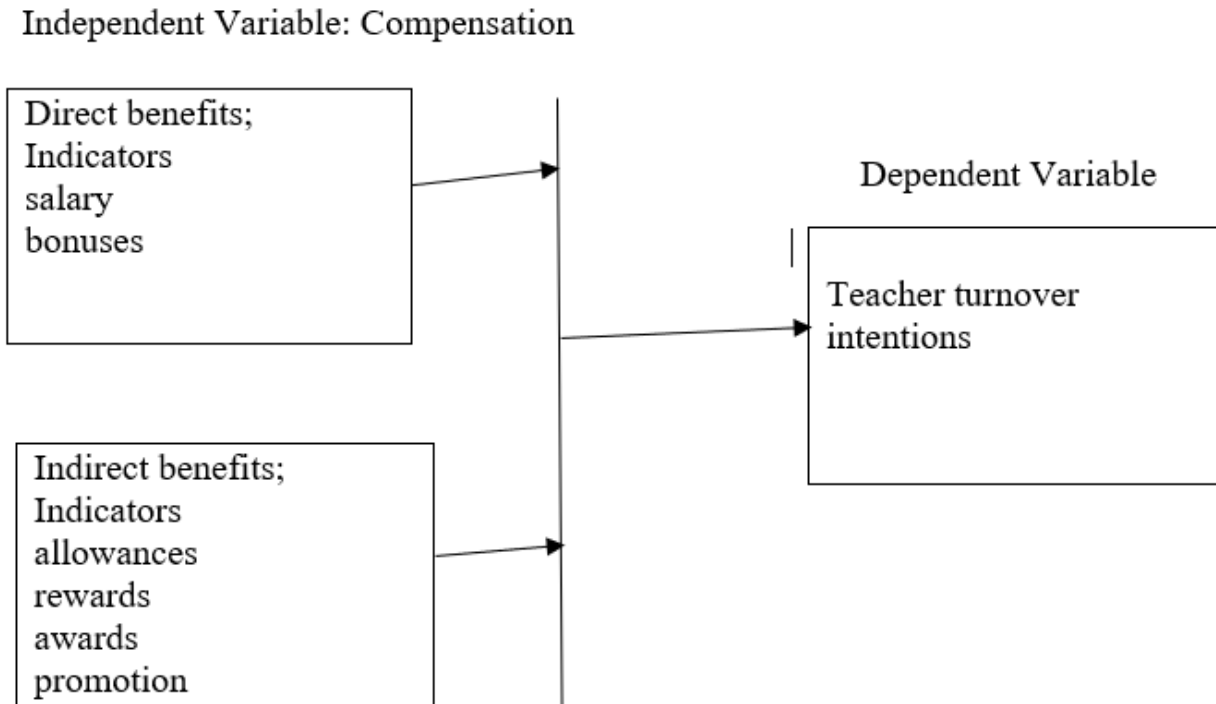


Figure 1.1: Conceptual Framework for the Study

(Source: Researcher, 2026)

Figure 1.1 depicts compensation indicators likely to influence teacher turnover intentions. The explanatory variable is compensation. The respective indicators of compensation are; salary, bonuses, allowances, promotion, awards and rewards. The criterion variable is teacher turnover intentions. The conceptual framework illustrates teacher turnover intentions is likely to be influenced by respective indicators of compensation as operationalised in the conceptual framework. The compensation indicators could influence either individually or altogether teacher turnover intentions. In this study, teachers’ perceptions of favourable compensation, enhances loyalty, trust, engagement and mutual commitment to continue discharging services to the employer. Furthermore, teachers’ perceptions of unfavourable compensation decreases loyalty, trust, engagement and mutual commitment to the employer with high teacher turnover intentions.

Key Terms for the Study

Compensation: Relates to salaries teachers receive from TSC for exchange of teaching service

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

LITERATURE REVIEW

Compensation and Employee Turnover Intentions

(Senthinathan, Wijesingma & Thennakoom, 2021) conducted descriptive survey study to explore compensation benefits and turnover intentions, IT, Sri Lanka. The Pearson product moment correlation results indicated, financial benefits ($r = - 0.237, p < 0.001$) and non-financial benefits ($r = - 0.298, p < 0.001$) had significant negative correlation with employee turnover intentions in IT sector in Sri Lanka. The study contradicts survey

study that found; salary ($r = .84.5$, $p < 0.001$), bonuses ($r = .53.4$, $p < 0.001$), allowances ($r = .73.2 < 0.001$) and rewards ($r = .61.2$, $p < 0.001$) had a strong positive linear correlation with employee retention; International Breweries Ilesha, Ogun State, Nigeria (Oginni, Ayantunji, Larne-Babalola, Balogun & Abdulazeez, 2023). The studies did not consider intention to leave / stay, the knowledge gap current study sought to address. The studies solely relied on quantitative approaches in data collection and analysis. The present study supplemented the finding with qualitative techniques for cross-examination purposes to possibly gain in-depth insight into the phenomenon understudy.

