

**HIGH COMMITMENT WORK PRACTICES, PSYCHOLOGICAL CONTRACTS AND  
TURNOVER INTENTION OF PUBLIC SECONDARY SCHOOL TEACHERS IN  
NAKURU COUNTY, KENYA**

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A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements for the  
Doctor of Philosophy Degree in Business and Management of Egerton University

**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

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

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## **DEDICATION**

I dedicate this work to my immediate family members, my wife Ann Bowen and dear children Harry Kiprotich, Stacy Jebet and Mark Kigen. It is also dedicated to my father Jonathan Bowen and late mum Maria Bowen. I also dedicate it to all my friends who supported my idea to pursue a second PhD.

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## ABSTRACT

Teachers form the backbone of the school success and performance. For teachers to be effective and efficient in their profession, they need to be highly devoted, inspired and develop low turnover intentions. However, Teachers Service Commission records indicate that Nakuru County teachers' turnover rate rose from 11% in 2016 to 15% in 2018. The situation is not good to the teaching profession. Therefore, there was need to find out if the results apply to teachers in public secondary schools in Nakuru County. The general purpose of this study was to determine the effect of high commitment work practices (HCWP) on turnover intention of teachers in Public Secondary schools in Nakuru County, Kenya. The study also determined the moderating effect of Psychological contracts on the relationship between high commitment work practices and turnover intentions. This study used a cross-sectional survey design and was guided by two theories: Social Exchange theory and Theory of Planned Behavior. The target population comprised of 325 public secondary schools and 3452 public secondary school teachers in the nine (9) Sub-counties in Nakuru County. A proportionate stratified sample of 77 schools and 325 secondary school teachers were used. Data was collected using a questionnaire. Using Statistical Package for Social Science (SPSS) software, data collected was analyzed using descriptive statistics which included percentages, means and standard deviation while testing of hypotheses were carried out using inferential statistics which included Pearson's product moment correlation coefficient and regression analyses at statistical significance level of 0.05. The findings showed that HCWP had a significant negative relationship with turnover intentions of teachers ( $F=8.457$ ,  $p=0.000$ ). The results also revealed that HCWP had a significant positive relationship with psychological contracts among teachers ( $F=19.825$ ,  $p=0.000$ ). Further, the results showed that psychological contracts had no significant effect on intentions to turnover ( $F=0.093$ ,  $p=0.761$ ), however, the results indicate that psychological contract dimensions when separated had significant effect on intentions to turnover ( $F=55.333$ ,  $p=0.000$ ). Lastly, the results revealed that relational psychological contract and transactional psychological contract dimensions when separated had moderating effect on the relationship between HCWP and turnover intentions of teachers ( $F=24.927$ ,  $p=0.000$ ) and ( $F=30.052$ ,  $p=0.000$ ) respectively. 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.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

HCWP:	High Commitment Work Practices.
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background Information

Employees in an organization are important and relied upon for success. Employees give organizations the much need competitive advantage as they contribute to its success. (Barney & Wright 1998; Wright & Kehoe, 2007). Those views are supported by Jain (2013) who observes that Human Resource management is one of the valuable assets of any organization and especially in educational institutions because they operate on the human intellectual capital. Institutions should do everything they can to retain and maintain their human resource by all means. Employees with the necessary experience, skills and commitment are an asset to the organization. Therefore, the employees companies bring on board are important in its success. Guest *et al.* (2003) argue that the acquisition and utilization of human resources are likely to be critical to competitive advantage for organizations in the future. Employees who are productive and committed to their institutions display low turnover, low absenteeism and satisfied with their job (Dess & Shaw, 2001). Teachers are critical in the achievement of their respective school objectives. Efficient teachers are key drivers for the success of education sector (Rabia *et al.*, 2017). Weldeyohannes (2013) posit that for a long time teachers have remained critical in the development of a country, Kenya included. Kamau *et al.* (2021) seems to support this line of thought by arguing that education contributes to the development of any country and the standards of its people. Teachers prepare learners and impart to them the required attitudes, knowledge and skills which prepare them to take their rightful places in the development of their country. Also, teachers prepare the learners to proceed to the next level of learning where they will specialize in various relevant disciplines in the learning system.

Teachers have a greater input in the performance of students in exams and also contribute immensely in future career choice of students. In order to be effective and efficient in their profession, teachers are expected to have low turnover intention and pursue high commitment work practices (HCWP) in their teaching profession. However, currently, employees in the teaching profession have many job and higher social mobility more than before (Rabia *et al.*, 2017), hence teachers have developed intentions to quit their teaching jobs for better opportunities. 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 high commitment work practices (HCWP) on turnover intention of public Secondary school teachers in Nakuru County. The study also determined the moderating effect of Psychological contracts on the relationship between high commitment work practices and turnover intentions.

### **1.1.1 Turnover Intentions**

Belete (2018) argues that turnover intention is the possibility of an employee quitting his or her current job she is doing. On his part, Mobley (1997) describes turnover intention as cognitive process of thinking, planning and desiring to leave a job. Tett and Meyer (1993) define it as a conscious and deliberate willingness to leave the organization, while Ongori (2007) states that turnover intention is the plan to leave an organization and that this appears to be the immediate antecedent to actually quitting. Jacob and Roodt (2007) define turnover intention as a thoughtful decision of an individual employee as to whether to quit his or her or continue working. Karin and Birgit (2007) refer to intentions to turnover as voluntary change of companies or plans to leave the labour market *altogether*. Therefore, turnover intention is the intent of an individual worker to quit his or her current employment. Carmeli and Weisberg (2006) refer to turnover intention as comprising of three components in the turnover circle which include: Thoughts of quitting the job, intention to look for another job and the turnover intention. Therefore, employee turnover intention is a process and takes time before the intention is manifested through the actual turnover.

Employee voluntary turnover remains a critical issue for organizations because of its negative implications (Kessler-Ladeeski & Catana, 2013). Lambert and Hogan (2009) and Albaqami, (2016) posit that turnover intention is the best and strongest predictor of actual turnover. Furthermore, Albaqami (2016) suggests that it is crucial to understand employees' turnover intention as early as possible in order to plan for preventative measures to retain them. Scholars have recommended the use of turnover intention over actual turnover because actual turnover is more difficult to predict than turnover intentions (Bluedorn, 1982; Price & Muller, 1981). Turnover itself is costly in terms of time and money required to fill positions in the form of recruitment, selection and training costs (Albaqami, 2016; Heffernan, 2017). In education sector, continuous teachers' turnover has been found to seriously affect students' education progression and disrupt teaching-learning activity and hence adversely affecting the quality of teaching and



learning (Rahman & Chowdhury, 2012).

Therefore, organizations should try as much as possible to lower employees' turnover. Dess and Shaw (2001) argue that turnover create significant cost both direct cost such as replacement costs or in terms of indirect cost, such as the pressure on the remaining staff or the loss of social capital (Perez, 2008). Attracting, employing and training employees for high performance may be costly to organizations (Collins & Smith, 2006). Also, high turnover of employees may affect the quality, consistency and stability of organization's services provided to its stakeholders (Trevor & Nyberg, 2008).

Successful organizations do this by addressing the real causes of turnover and try to address them to curb employees' turnover. One of the ways organizations use to address turnover is to focus on employees' turnover intention and implement courses of action before it matures to actual turnover (Dess & Shaw, 2001). If organizations can curb employees' turnover, they will save a lot of resources in terms of recruitment and selection costs. Hence, the current study choice to focus on turnover intention rather than actual turnover. Also, it has been argued that it is easier to measure turnover intention than turnover because administrative records may be unavailable, incomplete or inaccurate on information about employees who have exited the organization (Mitchell *et al.*, 2000). Previous researchers have confirmed that turnover intention is a suitable outcome variable because it is associated with the actual turnover (Shore & Martin, 1989).

### **1.1.2 High Commitment Work Practices**

According to Rubei *et al.* (2018) human resource management has evolved over the years due to various approaches, the concept of "best practices" in Human resource Management has been conceptualized differently (Losonci, 2014). Different studies have used different terminologies to refer to Human Resource Management „best practices“ which include: High Commitment work Practices (HCWP) (Iverson & Zatzick, 2007), High Performance work Practices (Obeng *et al.*, 2021), High Performance work systems (Bashir *et al.*, 2012; Macky & Boxall, 2007), High Involvement Work systems (Harmon *et al.*, 2003; Paul & Wright, 2001), High Involvement Human Resource Practices (Guthrie, 2001) and High Commitment Performance Management Farndale (2010). However, Walton (1985) emphasized the need to move from an approach based on control to one based on commitment with distinctive set of human resource practices. Similarly, Farndale (2010) argue that High Commitment work Practices has a clearer definition of desired outcome: Commitment. This suggests that the practices employed by the company should make employees more committed to their organization and hence reduce their

turnover intentions. High Commitment work Practices enables the organizations to retain employees through positive impact (Kwon & Lawler, 2010).

Furthermore, available literature suggests that there is an array of practices used in different studies as best practices. The lists of „best practices“ vary from just a few to as many as 35 as shown in a study by Sung and Ashto (2005) as cited by Losonci (2014). In this study, the term High Commitment work Practices was used to refer to best practices. This is consistent with the use of the term by Agarwala (2003), Boxall *et al.* (2009), Edward *et al.* (2001), Gould-Williams (2004), Hansen (2013) and Iverson *et al.* (2007). Guest *et al.* (2016) proposed that commitment approach to human resource management is more likely to lead to mutual benefits based on social exchange. High Commitment work Practices is appropriately used to explore the relation between Human Resource Practices and the outcome of organizational commitment rather than organizational performance (Edward & Wright, 2001). Also, Iverson and Zatzick (2007) assert that High Commitment work Practices involves using Human Resource Practices to develop environment of give and take between an organization and its employees and to attract, motivate, retain and lower employee turnover. The exchange relationship should be positive (Guest *et al.*, 2016).

According to Gould-Williams (2004) and Boxall and Macky (2009), the term high commitment is consistently used in the United Kingdom to explain the relation between Human Resource management practices and the outcome of organizational commitment. HCWP are practices that deal with enhancing competencies, commitment and culture building. The practice can take the form of a system, a process, an activity, a norm or a role, an accepted or expected habit or just a way of doing things (Shrivastava & Goyal, 2012). According to Iverson and Zatzick (2007) High Commitment Work Practices are practices that entail many issues which are necessary to workers. High Commitment Work Practices are designed by organizations to promote employees interests and the employees are expected to reciprocate back to the organization through their attitude and behaviour (Zacharatos *et al.*, 2005). This suggests that workers who possess positive perceptions about the High Commitment Work Practices offered by their organization will have high commitment, increase their Performance and probably display low turnover intentions.

HCWP is a term that gained currency in the 1990s that sought to link bundles of Human Resource practices with outcomes in terms of increased employee commitment and performance

which in turn enhances firm's sustained advantage, efficiency and profitability (Shrivastava & Goyal, 2012). Edwards and Wright (2001) believed that HCWP are Human Resource practices meant to make employees feel more satisfied and committed which will finally improve organization's performance and reduce intention to turnover. High Commitment Work Practices improves the capability an organization to handle present and future threats to be faced by the organization (Shrivastava & Goyal, 2012). Indeed, organizations engage in High Commitment Work Practices to survive and flourish in an ever dynamic and competitive business environment thus giving an organization a cutting edge.

HCWP are the levers through which firms management build the human capital that enhances resources and capabilities (Wright & Kehoe, 2007). These HCWP in the teaching context are expected to influence teachers to develop low turnover intention. High Commitment Work Practices have been found to influence employees' turnover intention (Hussein & Asis, 2012). Organizations all over the world have focused on employees' turnover intention because it has been found that it eventually leads to employees' turnover (Kash *et al.*, 2010; Mobley, 1997; Perez, 2008). Although, many authorities support the use of HCWP approach to Human Resource, there are diverse views on what practices actually constitutes it.

High Commitment Work Practices importance in organizations has elicited a lot of interest among researchers (Conway, 2003; Gould- Williams 2004; Hansen, 2013; Mostafa, 2013; Losonci, 2014; Verseul, 2004; Wright, 2007; Zeidan, 2006). Most researchers have focused on establishing the relationship between High Commitment Work Practices and other aspects in the organization like turnover and organization commitment. The present research study, aimed to empirically establish the effects of High Commitment Work Practices on employee turnover intention in public secondary schools. Having carefully considered the available literature on High Commitment Work Practices and considering the purpose of this study, High Commitment Work Practices which are relevant in Education sector have been adapted from United Kingdom Workplace Employment Relations Survey as cited in Cully, Woodland, O'Reilly and Dix (1999) and Pfeffer (1998) and they consist of the following practices: job autonomy, training and development, participation in decision making, supportive management and reward practices.

### **1.1.3 Psychological Contract**

Psychological contract has become one of the most well-known and important terms in the field of Human Resource Management and employed by various researchers as an analytical tool to describe the employment relationship in workplace exchanges (Beardwell *et al.*,2014). Rousseau (1995) defines psychological contract as a set of a person's individual beliefs regarding the reciprocal obligations and benefits established in an exchange relationship. Morrison and Robinson (1997) define psychological contract as the beliefs about reciprocity and promises made between an employee and his or her institution while Isakson, Bernhard and Gustafson (2003) define psychological contract as the perception of reciprocal expectations and obligations implied in the employment relationship. Although these expectations and obligations between employees and employers are unarticulated (Armstrong, 2006), each party expects them to be fulfilled.

Psychological contract is the obligations and promises made in a reciprocal employee- employer relationship. The relationship was measured by how the promises are fulfilled by either the employer or the employee. Others have defined psychological contract as an employee belief based on exchange agreement between him or her the organization (Conway & Briner, 2005).

### **1.1.4 Secondary Education in Kenya**

After independence the government has continued to put a lot of emphasis on education. This is demonstrated by the resources put into the education budget every year. There has been a proliferation of teacher training colleges and students' enrolment (Chelule, 2016). Education sector has undergone tremendous changes since independence. Changes have been effected to make education more accommodative and responsive to ever changing societal needs (Amutabi, 2003). These changes have been made through various Committees and Commissions which were formed by various governments since 1963. Simiyu (2011) posits that a majority of the reports and recommendations made by several commissions and committees were either adopted partially or rejected. The Commission's recommendations and reports implemented made profound contributions to certain aspects of the education system in Kenya. Gachathi (1976) and Mackay (1981) reports contributed to the change of education policy from 7.4.2.3 to the current 8.4.4 system since 1985 (Amutabi, 2003).

However, the Commissions which have since brought impact in education in Kenya are as follows: The Kenya Education Commission of 1963, Education Act of 1968, Ndegwa

Commission of 1970, The National Committee on Education Objectives and Policies of 1975, The Presidential Working Party on Establishment of a Second University of 1981, The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond 1988, The Commission of Enquiry into National Conference on Education, Training Sessional Paper of 2014, The Basic Education Act of 2013 and The Competency Based Curriculum Implementation taskforce Report 2019.

Secondary education is the third level in the Kenyan education system after Early Childhood Development Education and Primary Levels. Students are expected to go through a four year course culminating at taking the Kenya Certificate of Secondary Examinations. Student enrolment has short up due to the government initiative for free or partial support programme in secondary. High student enrolment has put pressure on the teachers' workload which in turn has continued to reduce teacher efficiency and morale (Price waterhouse Coopers report, 2014). Big class size and workload has continued too to affect teacher morale and eventually caused teacher turnover in Kenya (Chelule, 2016). In Public secondary Schools, new teachers are employed and are required by TSC to remain in a station for a minimum of five years before he or she is allowed to transfer (Mutune & Orodho, 2013).

According to Alamirew *et al.* (2020), many research studies concerning teacher turnover have revealed that school teachers have left the teaching profession to other professions because of various reasons. Teachers quit their teaching profession for other jobs which they perceive to be better. Waititu (2013) established that public secondary schools in Kenya have been experiencing a high teachers' turnover. Teachers have been leaving the teaching profession for better paying jobs (Mutune & Orodho, 2013; Susu, 2008). Furthermore, there is a concern that trained teachers leave the teaching profession much earlier in their careers than other professionals from other fields (U.S Department of Education, National Centre for Education Statistics, 2007). Such high turnover has led to frequent replacement of departing teachers which has not only come with monetary costs but also affected the motivation and work place morale of teachers who remain. In Kenya teacher shortages are largely attributed to some extent to turnover of teachers among other reasons. Therefore, it is necessary that education system takes cognizance of this and take steps to address this situation proactively before it reaches critical proportions (Waititu, 2013).

Research carried outside established mixed results on the association between some of the selected HCWP and employee turnover intentions Africa (Albaqami, 2016; Dupre & day, 2017;

Dysvik & Kuvaas, 2013; Memon, 2016; Rubel & Kel, 2015; Tuzun & Kalemci, 2017; Waldeyohannes, 2013). Furthermore, the available literature in Africa and in particular Kenya on the topic is scanty, thus, creating the necessity to further explore the association between the selected HCWP and turnover intentions. Therefore, the purpose of this research was to empirically investigate the effect of high commitment work practices on turnover intention and the moderating effect of psychological contracts among public secondary school teachers in Nakuru County, Kenya.

## **1.2 Statement of the Problem**

Teachers in Kenya play a pivotal role in shaping students' future and 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 (Hamid *et al.*, 2012; Oluwakemi & Olukayode, 2015). Their teaching is better than those of inexperienced teachers.

Several studies have shown that HCWPs such as Pay, participation in decision making, training, job satisfaction, promotion, job autonomy and career development among other practices are most likely to positively enhance job satisfaction, organizational commitment, retention, employee performance resulting to low turnover intention (Aburumman *et al.*, 2020; Chew & Chan, 2008; Fajana *et al.*, 2011; Goul-William & Mohamed, 2010; Paul & Hung, 2018; Zamanam *et al.*, 2020). Therefore, it is expected that intention to turnover among teachers will decline if TSC implemented satisfactory HCWPs, furthermore, studies have established that psychological contracts influence turnover intentions (Dwiyanti *et al.*; 2020; Fajariyanti *et al.*, 2022; Van den Heuvel *et al.*, 2017).

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 (Chepkemoi *et al.*, 2013; Koech *et al.*, 2014) indicating that many teachers have intention to leave teaching profession. Kamau *et al.* (2020) posit that in spite of the government interventions; teachers' turnover intentions will continue to rise. Teachers Service Commission records indicate that Nakuru County teachers' turnover rate rose from 11% in 2016 to 15% in 2018 which is above the recommended turnover rate of below 10%. This situation will deny schools and students their skills and experience and hence affect quality of teaching. In addition, the government is likely

to lose because it invests a lot of resources in training teachers who then leave the profession and thus incurs immense resources in recruiting new inexperienced teachers. Furthermore, teacher turnover may lead to low quality of education, poor exam performance and may eventually hurt the country's economic performance. Consequently, Schools will be churning out secondary school leavers who lack the necessary skills and knowledge to enable them to pursue their careers as they will not be absorbed in universities and tertiary colleges. Such graduates will not participate in driving the economic agenda of the country and in the achievement of vision 2030.

Also, previous empirical studies available have shown a link between selected HCWPs and turnover intention. However, the available literature on the association between selected HCWPs and turnover intentions have shown inconsistent results. Some studies have reported positive and significant relationship whereas others showed a negative significant relationship between HCWPs and turnover intentions. Moderating effect of psychological contract on the relationship between HCWP and turnover intention variables has not been examined. Past researches investigated the effect of psychological contracts on the association between other variables (Jamil *et al.*, 2013; Mhammad & Quratulain, 2016; Semwal *et al.*, 2022).

Furthermore, studies conducted to establish turnover intention have focused more on employees in other sectors like manufacturing organizations and financial institutions (Conway, 2003; Hansen, 2013; Nipus *et al.*, 2013; Verseul, 2004; Zeidan, 2006). Literature review has revealed that Past studies did not focus on turnover intention in the teaching profession especially in secondary school level and those available within Kenya, focused more on the actual turnover of teachers (Chemwei & Koech, 2015; Koech *et al.*, 2014; Mugo, 2013; Mutune, 2013; Mutune & Orodho, 2014; Njeru, 2009; Waititu, 2013). Thence, this study aimed to fill this research gap hence enriching and expanding the literature of empirical research about High Commitment Work Practices, effects of Psychological contract as a moderator between HCWP and turnover intention in the field of human resource management. To fill that research gap from the previous studies, this study aimed at determining the effect of high commitment work practices (namely, job autonomy, training and development, participation in decision making, supportive management and reward practices) on turnover intention and the moderating effect of psychological contracts on the association between high commitment work practices and turnover intentions of teachers in public secondary schools in Nakuru County Kenya, using social exchange theory and theory of planned behaviour.

### **1.3 Objectives of the Study**

The general objective of this study was to determine the effect of high commitment work

practices (HCWP) on turnover intention of teachers in Public Secondary schools in Nakuru County, Kenya.

The specific objectives of the study are:

- i. To determine the effect of HCWP on turnover intentions of teachers in public secondary schools in Nakuru County.
- ii. To establish the effect of HCWP on psychological contracts of teachers in public secondary schools in Nakuru County.
- iii. To determine the effect of psychological contracts on turnover intentions of teachers in public secondary schools in Nakuru County.
- iv. To determine the moderating influence of psychological contracts on the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County.

#### **1.4 Hypotheses of the study**

The following hypotheses were derived from the objectives:

H<sub>01</sub>: HCWP does not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County.

H<sub>02</sub>: HCWP does not have a significant effect on psychological contracts of teachers in public secondary schools in Nakuru County.

H<sub>03</sub>: Psychological contracts do not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County.

H<sub>04</sub>: Psychological contracts do not have a significant influence on the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County.

#### **1.5 Significance of the Study**

The results of this study make valuable contribution to the body of research, literature and provide an insight into the effects of selected High Commitment Work Practices on turnover intentions from education sector perspective. This will help policy makers in the Ministry of Education design and implement the practices which will increase teachers' retention in the teaching profession. The results will also help secondary school Principals employ appropriate High Commitment Work Practices which will positively curb teachers' intention to turnover. In addition, findings from the study will enable Teachers Service Commission to develop strategies to handle turnover intention among the teachers and hence reduce turnover rate. Lastly, the conceptual framework and the findings of this study will form the basis for further empirical



research on the effects of HCWP on turnover intention.

### **1.6 Scope of the Study**

This study was carried out in public secondary schools in Nakuru County, Kenya. Nakuru County is selected because it is a cosmopolitan county and it has a considerable number of Public secondary schools in all categories distributed both in urban and rural areas. The study focused on all teachers employed by the Teachers Service Commission in Public Secondary Schools in Nakuru County. Thus, private schools and teachers hired by the Board of Management (BOM) were excluded from the study. The study aimed to establish the influence of high commitment work practices (Job autonomy, training and development, participation in decision making, supportive management and reward practices) on turnover intention of secondary school teachers and the moderating role of psychological contract on the association between high commitment work practices and turnover intentions of teachers in public secondary schools in Nakuru County. This study was conducted between 2019 to present, 2021.

### **1.7. Limitations of the Study**

This current study noted the following limitations: Firstly, self-report measures were used, which relies upon the honesty of the respondents and their emotional state at the time of filling the questionnaire. This limitation was mitigated by assuring the respondents that the information they gave would be kept confidential and would solely be utilized for research reasons only. Secondly, the respondents were required to respond closed ended questions and this limited their responses. This limitation was addressed by ensuring that the questionnaire items were exhaustive and captured all the relevant information for the current study.

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 HCWP on Turnover Intention will not be known. Thus, it was recommended that future studies to be carried out using longitudinal research design to investigate the long term effect of HCWP on turnover intentions. Lastly, the study targeted public secondary school teachers in Nakuru County. This implies that the findings should be generalized with caution to private secondary schools within the County. Therefore, at the end of this study, recommendations were made for other researchers to undertake studies which can be replicated in private secondary schools in the County.

### **1.8 Assumption of the Study**

The study was carried out under the assumption that all respondents would interpret the items in

the self-administered questionnaire correctly and gave frank responses indicating their feelings and judgment. The study also assumed that the number of the respondents was enough to adequately draw conclusions. Furthermore, the study assumed that the respondents would have a sincere interest in the study and that they have all experienced the same phenomenon of the study.

## 1.9 Operational Definition of Terms

The following operational definitions of terms were pertinent to the proposed study.

**High Commitment Work Practices:** This refers to Human Resource practices like job autonomy, training and development, participation in decision making, supportive management and reward practices that enhance teachers' commitment and reduces turnover intention.

**Job Autonomy:** This refers to the extent to which teachers have a major say in their work, for example giving teachers freedom to decide the equipment and methods to be used.

**Participation in Decision Making:** This refers to participatory inclusion of teachers' indecision making process of the organization for example teachers getting involved in in decisions made in school.

**Psychological Contract:** This refers to the teacher's beliefs about reciprocity and promises fulfillment between himself or herself and the organization for example teachers feeling valued and part of the team in their schools.

**Public Secondary School:** This refers to a secondary school that is supported financially by the Government of Kenya and utilizes other public resources.

**Reward practices:** This refers to the payments which teachers receive during employment; it may include basic salary or other financial and non-financial benefits for example salary.

**Supportive Management:** This refers to the help the teachers receive from the management in their work for example the supervisor giving teachers immediate feedback and support.

**Training and Development:** This refers to a deliberate effort and systematic instruction activities to enable teachers acquire skills and knowledge to enable them become more efficient in their teaching work for example on the job training.

**Turnover Intention:** This refers to cognitive process of thinking, planning and desiring to leave a job for example teachers thinking frequently of quitting the teaching profession.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, relevant literature was reviewed. The section highlights the theoretical framework, turnover intention, high commitment work practices (Job autonomy, training and development, participation in decision making, supportive management and reward practices), psychological contract (transactional psychological contract and relational psychological contract) and finally the conceptual framework of the study.

#### **2.2 Theoretical Framework**

The study was guided by two theories, namely, Social Exchange Theory and Theory of Planned Behaviour.

##### **2.2.1 Social Exchange Theory**

The theory of social exchange was developed by Blau (1964) but it was first proposed by George Homan in 1958. The theory is based on the premise that an exchange process between two parties influences human behaviour. Exchange process aims at maximizing the benefits and minimizing the cost. This theory is important in the understanding of employees' behaviour in their organizations (Cropanzano & Mitchel, 2005). Social exchange theory is premised based on the idea that social behaviour is the outcome of an exchange process whose aim is to maximize benefits and minimize cost (Perez, 2008). On the one hand, employees aspire to get more benefits from their employers and on the other hand, employers aspire to get maximum output from employees at minimum cost. Each party weighs the cost they will incur in the relationship against the benefits they will accrue. Employees factor in advantages and disadvantages of social relationships (Perez, 2008).

According to Emerson (1976) social exchange theory entails many interactions that generate commitments whereby employers and employees enter into relationship with each party promising to fulfill certain obligations which will determine the quality of the relationship. Each party has a role to play in the success of the relationship. Complimentary transactions can result to high quality relationships (Cropanzano & Mitchel, 2005). Employers and employees enter into a relationship with each party focusing on what it can benefit from the relationship and their behaviours will be shaped by the fulfillment of the promised obligations or the failure

of the same. Perez (2008) state that interpersonal relationships are formed by individual perception about reward cost to be accrued visa vies the available opportunities. Also, employees will end the association immediately they realize that the costs more than the benefits they get (Farmer & Fedor, 1995). Thus, employees will terminate relationships when they realize that they are giving more than what they get from their employer.

In social exchange theory, one of its tenets is that relationships evolve overtime into trusting, loyal and mutual commitments (Cropanzano & Mitchel, 2005). For that to happen, there are rules and norms which are meant to guide the relationships. Emerson (1976) posits that there are rules and norms to be adopted by all participants in an exchange relationship. The rules and norms of exchange are the guidelines of the exchange process.

