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## Effect of Personal Characteristics on Intentions to Turnover among Secondary School Teachers in Nakuru County, Kenya

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### **Abstract:**

*In school teachers play important role for the efficiency and performance of their institutions. Efficient teachers have been found to be highly committed, motivated and stable in their tenure. However, reports by Education International and Kenya National Union of Teachers established that a high percentage of teachers employed by the government in public schools would want to leave the profession. The trend is worrying and a threat to the teaching profession. It was therefore necessary to establish whether the findings apply to Nakuru County among secondary school teachers and establish whether the teachers' personal characteristics influence teachers' intentions to turnover. Therefore, the main objective of this study was to determine the effect selected personal characteristics on intentions to turnover among teachers in Nakuru County, Kenya. This study used a cross sectional survey design. A sample of 358 Teachers Service Commission public secondary school teachers was drawn from the target population of 3452 Public Secondary school teachers and a sample of 77 schools was drawn from 325 schools in nine (9) Sub counties in Nakuru County. Using Statistical Package for Social Science (SPSS) software, data collected was analyzed using descriptive statistics which included percentages, means and standard deviation and inferential statistics which included Pearson's product moment correlation coefficient and ANOVA at statistical significance of 0.05. The findings showed that selected personal characteristics have an effect on turnover intentions of teachers. The results of the study yielded crucial information that may inform the Ministry of Education, Teachers Service Commission, policy makers, board of management and school top managers on important measures to take in order to reduce turn over intentions and eventual turnover among teachers.*

**Keywords:** Intentions to turnover, teachers, personal characteristics

### **1. Introduction**

Human resources are the most valued asset in any organization. It has been argued that employees are one of the most important sources of competitive advantage as they are an integral part of its success (Wright & Kehoe, 2007). Therefore, the quality of employees the organizations attract, recruit and select is critical to organisational efficiency. Employees who are efficient, effective and committed to their organizations are associated with a number of desirable outcomes such as job satisfaction, lower absenteeism and low labour turnover (Dess & Shaw, 2001). In the education sector teachers are important in driving and achieving the goals of their respective schools. Excellent teachers enable the educational systems to succeed (Rabia, Kamaal & Ali, 2017). Weldeyohannes (2013) has argued that teachers are key people for sustainable development of any country and therefore Kenya is not an exception as far as teachers' contribution is concerned in her development over the years.

The teaching profession has continued to experience high rate of turnover compared with other professions (Grossman & Thomson, 2004). It is important for the education sector in Kenya to address the problem of high turnover among the teachers by focusing on the turnover intention and the factors that enhance teachers desire to quit their jobs. This is because it has been established that turnover intention is the best predictor of actual turnover (Lambert & Hogan, 2009). This study therefore aims to determine the effect of selected personal characteristics on turnover intention of public Secondary schools' teachers in Nakuru County.

### **2. Statement of the Problem**

Teachers in Kenya like in other countries in the world play a crucial role in shaping learners' future destiny. To play their role effectively, teachers are expected to be highly committed, motivated with their job and have low turnover intention. Also, qualified and experienced professional teachers are expected to be efficient and effective in their work (Oluwakemi & Olukayode, 2015). Their performances are superior to those of teachers who are new in the profession. However, a good number of qualified and experienced teachers are quitting the teaching profession for employment in other sectors like private institutions and non-governmental organizations (Susu, 2008). Furthermore, a report by Kenya

National Teachers Union shows that 76% of teachers in public schools wish to leave the teaching profession (Koech, Tikoko & Chemwei, 2014) indicating that teachers' turnover will continue to rise. Teachers Service Commission records indicate that Nakuru County teachers' turnover rate rose from 11% in 2016 to 15% in 2018. This trend is likely to deprive schools and learners their expertise and experience and may compromise quality of teaching. From the available relevant literature there seems to be limited studies which have been carried out focusing on employees in the education sector especially in secondary school level and those available within Kenya focused more on the actual turnover of teachers (Waititu, 2013; Koech, Tikoko & Chemwei, 2014; Mugo, 2013; Mutune, 2013; Njeru, 2009; Mutune & Orodho, 2013; Chemwei & Koech, 2015). This research therefore sought to fill this research gap by investigating the effect of selected personal characteristics on turnover intention of public Secondary school teachers in Nakuru County.