The studies reflect findings of study sample; IT sector, Sri Lanka and International Breweries, Ilesha, Ogun State, Nigeria; different contexts and geographical locales. The current study was conducted in education context, Taita-Taveta County, Kenya to compare findings and possibly gain broader perspective on the phenomenon understudy. Furthermore, the researchers employed Pearson product moment correlation and Multiple linear regression data analysis techniques respectively. The study employed in addition, descriptive, thematic, Chi-square and Analysis of Variance data analysis techniques to further interrogate effect of predictor variable on response variable.

(Maduabuchi & Udeh, 2024) did correlational study to investigate managerial practices and employee turnover, commercial banks, Nigeria. The Pearson product moment correlation results revealed, compensation package ($r = - 0.493$, $p < 0.001$) had negative correlation with commercial banks' turnover of employees in Nigeria. The finding contradicts survey study that; compensation benefits ($\beta = .2676$, $t = 2.861$, $p < 0.05$) and promotional opportunity ($\beta = .673$, $t = 7.016$, $p < 0.05$) significantly and positively correlated with turnover intentions of employees; 4 mega banks, Sarawak, Malaysia (Sija, 2021). The researchers did not consider intention to leave / stay, a void present study sought to fill in. The studies mainly relied on quantitative approaches in data collection and analysis. The current study employed in addition, qualitative techniques for triangulation purposes to possibly find overreaching similarities and divergent viewpoints.

Moreover, the studies reflect findings of different contexts and geographical locales; banking sector, Nigeria and Sarawak, Malaysia. The current study attempted to establish whether similar findings will be obtained in another industry; education setting; public secondary schools, Taita-Taveta County, Kenya. The researchers employed Pearson product moment correlation and Multiple linear regression data analysis techniques. The present study employed additionally, descriptive, thematic, Chi-square and Analysis of Variance data analysis techniques to further cross-examine findings with the view to interrogate further effect of explanatory variable on criterion variable.

(Marcel, Yole, Abdullahi, Usuman & Abubakar, 2020) conducted descriptive survey study to explore managerial practices and employee turnover intentions, Adamawa state, Nigeria. The Multiple linear regression results indicated, compensation and reward system ($\beta = - 0.05$, $t = - 0.629$, $p < 0.05$) had a negative and no significant association with principals' turnover intentions, Adamawa State, Nigeria. The finding contradicted cross-sectional survey study that, compensation benefits ($\beta = 0.2676$, $t = 2.861$, $p < 0.05$) positively and significantly influence teacher turnover intentions, Rubabo County, Rukunguri District, Uganda (Muguzi, Musinguuzi & Augustina, 2019).

The researchers adopted Multiple linear regression data analysis technique. The study employed additionally, descriptive, thematic, Pearson product moment correlation, Chi-square and Analysis of Variance data analysis techniques to further cross-examine findings in view of different analytical approaches. The studies solely relied on quantitative techniques in data collection and analysis techniques. The study employed a combination of quantitative and qualitative techniques to minimise biasness in that each approach checks the other. The current study sought to generate data for further insight into divergent viewpoints on basis of findings of cited studies and possibly gain broader perspective on the phenomenon understudy.

(Wabede, 2020) did cross-sectional survey study to investigate remuneration and staff retention, Mbale Municipality, Uganda. The Pearson product moment correlation results showed, salary ($r = 0.540$, $n = 190$, $p < 0.05$) and allowances ($r = 0.579$, $n = 190$, $p < 0.05$) significantly influenced teacher retention in private secondary schools, Mbale Municipality, Uganda. The finding is similar to survey study that drew the conclusion, compensation package ($r = 0.609$, $n = 393$, $p < 0.01$) has statistically significant positive effect on teacher

retention; two districts, Kigali City, Rwanda (Claire, Kaikward, 2019). The researchers adopted Pearson product moment correlation data analysis techniques. The present study employed in addition, Chi-square, Multiple linear regression and Analysis of variance data analysis techniques for further reflection of finding in view different analytical techniques. The studies entirely relied on quantitative approaches in data collection and analysis. The current study employed a combination of quantitative and qualitative techniques for cross-examination purposes to possibly gain in-depth insight into the phenomenon under investigation. The studies reflect perception of teachers in different geographical locales; Mbale Municipality, Uganda and Kigali City, Rwanda. The current study was conducted in Taita-Taveta County, Kenya for purposes of comparing findings and possibly gain broader perspective on the findings. Furthermore, the researchers did not interrogate intention to leave / stay, the knowledge gap, the current study sought to address.