Many management researchers have also focused on the rule of reciprocity (Cropanzano & Mitchel, 2005; Farmer & Fedor, 1995; Perez, 2008). Reciprocity rule is the best known exchange rule. Gouldner (1960) identified reciprocity as an interdependent exchange which emphasizes that a deed of one side causes a reaction by the other party. Actions of one party will influence the behaviour of the other party. If an employee gives a benefit to the organization, then it should respond in the same way (Gergen, 1969). In reciprocity as an interdependent exchange, actions and moves shape behaviours in the exchange relationship. Every action of one party has consequences from the other party. Once the process is in motion, each consequence can create a self-reinforcing cycle. The sequence is likely to be continuous making it difficult to organize into discrete steps (Cropanzano & Mitchel, 2005).

In summary, social exchange theory stresses that employees who are treated well by their organization and whose needs like training, job security and pay are met tend to reciprocate by displaying positive behaviours. Employees' reciprocal behaviours may be displayed through the development of high commitment towards their organization and those with low commitment are likely to develop intentions to quit the organization. In reciprocity, positive behaviour from one party will attract positive behaviour and negative actions will attract the same from the receiving party. Positive behaviour from the employer will result in positive employees' behaviour and attitudes. The theory of Social exchange was appropriate to this study as it showed that teachers, who have job autonomy, receive training and development. Participate in decision making, have supportive supervisors and are contented with their rewards are more likely to reciprocate by staying in their schools while those who are dissatisfied with HCWPs are more likely to quit their jobs. This implies that teachers who feel that their needs are

adequately met by their employer (TSC) will reciprocate by not quitting the teaching profession.

### **2.2.2. Theory of Planned Behaviour**

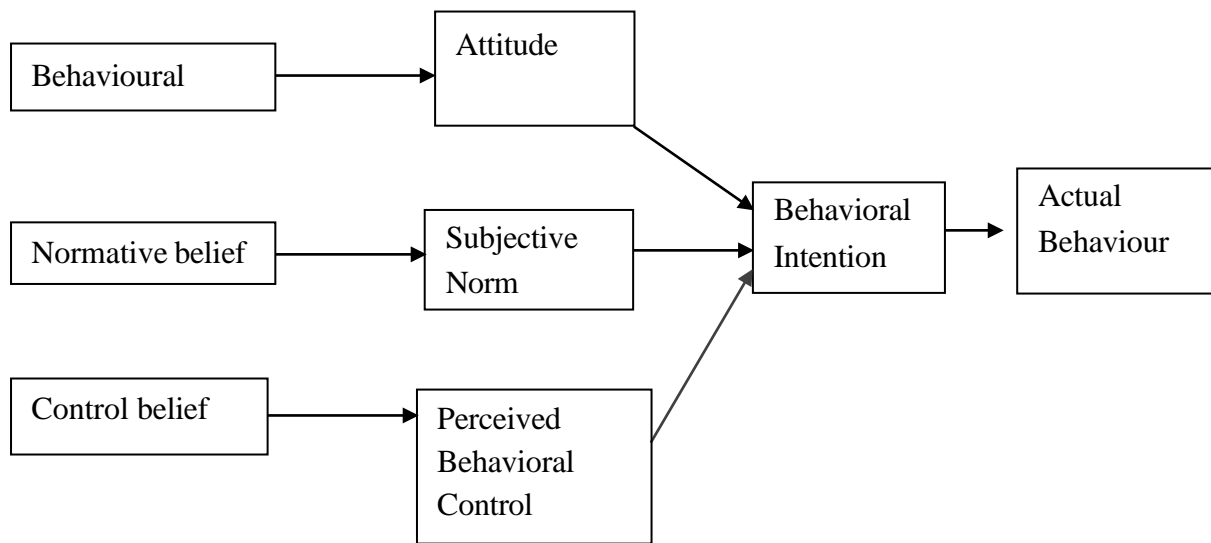
Theory of planned behaviour was proposed by Icek Ajzen in 1985. It was developed from the Theory of Reasoned Action which was proposed by Martin Fishbein in 1980 in order to predict an individual's intention to be involved in certain behaviour at a specific time and place (Ajzen, 1991; LaMorte, 2016). According to the theory, volitional human behaviour is immediately preceded by intention to involve in the behaviour. The theory was intended to explain all behaviours over which people have the ability to exert self-control. Conner and Armitage (1998) argue that Theory of Planned Behaviour was designed to provide parsimonious explanations of informational and motivational influences on behaviour. Attitudes toward a specific behaviour exert their impact on behaviour via intentions (Ajzen, 1991). Vanlange *et al.* (2012) observe that according to the planned behaviour theory, intention is the immediate precursor of behaviour and it is itself a function of attitude towards the behaviour; subjective norm and perceived behavioural control.

Judgments of planned behaviour are affected by the availability of means and opportunities to pursue the behaviour successfully, in consideration of advantages and disadvantages of the behaviour (Ajzen, 1991). However, control beliefs factors may make a person to pursue a certain behaviour or not to. Conner and Armitage (1998) posit that control belief factors include both internal control and external control. Internal control factors include: Information, personal deficiencies, skills abilities and emotions while external control include: Opportunities, dependence on others and barriers.

Theory of planned behaviour presumes that intentions are summarized by the motivational factors that influence performance of a behaviour. They are assumed to directly indicate the extent employees willing to try or how much effort they are planning to exert to perform the behaviour (Ajzen, 1991). Fishbein and Ajzen (1975) observed that the Theory of planned behaviour can help to design effective interventions which produce behaviour change. Such uses of Theory of planned behaviour are based on the assumption that it describes causal process.

Lee *et al.* (2010) report that peoples' Behavioural intention is predicted by the following determinants: Attitude towards behaviour, Subjective norm and Perceived behavioural control. The extent to which individuals view a particular behaviour positively (attitude) think that significant others want them to engage in the behaviour (subjective norm) and believe that they are capable of effecting the behaviour (Perceived behavioural control) serve as direct

determinants of the strength of their intention to carry out the behaviour. Ajzen (1985) pointed that each of these three direct determinants of behavioural intention is influenced in turn by an indirect determinants. Indirect determinants are based on a set of silent beliefs and evaluation of these beliefs. The planned behaviour theory posits that beliefs and values evaluation influence attitudes. The relationship between the direct determinants and indirect determinants and their outcome is represented in the following model of Ajzen (1985):



**Direct Determinants**                      **Indirect Determinants**

*Figure 2.1: Theory of Planned Behaviour*

Source: Ajzen (1985)

In an organization, employees may either choose to voluntarily execute or not to execute certain behaviour (Ajzen, 1991). Theory of Planned Behaviour is applicable to the current study because teachers may either choose to develop turnover intention behaviour or choose not to. The schools may influence the behaviour of teachers and likewise their intention to quit. This study proposes that if teachers are satisfied with HCWP the teachers’ turnover intention will be low. On the other hand if the teachers believe that HCWP are absent in their teaching profession then they will choose to develop high turnover intentions.

### 2.3 Turnover Intention

It has been argued that employees’ turnover intention is closely related to turnover because the actual employees’ turnover behaviour depends on their intention of leaving the organization (Boe *et al.*, 2008). Turnover in the education context and teaching profession has been taken to

refer to a situation where a teacher transfers his or her services within the teaching profession or moving from one school to another or quitting altogether the teaching profession (Boe *et al.*, 2008). Katarina *et al.* (2020) sees turnover as a term used to describe transitions in the teaching profession. On their part Chepchumba and Kamau (2017) take turnover to refer to employees who have left, are leaving and intending to leave for various reasons. To them turnover include even employees who have intentions to turnover. Their view seems to suggest that in turnover, the teacher has to move from his or her current job engagement either within the same school or to another school or change the profession completely.

Turnover of employee can be divided into two types: Voluntary turnover and involuntary turnover (Belete, 2018). The former can be controlled whereas involuntary turnover cannot be controlled (Ampomah & Cudjor, 2015). Voluntary turnover is a situation where an employee quits his or her employment in his or her current employment on his or her own volition. Voluntary turnover is an inherent part of running business (Reukauf, 2017). Taylor (1998) further categorizes Voluntary turnover into two categories: Functional voluntary turnover and dysfunctional voluntary turnover. Functional voluntary turnover is the quitting or turnover of low performers in the organization. Therefore, functional voluntary turnover does not affect so much the organization because such employees were not making any major impact to the organization. Their quitting may not be felt by the organization. Reukauf (2017) seem to support by saying that turnover of employees may not be an issue sometimes because turnover may get rid of problematic employees. Employees who cannot fit to the culture of the organization and those who lack the skills required to perform their duties and lack the motivation to deliver their duties. On the other hand, dysfunctional voluntary turnover is a situation where the quitting of high effective performers in the organization. In this scenario, the organization loses the skilled employees who are depended upon by the organization in its efficiency and performance.

Fashola *et al.* (2016) argue that employees may decide to leave their employment based on different reasons which can be personal or organizational, they identify that personal reasons may be employees' values, health condition and work-life balance. Organizational reasons cited can be pay, benefits, employee treatment, internal politics, job responsibilities or leadership. Therefore, employees can quit their employment based on their judgment on how they perceive their working environment and if the organizations' values are in tandem with what their beliefs and if they are incompatible, they quit their employment.



Belete (2018) categorizes dysfunctional voluntary turnover into two categories: Avoidable and unavoidable dysfunctional voluntary turnover. Avoidable dysfunctional voluntary turnover is a situation an employee leaves his or her current employment because of various reasons which can be avoided or controlled by the employer. Avoidable dysfunctional voluntary turnover can be caused by low salary, poor working conditions, lack of team work, lack of supervisor support, absence of job autonomy, lack of provision of training and development, lack of participation in decision making process among other reasons. On the other hand, unavoidable dysfunctional turnover of employees is caused by situations which are beyond the control of the organization. The organization cannot control nor can avoid it. Unavoidable dysfunctional turnover is caused by such occurrence like death and illness of an employee. Both avoidable and unavoidable dysfunctional turnover makes an organization lose effective, efficient and productive employees in its manpower list.

Involuntary turnover refers to a situation an organization forces the employees to leave employment in the organization (Belete, 2018). This occurs in a situation where the employees are willing to continue working for their organization but the organization forces them to leave the organization. Involuntary turnover among employees may be as a result of reasons like: Poor performance of employees, job cut, misconduct, low profits, and irrelevant skills among others. Employee turnover has become a concern to all the organizations (Larkin *et al.*, 2018). Available literature indicates that voluntary turnover of employees in most cases may create problems to the affected organizations. Similarly, Chepchumba and Kamau (2017) observe that voluntary turnover of skilled employees negatively affects the organizations performance and effectiveness. Voluntary turnover can affect the remaining employees in the organization. The remaining employees may be affected psychologically (Kosi *et al.*, 2015). Also, the organization may incur more money in terms of hiring new employees. Hiring new employees is expensive in terms or recruitment, selection, orientation and training and development. Harrison and Gordon (2014) assert that turnover can directly affect profitability of business. The cost of hiring new employees will increase organization's expenditure and decrease its profits. Kosi *et al.* (2015) observe that hiring frequently because of employee turnover will dent and affect the brand and the image of the organization. Therefore, turnover will impact the organization both internally and externally.

Furthermore, Kazemi *et al.* (2015) posit that turnover will make the remaining employees struggle to provide quality services when new inexperienced employees are hired to replace the

leaving experienced employees who leave the organization with the skills they acquired over time. Trained employees leave with their expertise with the quit their current employment engagement. They move with their skills to the next job and organization. Sulu *et al.* (2010) observe that organizations which lose high performers and skilled employees may encounter ramifications like reduced service delivery, increased cost of seeking for new employees and retraining employees.

In the teaching profession, teacher turnover has severe consequences for the quality of teaching and learners' achievement (Katarina *et al.*, 2020). Frequent turnover of teachers causes schools to incur costs in recruiting and inducting new teachers and productivity is also affected. The performance of learners is also affected because of disruptions of their learning programs (Jain,2013). Furthermore, the learners' achievement is compromised because of the teaching quality. Because of teacher turnover, new inexperienced teachers are recruited and engaged to replace the teachers who have left. Such teachers lack the skills and experience of the teachers who quit teaching after gaining enough experience needed. Teachers' turnover creates teaching and learning crises in schools hence Katarina *et al.* (2020) argues that teacher career turnover in education context is a serious global occupational hazard. Therefore, it is incumbent upon organizations to design ways of preventing employees' turnover. However, Boe *et al.* (2008) posit that it is not possible to specify a set of factors which may be used to retain teachers in the teaching profession although one of the ways is to shift their focus to teacher turnover intentions. In the education sector, schools in an effort to curb teacher turnover, have engaged various strategies like teacher induction practices including internships, reduction of teaching loads, time for observation and reflective practice and mentorship (Larkin *et al.*, 2018). Getahun and Tadege (2020) posit that teacher turnover is a problem all over the world.

Mobley (1982) identified the causes of teacher turnover as either external or organizational (internal). External causes are those which are outside the organization and may include issues like economic state of the country. Internal cause may include payment, supervisory level, and organization size, type of industry, location, selection process, work environment, benefits, promotion, work assignment and growth. Currently turnover intention continued to be complicated and there is need to recognize early enough turnover intention to enable the management to curb it (Albaqami, 2016). Belete (2018) seem to support the same view by arguing that turnover of employees in organizations is one of the biggest challenges and have a

lasting effect. Indeed, employees' turnover intention may lead to actual turnover of employees from affected organizations. Actual turnover is expensive to organizations. Turnover intention has been identified as a lead precursor of actual turnover (Aldhuwaihi, 2013). Dess and Shaw (2001) posit that focusing on the causes of turnover intention is the best way of decreasing actual turnover in organization. Price and Muller (1981) assert that it is easier to handle turnover intention than actual turnover. This argument is supported by Bluedorn (1992) who suggests the use of turnover intention over actual turnover since actual turnover is hard to predict. However, other authorities have contrary opinion over the same.

Turnover intention is not the same as actual turnover, although it has been asserted that handling the causes of turnover intentions is a better way of decreasing actual turnover behaviour (Dess & Shaw, 2001). There are factors which trigger employees and especially teachers in the education context to develop turnover intentions. Herbert *et al.* (2004) as cited by Jain (2013) identified several factors which make teachers to develop turnover intentions, these factors include: salaries, stress, incentives, working conditions, induction and professional development, selection practices and work itself. Similarly, Getahun and Tadege (2020) identified many issues which may affect teachers' turnover intentions. The main issues they identified are as follows: Unfair management, inadequacy salary, lack of good relationship among principal, vice principals and teachers, lack of further development and training opportunities, lack of promotional mechanism based on qualifications and work experience and lack of participatory approach in decision making. The issues identified are critical in maintaining teachers in their schools and their absence will increase teachers' turnover intentions.

Kamau *et al.* (2021) assert that turnover intentions have negative effects just like employee turnover. When employees have turnover intentions, it compromises their commitment to their company and can eventually lead to the actual turnover of the productive employees (Chughtai, 2013). Furthermore, Guzzeler and Celiker (2020) argue that turnover intentions affect employees' commitment within the organization. Therefore, turnover intentions affect the employees' loyalty and their commitment shifts within the organization because they plan to quit their employment engagement. Therefore, it is necessary for the school management to boost teachers' retention by decreasing their turnover intention so that the teaching and learning process quality can be boosted (Kamau *et al.*, 2021).

Ali *et al.* (2016) in their study on a review of the relationship between reward and turnover

intention argue that turnover intention of employees should be curbed to avoid its repercussions on the institution. Actual turnover is one of the effects of high turnover which is costly to the company because the organization will be forced to replace employees who leave their employment.

Lambert *et al.* (2008) established that employee turnover intention is inversely 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 established that job satisfaction had a significant negative effect on turnover intention. This suggests that satisfaction with the job will lead low actual turnover.

## **2.4 High Commitment Work Practices**

High commitment work practices used in research as varied as researchers (Hansen, 2013). After in depth review of relevant literature on high commitment work practices (Conway, 2003; Hansen, 2013; Losonci, 2014; Mostafa, 2013; Pfeffer, 1998; Zeidan, 2006) the following five practices were identified as the High Commitment Work Practices that are relevant and consistent with what is practiced in public secondary school setup, namely, Job autonomy, Training and Development, participation in decision making, supportive management and reward practices. Brief overviews of the five (5) HCWP which were explored in this study are discussed in the following subsections:

### **2.4.1 Job Autonomy**

Hackman and Lawler (1971) define job autonomy as the extent to which employees have a major say in scheduling their work, selecting equipment they will use and deciding on the procedures to be followed. They go on to assert that autonomy is the extent to which an employee enjoys autonomy in his or her work. In job autonomy employees' capabilities are recognized and considered when work is assigned. Employees are expected to give their input in any task they are assigned. Karasek and Theorell (1990) define job autonomy as the extent to which an employee can determine the pace, sequence and methods needed to accomplish tasks. In this case, employees are given tasks and left to decide on their own how to do them and the methods they will use to achieve their goals and objectives. Dude (2012) refers to job autonomy as the discretion with which employees can carry out their job responsibilities. Here employees are given tasks and responsibilities and given space to use their intellects to find ways and means of accomplishing tasks at hand. Siew (2016) refers to job autonomy as the authority given to the employees to make decisions on how they are going to perform their job in terms of scheduling,

preparing and presenting. This suggests that the employees are in charge of the whole process of their work and the role of the management is to give guidance and oversee how the employees do their work. Job autonomy gives employee full control of their work.

The importance of Job autonomy in an organization cannot be over-emphasized. Organizations which give their employees space and autonomy to do their tasks have been found to increase their overall performance and employees feel more satisfied (Raza *et al.*, 2011). Imran and Allil (2017) identified lack of job autonomy as one of the factors which can cause turnover intentions in an organization. Abdul *et al.* (2012) conducted a survey study on work/family psychological contract, job autonomy and organizational commitment. The study objective was to find out the mediating effect of work/family psychological contract in the relationship between job autonomy and organizational commitment. The study used three hundred and seven employees from media institutions in Malaysia. The study established a correlation between job autonomy and work/family psychological contract. The relationship between job autonomy and work/family psychological contract was significant and positive. Dysvik and Kuvaas (2013) carried out a study on the moderating role of perceived supervisor support on the relationship between perceived job autonomy and turnover intention. The study used 680 Norwegian employees from different Public service organizations as a sample. The study established that there is a negative association between perceived job autonomy and turnover intention among employees who received high supervisor support.

Similarly, Ulfat (2017) carried out a study on the effect of Job autonomy on turnover intentions among bank employees in Kashmir. The study collected data from 660 respondents from three (3) major banks in Kashmir division. The study established that job autonomy was a significant negative predictor of turnover intention. This means that employees who were contented with their job autonomy had lower levels of turnover intentions while those employees who were dissatisfied with job autonomy were more likely to leave their jobs. Wang *et al.* (2019) did a study on job autonomy and turnover intention and investigated the roles of work-to-family enrichment, job satisfaction and type of sector. The sample size of the study was 829 Chinese social workers. The study established that the job alone was not correlated to turnover intention. It established that job autonomy was correlated related to turnover intention through the mediation of job satisfaction. The results showed that employees who had job autonomy and who had good supervisor's support were less likely to have intentions to turnover from their jobs. In the education sector, though highly segmented

and controlled, teachers exercise job autonomy. Teachers can be given complete freedom or autonomy on how they manage and do their work (Mulyana & Izzati, 2022). Furthermore, teachers are given the freedom to select the teaching and learning materials, teaching methods, examination methods, learner discipline and independence in decision making (Diyana & Adediwura, 2016).

#### **2.4.2 Training and Development**

The importance of training is rapidly growing and organizations are using this tool to compete with their competitors in the market (Al-Emadi & Marquardt, 2007). Dias and Silva (2016) and Yew (2011) posit that training is a human resource best practice that enable organizations have a competitive advantage. In the education context training of teachers has become extremely necessary in the competitive world to enable them cope with the changing demands of teaching and to empower them the required understanding, skills and conduct towards their work (Khan & Abdullah, 2019). Buckley and Caple (1995) defined training as the use of various methods to change or develop knowledge, skill and attitude in order to increase employees' performance. Indeed, training has been described as an effort of equipping employees with the necessary skills in order to improve their capacity and performance. Training is the use of systematic and planned instruction activities to promote learning (Armstrong, 2010).

Landy (1989) defines job training as the use of various learning activities by an organization in order to equip employees with employment knowledge and skills or to change the attitude and social behaviour of its employees in line with the objectives of the institution and requirements of the job. Organizations have to plan for their training activities. Training of employees in organizations is not done haphazardly, it has to be planned and budgeted for. Training is essential in organizations because employees are required to keep pace with the global job trends, skills and knowledge. Employees and the organization benefit from training the exercise. Employees' expertise increase, they become receptive to changes and supportive to each other (Donovan, 2001). On the other hand, development refers to equipping managers and professionals with the needed expertise required for both present and forthcoming jobs (DeNisi, 2009). Therefore, employees' development is to equip the employees with skills and knowledge to enable them to perform their duties and responsibilities in their current jobs and prepare them to take other challenging jobs in the future. Training is an effort the organization undertakes to provide job holders with the capacities the organization will need in the future (Gomez-Mejia, 2016).

Nordhaug (1989) argue that training benefits employees in many ways: it can be in terms of Personal development, career movement and it can also make them more efficient and effective in their jobs. He further states that employees who appreciate the benefits of training show stronger feelings of commitment to the organization. The investment the organizations puts into training of employees is recovered by the performance and effectiveness of the trained employees (Wali, 2013). Training can also lead to decreased turnover intentions among employees in an organization. Employees who are trained respond in kind to their institution (Goulder, 1960). Available literature also showed that training activity in the organization stimulates loyalty (Nguyen & Shao, 2019). Nguyen and Shao (2019) observe that that training accrues benefits to both the employer and employees. However, organizations are affected negatively by training employees; Training can lead to high turnover intentions of employees. Training will make employees more knowledgeable and marketable outside the organization (Becker, 1960; Verhees, 2012). Nevertheless, the benefits accrued from employees training outweigh disadvantages. Therefore, firms should continue to offer training opportunities to their employees. The responsibility of training majorly lies with the organization but employees should also take their personal initiative on their own to develop themselves (Wali, 2013).

Training and development in the organization is a collaboration and consistent effort of the employer and employee (Rahman & Nas, 2013). Training is an essential factor for building strong relationship among the employees and organization (Danish *et al.*, 2019). Cheng and Waldenberger (2013) identified three important aspects of training of employees: Training content (General and specific skills, norms and regulations), Operational factors (Design of the organization and implementation of training) and Training aspects (Inter organizational).

Organizations have used various methods and techniques to train and develop their employees. Dessler and Varkkey (2009) identified the following methods of training which organizations can use: On the job training, Apprenticeship training, Job Interaction training, distance and internet-based training. Saleemi (2016) further categorized training into two major categories: Internal training or on the job Programmes (Delegation, on the job coaching, job training, and Vestibule training and job rotation) and external training or off the job programmes (Case studies, role playing and simulations).

Verhees (2012) carried out a study on the relationship between training and employees' turnover intentions and role of organizational commitment from 250 respondents working in a Dutch

bank in Netherlands. The study established that there was a significant negative relationship between training and turnover intentions, which implies that employees who were given training opportunities developed low turnover intentions. Also, Getahun and Tadege (2020) conducted a research study on the factors contributing to teachers' turnover with evidence from selected primary and secondary schools of Tacharmachio, Woreda in Ethiopia. The study was a cross-sectional study and used a sample of 135 teachers from the selected schools. The study concluded that lack of further development and training opportunities made teachers to develop high levels of turnover intentions. Therefore, the provision of training and development opportunities was likely to enhance retention of experienced teachers in their teaching profession. Though the current study was also a cross-sectional study, it focused only on secondary schools in Nakuru County.

Memon (2016) carried out a study to establish the causal relationships between training satisfaction, work engagement and turnover intention and the mediating role of work engagement between training satisfaction and turnover intention. The sample size of the study was 409 oil and gas professionals. The study established that employee training satisfaction was inversely related to turnover intention. Therefore, for organizations to retain their employees, they should pay closer attention to the training and development of its workforce in order to lower turnover intention and curb employees' turnover. The current study sample was from the education sector and it aimed to determine the effect of High Commitment Work Practices on turnover intentions of Public secondary school teachers in Nakuru County and the moderating influence of psychological contracts on the relationship between HCWP and turnover intentions of teachers in Public secondary schools in Nakuru County. Similarly, Zepa (2017) conducted a quantitative research study to investigate the relationship among training and development, organizational commitment and turnover intention in companies in Taiwan. The study used a sample of 277 employees working in service or manufacturing industries in Taiwan. The study established that training decreased turnover intentions. This suggests that training in organizations make employees develop low turnover intentions and hence continue working with their current organization. Training provision by organizations creates and forms employees' perception of the psychological contract which will in turn affect the employees' behaviour and attitudes (Sabine *et al.*, 2012). From the literature reviewed, it shows that if employees sense that psychological contract has been met through training opportunities, they will have low turnover intention in their organizations.



Studies conducted to establish the influence of training and development on teachers' turnover intentions in learning institutions reveal conflicting results. Kanja *et al.* (2012) conducted a study on the influence of organizational support initiatives on teachers' turnover in public secondary schools in Naivasha sub-county, Kenya using an Ex post facto research design. The objective of the study was to determine the influence organizational support initiatives on teachers' turnover in public secondary schools in Naivasha sub county, Kenya. The study established that there was a negative relationship between career development opportunities and teachers' turnover. The results suggest that teachers who are given training and career growth opportunities are expected to display low turnover intention. Kamau *et al.* (2019) did a study on managing turnover intentions among faculty in universities using human resource management and career growth practices. The research utilized survey research design and its sample was two hundred and seventy (270) permanent lecturers of universities in Pakistan. The study established that training had a significant negative and direct relationship with turnover intention. Kamau *et al.* (2021) carried out a research on Teachers' turnover intentions: Role of HRM practices in public secondary schools in Kenya. The study used a sample of 400 teachers from 40 Public secondary schools in Murang'a County. The study established that training affects significantly turnover intention in Public secondary schools. The results suggest that teachers in public secondary schools who are given training opportunities are expected to develop low turnover intentions and vice versa.

Similarly, Wali (2013) carried out a research on employee development and turnover intention using Theory of Validation and the objective was to examine the pattern of behaviour of turnover intentions in developing countries. The study used a sample of 329 employees from 16 Public Universities in Khyber Pakhtunkhwa, Pakistan. The study established that turnover intention was predicted by employee development perception. The results also indicated that employees whose training and development needs are taken care of by the organization are likely to develop low turnover intentions. In this study, the sample was drawn from secondary school teachers in Nakuru County Kenya and it used two theories: Social exchange theory and Theory of Planned Behavior. Similarly, Manthi *et al.* (2018) carried out a study to investigate the influence of Human Resource Management Practices on employee turnover intentions among tutors in Teachers' training colleges in Kenya. The sample of the study was 152 tutors drawn from Teachers' training colleges in Nairobi Metropolitan region. The study established that training was a negative but significant predictor of turnover intentions among tutors. The study focused on teachers' training colleges whereas the current study targeted teachers in secondary

level.

Nawaz *et al.* (2019) did a study on managing turnover intentions among faculty in universities using human resource management and career growth practices. The study utilized survey research design and two hundred and seventy (270) full time faculty members of universities in Pakistan was the sample. The study established that training had a significant negative and direct relationship with turnover intention. Ndile (2018) carried out a study on the effect of Human resource Practices on turnover intentions among 152 tutors in public primary teacher training colleges in Nairobi metropolitan region in Kenya. The study used descriptive and explanatory research designs. The results of the study showed that employee training had a negative influence on turnover intentions of tutors in primary training colleges in public teacher training colleges. In the current research the respondents were drawn from secondary school teachers in Nakuru County and it utilized cross sectional research design.