### 3. Literature Review

This section focuses on the available literature about the variables of this study namely: Intention to turnover and selected teachers' personal characteristics.

#### 3.1. Intentions to Turnover

Turnover intention has continued to be an important challenge constantly facing managers in organizations (Likoko, Ndiku and Mutsotso, 2018). Turnover intention has also posed a big problem to organizations regardless of their size, market share and significance of the industry (Tariq and Ahmed, 2014) Therefore, turnover intention today has become complex and it is important to understand turnover intention as early as possible in order to allow management to implement preventative measures (Albaqani, 2016). Turnover intention has been argued to be a strong indicator for actual turnover (Aldhuwaihi, 2013). Dess and Shaw (2001) posit that identifying and dealing with antecedents of turnover intention is an effective way of reducing actual turnover. Price and Muller (1981) argued that the use of turnover intention over actual turnover is better and practical. This argument is supported by Bluedorn (1982) who recommends the use of turnover intention over actual turnover because the latter is more difficult to predict. However, other researchers seem not to agree with the same school of thought. Dess and Shaw (2001) argue that turnover intention does not equal to turnover behaviour, although it is widely argued that dealing with antecedents of turnover intentions is an effective way of reducing actual turnover. Ali, Amin and Hamid (2016) in their study on a review of the relationship between reward and turnover intention argue that turnover intention of employees should be controlled otherwise it may have negative impact on the organization. One of the effects of uncontrolled turnover intentions of employees is actual turnover which may be costly to the organization in terms of recruitment and placement of employees who quit their jobs.

Lambert, Hogan and Barton (2001) found that employee turnover intention is negatively correlated to job satisfaction. Olesegun (2013) in a research on the influence of job satisfaction on turnover intention among Library personnel in Universities in South West Nigeria found out that job satisfaction had a significant negative effect on turnover intention. This suggests that the more one is satisfied with one's job the less likely that one will think of quitting or leaving one's job.

#### 3.2. Teachers Personal Characteristics

Employees' personal characteristics have been found to influence turnover intentions (Muhangi, 2019). Hayes (2015) posits that demographic factors like age, gender and level of education are significant factors which influence turnover intentions among employees. The purpose of this study was to investigate the effect of teachers' personal characteristics on teachers' turnover intentions. Many empirical studies have included various demographic factors but the factors which are frequently included in the studies are Age, Gender, Job tenure, position, Marital status and Level of education. Researchers have found mixed results on the relationship between personal characteristics and turnover intention. Some studies established that personal characteristics do not influence turnover intentions (Kaya and Abdioglu, 2010). Other studies established that personal characteristics do not influence turnover intentions among employees in organizations (Emiroglu & Akova 2015 and Chowhury, 2015).

#### 3.3. Relationship between Teachers Personal Characteristics and Intentions to Turnover

Personal characteristics have been found to be the significant and strong predictors of employees' turnover intentions (Agyeman, 2014). Some of the personal characteristics that have been studied in relation to turnover intentions include; Age, gender, education, experience and tenure among others (Abubakar, Kura & Chauhan, 2014). In this study personal characteristics included are: Age, gender, job tenure, position, marital status and education.

- Age: Agyeman (2014) posits that employees' age is the most studied and the most consistent in its relationship to turnover. Past studies have made different conclusions concerning the relationship between employees' age and turnover intentions. Emiroghu, Akova and Tanrivedi (2015) concluded that older employees aged between 46-56 and above have lower turnover intentions than younger employees. The findings corroborate those of Victoria and Ololekan (2016) who established that the age of employees had an effect on their turnover intentions. Likoko, Ndiku and Mutsotso (2018) established that increasing employees' age is associated with decreased intentions to turnover. Wen, Zhang, Wang and Tang (2018) concluded that young adult employees had higher turnover intentions.
- Gender: Emiroghu, Akova and Tanrivedi (2015) established that gender influenced employees' turnover intentions at ( $p < 0.05$ ) females had low turnover intentions than their male counterparts. They argued that female had low turnover intentions because of their family roles and limited career opportunities. The results seem to contradict their results of Choong et al who established that female employees had a higher intention to leave

their current jobs compared to male counterparts. Abubakar, Kura and Chauhan (2014) concluded that male nurses are more likely to leave their organizations or profession than their female colleagues. Akoval (2015) established a significant difference among gender groups based on their intentions to quit.