(Ekabu, 2019) conducted descriptive cross-sectional survey study in combination with in-depth interview to explore remuneration and teacher turnover intention, Meru County, Kenya. The researcher administered questionnaires to randomly sampled study of 508 teachers and conducted in-depth interview with 15 principals randomly sampled. The descriptive findings indicated mean of 1.48 with standard deviation of 0.803 which on a scale of 1-5 entailed high teacher dissatisfaction with level of remuneration. Furthermore, house allowance, medical allowance, leave allowance and travel allowance had a mean of; 1.85, 1.56, 1.72 and 1.68 respectively hence implied teacher dissatisfaction with allowances paid by the employer. The qualitative finding showed; the main reason for teacher turnover intentions in public secondary schools, Meru County is low salary and allowances. The finding is in agreement with qualitative study that found; the main cause of teacher turnover intentions in rural schools around province of Punjab, Pakistan is low salary; too little to meet basic needs and inadequate allowances (Rana, Kanwal & Fida, 2024). The finding is further in tandem with qualitative study that drew the conclusion; the major cause of teacher turnover in Makate District, Tanzania is low salary compared to other professions which is inadequate to meet cost of living and lack of accommodation allowance (Sanga, Mwahobela, & Msigallah, 2024).

The Pearson product moment correlation results indicated, level of remuneration ($r = - 0.387$, $p < 0.001$) is negatively and significantly associated with teacher turnover intentions. The finding agrees with a study that reported, salary and benefits ($r = - 0.393$, $p < 0.001$) had a significant weak negative association with teacher turnover intentions, Selangor, Malaysia (Sarah, Jasin, Hansaram & Kimloy, 2022). The Chi-square results illustrated, significant relationship ($\chi^2 = 12.221$, $df = 4$, $p = 0.00 < 0.05$) between level of remuneration and teacher turnover intentions. The finding is similar to a study that reported, significant positive association between pay ($r .964 > Crit$, 0.098) and employee retention; selected public universities, South East, Nigeria (Orajaka, 2021).

The findings corroborated with interview data that, the level of remuneration and public secondary schools' teacher turnover intention had significant relationship, Meru, County, Kenya. The study employed Pearson product moment correlation and Chi-square data analysis techniques. The researcher in the current study employed additionally, Multiple linear regression and Analysis of Variance data analysis techniques to further illuminate effect of predictor variable on response variable. The study reflects finding of sample study in one county among the 47 counties in Kenya. The current study was done in a locale where no similar study has been identified; Taita-Taveta County, to possibly gain broader perspective on the phenomenon understudy and for further validation of the findings.

RESEARCH DESIGN AND METHODOLOGY

Explanatory design was adopted in combination with in-depth interview. Explanatory research approach enables the researcher to explain relationship between predictor variable and response variable. Furthermore, the design enables the researcher to analyse the phenomenon understudy with the view to explain emergent patterns between variables and causality link of predictor variable on response variable (Creswell, 2014). The study involved administration of questionnaires and an in-depth interview to teachers and principals respectively. The two approaches basically were for complementary purposes, thereby maximising their strengths and minimising limitations inherent in the use of either approach single handedly in a study. The in-depth interview generated data to further enrich quantitative data during interpretation of finding. Both methods have some biasness. Qualitative method provides in-depth data to further confirm quantitative results and subjectivity associated with

in-depth interview is minimised by objectivity of quantitative approach. Furthermore, corroboration of quantitative and qualitative findings enables the researcher to cross-examine extent of the two data sets converge and diverge (Orodho, 2009; Mugenda & Mugenda, 2003).

The researcher targeted 1,380 respondents under TSC; 89 principals and 1,291 teachers. Stratified and simple random methods were employed to select sample study. The researcher apportioned targeted population into four mutually exclusive strata; in view of similarity in relation to characteristics (Kothari, 2019; Orodho, 2017; Creswell, 2015; Orodho, 2009) and randomly selected respondents in each stratum. This ensured each sub county was proportionately represented in the sample relatively to its population size; principals and teachers in the target population in each of the four sub counties, Taita-Taveta County (Kothari, 2019; Orodho, 2017; Creswell, 2015; Orodho, 2009).

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

The sample size of the study was on basis of 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)

To enhance accuracy in determining sample size, level of precision was based at 95% level of significance (Patiano & Ferreira, 2015). Thus, the researcher had 95 chances in 100; in view of the sample study reflecting real characteristics of target population. Furthermore, the researcher had 5 chances in 100 in relation to sampling error (0.05). The sample size was; 247 teachers and 40 principals; a total of 287 respondents representing 20.8% of the target population. The researchers express varied viewpoints on ideal percentage of sample size for statistical analysis and generalisation of findings. One such viewpoint is that; 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 target population (Kothari, 2019; Orodho, 2017). In view of the foregoing viewpoints, 20.8% was considered representative enough in application of statistical procedures and generalisation of findings. The principals and teachers in the four sub counties; Mwatate, Voi, Taveta and Taita differ in number in relation to accessible population. The researcher employed proportional allocation technique through the formular indicated 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 contribution of each stratum to the sample study was proportional to its size in the target population (Kothari, 2019; Orodho, 2017; Orodho, 2009). Furthermore, the researcher conducted in-depth interview with principals to obtain data to further confirm quantitative results during overall interpretation of the findings. The researchers postulate the view that, sample study for qualitative studies should not exceed 20 participants (Crouch & MacKenzie, 2006). Furthermore, a sample size of 15-25 participants is adequate (Creswell, 2012). In view of the foregoing viewpoints, the study involved 15 principals.