Training tends to make employees effective and efficient in their jobs, hence it enables organizations to achieve their goals. Noe (2013) suggested in his research that training is an intentional activity adapted by organizations to communicate job expertise information and also modify the attitude and behaviour of employees in a way which is aligned with organizational goals. Studies on the same variables focused more on other professions and those in education sector were carried out in either training colleges or universities and most of them tested the only the direct effect of training and development. In this study the moderating influence of psychological contracts on the relationship between HCWPs and turnover intentions of teachers in Public secondary schools in Nakuru County. Therefore to address these research gaps, the current study was conducted to determine the effect of HCWPs on turnover intentions among teachers in Public secondary schools in Nakuru County, Kenya.

#### **2.4.3 Participation in Decision Making.**

Armstrong (2006) defines employee participation in decision making as making involving employees in decision making activities of the organization. Moorhead and Graffin (2004) refers to decision making as choosing between alternatives, that is choosing the best and effective course of action in a given circumstance. Decision making in organizations is the process of selecting the best method of solutions to a problem (Vrba & Brevis, 2002). Strauss (2006) defined it as a process that allows employees to participate in the process of making decisions which have a direct impact on workers environment. In this regard, employees' input is sought

by management whenever there is a decision to be made, more so when the decision to be made directly touches and concern employees. Beardwell *et al.* (2007) define employee participation as sharing of power between employees and supervisors in institutions. They go on to further argue that involvement of employees in decision making can be direct or indirect.

Many organizations have appreciated the benefits of employees' participation in the achievement of their objectives (Ijeoma & Mbah, 2020). Kuye and Sulaimon (2011) argue that organizations which permit their employees to take part in decision making process perform better than their competitors. Therefore, organizations should encourage and permit their employees to be involved in all the decisions in order to achieve better performance and have a cutting edge over other organizations. Employees are allowed to participate in the decision process to come up with the best solutions to solve problems in their organizations. Employees, whose efforts and ideas are recognized in the decision-making process become more creative, committed and motivated (Ijeoma & Mbah, 2020).

Employees' involvement in decision making process in the organization is designed to give employees "a higher status and opportunity of self-expression on matters of common interest, build cooperation between management and employees, increase employees' level of motivation, provide employees with a sense of importance, pride and accomplishment and to enhance production in the organization (Saleemi, 2016). According to Ijeoma and Mbah (2020) involvement of workers in decision making process improves work and performance. Employees who participate in decision making feel a sense of belonging to organization goals and thus will own any decision arrived at collectively hence making them identify with the organization (Meyer *et al.*, 2002). Bhati *et al.* (2011) argue that employee participation in decision making is a tool designed to increase employee input in managerial decision making process, thus increase commitment, productivity and motivation and reduce employee intention to turnover.

Kumar and Jauhari (2016) carried out a study on employee participation and turnover intention: exploring the explanatory roles of organizational justice and learning goal satisfaction. The sample of the study was 192 respondents in India. The study established that employee participation in decision making does not have a direct effect on turnover intention but it does when it is mediated by organizational justice. The results suggest that employees' participation in decision making in an organization influence turnover indirectly through other factors like

organizational justice. Ham (2018) did a study on employees' participation in organizational decision making during change. The sample of the study was one hundred and ten (110) drawn from account managers of major banks in Netherlands. The study established that involvement in decision making process had an insignificant influence on job satisfaction. Also, the study concluded that job satisfaction as a variable, had a large effect on turnover intention. Therefore, job satisfaction mediates the relationship between job satisfaction and turnover intention during times of change. Thus, the studies seem to suggest that the influence of employees' participation in decision making on turnover intention cannot be explained directly by job autonomy variable but can be influenced through a mediating variable.

Oloo (2016) carried out a study on influence of participation in decision making on performance and retention of junior staff at the retail markets in Kenya: an empirical study of Uchumi supermarket in Nairobi. The study used a sample of 30 employees who had worked for a period of at least five years. The study found that employee participation in decision making helps the retail market to retain junior staff and that it significantly influenced performance and retention. Similarly, Waititu (2013) in his study on an analysis of factors influencing turnover of teachers in public high schools in Limuru District, Kenya. The study the study used a sample of 136 teachers from selected schools. The study concluded that low employee involvement in decision making leads to dissatisfaction and eventually leads to turnover. Similarly, Getahun and Tadege (2020) conducted a research study on the factors contributing to teachers' turnover with evidence from selected primary and secondary schools of Tacharmachio, Woreda in Ethiopia. The study was a cross-sectional study and used a sample of 135 teachers from the selected schools. The study revealed that lack of participation in decision making process caused turnover intention among the teachers. Decisions made in schools without involving the teachers made teachers to feel left out and not part of the decisions made by the school management; hence with time they developed turnover tendencies. This implies that teachers who participated in decision making in their organizations felt appreciated and thus were likely to develop low turnover intention. The study recommended that teachers should be involved in crucial decision-making process at all levels of school management in order to decrease the of turnover intentions. From the reviewed related literature, it is expected that teachers who participate in decision-making process in their schools are likely to have low levels of turnover intentions.

#### **2.4.4 Supportive Management**

Rhodes and Esenberger (2002) stated that supervisory support refers to the way supervisors in the organization behave to assist their employees to use successfully the skills, knowledge and attitudes they acquired from the training. Literature available suggests that having a supervisor has become almost a universal position in modern organizations (Armendariz, 2012). The management support can be in various forms and can range from giving employees prompt feedback about their performance and mentor employees (Putter, 2013). However, according to Baloyi *et al.* (2014), the feedback given to employees should encourage the employees. Management support to employees is important in enhancement of employee commitment and retention. Supportive supervisor refers to the level of acknowledgement of employees that their supervisor is supportive (Burke *et al.*, 1992). The support from the supervisor is perceived by the employees through his or her daily actions and attitude towards the employees. Supportive management or supervisor can also entail friendly subordinate consultation and recognizing their contribution in their organization (Mohamed & Ali, 2016).

Alkhateri *et al.* (2018) and Siew (2016) argue that supportive supervisor is important in reducing employees' turnover in the organization. This points that workers who feel that their immediate supervisor and management are supportive will not develop turnover intentions. According to Kalliath and Beck (2011), strong supervisor support helps decrease burnt-out and subsequently lowers intention to quit. Lack of management support can lead to employees' dissatisfaction and turnover intention and eventually actual turnover (Griffeth *et al.*, 2000).

Meyer and Allen (1990) argue that organizations which support their employees will always get positive feedback from employees. Supported employees feel an obligation to reciprocate management gesture of support. According to Eisenberg *et al.* (2001) employees who receive support from their managers are more committed and have stronger feelings about their organizations and thus are less likely to develop tendencies of turnover intention. Also, according to Qureshi and Hamid (2017), supervisor support plays a role in increasing employees' job satisfaction. Management and supervisor's role is key in making employees deliver their services in a better way and get satisfied in their job (Kalliath & Beck, 2011). This suggest that employees who feel that their supervisor cares and supports them will be satisfied with their work and their performance will also increase. Literature on supportive management available, suggest that management and supervisor support is a turnover intention predictor (Maertz *et al.*, 2007). Therefore, organizations should emphasize on management support. It has been argued that management and supervisory support contribute immensely to enhancing and

reducing employee turnover intentions (Kalidass & Bahron, 2015; Khan & Qadir; Skiba & Wildman, 2019). According to Putter (2013) and Kalidass and Bahron (2015) management support also builds a good relationship between management and employees. Good relationship between employees and management will benefit both the employees and organization's managers. On one hand, employees will support the management decisions and on the other hand the managers will reciprocate employees' support by showing care and empathy to employees. Organizations can use supervisor support to reduce employees' uncertainties and stress (Charoensukmongkol & Phungsoonthorn, 2020).

Dysvik and Kuvaas (2013) in their study on the moderating role of perceived supervisor support on the relationship between perceived supervisor support and turnover intention. The study used a sample of four hundred and eighty (480) workers in different public service institutions in Norway. The study concluded that moderating variable moderated the relationship between independent variable and dependent variable. These results established that workers who perceive to be taken cared for by their institution developed a positive attitude towards it and hence lead to low employee turnover intention and actual turnover. Dupre and Day (2017) conducted a study on the effects of supportive management and job quality on turnover intention and health of military personnel in Kolkata, India. The study used a sample of one hundred (100) Military personnel. The objective of the study was to examine certain human resource practices that are related to high performance work system as predictors of health and turnover intention among military personnel along mediating impact of job satisfaction on these relationships. The study established a positive relationship between supportive management and turnover intention through the mediating effect of job satisfaction. Similarly, Iqbal *et al.* (2020) in their study to investigate the Impacts of Supervisor Support on Turnover Intention: Mediating Role of Job Satisfaction. The aim of the study was to establish the mediating role of Job satisfaction on the relationship between supportive management and turnover intention.

Their study used a sample of two hundred (200) respondents. The study established that the relationship between supervisor support and turnover intention was positive negative and significant. These results suggest that employees who feel that they are supported by the organization are less likely to develop turnover intentions. However, results from other studies seem to contradict those results. Joarder *et al.* (2015) did a study on the relationship among Pay, security, support and intention to quit of Three hundred and sixty (360) academic staff from private universities in Bangladesh. The study found that support was significant and

negatively related to faculty intention to quit regardless of the condition involved. Furthermore, a study by Khan and Qadir (2016) on the determinants of turnover intentions. The study used a sample of one hundred and twenty (120) respondents drawn from six (6) Bahria schools and colleges at Karachi. The study established that management support was inversely related to teachers' turnover intentions. This implies that supervisory support and concern of employees can significantly reduce teachers' turnover intentions and make them remain in the school for a long time hence reducing turnover rates.

Tuzun and Kalemci (2017) conducted a survey study on organizational and supervisory support in relation to employee turnover intention among three hundred and four (304) full time employees working in insurance companies in Turkey. The study examined the relationship between perceived organizational support, perceived supervisory support and turnover intention. The results of the study revealed that employees who received high levels of supervisory and organizational support reported low levels of turnover intention while employees who received low levels of supervisory and organizational support were more likely to develop high turnover intentions. Similarly, Kanja *et al.* (2012) conducted a study on the influence of organizational support initiative on teachers' turnover in public secondary schools in Naivasha Sub County. The study used a sample size of seventy-five (75) teachers. The study established existence of a strong and positive relationship between organizational support and teachers' turnover. These findings contradict the results of Hussein and Asis (2012) in their correlation study on the impact of organizational commitment and perceived organizational support on turnover intention of telecom employees in Pakistan. Their study used a sample of two thousand and thirty (2030) respondents. The study established that relationship between perceived organizational support and turnover intention of employees was significant but negative, this means that employees who received organizational support were less likely to turnover. Also, Kalidass and Bahron (2015) in their study on the on the relationship between perceived supervisor support, perceived organizational support, organizational and turnover intention. The aim of the study was to investigate the influence of perceived supervisor support, organizational support towards employees' turnover intentions. The study used a sample of two hundred and sixty (260) hotel employees from selected from five-star hotels in Kota Kinabalu area in Malaysia. The study results revealed that the correlation between perceived supervisorsupport and turnover intentions is significant and negative ( $r = -0.402$ ,  $p < 0.01$ ). The study concluded that employees' turnover intentions can be used as a strategy to decrease employees' turnover intentions. Similarly, Nichols *et al.* (2016) conducted a study

on how supervisor's support, influence turnover intention among frontline hospital workers and the mediating role of affective commitment. The study used two hundred and seventy (270) housekeeping and dietary service workers employed in United States hospitals as its sample size. The findings of the results of the study established that employees who received higher supervisor support showed lower levels of turnover intentions. Supervisor support was significant and negative predictor of intention to turnover ( $r = -0.60$ ,  $p < 0.01$ ). In view of existing studies, it is evident that employees who receive positive and adequate organizational and management support are likely to reduce their turnover intention. It is therefore expected that teachers who receive adequate managerial support will develop low turnover intentions to leave their jobs.

#### **2.4.5 Reward Practices**

Dessler (2009) refers to compensation as a salary or reward extended to workers as a result of his or her employment. According to Silaban *et al.* (2018) compensation to employee is a form of appreciation given to a worker for his or her contribution to the company goals. Dessler and Varkkey (2009) define employee reward as any payment given to employees as a result of their job. Therefore, rewards arise from the employee job engagement in the organization. Compensation is a set of rewards that organizations provide to individuals in return for their willingness to perform various jobs and tasks within the organization (DeNisi & Griffin, 2009). This suggests that employees willingly agree to provide their services in the organization and the organizations agree to compensate through pay or salaries. Organizations pay employees' salaries in order to attract staff, retain staff, recognize staff, and motivate staff to demonstrate fairness (Torrington *et al.*, 2008). Therefore, reward practices in organizations have several objectives depending on the size, availability of funds and objectives of the firm. Components of employees' rewards are varied according to different authors and context (Mwangi, 2014). According to Gomez-Mejia (2016), rewards given to employees entail three components: base compensation (Fixed pay employees receive at the end of every month), Pay incentives (Profit sharing and bonuses) and indirect pay or benefits (Health insurance, vacations and unemployment compensation). On his part Aswathappa (2008) sees compensation of employees to have the following components: Wages and salary, incentives, fringe benefits, perquisites and non-monetary benefits. Alam and Ramay (2012) argue that employees' pay may include basic salary and any bonuses or other economic benefits that an employee receives during employment. Individual employees have certain needs and desires which they seek to get satisfied by the pay they get in their employment. It is always believed that high salaries lead to



high levels of satisfaction and low turnover intention, however that may not be the case. Pay satisfaction may have a low correlation with employee turnover intention (Alam & Ramay, 2012; Kanto, 2013).

In the current job market rewards and pay are used by organizations as an incentive for superior performance as well as a means to retain the best employees (Vandenberghe & Trenblay, 2008). In the teaching profession context, teachers are paid monthly salary and the schools pay them extra money whenever they do extra teaching beyond their normal teaching load and time. Parents put in a lot of money for teacher motivation through their Parents Teachers Association (PTA). Teachers whose subjects perform well in the Kenya National Examinations are recognized and paid some predetermined amount of money to boost their morale. The amount paid depends on the size of the school and the student population. School boards and management pursue that with the aim of making teachers perform well in their teaching subjects and to ensure that they are retained in their stations. According to Loncar (2010) organizations use pay as a strategic tool to motivate workers to exhibit certain strategic behaviours like performance. Manthi *et al.* (2018) argue that compensation is a critical component of the employment relationship and it is aimed that motivating employees for higher productivity. Apart from performance, employees' pay and pay rise have been established to influence employee turnover intentions (Bartol *et al.*, 2005). Employees who were contented with their salary developed low turnover intentions. Bhat and Sharma (2019) conducted a study on compensation and employee turnover intentions. The sample size of the study was 200 BPO employees from Gandhinagar region. The study established that compensation had an effect on employees' turnover intentions.

A study by Khan and Qadir (2016) on the determinants of turnover intentions in Bahria schools and colleges at Karachi using quantitative approach collected data from 120 respondents among six Bahria schools and colleges at Karachi established that Rewards had a negative relationship with turnover intentions. The findings are supported by the research findings of Getahun and Tadege (2020) in their research which aimed at establishing the factors which contributed to teachers' turnover intention. The research was a cross-sectional with a sample of 135 teachers drawn from selected secondary and primary schools in Tacharmachio woreda Gondar, Ethiopia. The study findings revealed that teacher' turnover intentions were statistically significant negative association with salary ( $r=-0.93$ ,  $p<0.05$ ). The same results are in the established in empirical study by Manthi *et al.* (2018). The objective of the research was to establish how

HRM Practices Predict employee turnover intentions among Teachers' training colleges in Kenya. The sample of the study was one hundred and fifty two (152) tutors drawn from Teachers' training colleges in Nairobi Metropolitan region. The study established that compensation predict negatively and significantly turnover intentions of tutors. This means that teachers and tutors who were satisfied with their rewards had low turnover intentions. Therefore, rewards strongly determine the levels of turnover intentions and eventually actual turnover of employees in an organization. Furthermore, (Akhtar *et al.*, 2016) carried out a survey study on the impact of job satisfaction and remuneration on turnover intentions. The study used a sample of two hundred (200) instructors from private business schools in Pakistan. The study established that turnover was significant and negatively related to remuneration. The results suggests that majority of instructors had turnover intentions and probably looking for other jobs.

Naidoo (2018) carried out a study on the influence of pay satisfaction on turnover intentions of Information technology professionals. The aim of the study was to examine how pay satisfaction among other variables predicted turnover intention in information technology. The sample of the study was one hundred and fifty eight (158) information technology professionals. The study established that pay was negatively correlated to turnover intention. It concluded also that turnover intentions can be reduced by offering better salaries to employees.

Waititu (2013) conducted a study on an analysis of factors influencing turnover of teachers in public high schools in Limuru District, Kenya. The study used descriptive research design and the targeted population was Four hundred and ten (410) teachers from which a sample of one hundred and thirty-six (136) respondents was drawn. The study established that low pay triggers turnover intention among teachers and eventually resulting to actual turnover. The findings seem to support the results of Weldeyohannes (2013) who conducted a descriptive survey study on compensation practices and teachers. The study objective was to assess the compensation practices and turnover. The sample of the study was 159 teachers in Tigray. The study established that teachers were highly dissatisfied with financial and non-financial aspects of compensation that they received resulting high intentions to turnover. These findings show that teachers who are not satisfied with their compensation tend to have high turnover intentions. Consequently, Teachers who are contented with their pay levels may have low levels of turnover intentions. Silaban *et al.*, 2018) carried out a research study on the influence of compensation and organizational commitment of employees' turnover intentions. The sample of the study

was one hundred and twenty (120) employees in Citifural hospital Citra Garden City West Jakarta. The study established that salary increase decreases the turnover intention of the employees whereas low salaries increase turnover intentions. Employees' turnover is affected by employee system in an organization (Akhtar *et al.*, 2016). Therefore, the organization should provide reward system which will be able to reduce employees' turnover intentions.

Albaqami (2016) also conducted a study on the determinants of turnover intentions among a sample of three hundred and seventy five (375) Faculty members in Saudi Public Universities drawn from a population of Fourteen thousand, three hundred and sixty three (14,363) university faculty members. The study used descriptive research design and established that employees' salary is an important determinant of turnover intention of University faculty members. This implies that faculty members who are not satisfied with their salaries will develop turnover intention attitudes and behaviours. These results are supported by a study by Ekabu (2019) on the level of remuneration and turnover intentions of public secondary schoolteachers in Meru County: a mixed methodology. The study used descriptive survey design and gave out questionnaires to five hundred and five (503) teachers and fifteen (15) principals. The study established that the level of remuneration has a negative correlation with turnover intention among the teachers. Teachers who perceive their level of remuneration to be high are more likely to have reduced turnover intentions. However, these results contradict the findings of Suwatawa (2019) who in his research established that employees' compensation had a positive and significant effect on turnover intentions. This implies that compensation of employees has an impact on employees' turnover intentions.

Furthermore, Nurita *et al.* (2013) conducted a study on the mediating roles of organizational commitment and organizational engagement on the relationship between Human Resource Practices and Turnover Intentions among three hundred and fifty seven (357) employees in selected region in Malaysia. The findings of the study were that there is significant effect of compensation on turnover intention.

Rubel and Kee (2015) conducted a survey study on mediating role of job satisfaction on the relationship between high compensation practices and employee turnover intention among 346 operators working in readymade garment organizations in Bangladesh. The purpose of the study was to explore the relationship between employee perceptions of High compensation practices and their turnover intention in readymade garment industry in Bangladesh. The study established that employees' perceptions of High compensation practices reduced the likelihood

of their turnover intention. Sharew (2017) conducted an explanatory research design study on the effect of reward practices on employees' turnover intention among one hundred and forty eight (148) employees at metals industry development institute. The purpose of the research was to assess the effects of reward practices on employees' turnover in metals industry development institute. The study established that there was correlation between reward practices and employees' turnover intentions. The study found that pay had a strong negative relationship with employees' turnover intention.

A study by Ndile (2018) on Human resource Practices and tutor turnover intentions in public primary teacher training colleges in Nairobi metropolitan region in Kenya, the study used descriptive and explanatory research designs. The study used a sample of one hundred and fifty two (152) tutors. The study concluded that employee compensation had a negative influence on turnover intentions of tutors. These results are in line with the study done by Hradianto *et al.* (2019) on the effect of reward and job satisfaction towards turnover intention of private junior high school teachers. The study used quantitative survey approach using a sample of 235 respondents from twenty (20) schools. The study also established a negative effect of rewards on turnover intentions with a correlation coefficient of -0.476. The results agree with the results of Joarder *et al.* (2015) in their study on Pay, security, support and intention to quit relationship among academic in developing economy. The study used three hundred and sixty (360) respondents from private universities in Bangladesh. The study established that pay was significant and negatively related to faculty intention to quit regardless of the condition involved. This means that an increase in reward causes a decline in turnover intentions of employees. Their findings are in support of the research results of Silaban *et al.* (2018) who showed that suitable compensation tend to lower employees' turnover intentions in organizations. This implies that better compensation leads to a reduction in turnover intentions among employees and in particular teachers. Furthermore, these findings imply that pay satisfaction resulted in low levels of turnover intentions. In order to maintain and retain experienced and qualified teachers, the government should ensure that teachers are compensated adequately. Adequate salary will make teachers develop low turnover intentions. An increase in rewards and incentives can lead to teachers' satisfaction and decrease in turnover intentions.

## **2.5. HCWP and Turnover Intentions.**

Human resource management practices have been found to have huge effect on employees' turnover intentions in diverse contexts (Maneesatitya & Fungsuwan, 2014). Studies have shown that there is a positive correlation between High commitment work practices and organizational commitment and a negative correlation with intentions to turnover. Employees who are committed to the organization and feel independent in their work are better performers, hard workers and more efficiently and thus stay longer in their jobs (Mowday, 1998). Saragih (2011) posits that employees who are given high job autonomy feel more satisfied because they know that the results of their job are determined by their efforts. The success of any endeavour in any organization lies with the efforts of the employees. One of the ways to increase employees' performance is to increase their job autonomy. Employees who have increased job autonomy have been found to have high levels of job satisfaction and are more committed to their organization and therefore less likely to turnover (Raza *et al.*, 2013).

However, other empirical researches have established a negative relationship between job autonomy and turnover intention. For example, Thompson and Proffas (2005) found out that job autonomy had a significant negative correlation with turnover intention. This implies that employees who are given autonomy by the organization were less likely to desire to quit their jobs. Studies have shown that perceived job autonomy is positively related to important work outcomes such as performance, job satisfaction and negatively related to turnover intention (Dude, 2012; Humphrey *et al.*, 2007).

Studies have found that employees who are given opportunities for training are more committed to their organizations (Bartlett, 2001; Kipkebut, 2010). Becker (1993) reported that training can be effectively used as a tool for employee retention. Ahmad and Bakar (2003) in their study among white collar workers in Malaysia established that training had an impact in organizations. Similarly, Nkosi (2015) in his research to establish the effects of training on employee commitment, retention and performance in South African Local Municipality found out that training had a significant effect on commitment, retention and performance. Other studies also found significant relationships between employee retention and training practices (Owens, 2006; Ramlall, 2003; Srinivas *et al.*, 2008). Organizations which have training policies and practices for employees tend to retain their employees. In addition, Ramlall (2003) found that insufficient training opportunity forced employees to quit their current employment. TSC and Ministry of Education do offer short term and long term course and training to teachers to enhance their

knowledge and skill. To enhance teacher retention, teachers are always bonded whenever they are given paid leave of more than six months. For example, teachers given a two year study leave is bonded for two years and are expected to work for TSC for that duration before they are allowed to quit the teaching service at their discretion.

It has been found that organizations use pay as a strategic tool to motivate workers to exhibit certain strategic behaviours like performance (Loncar, 2010). Apart from performance, employees' pay and pay rise have been found to have an effect on employee turnover intention (Bartol *et al.*, 2005).

Bhati *et al.* (2011) Carried out a research on the effect of direct participation on organizational commitment among Human resource management professionals in commercial banks in Pakistan and USA and found that investment in employee participation in an organization showed better results, high employees' commitment and productivity and lower levels of intentions to turnover. Their findings support those of Welsh and Lavan (1991) and Fred (2010) which confirmed that teachers' participation in decision making increased their commitment to their organization resulting in lower levels of turnover intention. Moorhead and Graffin (2004) concluded that if workers participate in decision making, employee absenteeism decreases and employees' commitment is increased in the organization, also superior performance is improved and eventually turnover is lowered and greater job contentment is realized. From the foregone, it is evident that employee participation is an important practice which the organization and managers use to make employees committed, motivated and retained in the organization.

## **2.6 Psychological Contract**

Psychological contract is an important emerging area of human Resource researchers and practitioners (Umar & Ringim, 2015) Psychological contract is associated and based on the framework of Social Exchange Theory (Argyris, 1960; Blau, 1984). Argyris (1960) was the first person to come up and use the term psychological contract in a factory setting to describe the relationship which existed between an employer and employees. Rousseau (1989) defines Psychological contract as an employee's perception about the conditions of the exchange agreement between workers and employer. Employees enter employment with expectations, beliefs and obligations which they look forward to be fulfilled by their employer. Psychological contract emphasizes the organization and employees and their mutually agreed responsibilities,

obligations and promises they are supposed to fulfill in the course of their relationship. Each party in the agreement has to fulfill the promises made. In case the employer fails to fulfill the promises made to employees, the employees are motivated to resolve the discrepancy by changing either their attitude or behaviour (Agarwal & Bhargwa, 2010). Indeed, it consists employees perception about what they think their organization owe them and what they owe the organization (Armstrong, 2006). According to Suarhana and Riana (2015) psychological contract is different from other types of contracts because employees and employers have different expectations with respect to the employment relationship. Psychological contracts are not formal, unwritten and constantly changing as employees interact with the organization through the management (McDonald & Makin. 2000). This suggests that psychological contracts between the organization and employees are not static; they change depending on their perceptions over time. The correlation between a worker and employer begins once the employer accepts to employ an individual. Each party has expectations from the relationship which are expected to be fulfilled for the relationship to thrive and continue to be maintained.

Psychological contracts have been taken to be subjective contract between employees and an organization based on beliefs and promises from each side (Boxtel, 2011). Psychological contract is subjective because it is based on perception of employees and employer. According to Dwiyanti *et al.* (2020) employees and organization may have different perception about obligations and expectations differently. This is because each party have its expectations from the other. Employees in a work place interact with one another and with the employer. Such social interactions influence employees' perception and performance and eventually the success of the organization. Ma (2018) argues that psychological contracts influence employee work behaviour and that there is a significant correlation between psychological contracts (Relational and Transactional contracts) and turnover intentions. Workers who perceive positively their psychological contracts with the employer tend to develop low levels of turnover intentions. If employers fulfill their obligations to their employees, the employees are less likely to voluntarily quit their organization (Clinton & Guest, 2014) and according to Heffernan and Rochford (2017) workers develop high turnover intentions when they feel that their psychological contract has been broken by their organization.

### 2.6.1 Types of Contract

There are two types of psychological contracts (Raja, 2004; Rousseau, 2001). The first type is a transactional contract which involves distinct economic exchanges between employees and employers. These contracts happen over a period of time (Susan, 2006). The job expectations and requirements are clear and specified in advance (Mohamed *et al.*, 2012). This will allow individuals concerned to go through those expectations and the benefits they expect to achieve, interrogate them and make their conclusion concerning the relationship. Rousseau (1995) identified the following seven agreements promised by companies to employees: advancement, increased salary based on performance level, training, job security, career development, sufficient power and responsibility.

Transactional psychological contract is rigid and typically inflexible and limited to specific conditions and requires employees to utilize their existing skills (Susan, 2006). It focuses strictly on economic exchange and it involves specific monetary or economic exchange between parties over a limited duration (Susan, 2006). Unlike relational psychological contract, transactional contract involves low emotional commitment by employees. However, transactional contract is short term and offers limited movement by both parties that is employer and employees (Agarwal & Bhargava, 2010).