- Job tenure: Seyrek and Turan (2017) found that the relationship between job tenure and turnover intentions is not statistically significant however other studies established a relationship between job tenure and turnover intentions. Likoko, Ndiku and Mutsotso (2018) established that employees' length of service influenced turnover intentions. Emiroghu, Akova and Tanrivedi (2015) established that employees who have a tenure of 5-7yrs, 8-10yrs and over 10 yrs. have low turnover intentions compared to employees who have relatively short tenure such 2-4 yrs. or have one year and less.
- Job Position: Past studies made conflicting conclusions about the relationship between employees' position and turnover intentions. Wen, Zhang, Wang and Tang (2018) established that doctor's position is an important predictor of turnover intention. They established that doctors with higher position had higher turnover intentions. On the other hand, Emiroghu, Akova and Tanrivedi (2015) found that employees who had higher position such as managers and assistant managers had a lower turnover intention than employees who had low position such as a chief and baseline.
- Marital status: Seyrek and Turan (2017) established that there is a significant difference in marital status groups, married employees group had a higher turnover intention than single group. The results are consistent with those of Emiroghu, Akova and Tanrivedi (2015) and Victoria and Ololekan (2016) who found that marital status influenced employees' turnover intentions. Single employees have a higher turnover intention than married employees. However, Likoko, Ndiku and Mutsotso (2018) found that marital status is not a significant predictor of turnover intentions.
- Education: Past studies established a significant relationship between education level and their turnover intentions. Akoval (2015) established that employees with higher education had higher turnover intentions. Likoko, Ndiku and Mutsotso (2018) found that education qualification was a significant predictor of turnover intentions among academic staff. Furthermore, it has been argued that employees with lower education such as primary, secondary school have lower turnover intentions compared to employees with higher education such as university and higher (Emiroghu, Akova and Tanrivedi (2015)).

From the above reviewed literature, the following research hypotheses were proposed:

- H01: There are no differences in intentions to turnover based on teachers' demographic characteristics, namely: gender, marital status, age, job tenure, job position and education.
- H02: Gender does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.
- H03: Age does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya
- H04: Marital status does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya
- H05: Job tenure does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya
- H06: Job position does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya
- H07: Level of education does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya
- H08: The combined effect of demographic characteristics does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.

#### 4. Methodology

The research design for this study was cross sectional survey design. This study used cross-sectional which collects information from a sample at just one point in time (Fraenkel & Wallen, 2014). Using Nassiuma's (2000) formula a sample of 77 schools from a total of 325 schools in Nakuru County, Kenya was derived. The population of the study was 3452 teachers. A formula by Yamane (1967) was used to derive a sample size of 358 teachers. Stratified random sampling was used to determine the sample size each sub county and thereafter purposive sampling technique was used to select school principals and deputy principals and simple random sampling was used to select schools and the respondents from each of the selected schools. Questionnaires were distributed to teachers and given ample time to fill. A total of 327 questionnaires were filled giving a response rate of 91.3% which was above the recommendation of Mugenda and Mugenda (2009) who recommended that a 50 percent response rate is adequate, a 60 percent response rate is good and a 70 percent and above response rate is very good. Therefore, this study's response rate was over 70 percent hence it was very good and adequate. The descriptive statistics of the respondents' personal characteristics are presented in Table 1 below.