The researcher administered questionnaires and an interview schedule to teachers and principals respectively. The questionnaire items were derived and adapted from studies done. Compensation scale; (Maduabuchi et al, 2024) weighted on Likert scale; Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA) while part three was open-ended and turnover intentions with item derived and adapted from previous studies (Kamau et al, 2021).

Research indicates, statistical analysis tools are not applicable in determining validity of research instruments (Kothari, 2019). The validity of research instruments was on basis of content validity through expert judgment. Furthermore, to enhance reliability of research instruments, the researcher derived as well as adapted items developed by other researchers. This ensured items for the research instruments were on basis of verified reliability by other researchers (Muathe, 2010). Moreover, the researcher employed internal consistency technique to determine reliability of each item on the research instrument (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 teachers' questionnaire for the study was an Alpha Coefficient Value of 0.93. The researcher did a pre-test of the research instruments. The researchers differ in viewpoints on sample size for pilot study. Thus, 1% to 10% of entire sample size 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 on basis of 10% of the parent sample study. The pilot study hence, involved 4 principals and 25 teachers a total of 29 participants; a representation of 10.1% in relation to main sample study. The researcher used same procedure employed in determining sample size for 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 for an appointment to conduct in-depth interview with sampled principals at work station during data collection process. Descriptive statistics and inferential statistics data 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 in the analysis of questionnaire items based on Likert scale and presentation of findings in frequency distribution table. The hypothesis (H_{01}) was tested using; Chi-Square Goodness of Fit test to basically determine level of significance between compensation 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 compensation and teacher turnover intentions. Furthermore, the study employed Multiple linear regression to determine most influential attribute of compensation on teacher turnover intentions. The researcher employed Standard Multiple Regression formula to test hypothesis as 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 compensation.

β_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, β_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, β_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, β_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, β_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, β_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 ϵ = Error term; refers to unexplained variation in Y (teacher turnover intentions) owing to variables not in the Regression model; current study (Orodho, Khatete & Mugiraneza, 2016).

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

Limitations of the Study

The teachers and principals adhere to predetermined school routine. The teachers and principals might be constrained with time to complete questionnaires and respond to interview schedules along-side teaching tasks and other duties in the school routine. The sample study might provide socially acceptable responses to items on the research instruments. Furthermore, the sample study might return questionnaires without answering all questions hence affect adversely reliability of finding. To overcome the challenges, the researcher collected questionnaires upon expiry of one week at the time of dispatch. The researcher booked for an appointment to conduct in-depth interview with sampled principals at work station during data collection process. The researcher administered an anonymous questionnaire. Moreover, the researcher disclosed to the sample study intent of data collection. Furthermore, the researcher assured the sample study that, collected data was in response to research objective. Moreover, the researcher triangulated quantitative data with qualitative data during overall interpretation of the finding for purposes of cross-examining the 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 research permit from National Commission for Science, Technology and Innovation (NACOSTI). Furthermore, the researcher obtained permission to undertake data collection process from 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 the respondents to voluntarily consent to either be part of the study sample or not. Moreover, the researcher assigned codes on the research instruments to conceal identity of respondents. This enabled the researcher to obtain more honest and dependable data from the respondents. The researcher assured the sample study that, usage of obtained data was strictly for purposes of academics. 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 in view of the responses of the respondents. 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 finding of the study in a recognised journal by Post Graduate School of Education; Kenyatta University and fully recognised intellectual contribution of supervisors (Orodho, 2009; Mugenda & Mugenda, 2003).

RESULTS AND DISCUSSIONS

The researcher in objective one, examined influence of compensation on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The sampled teachers responded to 6 items of compensation scale (Maduabuchi et al, 2024) weighted on a 5-point Likert scale ranging from Strongly disagree to Strongly agree. The analysis was done using frequencies and percentages. Table 1 details distribution of frequencies and percentages of sampled teachers' evaluation of six attributes of compensation on teacher turnover intentions.