The second type is relational contracts which are often based on non-economic social and emotional exchanges. This kind of contracts are not precise and do not cover any specified time period (Mohamed *et al.*, 2012; Susan, 2006). They keep on changing over time in terms of scope and interpretation. They revolve around trust, respect and loyalty (Demeus *et al.*, 2011; Suazo & Stone, 2011). Susan (2006) states that relational contracts contain agreements which largely revolve around the relationship between the employees and organization and includes both monetary and non-monetary exchanges. Agarwal and Bhargava (2010) posit that relational psychological contract are not purely restricted to economic exchange between the employer and employees but they also include long term loyalty in exchange for security growth in an organization. Each party hopes that the other party will fulfill their obligations and promises that they make at the onset of the relationship. Employees are required by their Organizations to be commitment beyond the accomplishment of work they are given. Psychological contracts require more than transactional contracts can provide (Bal *et al.*, 2010).

Jose (2015) suggests that psychological contract leads to reduction of uncertainty by filling up the gaps such as ambiguities, predicting behaviours and letting both parties know the course



of future relationships. Psychological contracts create emotions and attitudes which form and control behaviour (Splindler, 1994). Each party will tune its behaviour according to the provisions of the contract that govern the agreed relationship.

Armstrong (2006) asserts that psychological contracts govern the continuing development of the employment relationship, which is constantly evolving over time. Over time employment relationship can change because of external and internal conditions in the organizations. Such changes may affect the initial employment relationship agreed by the parties, however, in such eventualities psychological contracts are meant to control and shape behaviours and outcomes. Furthermore, psychological contracts give employees a sense of feeling of influence on the terms that define employment relationship (Jose, 2015).

Psychological contracts have been said to make employees work effectively and get more committed to their organizations, especially when they know that their expectations will be met by their organization and what they will stand to gain in the relationship (Schein, 1965). For example, employees who know that their employer will offer opportunities for their career growth will increase their productivity (Armstrong, 2006). Agarwal and Bhargava (2010) have argued that there is value to study the relational psychological contract and transactional psychological contract separately and examine how they impact organizationally relevant outcomes.

### **2.6.2 Relationship between psychological contracts, HCWP and Turnover Intention**

McInnis (2012) has observed that previous studies that examined relationship between turnover and psychological contract are limited. Some of the available studies examined psychological contract violation and its impact on employees' turnover intention. For example, Umar and Ringim (2002) in a study to establish the relationship between psychological contracts and turnover intention among employees in private organizations found that transactional psychological contract had a strong negative significant relationship with turnover intention. This means that employees whose transactional contract was fulfilled had decreased turnover tendencies.

Other studies measured the effect of contract violation on the relationship between psychological contract and turnover intention. For example, Buyukyilmaz and Cakmak (2013) carried out a study to establish the direct and indirect effects of psychological contract on academicians' turnover intentions in Turkey. The aim of the study was to investigate the

assumed direct and indirect relationship between psychological contract breach and turnover intention through psychological contract violation and perceived organizational support. The sample of the study was five seventy academicians drawn from a variety of universities in Turkey. The study established that breach of psychological contract was positively related to turnover intention. This implies that employees who feel that their psychological contracts have been violated are more likely to develop turnover tendencies. Such findings concur with the results of studies investigating the same relationships, for example Aykan (2014) carried out a research study on the effects of perceived psychological contract breach on turnover intention: intermediary role of loneliness perception of employees. The objectives of the study were to determine the effects of perceived breaches in two types of psychological contracts (Rational and transactional on turnover intention and to determine the intermediary role of loneliness perception of the employee (Social and emotional loneliness) in those effects. The sample of the study was five hundred (500) employees drawn from five (5) businesses operating in manufacturing industry in Kayseri organized industry region. The study found out that relationship between relational psychological contract breach and turnover intention was positive suggesting that employees whose relational psychological contracts were violated were more likely to quit their jobs. However, it established that there was no relationship between transactional psychological contract breach and turnover intention. From the foregone, psychological contracts plays a role in influencing the relationship between HCWP and turnover intention.

Wang *et al.* (2020) conducted a survey study on the mediating role of organizational commitment on the relationship between psychological contract and turnover intention and the mediating mechanism of organizational commitment. The sample of the study was Three hundred (300) employees drawn from three (3) high-tech enterprises in Xian City. The study established that transactional and relational psychological contract both had a significant negative impact on employee turnover intention. This means that employees whose psychological contracts were fulfilled by their organizations were less likely to quit their jobs. This contradicts the findings of Umar and Ringim (2015) conducted a cross sectional survey study on psychological contract and employee turnover intention among Nigerian employees working in private organizations. The sample of the study was Two hundred and eight five (285) employees drawn from Nigeria. The objective of the study was to examine the relationship between psychological contract factors operationalized in terms of transactional, relational and

balance psychological contracts and employee turnover intentions in private sector organizations in Nigeria. The research study established that transactional psychological contract has a strong positive significant relationship with turnover intention of employees in private organizations in Nigeria while relational contracts had a significant negative effect. The positive relationship between transactional contracts and turnover intentions means that fulfillment of transactional contracts, which mainly consist of monetary exchanges (i.e. extrinsic factors) with limited emotional attachment was not adequate to deter employees from quitting their jobs. On the other hand, the negative correlation between relational contracts and turnover intentions shows that fulfillment of employees' relational contracts which are non-monetary consisting of factors such as trust, career prospects, and concern for employee well-being among others, resulted in low turnover intentions.

Ahmad and Khan (2015) conducted a study on psychological contract breaches and its impact on employee turnover intention and job satisfaction. The aim of the study was to find if the psychological contract breaches have an impact on turn over intentions and job satisfaction. The sample of the study was three hundred and eighty (380) teachers of private schools in Peshawar District, Pakistan. The study established that there was a significant negative association between psychological contract breaches and turnover intentions. This means that who felt that their psychological contracts had been breached tended to develop high turnover intentions. Khald and Malik (2016) conducted a study on psychological breach, work Engagement and turnover intention. The aim of the study was to examine the impact of psychological contract breach on employees' turnover intentions with the mediating role of work engagement. The sample of the study was three hundred and two employees working in private and public banks in Labore, Pakistan. Their research established that psychological contract breach leads to high turnover intention among employees.

However, sometimes psychological contract may not be the sole contributor to employee turnover intention. Anyika (2012) conducted a descriptive survey study on the perceived relationship between psychological contracts and employee turnover intention. The sample of the study was 363 employees working at Barclays Bank of Kenya. The objective of the study was to establish the perceived relationship between psychological contract and employee turnover in Barclays Bank of Kenya. The study concluded that while psychological contract influences employee turnover intention, it may not be the sole contributor to employees' turnover at the bank. Therefore, there may be other factors which may influence turnover

intentions among employees in an organization. Also, from the foregone literature review, it is evident that many studies established direct relationship between HCWP and turnover intention (Anyika, 2012; Umar & Ringim, 2002; Umar & Ringim, 2015; Wang *et al.*, 2020), no study used psychological contracts as a moderator between HCWP and turnover intention variables. In this research, it was assumed that psychological contracts as a moderator would influence the relationship between HCWP and turnover intention.

Therefore, the aim of this research study was to establish whether Psychological contracts moderate the relationship between public secondary school teachers' HCWP and their intention to turnover.

## **2.7 Summary of Past Studies and Research Gaps**

Literature reviewed revealed that most empirical researches focusing on turnover intention have focused more on employees in other sectors like manufacturing and financial organizations. Furthermore, available literature has shown that most of the studies focused on actual employees' turnover. Also, no research investigated the moderating effect of Psychological contract on the association between HCWP and turnover intention variables. This study, therefore aimed to fill this research gap from previous studies by establishing the effect of HCWP on turnover intention and moderating effect of psychological contracts among public secondary school teachers in Nakuru County.

**Table 2.1: Summary of Past Studies and Knowledge Gap**

<b>Author</b>	<b>Focus of the study</b>	<b>Methodology</b>	<b>Findings and Research Gaps</b>	<b>Focus of this Study</b>
Waititu (2013).	An analysis of factors influencing turnover of teachers in public High schools in Limuru district, Kenya.	Descriptive survey design and the sample size were 136 teachers.	Low pay and lack of employees' involvement in decision making lead to employee turnover and job dissatisfaction raises turnover intention which results to actual turnover among teachers. The study focused on actual turnover and did not test the moderating effect of psychological contract.	The present study focused on turnover intention and moderating effect of psychological contract on the relationship between HCWP and turnover intention.
Memon (2016)	The causal relationships between training satisfaction, Work engagement and turnover intention and mediating role of work engagement between training. Quantitative study and the sample size were 409 gas professionals.	Quantitative study and the sample size were 409 gas professionals.	The study established that training satisfaction was negatively related to turnover intention	The study focused on Public secondary teachers turnover intention and focused on selected HCWPs.
Khan and Qadir, (2016)	Determinants of turnover intentions in schools and colleges at Karachi.	Quantitative research and the sample size were 120 from school teachers and college tutors.	The findings established that rewards had a negative relationship with turnover intentions.	The study focused on teacher turnover only in Public secondary schools. Cross sectional survey design was used.

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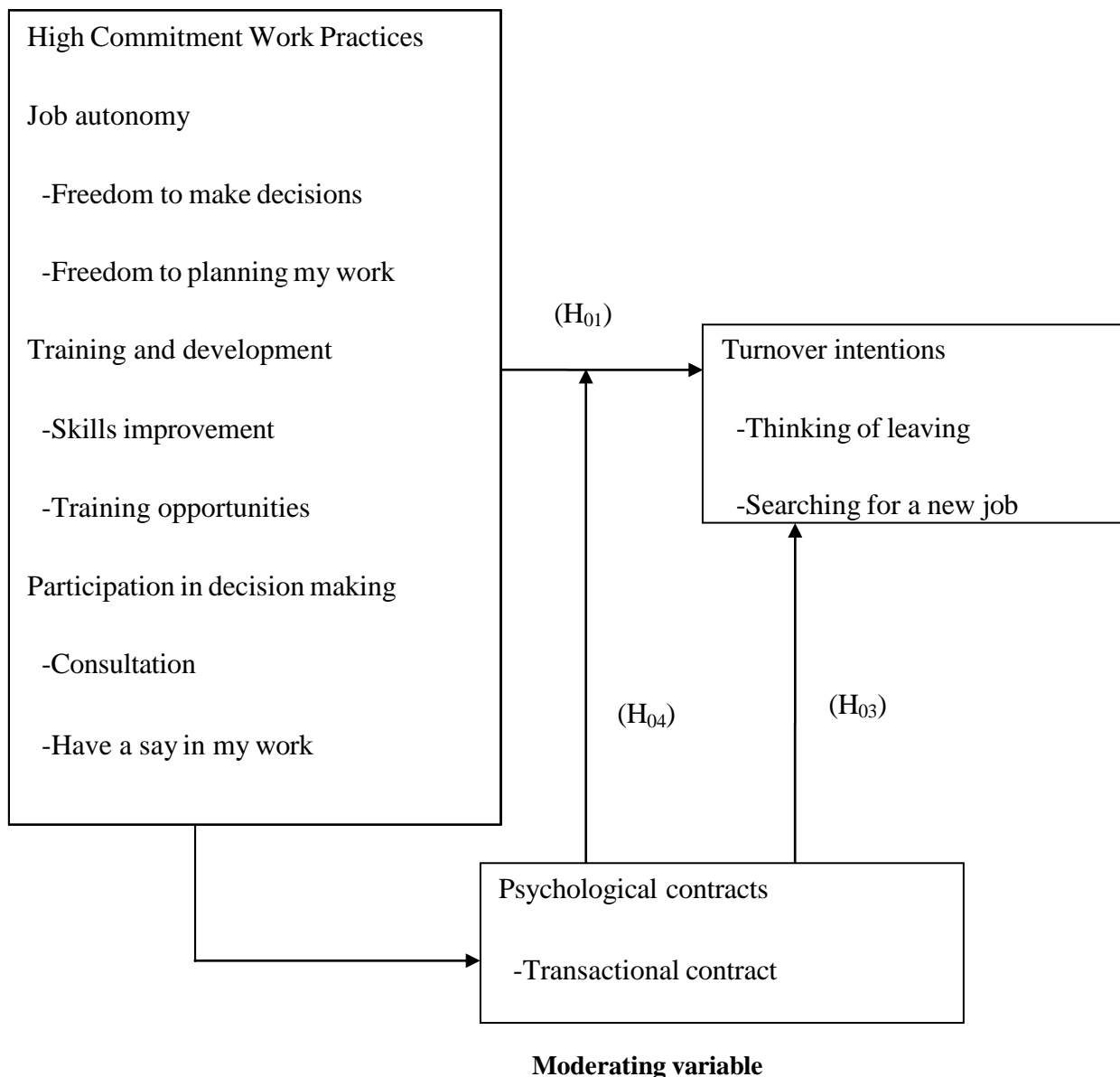
Ndile, 2018	Human Resource Practices and Turnover Intentions in Public Primary Training Colleges in Nairobi Metropolitan Region in Kenya, Effect of strategic Human Resource Management on	Descriptive and Explanatory research designs and the sample size were 152 tutors.	It was established that training, career development compensation rewards and performance management had a negative influence on turnover intentions. The study focused only on the relationship between Human Resource Practices and Turnover Intentions and mediating effect of Job embeddedness. It also used descriptive and explanatory research designs. Reward system is the most important Human Resource Practice that affects	The present study focused on effects HCWPs on turnover intention among Public secondary school teachers. It tested the moderating influence of psychological contracts. It also used cross sectional research design.
Githinji <i>et al.</i> (2015)	Teacher turnover in Private secondary Schools in Nyeri County.	Survey design and the sample size were 99 teachers and 21 school managers.	Teachers' turnover followed by career development. The study focused on actual turnover in private schools and included school managers in the Anyika (2012) sample size.	The study focused only on teachers' turnover intentions and in public secondary schools in Nakuru.
Getahun and Tadege, 2020	The factors which contribute to teachers turnover intentions among the selected primary and secondary teachers in Tacharmachio Woreda Gondar, Ethopia.	Cross-sectional Survey design and the sample size were 135 primary and secondary teachers.	The study concluded that teachers' turnover intentions had a statistically significant negative association with salary.	This study focused only on turnover intentions of Public secondary school teachers in Nakuru County, Kenya.

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## 2.6 Relationships among HCWPs, Psychological Contracts and Turnover Intentions

The conceptual framework below gives a description of the relationships among the independent, moderating and dependent variables of the study. The major purpose of this study was to investigate the effects of HCWP on turnover intentions among teachers in public secondary schools in Nakuru County and to determine the moderating effect of psychological contracts. HCWP formed predictor variable and the outcome variable of the study was turnover intentions while the moderator variable is psychological contracts as shown in Figure 2.2.

**Figure 2.2: A conceptual framework showing the relationship among the variables of the study**  
(H<sub>02</sub>)



This conceptual framework shows the high commitment work practices which influence the teachers' turnover intention. The independent variables include: Job autonomy, Training and development, Participation in decision making, Supporting management and Reward practices. On the other hand, turnover intention is considered dependent variable. The framework also shows the moderating variable psychological contracts which are likely to influence the relationship between independent variable (HCWP) and dependent variable (Turnover intentions). The study expected to establish a negative correlation between HCWP and turnover intentions whereby teachers who are contented with the HCWP could have less desire to quit theirs while those who are dissatisfied with the HCWP will have higher levels of turnover intentions. Furthermore, it was expected that the study could establish a negative correlation between psychological contracts and turnover intentions whereby teachers who are contented with their psychological contracts could have low turnover intentions while those who are dissatisfied with their psychological contracts will have high levels of turnover intentions. Finally, it is expected that psychological contracts could have a positive influence on the relationship between HCWP and turnover intentions so that employees who are satisfied with psychological contracts could have lower levels of intentions to turnover.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research methodology of the study and includes the following key areas namely: Research philosophy, Research design, the study population, sampling procedures, reliability and validity of the instrument which was used in data collection and finally, data analysis.

#### **3.2 Research Philosophy**

Burrell and Morgan (1979) argue that research philosophy is a form of belief about knowledge development. It is the perception about how research data on occurrence should be collected analyzed and utilized. Research work entails assumptions at every stage and assumptions determine and shape the research questions, choice of methods, research strategy, data collection techniques, analysis procedures and how to interpret the findings (Crotty, 1998). Two major research philosophies have been identified in Western traditional science: Positivist (Scientific) and Interpretivist (Antipositivist) (Galliers, 1991).

This study was guided by the philosophy of Positivism. Positivism originated from the works of Francis Bacon, Augustine Comte and the scientists known as the Vienna Circle. Positivism refers to the importance of what is „posited“ that is what is given. Positivism is associated with metaphysical stance of the natural scientist and consists of working with observable social reality to produce law like generalizations. It emphasizes the positivist focus on drawing conclusions based on the data and facts devoid of human interference or manipulation. Positivist believes that reality is stable and any phenomena it can be studied and described objectively without manipulation (Levin, 1988). Projections can be drawn from past observations and how they relate to each other. Positive philosophy of science held that only through objective scientific method we would understand and solve society’s problems and make progress towards enlightenment.

Epistemologically, a positivist researcher would focus on discovering observable and measurable facts and regularities and only the phenomena that he/she can observe and measure would lead to the production of credible and meaningful data (Crotty, 1998). In positivism philosophy the researcher can use the existing theory to develop hypotheses through measurement of observable social realities (Blakie, 1993). The hypotheses can be

tested and either accepted or rejected leading to further development of theory which then may be tested by further research. Furthermore, the positivist researcher tries as much as possible to remain neutral and detached from his/her research and data in order to avoid influencing his/her data (Crotty, 1998). Research study is determined by objective criteria rather than by human beliefs and interests. This means that positivists should carry out their research in an objective way free from their personal views. They wholly depend on the measurable and quantifiable data they collect in the field.

Positivism is based upon values of reason, truth and validity. There is a focus purely on facts gathered through direct observation and experience. Data are measured empirically using quantitative methods, surveys and experiments and statistical analysis (Hatch *et al.*, 2006). Positivism philosophy is appropriate to the current study because it is a quantitative research, the results from the sample of the research can be generalized. Hypotheses were tested and they were either accepted or rejected. Furthermore, data collected from the respondents was measured quantitatively and conclusions drawn from the analyzed results independently without the interests and beliefs of the researcher.

### **3.3. Research Design**

This study was guided by cross-sectional survey research design which collects data from a sample at one point in time (Frankel *et al.*, 2012; Kumar, 2014; Raimundo *et al.*, 2018; Ruane, 2004). In this study, data on HCWP, psychological contracts and turnover intention of Secondary teachers was collected at a given time. Surveys are efficient in obtaining information and feelings (Connelly, 2016; Setia, 2016; Wang *et al.*, 2020).

Cross-sectional survey was suitable for this research as it enabled the researcher to collect data about prevalence of a phenomenon, situation, problem and attitude by taking a cross-section of the population at one time (Connelly, 2016). Also, it enabled the researcher to understand the population from the sample representing a given population. Also, it is able to look at several outcomes from the dependent variable and independent variables at the same time. Also, the design was found to be not costly in terms of time and finance because data was collected only at a given time and it also enabled the researcher to collect data using questionnaires from many respondents who were geographically dispersed (Raimundo *et al.*, 2018; Setia, 2016).

### 3.4 Target population

The target population in this study comprised all teachers in all boarding and day public secondary schools in Nakuru County. The study focused only on teachers hired by the TSC in public secondary schools because all of them are under one employer unlike in private secondary schools whose employers are different in each school. The population of the study was derived from Teachers Service Commission administrative units which fall under nine

(9) Sub-counties in Nakuru County namely; Rongai Sub-county, Kuresoi Sub-county, Subukia Sub-county, Gilgil Sub-county, Molo Sub-county, Njoro Sub-county, Naivasha Sub-county Nakuru town Sub-County and Bahati Sub-county. There were a total of 325 public secondary schools in Nakuru County as at January 2018 with teachers' population of 3452 as shown in Table 3.1 below.

The unit of analysis in this study was individual teacher. Data was collected from the sampled individual teachers. Data collected from individual respondent enables the researcher to analyze and measure all the variables of a research study (Susan, 2006).

**Table 3.1: Target population in all the Sub counties**

Sub County	Total number of schools	Total number of teachers
Rongai Sub-county	42	390
Kuresoi Sub-county	65	309
Subukia Sub-county	22	285
Gilgil Sub-county	35	341
Molo Sub-county	31	300
Njoro Sub-county	36	364
Naivasha Sub-county	35	365
Bahati Sub-county	34	452
Nakuru town Sub-county	25	646
Total	325	3452

Source: (TSC Nakuru County 2018).

The table above shows the number of schools and number of teachers in each sub-county.

### 3.5 Sampling Design and Sample size

The study sampled public secondary schools and teachers in Nakuru County. All the nine (9) Sub-counties were included in the study. The study used multi-stage sampling design to sample public secondary schools and teachers. The first stage was to sample schools in the nine (9) sub-counties in Nakuru County. Formula by Nassiuma (2000) was used to sample schools as shown below:

$$n = \frac{NC^2}{C^2+(N-1)e^2} \dots\dots\dots(3.1)$$

Where

n = sample size N = Population

c = co-variance – 20%

e = standard error – 2%

$$n = \frac{325(0.2)^2}{(0.2)^2+(325-1)(0.02)^2}$$

$$n = \frac{0.36}{0.04+0.1296}$$

$$n = \frac{13}{0.1696}$$

n = 77 Schools

Substituting the values in the formula gives a sample size of 77 schools.

The sample size of this study (teachers) was determined using formula by Yamane (1967) as follows:

$$n = \frac{N}{1+N(e)^2} \dots\dots\dots(3.2)$$

n= the sample size

N= the size of the population

$$e = \text{the error of } 5\% \quad n = \frac{3452}{1+3452(0.05)^2}$$

$$n = \frac{3452}{9.63}$$

n = 358 teachers.

Substituting the values in the formulae gives a total sample size of 358 teachers. Proportionate stratified sampling method was used to derive the sub-sample size of teachers and number of schools in each sub-county. These were determined using the formulae by Krecjie and Morgan

(1970) as follows:

$$s = \frac{XS}{P} \dots \dots \dots (3.3)$$

Where:

s = Sub-sample size of schools and teachers in Schools in each sub-County x = Population of schools and teachers in each sub-county

S = Total sample size of schools and teachers in the County

p = Total population of schools and teachers from all the sub-counties

Sampling of number of schools per sub-county: For example, sample size of schools from Rongai sub-county:  $42/325 * 77 = 10$  Schools.

Sampling of number of teachers per sub-county: For example, sample size of teachers for Rongai sub-county:  $390/3452 * 358 = 40$  teachers.

**Table 3.2: Sample size of schools and teachers**

Sub Counties	Sample size of schools	Sample size of teachers
Rongai Sub-county	10	40
Kuresoi Sub-county	15	32
Subukia Sub-county	05	30
Gilgil Sub-county	08	35
Molo Sub-county	07	31
Njoro Sub-county	09	38
Naivasha Sub-county	09	38
Bahati Sub-county	08	47
Nakuru town Sub-county	06	67
Total	77	358

Table 3.2 shows the number of schools and teachers who were sampled randomly in schools from each sub-county. The sample size of the study was 358 respondents which included Principals, Deputy Principals, Head of Departments and Teachers from a sample of 77 schools. In this study, the sampled schools, Head of Departments and teachers were selected through simple random sampling (lottery method) according to Kothari (2004). This ensured that the respondents had the same chance of being included in the sample. It also allowed the

respondents the same and independent probability of being selected to participate in the study. In this study, the use of lottery method began by assigning each unit of the population (Schools, head of departments and teachers) a separate slip of paper. The papers were folded and mixed very well in a box and the researcher made a blindfold selection of required sample. The process was done to get the required sample of schools, Head of Departments and teachers. The Principals and Deputy Principals from the selected schools were purposively selected.

### **3.6 Instrumentation and Data collection procedures**

#### **3.6.1 Instrumentation**

Questionnaire was used to collect primary data from the teachers in order to test the research hypotheses. Following thorough literature review, the questionnaire items were adopted from previous studies. The questionnaire contained items for independent, moderating and dependent variables. The questionnaire had various parts as follows: The first part had items on respondents' biographical characteristics; Second part had items on High Commitment Work Practices; Section Three contained questions on teachers' turnover intention and Section Four contained items about Psychological contract. The independent variables (HCWP) consisted of thirty six (36) items and each High Commitment Work Practice consisted of various items as follows: Job autonomy was adapted from Breugh (1999), Training and development was adapted from Gaertner and Nollen (1989), Participation in decision making was adapted from Gaertner and Nollen (1989), Supportive management and reward practices were adapted from Knight-Turvey and Neal (2003). The dependent variable, Turnover intention had five (5) items which were adopted from Susan (2006) and Crossley *et al.* (2002) while the moderating variable, Psychological contract, had sixteen (16) items which were adapted from Robinson and Morrison (2000), Millward and Hopkins (1998) and Rousseau (1995). The questionnaires were administered to the teachers.

#### **3.6.2 Data collection procedures**

The process of collecting data started with getting a Letter of Authority from Egerton University Board of Postgraduate Studies to facilitate the data collection. Thereafter, a permit was obtained from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher then visited the Nakuru County Director of Education and Sub- County Education Officers in the sampled sub-counties to notify them of the intention to collect data. The researcher used research assistants to deliver the questionnaires to the teachers in the sampled schools. The

questionnaires were given out for filling and were collected immediately but in some schools, teachers requested for more time to fill the questionnaires and in such a case, the teachers were granted their request and their questionnaires were collected later. This ensured higher return rate of the questionnaires.

### **3.7 Validity and Reliability of Research Instrument**

Validity refers to the ability of a research instrument to generate data that the research intendsto generate (Gall *et al.*, 2003). Kasomo (2006) and Kothari (2004) define validity as the extent to which a questionnaire measures what it is supposed to measure. There are different types of validity, but the current study used content validity. Kothari (2006) defines content validity as the degree to which a questionnaire covers all the areas of the study. Expert judgment in a particular study area is used to determine content validity (Gall *et al.*, 2003; Kasomo, 2006). To determine content validity, the researcher sought the help of experts in Human Resource Management from Egerton University's Department of Business Administration. The experts examined the questionnaire items to ensure they were clear and covered all the variables of the study.

Once the research instrument was validated it was pilot tested in selected schools in Eldama Ravine sub-county, Baringo County. 35 respondents were targeted for the pilot study, which represented 10% of the study respondents (Connelly, 2008). The respondents were asked to highlight areas in the questionnaire which are ambiguous. The results of the pre-test were then used to refine the research instrument.

Reliability refers to the degree of consistency of a research instrument (Kasomo, 2006; Kothari, 2004). Mugenda and Mugenda (2003) define it as the consistency of a research instrument to give the same results or data if repeated severally. A reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples drawn from the same population. This study used Cronbach coefficient alpha to measure reliability of the questionnaire items. This was calculated using Statistical Package for Social Science (SPSS). According to Saunders *et al.* (2009) a minimum reliability threshold of 0.7 is acceptable, in this study, reliability coefficient was above 0.7. The data from 30 respondents who took part in the pilot study was computed for reliability and the Cronbach alpha reliability was  $\alpha = 0.914$ . Table 3.3 indicate that the Cronbach alpha reliability coefficient of the main study was  $\alpha = 0.914$ .