Variables	Frequency	Percent (%)
Gender		
Male	180	55
Female	147	45
Marital Status		
Single	110	33.6
Married	217	66.4
Age		
Below 25 years	39	11.9
25 - 34 years	149	45.6
35 - 44 years	62	19.0
45 years and above	77	23.5
Level of Education		
Diploma	31	9.5
Undergraduate Degree	250	76.5
Postgraduate Degree	46	14.1
Job Tenure		
Below 5 years	142	43.4
5 - 10 years	64	19.6
11 years and above	121	37.0
Position		
Teachers	142	43.4
HOD	61	18.7
Deputy Principal	58	17.7
Principal	66	20.2

Table 1: Summary of Demographic Characteristics of the Respondents

Following extensive review of the literature, the questionnaire to collect data for the dependent variable, intentions to turnover, was developed and measured on a 5-point likert scale ranging from strongly agree to strongly disagree, where 1 indicates Strongly Disagree, 2-Disagree, 3-Uncertain, 4-Agree and 5-Strongly Agree. The reliability of the study instrument was tested using Cronbach Alpha test and the results of intentions to turnover ( $\alpha = 0.779$ ) was acceptable. The teacher's personal characteristics are as follows: gender, marital status, age, job tenure, education and position.

## 5. Data Analyses and Results

The testing of the study hypotheses was subjected to statistical analysis as shown below. Independent samples t-test and One-way Analysis of Variance (ANOVA) was used to test Hypothesis One, Pearson Correlation analysis was carried out to test Hypothesis Two to seven while multiple regression analysis was conducted to test Hypothesis Eight.

### 5.1. Results of Independent Samples T-Tests and One-Way Analysis of Variance (ANOVA)

- H01: There are no differences in talent management practices and academic staff retention based on employee personal characteristics, namely: Gender, Marital status, Age, Tenure, Job position and Education

#### 5.1.1. Gender

	Gender	N	Mean	Std. Deviation	T	Sig.
Intention to turnover	Male	180	9.46	3.88	.599	.550
	Female	147	9.20	4.07		

Table 2: Results of Independent Samples T-Test Exploring Differences Intentions to Turnover Based on Teacher's Gender

The results in Table 2 show that there were no statistically significant differences in the mean scores of intentions to turnover among male and female respondents ( $t = 0.599$ ,  $p = 0.550$ ). This suggests that teachers' gender did not influence decision to stay or quit their jobs.

#### 5.1.2. Marital Status

	Marital Status	N	Mean	Std. Deviation	T	Sig.
Intention to turnover	Unmarried	110	9.75	4.13	1.312	.190
	Married	217	9.14	3.87		

Table 3: Results of Independent Samples T-Test Exploring Differences Intentions to Turnover Based on Teacher's Marital Status

The results in Table 3 show that there were no statistically significant differences in the mean scores of intentions to turnover among unmarried and married respondents ( $F = 1.312$ ,  $p = 0.190$ ). This implies that teacher's marital status did not influence intentions to turnover.

### 5.1.3. Age

	Teachers Age	N	Mean	Std. Deviation	t	Sig
Intention to turnover	Below 25 Years	39	10.10	4.29	1.800	.147
	25-34 Years	149	9.03	3.82		
	35-44 Years	62	10.10	4.06		
	45 Years and above	77	8.95	3.91		

Table 4: Results of One-Way ANOVA Exploring Differences in Intentions to Turnover Based on Teacher's Age

The results in Table 4 show that there were no statistically significant differences in the mean scores of intentions to turnover based on teachers age groups ( $F = 1.800$ ,  $p = 0.147$ ). This means that age did not influence teachers' intentions to stay or quit their jobs.

### 5.1.4. Job Tenure

	Job Tenure	N	Mean	Std. Deviation	F	Sig.
Intention to turnover	Below 5 Years	142	9.44	4.01	.072	.931
	5-10 Years	64	9.25	3.69		
	11 Years and above	121	9.28	4.06		

Table 5: Results of One-Way ANOVA Exploring Differences in Intentions to Turnover Based on Teacher's Job Tenure

The results of one-way ANOVA in Table 5 shows that there were no statistically significant differences in the mean scores of intentions to turnover based on years worked as a teacher ( $F = 0.072$ ,  $p = 0.931$ ). This means that teachers' job tenure teacher did not influence intentions to turnover.