Statement	SD	D	N	A	SA
TSC pays teachers lucrative salary and allowances	129 (52.2%)	100 (40.5%)	10 (4.0%)	7 (2.8%)	1 (0.4%)

Teachers are remunerated in proportion to teaching services rendered to the Employer	111 (44.9%)	118 (47.8%)	12 (4.9%)	5 (2.0%)	1 (0.4%)
The policies governing pay structure of the teachers, is revised continuously to retain talent and match remuneration practices in private sector	104 (42.1%)	108 (43.7%)	23 (9.3%)	12 (4.9%)	0 (0.0)
TSC avails information with regard to remuneration of teachers in clear and plain language	73 (29.6%)	77 (31.2%)	32 (13.0%)	60 (24.3%)	5 (2.0%)
The salary and allowances by TSC promote self-worth and high self-esteem among teachers	129 (52.2%)	92 (37.2%)	13 (5.3%)	10 (4.0%)	3 (1.2%)
I feel happy and committed to continue serving TSC owing to its good policies on salary and allowances	109 (44.1%)	85 (34.4%)	34 (13.8%)	15 (6.1%)	4 (1.6%)

Table 1: Descriptive statistics for compensation and teacher turnover intentions

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

Table 1, indicates; more than three-quarters (92.7%) of the teachers disagreed TSC pays lucrative salary and allowances, less than one-tenth (4.1%) neutral and an insignificant number (3.2%) in agreement with the statement. The finding indicates, most teachers are highly dissatisfied with salary and fringe benefits awarded by TSC. Moreover, majority (92.7%) voiced contrary opinion that, TSC remunerates teachers in proportion to teaching services meanwhile, minority (4.9%) were neutral and less than one-tenth (2.4%) consented to the opinion. The finding implies, majority of teachers feel shortchanged in relation to economic realities and with regard to labour input hence might increase desire to opt for greener pastures. Furthermore, more than three-quarters (85.8%) disagreed that, review of salary is continuously done with below one-tenth (4.9%) in support of the statement. Moreover, finding illustrates, most teachers in Taita-Taveta County are highly dissatisfied since salary review is rarely done and not in tandem with remuneration policies in private sector.

TSC avails information on remuneration of teachers in clear and plain language; which is contrary to views of a significant number (68.8%) of teachers whereas, slightly more than one-fifth (26.3%) agreed with the statement. The corollary of the finding is that, slightly more than half express the view that, communication from TSC in relation to remuneration is normally not well expounded. The finding further shows, a significant number (89.4%) voiced divergent opinion that, the salary and allowances promote self-worth and high self-esteem whereas, minority (4.9%) were in agreement with the view. A sizeable number of teachers no longer desire association with teaching profession in Taita-Taveta County which increases teacher turnover intentions. Furthermore, slightly above three-quarters (78.5%) contradicted the view that, teachers are happy and committed to continue serving TSC while close to one-tenth (7.7%) were in support of the viewpoint. The finding indicates, most teachers in the study, are no longer desirous to continue offering services to TSC owing to poor remuneration which increases turnover intentions. The teachers' viewpoints in table 1 are further affirmed by finding of in-depth interview with secondary schools' principals. The opinion of principals was that, remuneration policy was not fair and not as competitive as private sector. Furthermore, salary and allowances do not match cost of living. The finding is in agreement with qualitative study that found, the main reason of

teacher turnover intentions is low salary and allowances hence inadequate to meet cost of living (Fida et al, 2024). One of the principals said:

Teachers’ remuneration is very low compared to other professions.

The salary and allowances do not keep pace with cost of living.

Furthermore, principals noted that, policy on remuneration is too demeaning which highly demotivates teachers with high turnover intentions. The principals were in agreement, the main reason for secondary schools’ teachers leaving for non-teaching jobs is desire to earn better salary and allowances. The finding is in tandem with the finding that; the major cause of teacher turnover intentions is owing to low salary which is not comparable to other professions. Furthermore, the salary is inadequate to meet cost of basic needs and lack of accommodation allowance (Msigallah et al, 2024). Another principal stated that:

Remuneration of teachers is too low, yet other professionals like nurses, doctors, engineers and lawyers earn lucrative salaries and allowances.

The findings are further supported that; teachers are highly dissatisfied with low salary and allowances paid by the employer (TSC) hence, most teachers are desirous for greener pastures (Ekabu, 2019).

Test of hypothesis

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

Chi- Square Goodness of Fit test

This was employed to test hypothesis with the view to determine level of significance between predictor variable (compensation) and outcome variable (teacher turnover intentions). The research hypothesis stated that;

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

Table 2: Chi-Square test between compensation and teacher turnover intentions in public secondary schools in Taita-Taveta County