**Table 3.3: Results for reliability analysis**

S/No	Variables	No. of items	Cronbach Alpha Coefficient ( $\alpha$ )	Items dropped	Final Cronbach Alpha Coefficient ( $\alpha$ )
1	Job Autonomy	9	0.797	None	0.797
2	Training and development	7	0.844	None	0.844
3	Supervisory support	6	0.902	None	0.902
4	Reward Practices	6	0.912	None	0.912
5	Participation in decision making	8	0.729	None	0.729
6	Transactional Psychological contract	8	0.747	None	0.747
7	Relational Psychological contract	8	0.851	None	0.851
8	Turnover intentions	5	0.579	Item 4	0.779
All questionnaire items		57	0.914		0.914

As shown in table 3.3, The results of the coefficients of study variables are as follows:  $\alpha = 0.797$  for Job Autonomy,  $\alpha = 0.844$  for Training and development,  $\alpha = 0.902$  for Supervisory support,  $\alpha = 0.729$  for Participation in decision making,  $\alpha = 0.912$  for Reward Practices,  $\alpha = 0.747$  for Transactional Psychological contract,  $\alpha = 0.851$  for Relational Psychological contract and  $\alpha = 0.779$  for Turnover intentions items. Reliability coefficient for the study items (57 items) was  $\alpha = 0.914$ . The questionnaire items were considered appropriate as they were within the accepted threshold of 0.7 which is required in social science research. Cronbach's coefficient alpha was suitable for this study since the items in the questionnaire are Likert scale type, meaning several answers can be obtained from each item which was given a different weight (Gall *et al.*, 2003). Reliability analysis of the data collected from the pilot study was calculated prior to main data collection in the field.

### 3.8 Operationalization of the Variables

In this study, there were three variables namely: HCWP, Psychological Contract and Turnover intentions. HCWP is the independent variable and had thirty six (36) items adapted from authorities like Gaertner and Nollen (1989), Vandenberg *et al.* (1999), Baloyi *et al.* (2014), Mosheti (2013), Morgeson and Humphrey (2006) and Knight-Turvey and Neal (2003). High Commitment Work Practices of the study consisted of the following variables namely: Job



autonomy, training and development, participation in decision making, supportive management and reward practices. The HCWP section consisted of items such as ‘Am able to choose the way to go about my job’, ‘Training is regarded as a way to improve Performance’, ‘I have sufficient authority to fulfil my job’, ‘My supervisor is willing to listen to my problems concerning work and non-work life’, ‘I think my level of payment is fair’ among others.

Psychological contract is the moderating variable of this study and comprised of sixteen items adapted from Robinson and Morrison (2000), Millward and Hopkins (1998) and Rousseau (1995), and consisted of statements such as ‘My school has done a good job of meeting its obligation to me’, ‘It is important not to get too involved in your job’, ‘I feel valued as an employee of my organization’, ‘I do this job just for the money’, ‘I feel part of a team in this school’, ‘I am motivated to contribute 100% to this company in return for future employment benefits’, ‘I will work in the teaching profession indefinitely’, ‘I work to achieve purely short term goals of my job’ among other items. The items were used to measure the psychological contracts of the teachers. The dependent variable of this study was turnover intentions which were measured by five items adopted from Susan (2006) and Crossley *et al.* (2002). The items are ‘I intend to leave this school soon’, ‘I am actively searching for another job outside this secondary school’, ‘I will quit my job in this school as soon as possible’, ‘I do not plan to leave this school soon’ and ‘I frequently think about quitting my job’.

In this study, in order to have consistency for the respondents participating in the survey, all items for independent variable, Moderating variable and dependent variable were measured on a five-point Likert scale ranging from 1-5, that is 1= Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree and 5 = Strongly Agree. In this study the minimum score was 1 and the maximum score is 5. For example, responses on turnover intentions items, the lowest scores indicated lower intention to leave and the highest scores indicated a higher intention to leave.

Likert scale measurement is appropriate for this research study because it has the capacity to measure the attitude and opinions of the respondents easily and it provides a range of responses to a give item or statement (Harpe, 2015; Revilla *et al.*, 2014; Subedi, 2016).

### 3.9 Data Analysis and Presentation

Data collected using questionnaires were processed through several steps which included; data editing to minimize inconsistencies and error, coding, classification, tabulation and finally presentation. Coded data were then keyed in and analyzed using SPSS. The analysis consisted of descriptive statistics. This is because it measures, quantifies and organizes data for it to be synthesized and interpreted (Chandran, 2004). Also, in this study inferential techniques were utilized to analyze data. The statistical significance level for inferential statistics was at 5% ( $p = 0.05$ ).

The first hypothesis which stated that HCWP does not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County was analyzed by using multiple regression analysis. This is the model which was used:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots\dots\dots (3.1)$$

Where:

Y is Turnover intention  $\beta_0$  is the constant.

$\beta_1, \beta_2, \beta_3, \beta_4$  and  $\beta_5$  are regression coefficients.

$X_1$  = Job autonomy

$X_2$  = Training and development

$X_3$  = Participation in decision making  $X_4$  = Supportive management

$X_5$  = Reward Practices and  $\varepsilon$  is error term

The second hypothesis stated that HCWP does not have a significant effect on psychological contracts of teachers in secondary schools in Nakuru County. This was tested by the use of multiple regression analysis. The following multiple regression model was used:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots\dots\dots (3.2)$$

Where:

Y is Psychological contracts  $\beta_0$  is the constant.

$\beta_1, \beta_2, \beta_3, \beta_4$  and  $\beta_5$  are regression coefficients.

$X_1$  = Job autonomy

- X<sub>2</sub> = Training and development
- X<sub>3</sub> = Participation in decision making
- X<sub>4</sub> = Supportive management
- X<sub>5</sub> = Reward Practices
- ε is error term

The third hypothesis stated that psychological contracts do not have significant effect on turnover intentions of teachers in secondary schools in Nakuru County. This was analyzed using multiple regression analysis. The following multiple regression model was used:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \epsilon \dots \dots \dots (3.3)$$

Where:

- Y is Turnover intentions
- β<sub>0</sub> is the constant.
- β<sub>1</sub> and β<sub>2</sub> are regression coefficients
- X<sub>1</sub> = Transactional contracts
- X<sub>2</sub> = Relational contracts
- ε is error term

The last hypothesis stated that Psychological contracts do not have a significant influence on the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County. This hypothesis was analyzed using hierarchical regression analysis. The following regression models were used:

Hierarchical regression:

$$Y = \beta_0 + \beta_1 X + \epsilon \dots \dots \dots (3.4)$$

$$Y = \beta_0 + \beta_1 X + \beta_2 Z + \epsilon \dots \dots \dots (3.5)$$

$$Y = \beta_0 + \beta_1 X + \beta_2 Z + \beta_3 XZ + \epsilon \dots \dots \dots (3.6)$$

Where:

- Y = Turnover intentions.
- β<sub>1</sub>, β<sub>2</sub> and β<sub>3</sub> are regression (beta) coefficients. X is the independent variable (HCWP).
- Z is the moderating variable (Psychological contracts).
- XZ is the cross product of the independent variable and moderator.
- ε is the regression error term.

Table 3.4 shows the hypotheses of the study and the techniques used to analyze data.

**Table 3.4: Summary of Objectives, Hypotheses and Analysis Techniques**

Objectives	Hypothesis	Analysis Technique	Interpretation
i. To determine the effect of HCWP on turnover intentions of teachers in secondary schools in Nakuru County.	H <sub>01</sub> : HCWP does not have significant effect on turnover intentions of teachers in secondary schools in Nakuru County.	<p>X<sub>1</sub> = Job autonomy X<sub>2</sub>=Training and development X<sub>3</sub> = Participation in decision making X<sub>4</sub> = Supportive management X<sub>5</sub> = Reward practices</p> <p><math>\varepsilon</math> = error term</p>	<p>Correlation coefficients run from -1 to +1. Correlation coefficients close to -1 show a strong inverse relation whilst a coefficient close to +1 denotes a strong direct relation.</p> <p><math>P &lt; 0.05</math>, then HCWP has significant effect on turnover intentions.</p>
ii. To establish the effect of HCWP on psychological contracts of teachers in secondary schools in Nakuru County	H <sub>03</sub> :HCWP does not have a Significant effect on psychological contracts of teachers in Public Secondary schools in Nakuru County	<p>Y is Psychological contracts <math>\beta_0</math> is the constant.</p> <p><math>\beta_1, \beta_2, \beta_3, \beta_4</math> and <math>\beta_5</math> are regression coefficients.</p> <p>X<sub>1</sub> = Job autonomy X<sub>2</sub>= Training and development X<sub>3</sub> = Participation in decision making X<sub>4</sub> = Supportive management X<sub>5</sub> = Reward practices</p> <p><math>\varepsilon</math> = error term</p>	<p><math>P &lt; 0.05</math>, then HCWP has significant effect on psychological contracts</p>
iii. To determine the effect of psychological contracts on turnover	H <sub>04</sub> : psychological contracts do not have a significant effect on turnover intentions	<p>Multiple regression <math>Y = \beta_0 + \beta_1X_1 + \beta_2X_2+ \varepsilon</math></p> <p>Where: Y is Turnover intentions <math>\beta_0</math> is the constant.</p>	<p><math>P &lt; 0.05</math>, then psychological contracts have significant effect on turnover intentions</p>

<p>intentions of teachers in secondary schools in Nakuru County</p>	<p>of teachers in public secondary schools in Nakuru County</p>	<p><math>\beta_1</math> and <math>\beta_2</math> are regression coefficients <math>X_1 =</math> Transactional contracts <math>X_2 =</math> Relational contracts <math>\varepsilon =</math>error term</p>	
<p>iv. To determine the moderating influence of psychological contracts on the relationship between HCWP and turnover intentions of teachers in secondary schools in Nakuru County</p>	<p>H<sub>05</sub>: Psychological contracts do not have a significant influence on the relationship between HCWP and organisational commitment of teachers in secondary schools in Nakuru County</p>	<p>Hierarchical regression: <math>Y = \beta_0 + \beta_1X + \varepsilon</math>  <math>Y = \beta_0 + \beta_1X + \beta_2 Z + \varepsilon</math>  <math>Y = \beta_0 + \beta_1X + \beta_2Z + \beta_3XZ + \varepsilon</math>  Where: Y = Turnover intentions.  <math>\beta_1, \beta_2</math> and <math>\beta_3</math> are regression (beta) coefficients.  X = the independent variable (HCWP).  Z = the moderating variable (Psychological contracts).  XZ = the cross product of the independent variable and moderator.  <math>\varepsilon =</math> Error term.</p>	<p>If change in <math>R^2</math> after addition of interaction term (Moderator) is significant (<math>R^2</math> change, F change, <math>\beta, t</math> are significant &lt;0.05) then Psychological contracts moderate the relationship.</p>

### **3.10. Regression Assumptions**

This study made the following regression assumptions: Linearity, homoscedasticity, Normality and Multi-collinearity. Regression assumptions were tested before conducting regression analysis. Linearity and homoscedasticity were tested using scatter plots of standardized against standardised predicted values. The graph of standardised residuals and standardised predicted values should look like a random array of dots evenly dispersed around zero. If there is any curvilinear or non-linear pattern in this graph then the chances are that the data have broken the assumption of linearity (Hair *et al.*, 2011). If there is a cone shaped pattern the data is heteroscedastic. Normality was checked using goodness of fit test. Scatter plots showed whether there is a linear or curvilinear relationship. If the points lie exactly on the line it is perfectly normal distribution (Hair *et al.*, 2011).

### **3.11 Ethical Considerations**

To ensure ethical principles are followed, the researcher obtained written permission from National Commission of Science, Technology and Innovation. Thereafter, the research permit was used by the researcher to seek for permission to collect data from Nakuru County Director of education, Sub County director of Education and the management of the selected schools. The researcher made the respondents understand the purpose of the research and assured them of their privacy and anonymity of their identity and the information they provide was used solely for research purposes and treated with utmost confidentiality. Also, the respondents filled the questionnaires voluntarily. Furthermore, originality of the work was adhered to and the statements from authors were acknowledged appropriately.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings of the study on the effect of High commitment work practices (HCWP) on teachers' turnover intention among public secondary school teachers in Nakuru County, Kenya. This chapter presents the respondents' characteristics, descriptive and inferential statistics, hypotheses testing, findings, discussions and conclusions of the study.

#### **4.2 Response rate**

The sample of the study was 358 teachers from 77 Public secondary schools in Nakuru County. The sample was derived from a target population of 3452 teachers from 325 Public secondary schools in Nakuru County. This research study data collection duration was four months between October 2019 and January 2020 and the questionnaire return rate was 327 questionnaires from 77 secondary schools. The percentage of questionnaire return rate was 91.3%, from the respondents of the study (Principals, Deputy Principals, Head of Departments and teachers). This study response rate was above the recommended threshold by Mugenda and Mugenda (2009) who stated that 50 per cent questionnaire return rate was adequate, a 60 per cent questionnaire return rate was good while 70 per cent and above questionnaire return rate was very good. Therefore, in this study questionnaire return rate was over 70 per cent hence it was very good and adequate. This high return rate was achieved by good planning by the researcher and the research assistants, giving the respondents an ample time to fill the questionnaires and a close follow up and picking the filled questionnaires immediately after they were filled. However, the research data collection process had some notable challenges, most of the school administrators, especially the principals were difficult to find in their work stations. This forced the researcher and the research assistants to visit the affected schools several times to get them to fill the questionnaires and that consumed a lot of time. Also, the data collection period began almost at the beginning of national exams, that is, Kenya Certificate of Secondary Education (KCSE) and when exams began the researcher and research assistants could not get access to the schools because of the exams policy which prohibits outsiders from entering school compounds. Therefore, the data collection process was postponed to January 2020 to continue with the remaining data collection.

### 4.3 Test for multi-collinearity using Pearson’s correlation analysis

Multi-collinearity was tested before regression analysis was carried out. Multi-collinearity was checked using correlation analyses. Multi-collinearity occurs when two or more independent variables have a correlation of 0.80 and above (Bryman & Cramer, 2006; Hair *et al.*, 1998). Shrestha (2020) reported that Multi-collinearity occurs when the regression model includes several variables that are significantly correlated to each other. A correlation of greater than 0.80 is considered to indicate a problem of multicollinearity. According to Young (2017) Pearson Correlation Coefficient can be used to check multi-collinearity among independent variables. Therefore, in the current study, Pearson Correlation test was done separately for High commitment work practices and Psychological Contracts to test multicollinearity as shown below.

#### 4.3.1 High commitment work practices

The findings of correlation analysis among the HCWPs indicate that the highest correlation coefficient was between participation in decision making and supervisory support ( $r= 0.698$ ,  $p=0.000$ ) which is below 0.80 and therefore rules out multicollinearity. Table 4.1 shows the correlation analysis for relationships among HCWPs.

**Table 4.1: Correlation analysis for relationships among HCWPs**

	Job Autonomy	Training	Participation in Decision Making	Supervisory Support	Reward
Job Autonomy	1	.470**	.435**	.417**	.439**
Training	.470**	1	.616**	.616**	.446**
Participation in Decision Making	.435**	.616**	1	<b>.698**</b>	.394**
Supervisory Support	.417**	.616**	<b>.698**</b>	1	.452**
Reward	.439**	.446**	.394**	.452**	1

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

#### 4.3.2 Psychological contracts

The findings of the multicollinearity analysis in this study, indicate that correlation coefficient between Transactional Psychological Contract and Relational Psychological Contract was  $r=-0.043$ ,  $p=0.000$  which is which is below 0.80 (Bryman & Cramer, 2006; Hair *et al.*, 1998), therefore it indicates that there is no multicollinearity. Table 4.2 shows the



correlation coefficients under dimensions of Psychological Contract.

**Table 4.2: Relationships among the Psychological Contract dimensions**

		Transactional Psychological Contract	Relational Psychological Contract
Transactional Psychological Contract	Pearson Correlation	1	-.043
	Sig. (2-tailed)		.438
	N	327	327
Relational Psychological Contract	Pearson Correlation	-.043	1
	Sig. (2-tailed)	.438	
	N	327	327

a. Dependent Variable: Intention to turnover

#### 4.3.3 Testing of Multicollinearity using Tolerance and Variance Inflation Factor

Multicollinearity was also tested using diagnostic tolerance and VIF. The regression diagnostic test was carried out using SPSS. Shrestha (2020) observes that the smaller the values of Variance Inflation Factor corresponding to variables show the absence of multicollinearity issue. According to Hair *et al.* (1998) VIF values should be a maximum of 10 which indicate that there is no multicollinearity. Further, tolerance statistics below 0.2 has been found to be a sign of Multicollinearity (Pallant, 2013). The results of Multicollinearity testing using Variance Inflation Factor in this study revealed that VIF values of High commitment Work Practices variables ranged between 1.427 and 2.281 which is far below the expected threshold of 10 and therefore showing that there is no multicollinearity among the variables. In addition, the results of tolerance were between 0.438 and 0.701 which ruled out Multicollinearity. The results of Variance Inflation Factors and Tolerance are presented in Table 4.3 below.

**Table 4.3: Findings of Variance Inflation Factor and Tolerance on the correlation between High Commitment Work Practices and intentions to turnover**

	Collinearity Statistics	
	Tolerance	VIF
Job Autonomy	.692	1.446
Training	.508	1.968
Participation in decision Making	.448	2.232
Supervisory Support	.438	2.281
Rewards	.701	1.427

a. Dependent Variable: Intentions to Turnover

Furthermore, the results of Multicollinearity testing using Variance Inflation Factor in this study revealed that VIF value of Psychological Contracts dimensions (Transactional psychological contract and relational psychological contract) was 1.002 which is also much lower than the of 10. It shows that there is no multicollinearity among the variables or dimensions of psychological contracts. Further, Tolerance statistic was 0.998 which was higher than the threshold of 0.2 indicating the absence of multicollinearity among variables. The results of Variance Inflation Factors and Tolerance are indicated in Table 4.4 below.

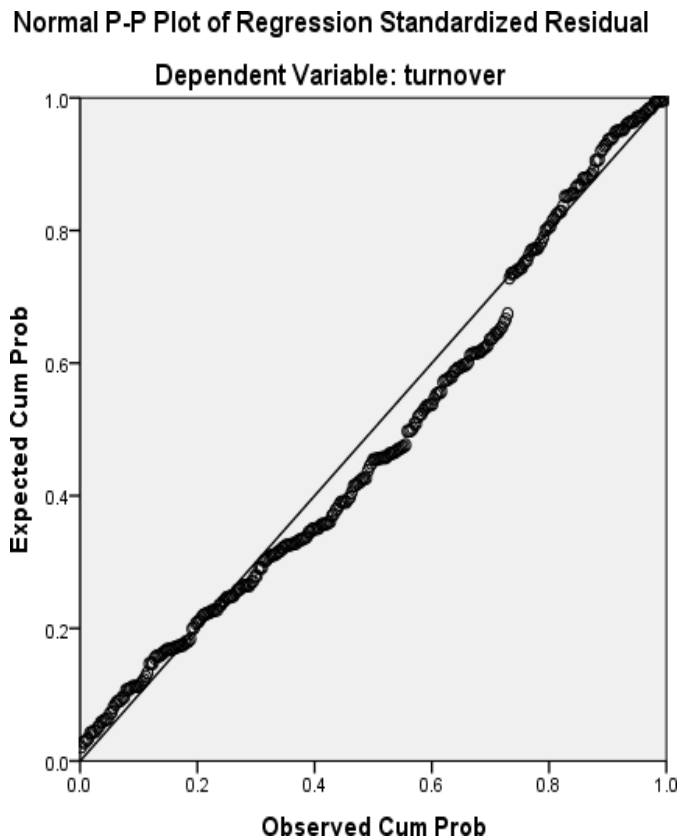
**Table 4.4: Results of Variance Inflation Factor and Tolerance on the relationship between psychological contracts and intentions to turnover**

	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Transactional Psychological Contract	.998	1.002
Relational Psychological Contract	.998	1.002

#### 4.3.4 Test for Normality

To test normality, normal probability plot was used. The normal distribution forms a straight diagonal and the plotted data value is compared with the diagonal. Since the plots are very close to the diagonal, this means that the assumption on normality is satisfied (Hair *et al.*, 1998). Figure 4.1 shows the normality test results.

**Figure 4:1: Normal Probability Plot**



As shown in Figure 4.1, the line representing the distribution of data is a straight diagonal line. This shows that data were normally distributed.

#### **4.3.5 Test for Linearity and Homoscedasticity**

A scatter plot of standardized residuals against standardized predicted values were used to test for linearity and homoscedasticity from the scatter plot, it can be observed that the residual plot has a uniform strip which indicate that the assumption of homoscedasticity is satisfied. The analysis of the scatterplot also indicates that linearity assumption is satisfied. Figure 4.2 shows the graph of the data.

**Figure 4.2: Scatter plot**

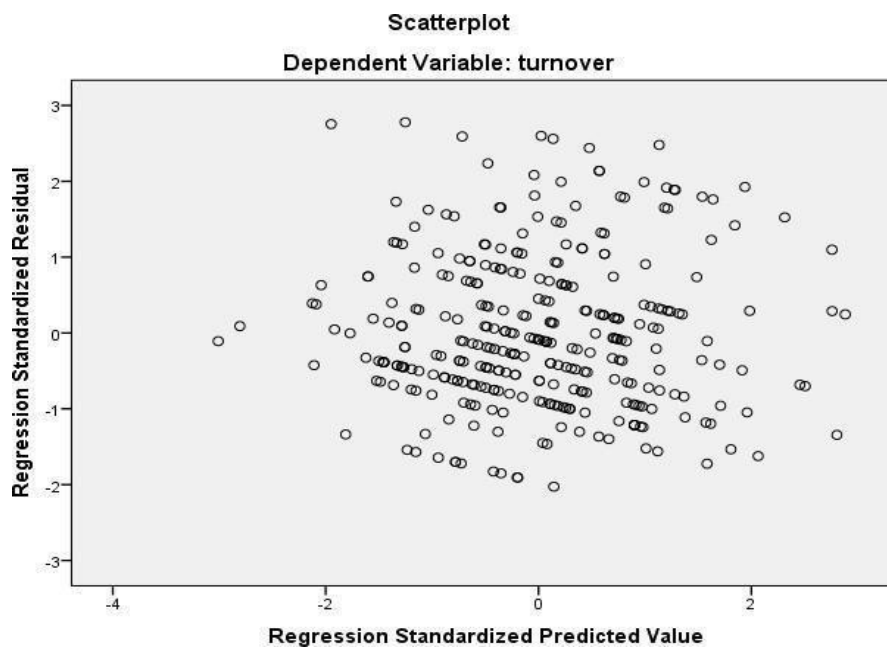


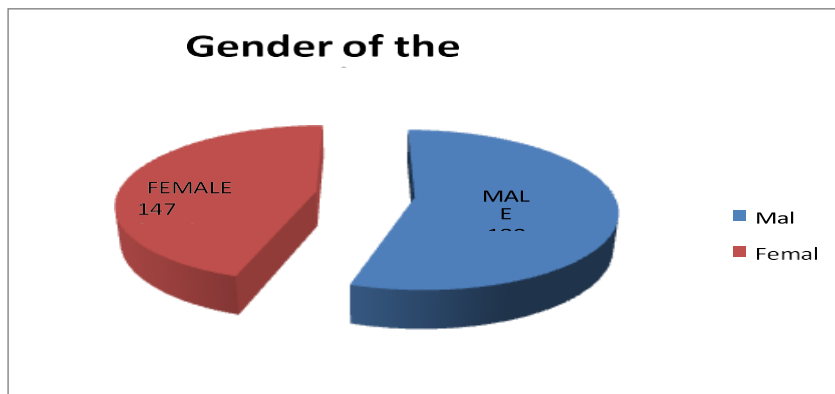
Figure 4.2 show that the data points are randomly and equitably scattered around zero. Therefore, the data pattern shows that the assumption of linearity and homoscedasticity were met.

#### **4.4 Characteristics of the respondents**

This part describes the characteristics of the respondents included in this study and the schools involved in this study. The characteristics included teachers' gender, age, level of education, teaching experience, school category, marital status, designation, number of streams and school classification.

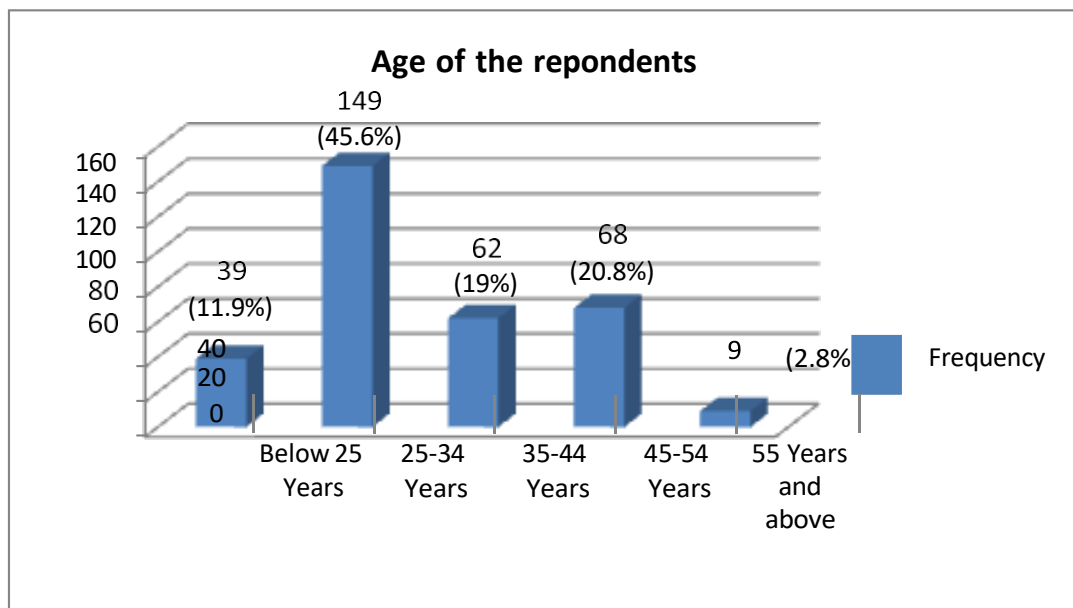
#### 4.4.1 Gender of respondents

Figure 4.3: Respondents by gender



The findings in Figure 4.3 show that 45% of the respondents were females while 55% were males. This indicates that there are more male teachers compared to females in Nakuru County. However, this is an indication that gender parity among the teachers in Nakuru County has almost been achieved. Thus, full gender parity should be pursued.

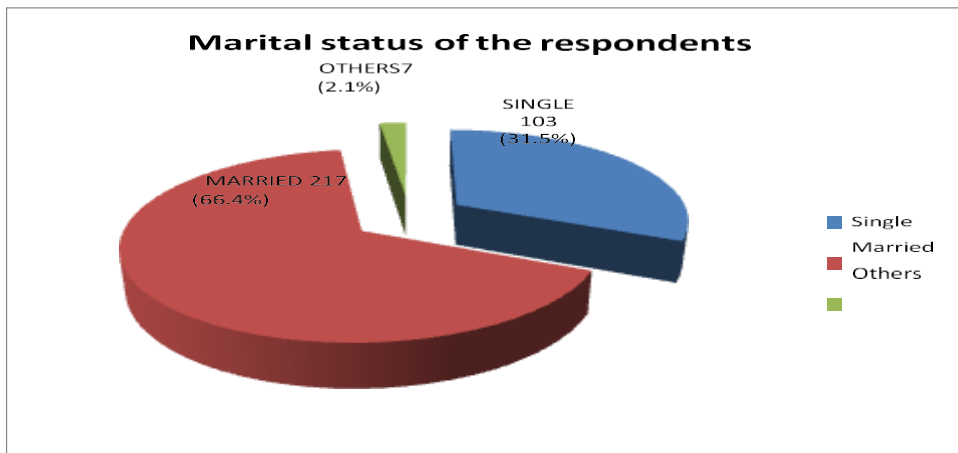
Figure 4.4: Respondents' age



The data analysis indicates that more teachers fall in the category of youths as they are aged below 35 years (57.5%) with 45.6% aged between 25-34 years and 11.9% of the respondents aged below 25 years. 20.8% of the respondents were aged between 45-54 years and only

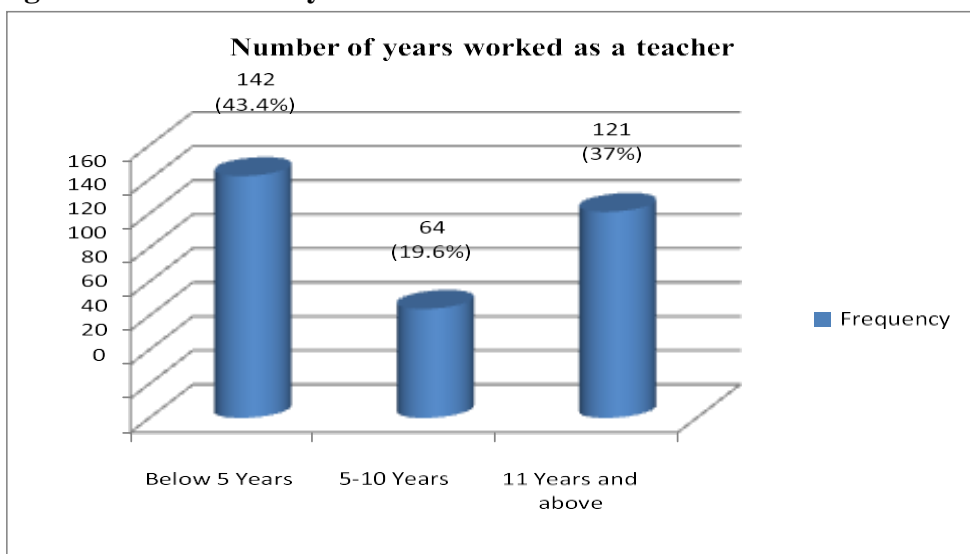
2.8% aged 55 years and above. This is an indication that a majority of Secondary teachers are fairly young. This can be as a result of the government continued recruitment of new teachers across the country from time to time to curb teachers' shortage in various schools and replacement of teachers who leave teaching profession for various reasons.