### 5.1.5. Job Position

	Position Held	N	Mean	Std. Deviation	F	Sig.
Intention to turnover	Teacher	142	9.36	3.97	2.861	0.037
	HOD	61	9.18	3.77		
	Deputy Principal	58	8.31	3.54		
	Principal	66	10.36	4.28		

Table 6: Results of One-Way ANOVA Exploring Differences in Intentions to Turnover Based on Teacher's Job Position

The results of one-way ANOVA in Table 6 shows that there were statistically significant differences in the mean scores of intentions to turnover based on teacher's job positions ( $F = 2.861$ ,  $p = 0.037$ ). The analysis has shown that Principals have significantly higher mean scores for intentions to turnover ( $M = 10.36$ ,  $p = 0.037$ ) than Deputy Principals ( $M = 8.31$ ). This implies that Principal, who carry heavy responsibilities of managing their schools and probably feel frustrated in their jobs and thus are more likely to turnover than their Deputy Principals.

### 5.1.6. Level of Education

	Education Level	N	Mean	Std. Deviation	F	Sig.
Intention to turnover	Diploma	31	7.42	4.43	6.469	.002
	Undergraduate Degree	250	9.34	3.77		
	Postgraduate Degree	46	10.67	4.20		

Table 7: Results of One-Way ANOVA Exploring Differences in Intentions to Turnover Based On Teachers' Level of Education

The results of one-way ANOVA in Table 7 shows that there were statistically significant differences in the mean scores of intentions to turnover based on teachers' level of education ( $F = 6.469$ ,  $p = 0.002$ ). The analysis has shown that respondents with Undergraduate degrees ( $M = 9.34$ ,  $p = 0.002$ ) and Postgraduate degree ( $M = 10.67$ ) have significantly higher mean scores for intentions to turnover than respondents with Diplomas ( $M = 7.42$ ). This implies that teachers with

Diplomas are less likely to quit their jobs unlike teachers with undergraduate or postgraduate degrees who are likely to have better alternative job opportunities.

### 5.2. Results of Pearson Correlation Analysis

Hypotheses Two to Six sought to determine the effect of talent management practices on academic staff retention. These hypotheses were tested using Pearson's Correlation analysis which determines the strength and direction of the relationships among the study variables.

	Gender	Age	Marital Status	Job Tenure	Job Position	Level of Education	Intention to Turnover
Gender	1	-.153**	-.146**	-.066	-.071	.010	-.033
Age	-.153**	1	.395**	.815**	.644**	.096	-.025
Marital Status	-.146**	.395**	1	.464**	.373**	.058	-.088
Job tenure	-.066	.815**	.464**	1	.804**	.097	-.018
Job position	-.071	.644**	.373**	.804**	1	.182**	.047
Level of Education	.010	.096	.058	.097	.182**	1	.185**
Intention to turnover	-.033	-.025	-.088	-.018	.047	.185**	1

Table 8: Pearson's Correlation Analysis Exploring the Relationship between Teachers' Personal Characteristics and Intentions to Turnover  
 \*\*. Correlation Is Significant at the 0.01 Level (2-Tailed)

- H02: Gender does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.

The results in Table 8 have shown that gender has a weak, insignificant negative relationship with intentions to turnover ( $r = -0.033$ ,  $p > 0.05$ ). This suggests that teacher's gender did not influence decision to stay or quit their jobs.

- H03: Age does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya

The results in Table 8 have shown that there was a weak, insignificant negative relationship between age and intentions to turnover ( $r = -0.025$ ,  $p > 0.05$ ). This suggests that teachers' age did not influence decision to stay or quit their jobs.

- H04: Marital status does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya

The results in Table 8 have shown that there a weak, insignificant negative relationship between marital status and intentions to turnover ( $r = -0.088$ ,  $p > 0.05$ ). This suggests that marital status did not influence teachers' decision to quit or stay in their jobs.