Statement	Turnover intention	SD	D	N	A	SA	χ^2	P-value
TSC pays teachers lucrative salary and allowances	Agreed	124 (96.7%)	87 (87.0%)	10 (100%)	5 (71.4%)	1 (100%)	11.231	0.024*
	Not agreed	5 (3.9%)	13 (13.0%)	0 (0.0%)	2 (28.6%)	0 (0.0%)		
Teachers are remunerated in proportion to teaching services	Agreed	107 (96.4%)	105 (89.0%)	11 (91.7%)	3 (60.0%)	1 (100%)	11.291	0.023*
	Not agreed	4 (3.6%)	13 (11.0%)	1 (8.3%)	2 (40.0%)	0 (0.0)		
Policies governing	Agreed	99 (96.2%)	96 (88.9%)	21 (95.5%)	10	0	4.377	0.224

pay structure of the teachers, is revised continuously to retain talent and match remuneration practices in private sector					(83.3%)	(0.0)		
	Not agreed	5 (4.8%)	12 (11.1%)	1 (4.5%)	2 (16.7%)	0 (0.0)		
TSC avails information with regard to remuneration of teachers in clear and plain language	Agreed	67 (91.8%)	70 (90.9%)	31 (96.9%)	55 (91.7%)	4 (80.0%)	2.123	0.713
	Not agreed	6 (8.2%)	7 (9.1%)	1 (3.1%)	5 (8.3%)	1 (20.1%)		
Salary and allowances promote self-worth and high self-esteem among teachers	Agreed	116 (89.9%)	88 (95.7%)	12 (92.3%)	9 (90.0%)	2 (66.7%)	5.037	0.284
	Not agreed	13 (10.1%)	4 (4.3%)	1 (7.7%)	1 (10.0%)	1 (33.3%)		
I feel happy and committed to continue serving TSC owing to good policies on salary and allowances	Agreed	98 (89.9%)	82 (96.5%)	32 (94.1%)	13 (86.7%)	2 (50.0%)	13.181	0.010*
	Not agreed	11 (10.1%)	3 (3.5%)	2 (5.9%)	2 (13.3%)	2 (50.0%)		

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

***Indicate significant influence at P ≥ 0.05**

The researcher used Chi-Square Goodness of Fit test at 95% interval level with 5% level of precision. According to table 2, finding demonstrates; compensation had significant influence on teacher turnover intentions that; TSC pays teachers lucrative salary and allowances ($\chi^2 = 11.231$, $df = 4$, $p = 0.024^*$), teachers are remunerated in proportion to teaching services ($\chi^2 = 11.291$, $df = 4$, $p = 0.023^*$) and teachers feel happy and committed to continue serving TSC ($\chi^2 = 13.181$, $df = 4$, $p = 0.010^*$). However, teachers who feel TSC is not remunerating satisfactorily express turnover intentions with p-values statistically significant at 0.005; ($p \geq 0.05$) interval level that; TSC avails information on salary and remuneration in clear and plain language ($\chi^2 = 2.123$, $df = 4$, $p = 0.713$), salary and allowances promote self-worth and high self-esteem ($\chi^2 = 5.037$, $df = 4$, $p = 0.284$) and policies governing pay structure, is revised continuously ($\chi^2 = 4.337$, $df = 4$, $p = 0.224$).

The outcome of the analysis shows, null hypothesis is rejected and alternative hypothesis accepted that; compensation has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The finding is in tandem with the study that found, a strong positive linear correlation of salary ($r = .84.5$, $p < 0.001$), bonuses ($r = .53.4$, $p < 0.001$), allowances ($r = .73.2 < 0.001$) and

rewards ($r = .61.2$, $p < 0.001$ on employee retention (Abdulazeez et al, 2023). Furthermore, the finding is supported that; level of remuneration ($\chi^2 = 12.221$, $df = 4$, $p = 0.00 < 0.05$) is significant and with positive effect on teacher turnover intentions; public secondary schools, Meru County, Kenya (Ekabu, 2019). The findings contradict the finding that; financial ($r = - 0.298$, $p < 0.001$) and non-financial benefits ($r = - 0.237$, $p < 0.001$) significantly and negatively correlate with employee turnover intentions (Thennakoom, et. al, 2021).

The Pearson product moment correlation

Moreover, the researcher used Pearson product moment correlation to determine strength and direction of linear relationship between compensation attributes and teacher turnover intentions. The findings are contained in table 3.

Table 3: Person Correlation between compensation and teacher turnover intentions in public secondary schools, Taita-Taveta County

Statement		Turnover intentions. looking forward to a high paying job
Turnover intentions. looking forward to a high paying job	r-value	1
	Sig. (2tailed)	
TSC pays teachers lucrative salary and allowances	r-value	0.146
	Sig. (2-tailed)	0.202
Teachers are remunerated in proportion to teaching services rendered to the employer	r-value	0.168
	Sig. (2-tailed)	0.080
The policies governing pay structure of the teachers, is revised continuously to retain talent and match remuneration practices in private sector	r-value	0.087
	Sig. (2-tailed)	0.174
TSC avails information with regard to remuneration of teachers in clear and plain language	r-value	0.005
	Sig. (2-tailed)	0.940
The salary and allowances by TSC	r-value	0.001

promote self-worth and high self-esteem among teachers	Sig. (2-tailed)	0.990
I feel happy and committed to continue serving TSC owing to its good policies on salary and allowances	r-value	0.056
	Sig. (2-tailed)	0.382
	N	247