**Figure 4.5: Respondents' marital status**



The results in Figure 4.5 show that 66.4% of the respondents were married, 31.5% were single while only 2.1% were divorced, separated or widowed. These findings reveal that majority of the teachers were married.

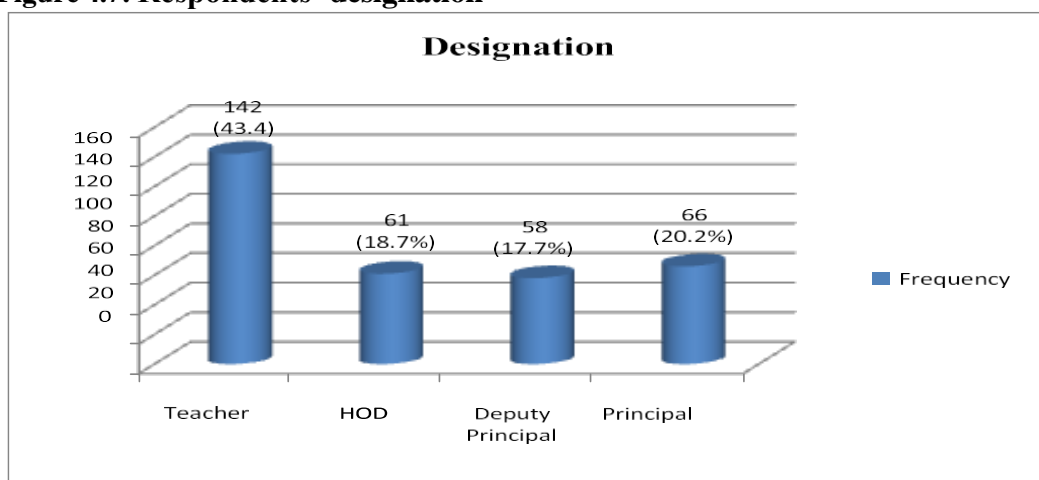
**Figure 4.6: Number of years worked**



The analysis shows that majority of the teachers had teaching experiences below 5 years (43.4%) and 11 years and above (37%), while 19.6% of the teachers had teaching experiences of between 5 years and 10 years. This implies that 63% of the teachers had less than 11 years

teaching experience. The findings corroborate results of age of the respondents where a majority were young and below the age of 35 years (57.5%). This indicates that a majority of teachers are inexperienced in terms of professional expertise though the results indicate that there are quite a number of teachers with an experience of 11 years and above. However, sometimes teacher's length of service does not guarantee quality experience and delivery (Omatayo, 2014).

**Figure 4.7: Respondents' designation**



The results in Figure 4.7 on the designations of the teachers in the secondary schools show that many teachers were classroom teachers (43.4%) while 18.7% were Heads of Department, 17.7% were Deputy Principals and 20.2% were Principals. These statistics can be explained by the fact that any typical secondary school has one (1) Principal and in most cases one (1) Deputy Principal and a few Heads of Department and several teachers who are responsible for teaching various subjects in the approved curriculum.

#### 4.4.2 Education level of respondents

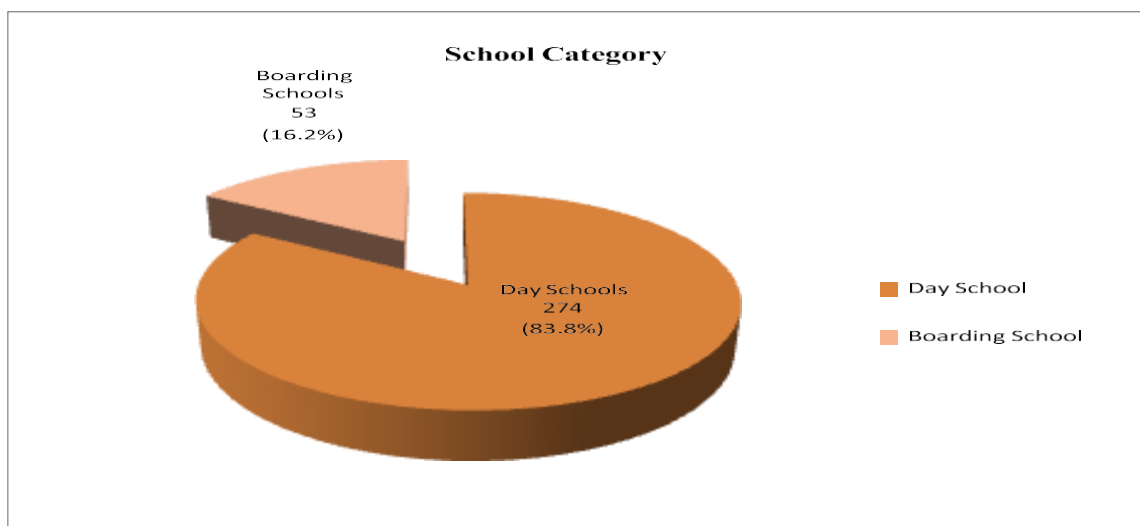
**Table 4.5: Education level of respondents**

Qualification	Frequency	Percentage
Diploma	31	9.5
Undergraduate Degree	250	76.5
Postgraduate Degree	45	13.8
Doctorate Degree	1	0.2
<b>Total</b>	<b>327</b>	<b>100</b>

In relation to level of education, the results in Table 4.5 shows that majority of secondary school teachers had Undergraduate Degree (76.5%) while 13.8% of the teachers had masters and 9.5% of the teachers had diploma. Only 0.2% of the teachers (1 respondent) had attained a Doctoral

level of education which is a negligible number. This indicates that majority of secondary school teachers are highly educated and qualified to teach in secondary schools.

**Figure 4.8: Number of respondents by school category**



The study data in Figure 4.8 shows that 83.8% of the teachers taught in Public day secondary schools” category while 16.2% were from boarding secondary schools category. This indicates that more public secondary schools in Nakuru County are day schools. This may be explained by the fact that many pupils opt to learn in day schools because tuition there is free and other associated learning costs are also cheaper as compared to boarding schools. This explains the establishment of more day secondary schools in the County. Furthermore, the presence of many day secondary schools can be explained by government initiative of achieving 100% transition of pupils from primary to secondary school level.

#### 4.4.3. Type of school based on Students’ gender

**Table 4.6: Distribution of the respondents’ school type based on students’ gender**

School category	Frequency	Percent
Boys” Schools	22	6.7
Girls” Schools	40	12.2
Mixed Gender Schools	265	81.0
<b>Total</b>	<b>327</b>	<b>100</b>



The results in Table 4.6 shows that majority of secondary school teachers (81.0%) teach in mixed gender (co-education) schools while 12.2% of the respondents teach in girls' schools and only 6.7% of the respondents teach in boys' schools. This indicates that there are more mixed gender secondary schools than single-sex secondary schools in Nakuru County.

#### 4.4.4 Distribution of the respondents' school by Number of streams per class

**Table 4.7: Distribution of respondents based on streams per class in the school**

<b>Streams</b>	<b>Frequency</b>	<b>Percent</b>
1 Stream	83	25.4
2 Streams	131	40.1
3 Streams	45	13.8
4 Streams	52	15.9
5 Streams and above	16	4.9
<b>Total</b>	<b>327</b>	<b>100</b>

The results in Table 4.7 shows that more secondary school teachers (40.1%) teach in secondary schools with two streams per class while 25.4% of the respondents teach in schools with one (1) stream, 13.8% of the respondents teach in schools with three (3) streams while only 4.6% of the respondents teach in schools with 5 streams and above. The results have shown that about 65.5% of public secondary school teachers in Nakuru County teach in schools with one (1) and two (2) streams. This can be explained by the existence of gender streamed (Boys and Girls only) classes in most mixed (co-education) schools in Nakuru County where girls and boys pupils are taught separately in their own classes.

#### 4.4.5 School Classification of the respondents

**Table 4.8: School Classification of the respondents**

<b>School level</b>	<b>Frequency</b>	<b>Percent</b>
Sub-County	245	74.9
County	81	24.8
National	1	0.3
<b>Total</b>	<b>327</b>	<b>100</b>

The findings in Table 4.8 indicate that 245 (74.9%) of the schools sampled were Sub-County Public Secondary Schools, 81 (24.8%) were County schools while only 1 (0.3%) was a national school. This indicates that majority of the schools in Nakuru County were in the category of

sub-county and County secondary schools. Most of the sub-county schools are day schools which attract learners from the school's locality. These schools are found to be attractive, particularly for populace with low economic empowerment since the government caters for all the financial requirements including tuition fees except pupils' lunch.

#### **4.5 Descriptive statistics of the responses on HCWP & psychological contracts turnover**

The respondents were required to indicate their views on the independent variables; High Commitment Work Practices moderating variable: Psychological Contracts and dependent variable: Turnover Intention. The respondents were required to rate their views on a 5-point Likert scale where 5 = 'Strongly Agree'; 4 represents = 'Agree'; 3 = 'Uncertain'; 2 = 'Disagree'; 1 = 'Strongly Disagree'. In this study the mean and standard deviation were used to summarize the results of the study. The means were interpreted as follows: Strongly disagree in the point range of 1.00 - 1.79, Disagree 1.80 - 2.59, Neutral 2.60 – 3.39, Agree, 3.40 - 4.19, and Strongly agree 4.20 - 5.00 (Pimentel, 2019).

##### **4.5.1 Descriptive Statistics of Responses on High Commitment Work Practices**

HCWPs which consisted of Job autonomy, Training, Participation in decision Making, Supervisory support and rewards which are discussed below:

###### **i. Descriptive Statistics of Responses on job autonomy**

The respondents were required to respond to various items on job autonomy. The means and standard deviations of the teachers were computed as shown in Table 4.9 below.

**Table 4.9: Descriptive results showing Responses on Job Autonomy**

	N	Minimum	Maximum	Mean	Std. Dev
My job allows me to make decisions about what methods I use to complete my work.	327	1.00	5.00	3.609	1.119
My job allows me to plan how I do my work.	327	1.00	5.00	3.578	1.218
I can decide when to do particular activities.	327	1.00	5.00	3.453	1.115
I am able to choose the way to go about my job.	327	1.00	5.00	3.343	1.270
The job gives me considerable opportunity for independence and freedom in how I do the work.	327	1.00	5.00	3.309	1.208
My job allows me to decide on the order in which things are done on the job.	327	1.00	5.00	3.168	1.277
My job allows me to make a lot of decisions on my own.	327	1.00	5.00	3.089	1.283
My job provides me with significant autonomy in making decisions.	327	1.00	5.00	3.080	1.226
My job allows me to make my own decisions about how to schedule my work.	327	1.00	5.00	3.000	1.306
<b>Overall Mean</b>				3.292	1.225

The findings in Table 4.9 show the mean scores of job autonomy. The overall mean of the responses of job autonomy is  $M = 3.292$  which indicate that majority of the teachers agreed that they had job autonomy. Specifically, many teachers agreed that their jobs allowed them to make decisions about what methods they use to complete their work ( $M=3.609$ ), allowed them to plan how to do their work ( $M=3.578$ ) and enabled them to decide when to do particular activities ( $M=3.453$ ). also, some teachers showed that they were uncertain about the following aspects of job autonomy: ability to choose the way to go about their job ( $M=3.343$ ), that their jobs gives them a lot of space to choose how to do their work ( $M=3.309$ ), ability to decide on the order in which things are done on their jobs ( $M=3.168$ ), that job allows them to make a lot of decisions on their own ( $M = 3.089$ ), gives them a lot of autonomy in making decisions ( $M = 3.080$ ) and allows them to make their decisions about how to plan their work ( $M=3.000$ ).

The results of the descriptive statistics on job autonomy among the teachers show that a majority of the respondents indicated that their jobs allowed them to make decisions about what method to use to complete their work, plan how to do the work, decide when to do particular activities, choose the way to go about their job, have considerable independence and freedom

in how to do the work, allows to make a lot of decisions on their own, provides significant autonomy in making decisions, allows to decide in the order in which things are done on the job, make their own decisions about how to schedule their work. The findings show that teachers are satisfied with the level of job autonomy they have in their schools. Job autonomy has been found to increase performance and job satisfaction as it gives employees freedom to perform their duties (Raza *et al.*, 2011). Furthermore, Saragih (2011) posits that employees who are given high job autonomy feel more satisfied because they know that the results of their work are determined by their own efforts.

## ii. Descriptive Statistics of Responses on Training and Development

The respondents were asked to rate their agreement or disagreement on some of the aspects of training. The means and standard deviations of the teachers were computed and the findings are shown in table 4.10 below.

**Table 4.10: Descriptive results showing Responses on Training and Development**

	N	Minimum	Maximum	Mean	Std. Dev
Training is regarded as a way to improve Performance.	327	1.00	5.00	3.985	0.964
Training helped in staying up-to-date with professional requirements.	327	1.00	5.00	3.850	1.062
I have the opportunity to improve my skills in this School.	327	1.00	5.00	3.691	1.079
This school has trained me well for future jobs.	327	1.00	5.00	3.465	1.250
I have been well trained by this school for my job.	327	1.00	5.00	3.428	1.332
I have the opportunity to expand the scope of responsibilities in my job.	327	1.00	5.00	3.315	1.224
My institution offers opportunities for training and development.	327	1.00	5.00	3.278	1.253
<b>Overall Mean</b>				<b>3.573</b>	<b>1.166</b>

The findings in Table 4.10 indicate the mean scores of training and development. The overall mean score of responses on training is  $M = 3.573$ , which means that respondents were satisfied with training. Specifically, the high mean scores have shown respondents agreement with various aspects of training as follows: that training was a means to improve performance ( $M=3.985$ ), helped teachers to be up-to-date with their professional requirements ( $M=3.850$ ), enabled teachers to have the opportunity to improve their skills within their Schools ( $M=3.691$ ),

that their schools have trained them well for future jobs (M=3.465) and that they have been well trained by their schools for their jobs (M=3.428). Also, some teachers showed that they were uncertain about the opportunity they have to expand their scope of responsibilities in their jobs (M=3.315) and whether their institutions offer opportunities for training and development (M=3.278).

In summary, most respondents agreed that training was a means of improving performance, helped them to stay up to date with their professional requirements, gave them opportunity to improve their skills in their School and that their schools have trained them well for future jobs. Further, they agreed that they have been well trained by their schools for their jobs, they have the chance to increase scope of duties in their jobs and that their institutions offer opportunities for training. According to Donovan *et al.* (2001) training is essential in organizations because employees are required to keep pace with global job trends, skills and knowledge. Nordhaug (1989) stated that training employees in an organization has three benefits to employees, namely, personal, career and job-related benefits. Consequently, teachers who are trained are likely to exhibit superior performance in their teaching profession and thus less likely to turnover.

### **iii. Descriptive Statistics of Responses on Participation in decision making**

The respondents were required to indicate their level of agreement or disagreement on various aspects of participation in decision making. The means and standard deviations of the teachers were computed and the findings are indicated in table 4.7 below.

**Table 4.11: Descriptive results showing Responses on Participation in Decision Making**

	N	Minimum	Maximum	Mean	Std. Dev
My school Principal makes a positive effort to keep staff well-informed	327	1.00	5.00	3.838	1.138
My supervisor consults me on departmental Issues	327	1.00	5.00	3.801	3.083
I provide alternative ideas to my supervisor about problems being faced in the department	327	1.00	4.00	3.716	2.476
Teachers in my school are encourage to make suggestions when decisions are being made	327	1.00	5.00	3.657	1.135
I participate in the decisions that are made in my school.	327	1.00	5.00	3.477	1.223
Teachers in my school share influence with their superiors in making decisions	327	1.00	5.00	3.434	1.167
Teachers in this school have the opportunity to have a say in policies and decisions that affect them	327	1.00	5.00	3.321	1.205
I have much say on decisions which affect my work.	327	1.00	5.00	3.208	1.268
<b>Overall Mean</b>				<b>3.557</b>	<b>1.587</b>

The findings in Table 4.11 shows the results of descriptive statistics of participation in decision making which has overall mean score of  $M = 3.557$ , which suggests that most teachers participated in decision making process in their schools. The high mean scores shows suggest that most respondents indicated that their school Principal made positive effort to keep staff well-informed ( $M=3.835$ ), that their supervisors consulted them on departmental issues ( $M=3.801$ ), that they were able to provide alternative ideas to their supervisors about problems being faced in their departments ( $M=3.716$ ), they were inspired to make suggestions when decisions were being made ( $M=3.657$ ), they participated in the decisions that were made in their schools ( $M=3.577$ ) and that Teachers in their schools shared influence with their superiors

in making decisions (M=3.434). Also, some teachers showed that they were uncertain whether Teachers had the opportunity to have a say in policies and decisions that affect them (M=3.321) and whether they have much say on decisions which affect their work (M=3.208).

In conclusion, teachers agreed that their school Principals made positive effort to keep staff well-informed, supervisors consulted teachers on departmental issues, and teachers provided alternative ideas to their supervisors about problems being faced in their departments and were encouraged to make suggestions when decisions were being made. In addition, teachers participated in the decisions that were made in their schools, shared influence with their superiors in making decisions, had the opportunity to have „a say“ in policies and decisions that affected them and have much say on decisions which affect their work. Employees who are involved in managerial decision-making process tend to be more committed and have reduced turnover intentions (Bhat *et al.*, 2012). Similarly, Waititu (2013) reported in his study among the teachers that low involvement in decision making process leads to job dissatisfaction. Hence, teachers who are consulted and involved in school management decision process feel part and parcel of their institutions and are more likely to be more productive and have low turnover intentions.

#### **iv. Descriptive Statistics of Responses on Supervisory Support**

The respondents were asked to rate their level of agreement or disagreement on some of the aspect of supervisory support. The means and standard deviations of the teachers were computed and the findings are shown in table 4.12 below.

**Table 4.12: Descriptive results showing Responses on Supervisory Support**

	N	Minimum	Maximum	Mean	Std. Dev
My immediate supervisor is doing a good job.	327	1.00	5.00	3.856	1.057
My immediate supervisor gives me clear instructions.	327	1.00	5.00	3.783	1.053
My supervisor is always ready to offer me assistance whenever I require.	327	1.00	5.00	3.765	1.166
My immediate supervisor praises me when I do a good job.	327	1.00	5.00	3.572	1.135
My supervisor gives me clear feedback on work.	327	1.00	5.00	3.554	1.067
My supervisor takes time to learn about my personal needs.	327	1.00	5.00	3.333	1.189
<b>Overall Means</b>				<b>3.643</b>	<b>1.111</b>

The findings in Table 4.12 show that respondents were satisfied with support from their supervisors as indicated by overall mean of  $M = 3.643$ . The mean scores of specific items suggest that many teachers were contented with the support they get from their supervisors as follows: that their immediate supervisors were doing a good job ( $M=3.856$ ), immediate supervisors give them clear instructions ( $M=3.783$ ), supervisors are always ready to offer them assistance whenever they require ( $M=3.765$ ), immediate supervisors praise them when they do a good job ( $M=3.572$ ) and that supervisors give them clear feedback on work ( $M=3.554$ ). Furthermore, some teachers were uncertain whether some supervisors took time to learn about their personal needs ( $M = 3.333$ ).

The findings of the study indicated that a majority of the respondents agreed that their immediate supervisors were doing a good job, gave them clear instructions, were always ready to offer them assistance whenever they required, praised them when they did a good job and time to learn about their personal needs. The results confirm the findings of study by Dysvik and Kuvaas (2013) which established that if employees perceive to be cared for by their organizations, they developed positive attitudes toward their organization.



#### v. Descriptive Statistics of Responses on Reward Practices

The respondents were asked to rate their agreement or disagreement on some of the aspects of rewards. The means and standard deviations of the responses were computed and the results are shown in table 4.13 below.

**Table 4.13: Descriptive results showing Responses on Reward Practices**

	N	Minimum	Maximum	Mean	Std. Deviation
There is a strong link between my job performance and the likelihood of me receiving recognition and praise.	327	1.00	5.00	3.110	1.224
I think my level of payment is fair.	327	1.00	5.00	2.786	1.222
There is a strong link between my job performance and pay/salary raise.	327	1.00	5.00	2.572	1.196
I feel my efforts are rewarded adequately.	327	1.00	5.00	2.474	1.230
My benefits package compares favorably with what I would receive in other similar organizations.	327	1.00	5.00	2.382	1.215
I am satisfied with my salary.	327	1.00	5.00	2.327	1.268
<b>Overall Mean</b>				<b>2.608</b>	<b>1.226</b>

Descriptive statistics results of rewards in Table 4.13 indicate that the overall mean score is  $M = 2.608$  which shows that a majority of the teachers were not satisfied with the rewards they received. Some respondents indicated that they were uncertain about the strong link between their job performance and the likelihood of them receiving recognition and praise ( $M = 3.110$ ) and whether their level of pay was fair ( $M = 2.786$ ). This suggests that some of respondents were uncertain whether job performance would result in praise and recognition.

Furthermore, a majority of the teachers showed that they disagreed that there was a strong link between their job performance and pay/salary raise ( $M = 2.572$ ), that their efforts were rewarded adequately ( $M = 2.474$ ), that their benefits package compared favorably with what they would receive in other similar organizations ( $M = 2.382$ ) and that they were satisfied with their salary ( $M = 2.327$ ).

In conclusion, the results indicate that most teachers were not contented with their rewards. The

low mean scores suggest that most of the teachers found their level of payment was unfair, did not find a strong link between their job performance and pay/salary raise, did not feel that their efforts were rewarded adequately, that their benefits package did not compare favourably with what they would receive in other similar organizations and finally, most teachers indicated that they were not satisfied with their salaries. In conclusion, the mean scores have shown that most teachers in public secondary schools are dissatisfied with their rewards. This is supported by various industrial strikes that teachers have been engaged in over the years due to dissatisfaction with pay and other related benefits. The findings of this study concur with the results of previous empirical studies, for example, Owuor and Jonyo (2017) who argued that frequent disruptions of teacher-learning in public educational institutions are as result of industrial disputes related to teacher remunerations. Mugho (2017) established in his research that teachers in Kenya participate in strike because of poor remuneration. Similarly, Jared and Chui (2017) established that teachers go on strike because of allowances and salaries.

#### **4.5.2 Descriptive Statistics of Responses on Psychological Contract**

Psychological contract has two (2) dimensions namely, transactional and relational psychological contract as discussed below:

##### **i. Descriptive Statistics of responses on Transactional Psychological Contract**

The respondents were asked to rate their agreement or disagreement on some of the aspect of transactional psychological contract. The means and standard deviations of the teachers were computed and the findings are indicated in table 4.14 below.

**Table 4.14: Descriptive results on Responses to Transactional Psychological Contract**

	N	Minimum	Maximum	Mean	Std. Deviation
I am motivated to contribute 100% to this school in return for future employment benefits	327	1.00	5.00	3.021	1.337
I come to work purely to get the job done	327	1.00	5.00	3.018	1.423
I expect to be paid for any overtime I do	327	1.00	5.00	2.875	1.438
I prefer to work strictly as per defined set of working hours	327	1.00	5.00	2.820	1.373
I only do what is necessary to get the job Done	327	1.00	5.00	2.804	1.310
I work to achieve purely short term goals of my job	327	1.00	5.00	2.465	1.296
It is important not to get too involved in your job	327	1.00	5.00	2.459	1.340
I do this job just for the money	327	1.00	5.00	2.021	1.269
<b>Overall Mean</b>				<b>2.685</b>	<b>1.348</b>

The findings Table 4.14 indicate that the overall mean score of  $M = 2.685$  which suggests that many teachers were not satisfied with various items of transactional psychological contracts. Some respondents indicated that they were uncertain about the following statements on Transactional Psychological Contract: whether they were motivated to contribute 100% to their school in return for future employment benefits ( $M = 3.021$ ), whether they go to work purely to get the job done ( $M = 3.018$ ), if they expect to be paid for any overtime work they do ( $M = 2.875$ ), whether they prefer to work strictly as per defined set of working hours ( $M = 2.820$ ) and whether they only do what is necessary to get the job done ( $M = 2.804$ ). Therefore, the results show that some of the teachers agreed with the two items on transactional psychological contract. This suggests that some teachers are either motivated by expected future benefits from their teaching or are purely motivated if they get their job done.

Also, the results indicate that some of the teachers disagreed with some aspects of Transactional Psychological Contract as follows: that they worked to achieve purely short term goals of their jobs ( $M = 2.465$ ), that it was important not to get too involved in their jobs ( $M = 2.459$ ) and they did their jobs just for the money ( $M = 2.021$ ).

The results of this study contradict the findings of Kosker (2018) who established that transactional psychological contract influence employees' behaviour in terms of turnover intentions. Also, Demirkasimoglu (2014) established that public school teachers with 1-5 years' work experience had a strong transactional contract related to the school obligation.

## ii. Descriptive Statistics of Responses on Relational Psychological Contract

The respondents were asked to rate their agreement or disagreement on some of the aspect of relational psychological contract. The means and standard deviations of the teachers were computed and the results are shown in table 4.15 below.

**Table 4.15: Descriptive results showing Responses on Relational Psychological Contract**

	N	Minimum	Maximum	Mean	Std. Deviation
I feel part of a team in this school	327	1.00	5.00	3.859	1.044
I get my Principal's trust and respect at work	327	1.00	5.00	3.661	1.115
I expect to grow in this school	327	1.00	5.00	3.508	1.233
I feel valued as an employee of my school.	327	1.00	5.00	3.486	1.159
My career path in the teaching profession is clearly mapped out	327	1.00	22.00	3.443	1.553
I have a reasonable chance of promotion if I work hard in my school	327	1.00	5.00	3.428	1.216
I will work in the teaching profession Indefinitely	327	1.00	5.00	3.407	1.220
My school's management has done a good job of meeting its obligation to me.	327	1.00	5.00	3.245	1.168
<b>Overall Mean</b>				<b>3.505</b>	<b>1.214</b>

The findings in Table 4.15 indicate that the overall mean of  $M = 3.505$  which shows that most of the respondents were satisfied with relational psychological contract. The results show that a majority of teachers agree that they feel part of a team in their schools ( $M=3.859$ ), that their Principals' trust and respect them at work ( $M=3.661$ ), that they expect to grow in their schools ( $M=3.508$ ), they feel valued as employees of their school ( $M=3.486$ ), that their career path in the teaching profession is clearly mapped out ( $M=3.443$ ), they have a higher possibility of being promoted if they put more effort in their schools ( $M=3.428$ ) and that they will work in the teaching profession indefinitely ( $M=3.407$ ). Also, the results show that some teachers

showed that they were uncertain whether their school’s management had done a good job in meeting their obligation to them (M=3.245).