- H05: Job tenure does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya

The results in Table 8 have shown that job tenure has a weak, insignificant negative relationship with intentions to turnover ( $r = -0.018$ ,  $p > 0.05$ ). This suggests that the number of years that teachers had worked did not influence their decision to stay or quit their jobs.

- H06: Job position does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya

The results in Table 8 have shown that there was a weak, insignificant positive relationship between job position and intentions to turnover ( $r = 0.047$ ,  $p > 0.05$ ). This suggests that teachers' job position did not influence decision to stay or quit their jobs.

- H07: Level of education does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya

The results in Table 8 have shown that level of education has a weak, significant positive relationship with intentions to turnover ( $r = 0.185$ ,  $p < 0.05$ ). The positive correlation implies that teachers with higher levels of education were more likely to quit their jobs while teachers with low levels of education were more likely to stay.

### 5.3. Results of Multiple Regression Analysis

- H08: The combined effect of teachers' personal characteristics does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.229 <sup>a</sup>	0.052	0.035	3.89009		
a. Predictors: (Constant), Level of Education, Gender, Job tenure, Marital Status, Job position, Age						
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	267.152	6	44.525	2.942	.008 <sup>b</sup>
	Residual	4842.487	320	15.133		
	Total	5109.639	326			
a. Dependent Variable: Intention to turnover						
b. Predictors: (Constant), Level of Education, Gender, Job tenure, Marital Status, Job position, Age						
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.499	1.407		6.042	0
	Gender	-0.42	0.444	-0.053	-0.946	0.345
	Age	-0.177	0.366	-0.046	-0.483	0.629
	Marital Status	-0.882	0.49	-0.112	-1.802	0.072
	Job tenure	-0.199	0.553	-0.045	-0.359	0.72
	Job position	0.397	0.312	0.119	1.273	0.204
	Level of Education	1.437	0.447	0.179	3.218	0.001
a. Dependent Variable: Intention to turnover						

Table 9: Results of Multiple Regression Analysis Establishing the Effect of Teacher's Personal Characteristics on Turnover Intentions

The model summary of the regression analysis in Table 9 shows that teachers personal characteristics (namely, gender, marital status, age, education, job tenure and position held) explained 5.2% of the variance in intentions to turnover (R squared = .052). Therefore, 94.8% of the variance in intentions to turnover was explained by other factors not in the study. Further, the F-test statistic (F = 2.942, p = 0.008) shows fitness of the regression model, which means that teachers personal characteristics are significant predictors of intentions to turnover. Thus, the null hypothesis which state that the joint effect of teacher's personal characteristics does not have a significant effect on intentions to turnover is rejected and the alternative hypothesis is accepted.

The standardised beta coefficients show that level of education ( $\beta = 0.179$ ,  $p = 0.001$ ) was a significant positive predictor of intentions to turnover among teachers in secondary school in Nakuru County, Kenya. The implies that highly educated teachers were more likely to quit their jobs as they have better job opportunities unlike teachers with low education levels. On the other hand, the standardised beta coefficients show that gender, marital status, age, tenure and job position, did not have any significant effect on intentions to turnover among teachers ( $p > 0.05$ ).

## 6. Discussion of Findings

The main objective of the study was to determine the effect of personal characteristics on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya. The study findings are discussed below.

- Gender: The results showed that gender did not influence teachers' decision to stay or quit their jobs. This is consistent with studies which found that gender did not influence retention or intentions to turnover (Kiragu, Kipkebut & Kipchumba, 2020; Obwoyere & Kipkebut, 2016; Murupus & Kipkebut, 2015). On the other hand, some studies have found that gender influenced turnover intentions (Choong et al., 2013; Jadoo et al., 2015).
- Marital status: The results showed that teachers' marital status did not influence their decision to quit or remain in their jobs. This is consistent with study by Obwoyere & Kipkebut (2016) which found marital status did not influence intentions to turnover. This is contrary to studies which found that married employees were less likely to turnover as compared to unmarried employees (Murupus & Kipkebut, 2015; Choong et al., 2013; Victoria and Ololekan, 2016)
- Age: The analysis found that age did not influence teachers' decision to quit or remain in their jobs. This is consistent with study by Obwoyere & Kipkebut (2016) which found that age did not influence intentions to turnover. This is contrary to studies which found that age influenced intentions to turnover and retention (Kiragu et al., 2020; Murupus & Kipkebut, 2016; Choong et al., 2013; Kipkebut, 2013; Victoria and Ololekan, 2016).
- Job tenure: The results showed that job tenure did not influence intentions to turnover among teachers. This is contrary to studies which found significant relationship between tenure and turnover intentions. For instance,