The analysis of Pearson correlation in table 3, reveals teacher turnover intentions was significantly influenced that; the salary and allowances promote self-worth and high self-esteem ($r = 0.001$, $p = 0.990$), TSC avails information on remuneration of teachers in clear and plain language ($r = 0.005$, $p = 0.940$), teachers feel happy and committed to continue serving TSC ($r = 0.056$, $p = 0.382$), TSC pays lucrative salary and allowances ($r = 0.146$, $p = 0.202$), the policies governing pay structure of the teachers, is revised continuously ($r = 0.087$, $p = 0.174$) and lastly, teachers are remunerated in proportion to teaching services ($r = 0.168$, $p = 0.080$).

The positive correlation indicates, teachers strongly feel that, TSC is not compensating satisfactorily hence are looking forward to a high paying job. The statistical correlation p - values were significant at 0.05; ($p \geq 0.05$) significance level. Thus, null hypothesis is declined and alternative hypothesis accepted. The study concludes that; compensation has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The finding concurs with a study that, compensation package ($r = 0.609$, $n = 393$, $p < 0.01$) is statistically significant and positively correlates with retention of teachers which lowers turnover intentions (Kaikward et al, 2019). The findings are further affirmed by a study that concluded; salary ($r = 0.540$, $n = 190$, $p < 0.05$) and allowances ($r = 0.579$, $n = 190$, $p < 0.05$) had significant influence on retention of teachers with low tendency of turnover intentions (Wabede, 2020). The findings disagree with a study that; salary and benefits ($r = - 0.393$, $p < 0.001$) has a significant weak negative correlation with teacher turnover intentions (Kimloy et al, 2022).

Multiple linear regression

The study used Multiple linear regression to determine compensation attribute with most influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The study did Regression model test to determine how well independent variable explained dependent variable in a Regression model. The Regression model test summary is presented in table 4.

Table 4: Model summary of regression statistics on compensation 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	0.251 ^a	0.046	0.0222	0.27078

a. Predictors: (Constant), committed to serve TSC, self-worth and self-esteem, information on remuneration, proportion remuneration, pay structure review, salary and allowances.

The Regression model test summary in table 4 indicates correlation coefficient of ($R = 0.215$). This shows low correlation between compensation and teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The researchers in social science research voice the view that, correlation coefficient of; ($r = 1$) illustrates perfect linear association; ($r = -1$) negative association; (r - value below 0.5) weak association and r -value of zero; non-existence of correlation between explanatory variable and outcome variable (Orodho et al, 2016; Saunders, 2000). Moreover, table 4 illustrates coefficient of determination (R^2) value of 0.046; which

entails, 4.6% of the variation in response variable is explained by six attributes of compensation while 95.4% unexplained; by other variables not in the current study.

The coefficient of determination (R^2) provides a measure of variation in dependent variable explained by regression line and independent variable. Thus, Regression weight (beta) enables to determine contribution of each indicator of regressor variable to the variation in outcome variable (Orodho et al, 2016). Table 5 displays Regression coefficient for the influence of compensation and teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

Table 5: Regression Coefficient results for the influence of compensation and teacher turnover intentions in public secondary schools in Taita-Taveta County

Model	Coefficients ^a				
	Unstandardized Coefficient	Std. Error	Standardized Coefficient	t	Sig.
1. (Constant)	0.979	0.054		18.199	0.000
Salary and allowances (X ₁)	0.036	0.031	0.096	1.141	0.255
Proportion remuneration (X ₂)	0.060	0.032	0.154	1.877	0.062
Pay structure review (X ₃)	0.009	0.028	0.026	0.309	0.758
Information on remuneration (X ₄)	- 0.013	0.017	- 0.058	- 0.795	0.427
Self-esteem and self-worth (X ₅)	- 0.047	0.028	- 0.146	- 1.679	0.094
Committed to serve TSC (X ₆)	0.022	0.026	0.079	0.855	0.394

The finding shows, (“constant”) value of 0.979. This suggests, zero unit of predictor variable, the predicted value in relation to teacher turnover intentions is 0.979. Thus, one unit increase in relation to lucrative salary and allowances (X₁), a 0.096 unit increase in teacher turnover intentions is predicted ($\beta = 0.096$). An increase of one unit in proportion remuneration to teaching services, (X₂), a 0.154 unit increase in teacher turnover intentions is predicted ($\beta = 0.154$). Moreover, for each unit increase in review of pay structure (X₃), a 0.026 unit increase in teacher turnover intentions is predicted ($\beta = 0.026$). Furthermore, a - 0.058 unit increase in relation to information on remuneration of teachers availed in clear and plain language (X₄), a unit decrease of - 0.058 in teacher turnover intentions is predicted ($\beta = - 0.058$). The finding further indicates, a unit increase of - 0.146 in relation to good policies on salary and allowances enhance self-worth and self-esteem (X₅), a - 0.146 unit decrease in teacher turnover intentions is predicted ($\beta = - 0.146$). Lastly, for a unit increase in relation to teachers feel happy and committed to continue serving TSC (X₆), a unit increase predicted in teacher turnover intentions is 0.079 ($\beta = 0.079$).