In summary, the results show most of the teachers agreed that they feel part of a team in their schools, are trusted and respected at work by their Principals, expect to grow in their schools, feel valued as employees in their schools, their career path in the teaching profession is clearly mapped out, have a reasonable chances of promotion if they work hard in their school, expect to work in the teaching profession indefinitely and their schools have done a good job of meeting its obligation to teachers. The results of this study are in line with the findings of Demirkasimoglu (2014) who established in his research that the most psychological contract among public and private schools’ teachers is relational psychological contract. This implies that relational contract reduces turnover intentions among the teachers in secondary schools.

## ii. Descriptive Statistics of Responses on Intentions to turnover

The respondents were asked to rate their agreement or disagreement on some of the aspects of turnover intentions. The means and standard deviations of the teachers were computed and the findings are shown in table 4.16 below.

**Table 4.16: Descriptive results showing Responses on Intentions to turnover**

	N	Minimum	Maximum	Mean	Std. Dev
I do not plan to leave this school soon.	327	1.00	5.00	2.985	1.302
I intend to leave this school soon.	327	1.00	5.00	2.498	1.246
I am actively searching for another job outside secondary school.	327	1.00	5.00	2.355	1.326
I frequently think about quitting my job.	327	1.00	5.00	2.291	1.298
I will quit my job in this school as soon as possible.	327	1.00	5.00	2.199	1.248
<b>Overall Mean</b>				<b>2.466</b>	<b>1.284</b>

The findings in Table 4.16 indicate that the overall mean score of M = 2.466 indicate that most of the respondents did not intend to quit their teaching jobs. Specifically, the mean scores show that some respondents were uncertain whether they plan to leave their school soon or not (M = 2.985). Also, the results indicate that most of the teachers disagreed with the following statements on their intentions to leave their schools: ‘I intend to leave this school soon’ (M= 2.498), ‘I am actively searching for another job outside my secondary school’ (M= 2.355), ‘I frequently think about quitting my job’ (M= 2.291) and ‘I will quit my job in this school as

soon as possible' (M=2.199).

In conclusion, most of the teachers disagreed with most of the items which indicate that they have low intention to turnover. Furthermore, the mean scores which are low indicate that the respondents do not plan to leave their schools soon, are not actively searching for another job outside secondary school, do not frequently think about quitting their jobs and will not quit their jobs in their respective schools as soon as possible. The results of this study are in line with the findings of Khan and Qadir (2016) who established that factors like recognition, managerial support, working environment, career growth opportunities and rewards can significantly reduce teachers' turnover intentions and ensure that schools maintain employment of good teachers.

#### **4.6 Testing of hypotheses of the study**

This part shows the results of hypotheses testing. The hypotheses were tested using regression analysis. The results were interpreted using beta values at  $p < 0.05$  significance level. A preliminary testing was done using Pearson's correlation method.

##### **4.6.1 Pearson's Product Moment Correlation Analysis**

The correlation coefficients range from -1 to +1. Correlation coefficients close to -1 show a strong inverse relation whilst a coefficient close to +1 denotes a strong direct relation. Cohen and Holliday (1982) as cited by Bryman and Cramer (2006) give various categories of correlation strength between variables which range from 0 to 1. The findings of correlation analyses are indicated below:

##### **i. Relationship between HCWPs and Turnover Intentions**

The results of the relationship between HCWPs and turnover intentions are indicated in Table 4.17.

**Table 4.17: Relationship results between HCWP and turnover intentions**

	Job Autonomy	Training	Participa tion in Decision Making	Supervisory Support	Reward	Intention to turnover
Job Autonomy	1	.470**	.435**	.417**	.439**	-.219**
Training	.470**	1	.616**	.616**	.446**	-.246**
Participation in Decision Making	.435**	.616**	1	.698**	.394**	-.202**
Supervisory Support	.417**	.616**	.698**	1	.452**	-.249**
Reward	.439**	.446**	.394**	.452**	1	-.307**
Intention to turnover	-.219**	-.246**	-.202**	-.249**	-.307**	1

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

The findings of the correlation test in Table 4.17 indicate that there was a weak significant negative relationship between job autonomy and turnover intentions ( $r = -0.219$ ,  $p = 0.01$ ). This means that intentions to turnover among teachers in public secondary school in Nakuru County declines when they are granted job autonomy and vice versa. This is consistent with studies that found that job autonomy had a significant negative correlation with turnover intentions (Dude, 2012; Thomson *et al.*, 2005).

The results of correlation analysis showed that training had a weak significant negative correlation with turnover intention ( $r = -0.246$ ,  $p = 0.01$ ). This suggests that turnover intentions decline when teachers are given training and development in their schools and vice versa. The results are supported by findings of study by Hassan *et al.* (2013) and Becker (1993) which established that training was a tool used to retain employees. Similarly, Ramlall, (2003) found that insufficient training opportunity forced employees to quit their current employment.

Further, the correlation analysis found weak significant negative correlations between participation in decision making and intentions to turnover ( $r = -0.202$ ,  $p = 0.01$ ). This suggests that intentions to turnover decline significantly when teachers participate in decision making process in their schools and vice versa. This is consistent with study by Bhati *et al.* (2011) who found that investment in employee participation in an organization lowered levels of intentions to turnover. Similarly, Murupus and Kipkebut (2015) found that bank employees who participated in the decision making process were less likely to quit their jobs.

In relation to supervisory support, there was a weak significant negative correlation with turnover intentions ( $r = -0.249$ ,  $p = 0.01$ ). This implies that when the school supervisors give teachers the required support, their turnover intentions decline and vice versa. Consistent with this study, Dupre and Day (2017) in their study on the effects of supportive management and job quality on turnover intentions and health among military personnel, established that intentions to turnover was low among military personnel when they were supported by their managers. Tuzun and Kalemci (2017) in their study on Organizational and Supervisory support in relation to employee turnover intention established that employees who received high level of supervisory and organizational support reported low levels of turnover intentions. Similarly, Kiptoon and Kipkebut (2019) found that retention was high among bank employees who received support from their supervisors.

Finally, Correlation analysis findings indicate that rewards had weak significant negative correlation with turnover intentions ( $r = -0.307$ ,  $p = 0.01$ ). This suggests that teachers' turnover intentions declined when they were satisfied with their rewards and vice versa. These results are supported by previous studies who found that pay satisfaction lowered employee turnover intentions (Abdullah & Wan, 2011; Kanto, 2013). Weldeyohannes (2013) found that dissatisfaction with financial and non-financial aspects of compensation resulted in high intentions to turnover among teachers in Tigray, Ethiopia. Also, the results of this study support the results of the study done by Albaqami (2016) who established that salary was an important determinant of turnover. Similarly, Sharew (2017) in his study on the effects of rewards on turnover intentions among employees of metal industries development institute, found that pay had a strong negative relationship with employees' turnover intentions.

## **ii. Relationship between HCWPs and Psychological Contracts**

The results of the study showing the relationships between HCWPs and Psychological Contracts are indicated in Table 4.18.



**Table 4.18: Relationships between HCWP and Psychological Contracts**

	Job Autonomy	Training	Participation in Decision Making	Supervisory Support	Reward	Psychological Contract
Job Autonomy	1	.488**	.447**	.410**	.456**	.306**
Training	.488**	1	.616**	.616**	.446**	.435**
Participation in Decision Making	.447**	.616**	1	.698**	.394**	.351**
Supervisory Support	.410**	.616**	.698**	1	.452**	.391**
Reward	.456**	.446**	.394**	.452**	1	.355**
Psychological Contract	.306**	.435**	.351**	.391**	.355**	1

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

The findings of the correlation analysis in Table 4.18 indicate that there was a significant weak positive relationship between job autonomy and Psychological Contracts ( $r = 0.306$ ,  $p < 0.01$ ). This implies that Psychological Contracts among teachers increased when teachers had more autonomy in their job. The findings indicated that there was a moderate significant positive relationship between training and Psychological Contracts ( $r = 0.435$ ,  $p = 0.01$ ). This implies that training positively influenced teachers' perception of Psychological Contracts.

Furthermore, correlation analysis showed that Participation in decision making had significant, positive correlation with Psychological Contracts ( $r = 0.351$ ,  $p = 0.01$ ). This suggests that teachers' participation in decision making process in their schools enhanced Psychological Contracts.

The findings indicate that supervisory support had a positive and significant relationship with Psychological Contracts ( $r = 0.391$ ,  $p = 0.01$ ). This implies that Psychological Contracts was positively influenced when teachers' received support from their supervisors. Finally, the results of the study indicate that rewards had significant positive correlations to Psychological Contracts ( $r = 0.355$ ,  $p = 0.01$ ). This suggests that satisfaction with rewards positively influenced teachers' psychological contracts.

Further correlation analysis was carried out between HCWPs and the dimensions of

Psychological contracts, namely transactional psychological contracts and relational psychological contracts, as shown below:

### iii. Relationship between HCWP and Transactional Psychological Contracts

The results of correlation analysis exploring the relationships between HCWPs and Transactional Psychological Contracts are presented in Table 4.19 below.

**Table 4.19: Relationships between HCWP and Transactional Psychological Contracts**

	Job Autonomy	Training	Participation in Decision Making	Supervisory Support	Reward	Transactional Psychological Contract
Job Autonomy	1	.470**	.435**	.417**	.439**	.011 ns
Training	.470**	1	.616**	.616**	.446**	-.055 ns
Participation in Decision Making	.435**	.616**	1	.698**	.394**	-.096 ns
Supervisory Support	.417**	.616**	.698**	1	.452**	-.104 ns
Reward	.439**	.446**	.394**	.452**	1	-.028 ns
Transactional Psychological Contract	.011ns	-.055 ns	-.096 ns	-.104 ns	-.028 ns	1

\*\* . Correlation is significant at the 0.01 level (2-tailed); ns – not significant; n = 327

respondents

The results of the correlation analysis Table 4.19 indicate that all the HCWPs (job autonomy, training, participation in decision making, supervisory support and rewards) had weak insignificant negative relationships with Transactional Psychological Contracts ( $p > 0.05$ ). This implies that HCWPs do not have any influence on transactional psychological contracts.

### iv. Relationship between HCWP and Relational Psychological Contracts

Table 4.20 below indicate the results of correlation analysis exploring the relationships between HCWPs and relational Psychological Contracts.

**Table 4.20: Relationships between HCWP and Relational Psychological Contracts**

	Job Autonomy	Training	Participation in Decision Making	Supervisory Support	Reward	Relational Psychologi cal Contract
Job Autonomy	1	.470**	.435**	.417**	.439**	.379**
Training	.470**	1	.616**	.616**	.446**	.638**
Participation in Decision Making	.435**	.616**	1	.698**	.394**	.565**
Supervisory Support	.417**	.616**	.698**	1	.452**	.626**
Reward	.439**	.446**	.394**	.452**	1	.505**
Relational Psychological Contract	.379**	.638**	.565**	.626**	.505**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed); n = 327

The findings of the correlation analysis in Table 4.20 indicate that there was a weak significant positive relationship between job autonomy and Relational Psychological Contracts ( $r = 0.379$ ,  $p < 0.01$ ). This implies Relational Psychological Contracts among teachers increased when school management gave teachers more autonomy in their job.

The correlation analysis showed that training had a moderate, positive and significant relationship with relational Psychological Contracts ( $r = 0.638$ ,  $p = 0.01$ ). This suggests that teachers are more satisfied with Relational Psychological Contracts when they were given opportunities for training in their schools and vice versa. Scheepers and Shuping (2011) in a research on the effect of HRMPs on psychological contracts among 936 knowledge workers at an iron ore mining company in South Africa, found that training and development practices are significantly contributed to forming relational psychological contracts. Further, Scheepers and Shuping (2011) reported that the amount of training and development that the employer was willing to invest in employees gave them a sense of security and loyalty to their company thus enhancing their relational psychological contracts.

The results showed that Participation in decision making had moderate significant positive correlation with Relational psychological contract ( $r = 0.565$ ,  $p = 0.01$ ). This suggests that involving teachers in the decision making process enhanced their satisfaction with Relational

Psychological Contracts. On the converse, teachers relational psychological contracts was negatively affected when they were not involved in the decision making process in their schools.

The analysis found a moderate significant positive relationship between supervisory support and Relational Psychological Contracts ( $r = 0.626$ ,  $p = 0.01$ ). This implies that supervisory support positively enhanced teachers' Relational Psychological Contracts and vice versa.

Finally, the findings of the study indicate that rewards had moderate significant positive correlation with Relational Psychological Contracts ( $r = 0.505$ ,  $p = 0.01$ ). This suggests that satisfaction with rewards positively enhanced teachers' Relational Psychological Contracts and vice versa.

#### v. Relationship between Psychological contracts and turnover intentions

Table 4.21 below indicates the findings of the correlation between Psychological contracts and turnover intentions.

**Table 4.21: Relationships between Psychological Contracts and turnover intentions**

		Psychological Contract	Turnover intentions
Psychological Contracts	Pearson Correlation	1	.017
	Sig. (2-tailed)		.761
	N	327	327
Turnover intentions	Pearson Correlation	.017	1
	Sig. (2-tailed)	.761	
	N	327	327

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

The findings in Table 4.21 indicates that there was weak, positive insignificant relationship between psychological contract and turnover intentions ( $r = 0.017$ ,  $p > 0.05$ ). This implies that psychological contract does not influence turnover intentions among teachers in public secondary schools in Nakuru County. However, the current study findings contradict the results of Wang *et al.* (2017) and Ahmad and Khans (2015) who established that Psychological contracts had a negative and significant effect on employees' turnover.

Further analysis was done to examine the relationship between the dimensions of psychological

contracts and intentions to turnover.

**vi. Relationship between dimensions of Psychological contracts and intentions to turnover**

The results showing the relationship between dimensions of Psychological contracts and intentions to turnover are indicated in Table 4.22.

**Table 4.22: Relationship between dimensions of Psychological contracts and intentions to turnover**

	Transactional Psychological Contract	Relational Psychological Contract	Intentions to Turnover
Transactional Psychological Contract	1	-.043	.385**
Relational Psychological Contract	.438	1	-.342**
Intentions to Turnover	.385**	-.342**	1
	327	327	327

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

The findings in Table 4.22 indicate that there was a weak significant positive relationship between Transactional Psychological contract and intentions to turnover ( $r = 0.385$ ,  $p < 0.01$ ). This implies that transactional psychological contracts enhanced turnover intentions among teachers. The findings are consistent with this study, Umar and Ringim (2015) found that transactional psychological contract had a strong positive and significant relationship with turnover intentions among employees in private organizations in Nigeria. These results contradict the results of Wang *et al.* (2020) who established that transactional Psychological contract had a significant and negative effects on turnover intentions ( $r = -0.223$ ,  $p < 0.01$ ).

Also, the findings of correlation analysis indicate that relational psychological contract had a weak and negative and significant relationship with turnover intentions ( $r = -0.342$ ,  $p < 0.01$ ). This implies that turnover intentions of public secondary school teachers in Nakuru County declined when they had satisfactory Relational Psychological Contracts and vice versa. This is in line with study by Wang *et al.* (2020) in their survey research among the employees of high-

tech enterprise in Xi'an city which found that relational psychological contract had a significant and negative effect on turnover intentions ( $r = -0.488$ ,  $p < 0.01$ ). Similarly, the study findings corroborate the study by Umar and Ringim (2015) who found that relational psychological contract had a strong negative and significant effect on employees' turnover intentions.

#### 4.6.2 Results of Regression Analysis

Regression analysis was carried out to investigate the relationship between the independent and dependent variables of this study in order to achieve its purpose which was to determine the effect of high commitment work practices (HCWP) on turnover intention and the moderating effect of psychological contracts among teachers in Public Secondary schools in Nakuru County, Kenya. The testing of the hypotheses testing was carried out using simple, multiple and hierarchical regression analyses. In this research multicollinearity analysis was done. In the current study, the strongest association was between participation in decision making and supervisory support ( $r = 0.698$ ) which is below the threshold of 0.80. In addition, VIF was below 2.50 which is below the threshold of 10.

#### **H<sub>01</sub>: HCWP does not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County**

**Table 4.23: Effect HCWPs on turnover intentions of teacher's regression results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.341 <sup>a</sup>	.116	.103	3.75034

a. Predictors: (Constant), Rewards , Participation in decision Making, Job Autonomy, Training, Supervisory Support

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	594.753	5	118.951	8.457	.000 <sup>b</sup>
	Residual	4514.887	321	14.065		
	Total	5109.639	326			

a. Dependent Variable: Intentions to Turnover

b. Predictors: (Constant), Rewards , Participation in decision Making, Job Autonomy, Training, Supervisory Support

### Coefficients

Model	Unstandardized		Standardized	T	Sig.
	Coefficients				
	B	Std. Error	Beta		
<b>1</b> (Constant)	14.822	1.018		14.556	.000
Job Autonomy	-.027	.029	-.059	-.929	.354
Training	-.052	.049	-.077	-1.052	.293
Participation in Decision Making	.010	.038	.022	.274	.784
Supervisory Support	-.070	.057	-.097	-1.220	.224
Reward	-.136	.040	-.211	-3.372	.001

a. Dependent Variable: Intention to turnover

The results of the regression analysis in Table 4.23 show that HCWPs (Rewards, Participation in decision Making, Job Autonomy, Training, Supervisory Support) accounted for 11.6% of the variance in turnover intentions among the teachers in Public secondary schools in Nakuru County, Kenya (R Square = 0.116). This shows that 88.4% of the variance in turnover intentions was explained by other factors not included in this study. Further, the

*F*-test statistic ( $F = 8.457$ ,  $p = 0.000$ ) shows the fitness of the regression model, which means that HCWPs are significant predictors of teachers' turnover intentions in public secondary schools in Nakuru County.

Furthermore, the ANOVA results in Table 4.23 reveal that the *F*-test statistic ( $F = 8.457$ ,  $p = 0.000$ ) shows the fitness of the regression model, which means that HCWPs are significant predictors of teachers' turnover intentions. This implies that selected High Commitment Work Practices had a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County. Based on these findings the null hypothesis that stated that HCWPs does not have a significant effect on turnover intention of teachers in public secondary schools in Nakuru County is rejected and the alternate hypothesis which states that HCWPs have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County is accepted.

Furthermore, the standardised beta coefficients indicated that the effect of job autonomy on

turnover intentions was negative and insignificant ( $\beta = -0.059, p > 0.05$ ). This means that job autonomy does not have significant influence on turnover intentions among teachers. The results of this study support the research of Samkelisiwe and Chinyamurindi (2020) who established that technology-based job autonomy did not necessarily lead to employees developing turnover intentions in their organizations. However, this study results are contrary to the findings of Dysvik and Kuvaas (2013) who found that employee job autonomy influenced employees' intentions to turnover.

The standardised beta coefficients indicated that the effect of training on turnover intentions was negative and insignificant ( $\beta = -0.077, p > 0.05$ ). This means that training did not influence teachers' intentions to turnover. The results contradict the research findings of Wenand Chih (2016) who established that job training satisfaction had a significant negative relationship with turnover intentions. The results also contradict the findings of Cheng and Waldenberger (2013) who established that training had a negative significant influence on turnover intentions. They reported that organizations which fulfill employees' expectations with regard to specific skills training reduce their turnover intentions.

The beta coefficients showed that the effect of participation in decision making on turnover intentions was positive and insignificant ( $\beta = 0.022, p > 0.05$ ). This reveals that an increase in participation in decision making leads to an increase in turnover intentions by 0.022 units. This means that participation in decision making process does not affect teachers' turnover intentions in public secondary schools in Nakuru County. The results of this study support the research findings of Saha and Kumar (2017), who established that employees' participation in decision making in their organizations does not have a direct effect on their turnover intentions but can be mediated by other variables like organizational justice and learning goal/need satisfaction. However, the results contradict the results of Fernandez (2012) who established a significant relationship between employee involvement in decision making and turnover intentions among other factors.

The beta coefficient for supervisory support show that its effect on turnover intentions is negative and insignificant ( $\beta = -0.097, p > 0.05$ ). This implies that support from supervisors did not influence teachers' intentions to quit their jobs. The results of this study contradict the research findings of Arici (2018) who established a significant negative relationship between supervisory support and turnover intention among seasonal employees of five-star hotels in Antalya in Turkey. This implies that employees who receive supervisory support tend to display



low levels of turnover intentions. Similarly, Nichols *et al.* (2016) in their research established that employees who received support from their supervisors had lower turnover intentions.

Finally, the standardised beta coefficients indicate that the influence of rewards on turnover intentions is negative and significant ( $\beta = -0.211$ ,  $p = 0.001$ ). This means that a unit increase in rewards leads to teachers' turnover intention by a factor of -0.211. This implies that satisfactory rewards minimized teachers' intentions to turnover while dissatisfaction with rewards enhanced teachers desire to quit their jobs. The study results are consistent with the findings of studies done by Hardianto *et al.* (2019), Ekabu (2019) and Ndile (2018) which concluded that rewards had a negative and significant relationship with turnover intentions of teachers. However, the results of this study contradict the research findings of Suwatawa (2019) who established that employees' salaries affected their turnover intentions positively. Hai-Yan and Baum (2006) established that low compensation caused high turnover among employees. Murupus and Kipkebut (2015) established that bank employees who were not contented with their compensation were willing to leave their jobs and vice versa. Bradley *et al.* (2004) found that better salaries made employees to be contented with their jobs and hence lead to decreased turnover and reduced recruitment costs. Further, Kiptoon and Kipkebut (2019) found that employees' retention and low turnover in organizations are enhanced by salaries and remuneration. Retention and turnover of employees are affected by their dissatisfied with their salaries and remunerations.

**H02: HCWP does not have a significant effect on psychological contracts of teachers in public secondary schools in Nakuru County.**

**Table 4.24: Effect of HCWP on psychological contracts regression results**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.486 <sup>a</sup>	.236	.224	8.12279

a. Predictors: (Constant), Rewards, Participation in decision Making, Job Autonomy, Training, Supervisory Support

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6540.135	5	1308.027	19.825	.000b
Residual	21179.486	321	65.980		
Total	27719.621	326			

a. Dependent Variable: Psychological Contract

b. Predictors: (Constant), Rewards , Participation in decision Making, Job Autonomy, Training, Supervisory Support

**Coefficients**

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1 (Constant)	29.159	2.205		13.221	.000
Job Autonomy	.038	.063	.035	.600	.549
Training	.390	.107	.249	3.640	.000
Participation in Decision Making	.032	.082	.028	.386	.699
Supervisory Support	.222	.124	.132	1.788	.075
Reward	.238	.088	.158	2.711	.007

a. Dependent Variable: Psychological Contract

The results of the regression analysis in Table 4.24 show that HCWPs (Rewards, Participation in decision Making, Job Autonomy, Training, Supervisory Support) accounted for 23.6% of the variance in psychological contracts of teachers in Public secondary schools in Nakuru County (R Square = 0.236). This shows that 76.4% of the variance in psychological contracts was explained by other factors not included in this study. Further, the *F*-test statistic ( $F = 19.825$ ,  $p = 0.000$ ) shows the fitness of the regression model, which means that HCWPs are significant predictors of teachers' psychological contract. This implies that the selected High commitment Work Practices significantly influenced Psychological Contracts of teachers in public secondary school teachers in Nakuru County. In view of these results, the null hypothesis that states that HCWP does not have a significant effect on psychological contracts of teachers in public secondary schools in Nakuru County is rejected and the alternate hypothesis which states that HCWP have a significant effect on psychological contracts of teachers in public secondary schools in Nakuru County is accepted.

The standardised beta coefficients indicate that the effect of job autonomy on psychological contract is positive and insignificant ( $\beta = 0.035$ ,  $p > 0.05$ ). This means that job autonomy did not influence psychological contracts among teachers. The results are in line with the findings of Ahmad *et al.* (2012) who established an insignificant positive relationship between work-family psychological contract and job autonomy.

The standardised beta coefficients show that the effect of Training on psychological contracts was positive and significant ( $\beta = 0.249$ ,  $p < 0.05$ ). This implies that teachers who were satisfied with training had high levels of psychological contracts. The findings of this study support the research findings of Scheepers and Shuping (2011) who indicated that there is a strong relationship between psychological contracts and training among the employees working in an iron mining company in South Africa.

The beta coefficients have indicated that the effect of participation in decision making on psychological contracts was insignificant but positive ( $\beta = 0.028$ ,  $p > 0.05$ ). This shows that participation in decision making did not influence psychological contracts among teachers. Similarly, the analysis showed that the effect of supervisory support on psychological contracts was positive and insignificant ( $\beta = 0.132$ ,  $p > 0.05$ ). This means that support from supervisors did not influence psychological contracts among teachers.

Finally, the standardised beta coefficients indicate that the effect of rewards on psychological

contracts was positive and significant ( $\beta = 0.158, p < 0.05$ ). This implies that satisfaction with rewards positively influenced teachers' psychological contracts. The results of this study contradict the findings of Shujie (2012) research which established a negative relationship between teachers' compensation and psychological contracts.

Further multiple regression analysis was done to examine the effect of the HCWPs on the dimensions of psychological contracts, namely, transactional and relational psychological contracts was done and discussed below:

**H<sub>02a</sub>: HCWP does not have a significant effect on transactional psychological contracts of teachers in public secondary schools in Nakuru County.**

**Table 4.25: Effect HCWPs on transactional psychological of teachers regression results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.136 <sup>a</sup>	.019	.003	6.47395

a. Predictors: (Constant), Reward, Participation in Decision Making, Job Autonomy, Training, Supervisory Support

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	253.913	5	50.783	1.212	.303 <sup>b</sup>
	Residual	13453.744	321	41.912		
	Total	13707.657	326			

a. Dependent Variable: Transactional Psychological Contract

b. Predictors: (Constant), Reward, Participation in Decision Making, Job Autonomy, Training, Supervisory Support

**Coefficients**

Model		Unstandardized		Standardized	T	Sig.
		Coefficients				
		B	Std. Error			
1	(Constant)	23.285	1.780		13.081	.000
	Job Autonomy	.073	.054	.091	1.345	.180
	Training	.004	.086	.003	.041	.967
	Participation in Decision Making	-.059	.066	-.075	-.903	.367
	Supervisory Support	-.109	.099	-.092	-1.098	.273
	Reward	.000	.070	.000	.004	.997

a. Dependent Variable: Transactional Psychological Contract

The results of the regression analysis in Table 4.25 show that HCWPs (Rewards, Participation in decision Making, Job Autonomy, Training, Supervisory Support) accounted for 1.9% of the variance in transactional psychological contracts among the teachers in Public secondary schools ( $R^2=0.019$ ). This shows that 98.1% of the variance in transactional psychological contract was explained by other practices which are not included in this study. Further, the  $F$ -test statistic ( $F = 1.097, p = 0.362$ ) shows that HCWPs are not significant predictors of teachers' transactional psychological contract in public secondary schools in Nakuru County. Since the significant value of 0.362 is higher than significance level of  $p < 0.05$ , it means that HCWPs do not have significant effect on Transactional Psychological Contract. In view of these results, the null hypothesis that states that HCWP does not have a significant effect on transactional psychological Contract of teachers in public secondary schools in Nakuru County is accepted.