Kiragu et al. (2020) found that academics who had worked in their universities for 20 years and above were more likely to turnover than academics who employees worked for less than 10 years. On the other hand, some studies have found that employees with longer tenure were less likely to turnover than employees with shorter tenure (Murupus & Kipkebut, 2015; Obwoyere & Kipkebut, 2016; Agyeman & Ponnaiah, 2014).

- **Job Position:** The analysis showed that position held in the school influenced intentions to turnover. The results showed that school Principals were more likely to turnover unlike Deputy Principals. It is likely that Principals, who carry heavy responsibilities of managing their schools amid reduced government funding, may feel frustrated in their jobs and thus are more likely to turnover than their Deputy Principals who do not shoulder the same level of responsibilities. This is contrary to studies which found that employees in lower positions were more likely to turnover unlike employees in high level position (Kónya et al., 2016; Arnoux-Nicolas, 2016; Agyeman & Ponnaiah, 2014).
- **Level of Education:** The analysis has shown that level of education influenced intentions to turnover. The results showed that teachers with Diplomas were less likely to turnover as compared to teachers with undergraduate and postgraduate degrees. Contrary to this study, Kónya et al. (2016) found that highly educated employees in Central Europe were less likely to turnover due to limited job opportunities as compared to employees with low levels of education. On the other hand, this is consistent with studies which found that employees with lower levels of education were less likely to turnover as compared to employees with higher levels of education (Murupus & Kipkebut, 2015; Kipkebut, 2013; Choong et al., 2013).

## 7. Conclusions

The main objective of this study was to determine the effect of personal characteristics on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya. The analysis showed that gender, age, marital status and job tenure did not influence teachers' decision to quit or stay in their jobs. The ANOVA results showed that the mean scores of intentions to turnover differed significantly on the basis of job position with school Principals being more likely to quit their jobs Deputy Principals. Further, the ANOVA results showed that the mean scores of intentions to turnover differed significantly on the basis of level of education with teachers with postgraduate and undergraduate degrees being more likely quit their jobs than teachers with Diplomas. Finally, the results of Pearsons Correlation analysis and Multiple regression analysis showed that level education had a significant positive effect on intentions to turnover which means that highly educated teachers were more likely to turnover than teachers with lower levels of education.

## 8. Recommendations

In view of the findings and conclusions of the study, the following recommendations were made: firstly, the government, Teachers Service Commission and school managers need to come up with strategies, policies and favourable terms which will put more emphasis on teachers' personal characteristics in secondary schools because they were found to be important predictors of secondary school teachers' turnover intentions. Secondly, since the teachers' level of education had a significant positive influence on turnover intention, it is imperative that the government through the Ministry of education and Teachers Service Commission should formulate favourable scheme of service to accommodate teachers with Post graduate degrees. Generally, in order to hence, to reduce teachers' turnover intentions among teachers, the government, Teachers Service Commission and school managers need to focus more and address the selected personal characteristics.

## 9. Limitations of the study

This study notes the following limitations: Firstly, self-report measures were used, which relied upon the honesty of the respondents and their emotional state at the time of filling the questionnaire. Secondly, the respondents were required to respond to questionnaire items based on particular predetermined categories hence limiting the range of their responses.. Thirdly, this study falls under Cross-sectional design which means that data was collected at one point in time thus the long-term consequences of teacher's personal characteristics on Turnover Intention was not known.

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