The Regression model test result in table 5 demonstrated, the six attributes of compensation contributed to the Regression model test significantly at 0.05; ($p \geq 0.05$) interval level. The p-values of each of the six attributes of compensation from the greatest to the least contributor to the Regression model test result indicates;

X₃ ($\beta = 0.026, p = 0.758 > 0.05$), X₄ ($\beta = - 0.058, p = 0.427 > 0.05$), X₆ ($\beta = 0.079, p = 0.394 > 0.05$), X₁ ($\beta = 0.096, p = 0.255 > 0.05$), X₅ ($\beta = - 0.146, p = 0.094 > 0.05$) and X₂ ($\beta = 0.154, p = 0.062 > 0.05$). It emerges,

continuous review of pay structure of the teachers in tandem with remuneration practices in private sector, (X_3) made the largest contribution to the Regression model test on influence of compensation on teacher turnover intentions while the least was; teachers are remunerated in proportion to teaching services (X_2).

The study employed Multiple linear regression analysis test, to determine influence of six attributes of compensation on teacher turnover intentions by a model equation as shown below;

$$Y = 0.979 + 0.036X_1 + 0.060X_2 + 0.009X_3 - 0.013X_4 - 0.047X_5 + 0.022X_6$$

X_1 = lucrative salary and allowances

X_2 = proportion remuneration to teaching services

X_3 = continuous review of pay

X_4 = information on remuneration availed in clear and plain language

X_5 = salary and allowances promote self-worth and high self-esteem

X_6 = happy and committed to continue serving TSC

ϵ = error term

Analysis of Variance (ANOVA)

The researcher tested null hypothesis by employing Analysis of Variance (ANOVA) through F-test. This enables simultaneous determination of whether all six attributes of compensation in the Regression series jointly influenced criterion variable (teacher turnover intentions). This reduces probability of committing Type 1 Error; rejecting null hypothesis which is true (Orodho et. al, 2016). The analysis results are displayed in table 6.

Table 6: Analysis of Variance for compensation and teacher turnover intentions in public secondary schools in Taita-Taveta County

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig
1 Regression	0.850	6	0.142	1.932	0.076 ^a
Residual	17.524	239	0.073		
Total	18.374	245			

a. Dependent variable: teacher turnover intentions

b. Predictors: (Constant), committed to serve TSC, self-worth and self-esteem, information on remuneration, pay structure review, proportion remuneration, salary and allowances. According to table 6, the analysis yielded F-value of 1.932 with 6 and 245 degrees of freedom. The analysis indicates, p-value of 0.076^a hence statistically significant at 0.05; ($p > 0.05$) interval level. The significant regression equation is hence; $F(6, 245) = 1.932, p > 0.05$. Furthermore, since the p-value; 0.076^a is greater than 0.05 ($p > 0.05$) level of significance, null hypothesis is rejected and alternative hypothesis accepted that; compensation has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The finding

concur with survey study that reported; compensation benefits ($\beta = .2676$, $t = 2.861$, $p < 0.05$) and promotional opportunity ($\beta = .673$, $t = 7.016$, $p < 0.05$) correlate significantly and positively with turnover intentions of employees (Sija, 2021). The finding is further affirmed by cross-sectional survey study that found positive and significant association of compensation benefits ($\beta = 0.2676$, $t = 2.861$, $p < 0.05$) and teacher turnover intentions (Augustina et al, 2019). The findings contradict a study that revealed, compensation and reward system ($\beta = -0.05$, $t = -0.629$, $p < 0.05$) is negatively associated with principals' turnover intentions (Abubakar et.al, 2020).

Summary

The finding with regard to hypothesis one (H_{01}) indicated p-value of 0.076; significant at 0.05 ($p \geq 0.05$) interval level. The null hypothesis was rejected and alternative hypothesis accepted that; compensation has statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

CONCLUSION

The study found that, salary and fringe benefits, more so, continuous review of pay structure of teachers to match remuneration practices in private sector ($\beta = 0.026$, $p = 0.758 > 0.05$) had the most influence on teacher turnover intentions. It is justifiable to conclude that, compensation, with to regard to continuous review of pay structure of teachers to match remuneration practices in private sector, is the most significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

RECOMMENDATION

The employer (TSC) needs to develop more proactive and robust policy guidelines to revise continuously pay structure of teachers in tandem with remuneration practices in private sector. This lowers teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

Conflict of interest Statement

The authors declare no conflict of interests.

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