The standardised beta coefficients showed that the effect HCWPs (Rewards, Supervisory Support, Participation in decision Making, Training, Job Autonomy,) on transactional psychological Contract were insignificant ( $\beta = 0.000, p > 0.05$ ). ( $\beta = -0.092, p > 0.05$ ). ( $\beta = -0.075, p > 0.05$ ). ( $\beta = 0.003, p > 0.05$ ). ( $\beta = 0.091, p > 0.05$ ) respectively. This implies that job autonomy, training, supervisory support, participation in decision making and rewards do not have any significant effect on teachers' satisfaction with transactional psychological contracts ( $p > 0.05$ ). The findings of this study contradict the results of Rahman and Chowhury (2012) who carried out a research among the teachers in private universities in Bangladesh and established that salary and fringe benefits, job autonomy among other factors had significant effect on transactional psychological Contract.

**H<sub>02b</sub>: HCWP does not have a significant effect on relational psychological contracts of teachers in public secondary schools in Nakuru County.**

**Table 4.26: Effect of HCWP on relational psychological contract of teacher's regression results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 <sup>a</sup>	.531	.524	4.72145

a. Predictors: (Constant), Rewards, Participation in decision making, Job autonomy, Training, Supervisory Support

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8099.798	5	1619.960	72.670	.000 <sup>b</sup>
	Residual	7155.761	321	22.292		
	Total	15255.560	326			

a. Dependent Variable: Relational Psychological Contract

b. Predictors: (Constant), Rewards , Participation in decision Making, Job Autonomy, Training, Supervisory Support

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.662	1.282		4.417	.000
	Job Autonomy	-.018	.037	-.023	-.500	.618
	Training	.379	.062	.327	6.097	.000
	Participation in decision Making	.088	.048	.105	1.832	.068
	Supervisory Support	.335	.072	.267	4.632	.000
	Rewards	.231	.051	.207	4.538	.000

a. Dependent Variable: Relational Psychological Contract

The results of the regression analysis in Table 4.26 show that HCWPs (Rewards, Participation in decision Making, Job Autonomy, Training, Supervisory Support) accounted for 53.1% of the variance in relational psychological contract among teachers in Public secondary schools in Nakuru County (R Square = 0.531). This shows that 46.9% of the variance in relational psychological contract was explained by other factors which are not included in this study.

Further, the *F*-test statistic ( $F = 72.670$ ,  $p = 0.000$ ) show that High Commitment Work Practices are significant predictors of teachers' relational psychological contract.

Since the significance value of 0.000 is lower than significance level of  $p < 0.05$ , it implies that selected High commitment Work Practices influence relational psychological Contract of teachers. In view of these results, the null hypothesis that states that HCWPs do not have a significant effect on relational psychological Contract of teachers in public secondary schools in Nakuru County is rejected and the alternate hypothesis which states that HCWPs have a significant effect on relational psychological Contract of teachers in public secondary schools in Nakuru County is accepted.

The results of the standardised beta coefficients revealed that the effect of job autonomy on relational psychological Contract was negative and insignificant ( $\beta = -0.023$ ,  $p > 0.05$ ) and the effect of participation in decision making on relational psychological Contract was negative and insignificant ( $\beta = -0.105$ ,  $p > 0.05$ ). This implies that job autonomy and participation in decision making did not influence relational psychological Contract.

The standardised beta coefficients indicate that the effect of training on relational psychological Contract positive and significant ( $\beta = 0.327$ ,  $p < 0.05$ ). This implies that training positively influenced relational psychological contract. On the other hand, lack of training would negatively influence relational psychological Contract. Further, the beta coefficients indicate that the effect of supervisory support on relational psychological Contract significant and positive ( $\beta = 0.267$ ,  $p < 0.05$ ). This shows that teachers relational psychological Contract enhanced when they received support from their supervisors. On the other hand, it also implies that lack of supportive supervision negatively influenced relational psychological Contract among teachers.

Finally, the standardised beta coefficients has shown that the effect of rewards on relational psychological Contract was positive and significant ( $\beta = 0.207$ ,  $p < 0.05$ ). This implies that satisfactory rewards positively enhanced teachers' relational psychological Contract. On the other, it implies that dissatisfaction with rewards negatively influenced relational psychological Contract. The results reveal rewards, training and Supervisory Support had positive, significant influence teachers' rational psychological contracts.

**H<sub>03</sub>: Psychological contracts do not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County.**

**Table 4.27: Effect of psychological contract on intentions to turnover among teachers' regression results**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.017 <sup>a</sup>	.000	-.003	3.96453

a. Predictors: (Constant), Psychological Contract

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.454	1	1.454	.093	.761 <sup>b</sup>
	Residual	5108.185	325	15.717		
	Total	5109.639	326			

a. Dependent Variable: Intention to turnover

b. Predictors: (Constant), Psychological Contract

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig.	
		B	Std. Error	Beta		
1	(Constant)	8.984	1.199		7.490	.000
	Psychological Contract	.007	.024	.017	.304	.761

a. Dependent Variable: Intention to turnover

The results of the regression analysis in Table 4.27 show that Psychological contracts accounted for 0% of the variance in turnover intentions among the teachers in Public secondary schools in Nakuru County (R Square=0.000). This shows that 100% of the variance in turnover intentions was explained by other factors not included in this study. Further, the *F*-test statistic ( $F = 0.093$ ,  $p = 0.761$ ) show that Psychological contracts is not a significant predictor of teachers' turnover intentions.

Since the *p*-value of *F*-statistic ( $p = 0.761$ ) is higher than significance level of  $p < 0.05$ , it means that psychological contracts does not have any effect on turnover intentions of teachers in



public secondary schools in Nakuru County. The results contradict the findings of Van den Heuvel *et al.* (2017) who established that psychological contracts had an influence on employees' turnover intentions. In view of these results, the null hypothesis that states that Psychological contracts do not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County is accepted.

The results of the standardised beta coefficients revealed that the effect of Psychological contracts on turnover intentions positive and insignificant ( $\beta = 0.017$ ,  $p > 0.05$ ). This implies that teachers' Psychological contracts did not have any effect on teachers' turnover intentions in public secondary schools in Nakuru County. The results of the current study support the findings of Tjahjono and Ekaputranto (2018) who established that psychological contracts have a positive but insignificant effect on employees' turnover intentions. However, the results contradict the findings of Ahmad and Khans (2015) who established that psychological contracts had a significant and negative effect on employees' turnover intentions.

A multiple regression examination was done to further to establish the effect of the dimensions of psychological contracts, namely, transactional and relational psychological contracts on turnover intentions was done and discussed below:

**Table 4.28: Effect of the dimensions of psychological contracts on intentions to turnover among teacher's regression results**

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.505 <sup>a</sup>	.255	.250	3.42861	

a. Predictors: (Constant), Relational Psychological Contract, Transactional Psychological Contract

ANOVA <sup>a</sup>					
Model		Sum of Squares	Df	Mean Square	Sig.
1	Regression	1300.910	2	650.455	.000 <sup>b</sup>
	Residual	3808.729	324	11.755	
	Total	5109.639	326		

a. Dependent Variable: Intentions to Turnover  
b. Predictors: (Constant), Relational Psychological Contract, Transactional Psychological Contract

<b>Coefficients</b>					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	<i>T</i>	
1 (Constant)	9.771	1.040		9.395	.000
Transactional Psychological Contract	.227	.029	.371	7.729	.000
Relational Psychological Contract	-.189	.028	-.326	-6.797	.000

a. Dependent Variable: Intentions to Turnover

The results of the regression analysis in Table 4.30 show that dimensions of psychological contracts, namely, transactional and relational psychological contracts accounted for 25.5% of the variance in turnover intentions among the teachers in Public secondary schools in Nakuru County (R Square = 0.255). This shows that 74.5% of the variance in turnover intentions was explained by other factors which are not included in this study. The results in Table 4.23 show that the model has improved and shifted upward in R square from 0.000 to 0.255 when the focus is on the individual dimensions of Psychological contracts (transactional and relational psychological contracts). The findings indicate that individual psychological contract dimensions explain teachers' turnover intentions better than combining the two dimensions into one variable.

Also, the results of F-test statistic ( $F = 55.333$ ,  $p = 0.000$ ) indicate the fitness of the regression model, which suggests that psychological contracts, namely, transactional and relational psychological contracts are significant predictors of teachers' turnover intentions. Since the  $F$  value of 55.333 has a significance value of  $p = 0.000$  which is lower than  $p < 0.05$ , it means that there is a significant relationship between dimensions of psychological contracts and turnover intentions. This implies that dimensions of psychological contracts, namely, transactional and relational psychological contracts influenced teachers' turnover intention. Based on these findings, the null hypothesis that states that the dimensions of psychological contracts do not influence turnover intentions of teachers in public secondary schools in Nakuru County is rejected and the alternate hypothesis which states that the dimensions of psychological contracts influences turnover intentions of teachers in public secondary schools in Nakuru County is accepted.

Furthermore, the results of the standardised beta coefficients revealed that the effect of transactional psychological contracts on turnover intentions was positive and significant ( $\beta = 0.371, p < 0.05$ ). This implies that satisfaction with transactional psychological contracts did not minimize teachers' desire to quit their jobs and vice versa. The results of this study are in line with the research findings of Umar *et al.* (2015) who established that transactional psychological contract has a strong positive significant relationship with turnover intentions of employees in private organizations in Nigeria. However, the results of this study contradict the research findings of Kosker (2018) who established that transactional psychological contract has a significant but negative impact on employees' turnover intentions.

Also, the results of standardized beta coefficients revealed that the effect of relational psychological contract on turnover intentions was negative and significant ( $\beta = -0.326, p < 0.05$ ). This implies that relational psychological contracts minimized turnover intentions among teachers in public secondary schools in Nakuru County. This result is in line with the findings of Wang *et al.* (2017) who found that relational psychological contract has a significant and negative impact on employees' turnover intentions.

**H<sub>04</sub>: Psychological contracts do not have a significant influence on the relationship between HCWP and turnover intentions of government employed teachers in public secondary schools in Nakuru County.**

The fourth objective sought to determine the influence of psychological contracts on the relationship between HCWPs and turnover intentions of teachers in public secondary schools in Nakuru County. Hypothesis Four stated that Psychological contracts do not have a significant moderating influence on the relationship between HCWPs and turnover intentions of teachers in public secondary schools in Nakuru County. The hypothesis was tested using hierarchical regression analysis. The results are shown in Table 4.29.

**Table 4.29: Moderating effect of the psychological contract on the relationship between HCWPs and turnover intention**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.311 <sup>a</sup>	.097	.094	3.76871	.097	34.754	1	325	.000
2	.360 <sup>b</sup>	.129	.124	3.70546	.033	12.189	1	324	.001
3	.360 <sup>c</sup>	.129	.121	3.71116	.000	.005	1	323	.945

a. Predictors: (Constant), HCWP

b. Predictors: (Constant), HCWP, psychological contract

c. Predictors: (Constant), HCWP, psychological contract, psyc\*Hcwp

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	493.616	1	493.616	.000 <sup>b</sup>
	Residual	4616.024	325	14.203	
	Total	5109.639	326		
2	Regression	660.981	2	330.490	.000 <sup>c</sup>
	Residual	4448.658	324	13.730	
	Total	5109.639	326		
3	Regression	661.047	3	220.349	.000 <sup>d</sup>
	Residual	4448.592	323	13.773	
	Total	5109.639	326		

a. Dependent Variable: Intention to turnover

b. Predictors: (Constant), HCWP

c. Predictors: (Constant), HCWP, psychological contract

d. Predictors: (Constant), HCWP, psychological contract, psyc\*Hcwp

### Coefficients

a. Dependent Variable: Intention to turnover

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.966	0.976		15.327	0.000
	HCWP	-0.047	0.008	-0.311	-5.895	0.000
2	(Constant)	12.334	1.221		10.103	0.000
	HCWP	-0.061	0.009	-0.405	-6.931	0.000
	Psychological contract	0.088	0.025	0.204	3.491	0.001
	(Constant)	12.035	4.473		2.691	0.008
3	HCWP	-0.058	0.038	-0.388	-1.529	0.127
	Psychological contract	0.094	0.096	0.219	0.984	0.326
	Psycontract					
	*HCWPs	0.000	0.001	-0.028	-0.069	0.945

The analysis results in Table 4.29 indicate that in Model 1, intention to turnover intention was regressed against HCWPs and the R square value was 0.097. This indicates that 9.7% of the variation in turnover intentions of teachers can be explained by HCWPs. The analysis indicate that ANOVA results in Model 1 is statistically significant ( $F= 34.754, < 0.05$ ). This indicates that the direct relationship between the turnover intentions and the HCWPs is significant. The standardized beta coefficients indicate that the effect of HCWP on turnover intentions is negative and significant ( $\beta = -0.311, t = -5.895, p < 0.05$ ). This means that an increase of one unit of HCWP will cause a decline in Intention to turnover by 0.311.

Model 2 indicates that when Psychological contracts was added to the regression model and regressed against turnover intentions, R square improved to 0.129, showing that 12.9% of the variation in turnover intentions is explained by the variation in HCWPs and psychological contracts. Model 2 indicate that inclusion of psychological contracts explains additional 3.3% variation in turnover intentions (R square = 0.033). The additional variation in turnover

intentions explained by psychological contracts is significant ( $F= 12.189, p < 0.05$ ). The ANOVA results indicate that the model determining the effect of HCWP and psychological contracts on intentions to turnover was significant ( $F= 24.070, p < 0.05$ ). The standardized beta coefficients indicate that the effect of HCWP on turnover intentions was negative and significant ( $\beta = -0.405, t = -6.931, p < 0.05$ ). On the other hand, when psychological contract was added to the regression model, its effect on turnover intentions became positive and significant ( $\beta = 0.204, t = 3.492, p < 0.05$ ). This implies that satisfaction with HCWPs minimized teachers desire to quit their jobs while on the hand, satisfaction with psychological contracts did not reduce teachers desire to quit their jobs.

In Model 3, the interaction between HCWPs \* Psychological contracts were introduced. The R square remained the same at 0.129 indicating that 12.9% of the variation in turnover intentions is explained by variation in HCWPs and psychological contracts and the interaction term. Model s3 indicate that change in R square is 0.000, showing that 0% of the variation in turnover intentions are explained by the interaction between HCWP and psychological contracts. Therefore, the model shows that the interaction term does not cause any variation. The findings of ANOVA show that model 3 which includes HCWP, psychological contracts and the interaction term as predictor variables is statistically significant ( $F= 15.999, p < 0.05$ ). This implies that there was a significant relationship between the interaction of moderating variable (psychological contract) and HCWP and the dependent variable (turnover intentions).

The standardized beta coefficient for the interaction term indicates a negative effect that is not statistically significant ( $\beta = - 0.028; t = -0.069, p > 0.05$ ). This implies that addition of the interaction increased the coefficient of variation negatively. The results of the study indicate that the interaction of psychological contracts of teachers and HCWP do not have an effect on the relationship between HCWP and turnover intentions.

Therefore, from the analysis of the coefficient table, it can be observed from Model 3 that the interaction between the psychological contract and the HCWP has no significant influence on turnover intention since the p-value was greater than 0.05 significant level ( $p = 0.945$ ). The results also show that the moderating variable psychological contract in Model 2 has significant relationship with the turnover intentions. This implies that the moderating variable has a significant relationship with the dependent variable but the interaction of the moderating variable and the independent variable is not significantly related to the dependent variables.

Hence, the hypothesis that states that Psychological contracts do not have a significant influence on the relationship between HCWP and turnover intentions of government employed teachers in public secondary schools in Nakuru County is accepted.

Further hierarchical regression analysis was done to establish whether the dimensions of psychological contracts have moderating effect on the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County. The results are shown in Table 4.30.

**Table 4.30: Moderating effect of the psychological contract dimensions on the relationship between HCWP and turnover intention**

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.311 <sup>a</sup>	.097	.094	3.76871	
2	.365 <sup>b</sup>	.133	.128	3.69696	
3	.467 <sup>c</sup>	.218	.211	3.51672	

a. Predictors: (Constant), High Commitment Work Practices  
b. Predictors: (Constant), High Commitment Work Practices, rela\_hcwp  
c. Predictors: (Constant), High Comm. Work Practices, rela\_hcwp, Transactional Psychological Contract

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	493.616	1	493.616	34.754	.000 <sup>b</sup>
1	Residual	4616.024	325	14.203		
	Total	5109.639	326			
	Regression	681.377	2	340.688	24.927	.000 <sup>c</sup>
2	Residual	4428.262	324	13.667		
	Total	5109.639	326			
	Regression	1114.995	3	371.665	30.052	.000 <sup>d</sup>
3	Residual	3994.644	323	12.367		
	Total	5109.639	326			

a. Dependent Variable: Intention to turnover  
b. Predictors: (Constant), High Commitment Work Practices  
c. Predictors: (Constant), High Commitment Work Practices, relational\_hcwp

**Model Summary**

T		B	Std. Error	Beta	Sig.	
	(Constant)	14.966	.976		15.327	.000
1	High Commitment Work Practices	-.047	.008	-.311	-5.895	.000
	(Constant)	12.223	1.210		10.098	.000
2	High Commitment Work Practices	.013	.018	.087	.733	.464
	Relational*HCWPs	-.001	.000	-.442	-3.706	.000
	(Constant)	8.029	1.352		5.939	.000
	High Commitment Work Practices	.017	.017	.113	.997	.320
3	Relational Psychological Contract *HCWPs	-.001	.000	-.458	-4.035	.000
	Transactional Psychological Contract*HCWPs	.184	.031	.292	5.921	.000

a. Dependent Variable: Intention to turnover

The results in Table 4.30 show that intention to turnover was regressed against HCWPs in Model 1 and the R square value was 0.097. This indicates that 9.7% of the variation in turnover intentions of teachers can be explained by HCWPs. The results show that Model 1 is significant ( $F=34.754, < 0.05$ ). This indicates that the direct relationship between the turnover intentions and the HCWPs is significant. On the other hand the standardized beta coefficients indicate that the effect of HCWPs on turnover intentions is negative and significant ( $\beta = -0.311, t = -5.895, p < 0.05$ ).

Model 2 indicates that with the inclusion of relational Psychological contract in the regression model R square changed to 0.133, showing that 13.3% of the change in turnover intentions is attributed to the variation in HCWPs and relational psychological contract. The model shows that addition of interaction between relational psychological contract and HCWPs explains additional



3.6% variation in turnover intentions ( $R^2 = 0.036$ ). The additional variation in turnover intentions explained by relational psychological contract is statistically significant. The ANOVA results show that the model determining the effect of HCWPs and relational psychological contract on intentions to turnover was significant ( $F = 24.927, p < 0.05$ ). The standardized beta coefficients show that the effect of HCWPs on turnover intentions was positive and insignificant ( $\beta = 0.087, t = 0.733, p > 0.05$ ) while the effect of relational psychological contract on turnover intentions was negative and significant ( $\beta = -0.442, t = -3.706, p < 0.05$ ). This shows that HCWPs became insignificant when relational Psychological Contract was added to the regression model while relational Psychological Contract was a significant negative predictor of intentions to turnover. This implies that relational psychological contract had a stronger negative effect on intentions to turnover among teachers than HCWPs.

In Model 3, the interaction HCWP \* transactional Psychological contract dimension was added. The  $R^2$  improved to 0.218 showing that 21.8% of the change in turnover intentions is explained by the change in HCWP and transactional psychological contract dimension and the interaction term. The model indicates that change in  $R^2$  is 0.085, showing that 8.5% of the change in turnover intentions is attributed to the interaction between HCWP, relational psychological contract and transactional psychological contract. Therefore, model 3 shows that there is additional change in turnover intentions attributed to interaction term. The ANOVA results indicate that model 3 which includes HCWP, relational psychological contract, transactional psychological contracts and the interaction term as predictor variables is statistically significant ( $F = 30.052, p < 0.05$ ). This implies that there was a significant relationship between the interaction of moderating variable (relational psychological contract and transactional psychological contract dimensions) and HCWP and the dependent variable (turnover intentions). The standardized beta coefficient for the interaction term indicates a positive effect that is statistically significant ( $\beta = 0.292; t = 5.921, p < 0.05$ ). This implies that addition of the interaction increased the coefficient of variation positively. The results of the study indicate that the interaction of relational psychological contract, transactional psychological contracts of teachers and HCWP do have an effect on the relationship between HCWP and turnover intentions.

Therefore, from the analysis of the coefficient table, it can be observed from Model 3 that the interaction between the psychological contract dimensions (Relational psychological contract and

transactional psychological contract) and the HCWP have significant influence on turnover intention since the p-value was less than 0.05 significant level ( $p = 0.000$ ). The results of the coefficient table show that the moderating variable psychological contract in Model 2 has significant relationship with the turnover intentions. This implies that the moderating variable has a significant relationship with the dependent variable and the interaction of the moderating variable and the independent variable is also significantly related to the dependent variables. Therefore, relational psychological contract and transactional psychological contract dimensions when separated have a significant influence on the relationship between HCWP and turnover intentions of government employed teachers in public secondary schools in Nakuru County.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of major findings, conclusions, implications and recommendations of the study and suggestions for further research. The purpose of this study was to investigate the effect of high commitment work practices (HCWP) on turnover intention of teachers in Public Secondary schools in Nakuru County, Kenya. The study was guided by the following objectives: To determine the effect of HCWP on turnover intentions of teachers in public secondary schools in Nakuru County; to establish the effect of HCWP on psychological contracts of teachers in public secondary schools in Nakuru County; to determine the effect of psychological contracts on turnover intentions of teachers in public secondary schools in Nakuru County and to determine the moderating influence of psychological contracts on the relationship between HCWP and turnover intentions of teachers in secondary schools in Nakuru County.

#### **5.2 Summary of the descriptive findings**

The data of the study was derived from 327 respondents whose biographical data included gender, age, marital status, work tenure, designation and academic qualifications. The school information included school category, number of streams and school classification. The findings were reported using frequencies, tables, pie charts and figures. The findings revealed that there were more male teachers (55%) than female teachers (45%) in Nakuru County. On marital status, 66.4% of the teachers were married, 31.5% were single and others were 2.1%. It also became evident that a many teachers had a practical expertise of less than 5 years and as expected the analysis revealed that 43.4% of the total respondents were classroom teachers while head of departments were 17.7%, deputies were 17.7% and principals were 20.2%. On teacher qualifications, the findings showed that a majority of the teachers in Nakuru County had an undergraduate degree qualification at 76.5%. An indication that in Nakuru County, teachers' education levels are high and they are qualified to teach in secondary school level.

The descriptive data of the study was reported using means and standard deviations. The independent variables of the study included HCWP (job autonomy, training, participatory decision making, supervisory support and rewards), the dependent variable was turnover intention whereas the moderating variable was psychological contracts (Transactional psychological

contracts and relational Psychological contracts). The data collected from the respondents were derived from the items in the questionnaire. The respondents were asked to indicate their agreement or disagreement of the statements in the questionnaire on a 1-5 point likert scale.

The findings of the study indicated that the independent variable job autonomy recorded a mean of 3 and above in all the items in the questionnaire. The highest mean was on the item ‘My job allows me to plan how i do the work’ with a mean of (M=3.578) and the least mean was on the aspect ‘My job allows me to make my own decisions about how to schedule my work’ with a mean of (M=3.00). This mean in this study is interpreted to indicate that the job autonomy practice among the teachers in Nakuru County is good and practiced.

On training, all the aspects included in the questionnaire recorded a mean of 3 and above. The highest mean was on the item ‘Training is regarded as a way to improve Performance’ with a mean of (M=3.985) and the least mean was on the aspect ‘My institution offers opportunities for training and development’ with a mean of (M=3.278). Therefore, the study concluded that the availability of training opportunities among the teachers in Nakuru County is fairly good.

The descriptive statistics of participation in decision making indicated that the mean was also above 3. The highest mean was on the item ‘My school Principal makes a positive effort to keep staff well-informed’ with a mean of (M=3.338) and the least mean was on the aspect ‘I have much say on decisions which affect my work (M=3.208). The mean results on participation in decision making indicate that majority of the teachers in Nakuru County are involved in the decision process in their schools.

The fourth variable of this study to be measured was supervisory support. The findings indicated that the mean for all the aspects was also above 3. The highest mean was on the item ‘My immediate supervisor is doing a good job’ with a mean of (M=3.856) and the least mean was on the aspect ‘My supervisor takes time to learn about my personal needs’ with a mean of (M=3.333). The results indicate that teachers in Nakuru County enjoy the necessary support from their school supervisors and managers. Their supervisors’ support is good.

Lastly, the results on rewards variable indicated that the mean for only one aspect was above 3. The mean which was above 3 was on the item ‘There is a strong link between my job

performance and the likelihood of me receiving recognition and praise' with a mean of (M=3.110) and the rest of the aspects of the variable had a mean less than 3. The results indicate that rewards of teachers in Nakuru County are not satisfactory.

The results of the moderating variable; transactional Psychological contract aspect indicated that the mean for only two aspects was above 3. The aspects which had their means above 3 were: 'I am motivated to contribute 100% to this school in return for future employment benefits' with a mean of (M=3.021) and 'I come to work purely to get the job done' with a mean of (M=3.018), the rest of the aspects had a mean of less than 3. This indicates that the transactional psychological contract of teachers in Nakuru County is poor. The results of Relational psychological contract aspect indicate recorded a mean of 3 and above in all the items in the questionnaire. The highest mean was on the item 'I feel part of a team in this school' with a mean of (M=3.859) and the least mean was on the aspect 'My school has done a good job of meeting its obligation to me' with a mean of (M=3.245). This means in this study is interpreted to indicate that the relational psychological contract among the teachers in Nakuru County is good and viewed by teachers to exist. The independent variable which was teachers' turnover intention recorded a mean of less than 3 in all the aspects in the questionnaire. This study interpreted the results to mean that teachers in Nakuru County do not agree with the aspects on turnover intentions in the questionnaire.

### **5.3 Summary of the Relationships among the study variables**

The study sought to determine the relationships between independent variables and the dependent variable. In this study the independent variable was HCWP (Job autonomy, training, participation in decision making, supervisory support and rewards) and the dependent variable teachers' turnover intentions. The findings were summarized below:

#### **5.3.1 Relationship between HCWP and Turnover intentions**

The first objective of this study sought to examine the effect of HCWP on turnover intentions of teachers in public secondary schools in Nakuru County. Thus, Hypothesis One sought to determine the effect of HCWPs on turnover intentions among teachers in public secondary schools in Nakuru County. The results of Correlation analysis showed that High Commitment Work Practices (job autonomy, training, participation in decision making, supervisory support and rewards) had significant negative relationships with turnover intentions of teachers in public secondary schools in Nakuru County. This implies that satisfaction with HCWPs reduced intentions to turnover

among of public secondary school teachers in Nakuru County. The results are consistent with reviewed literature which postulated that an increase in the levels of various high commitment work practices leads to low turnover intentions among the employees in an organization.

The results of multiple regression analysis showed that selected High Commitment Work Practices (Rewards, Participation in decision Making, Job Autonomy, Training and Supervisory Support) were significant predictors of turnover intentions among teachers in public secondary school in Nakuru County. Therefore, the null hypothesis that stated that HCWPs does not have a significant effect on turnover intentions among teachers in public secondary schools in Nakuru County was rejected.

### **5.3.2 Relationship between HCWP and Psychological contracts**

The second objective of this study sought to examine the effect of HCWP (Rewards, Participation in decision Making, Job Autonomy, Training and Supervisory Support) on Psychological contracts among teachers in public secondary schools in Nakuru County. Hypothesis Two sought to determine the effect of HCWPs on psychological contracts among teachers in public secondary schools in Nakuru County. The results indicated that High Commitment Work Practices had significant positive relationships with psychological contracts among teachers in public secondary schools in Nakuru County. This implies that satisfaction with HCWPs positively influenced psychological contracts among teachers in public secondary school in Nakuru County.

Further, the study sought to determine the effect of HCWPs on the dimensions of psychological dimensions (Transactional psychological contract and Relational psychological contract). The results established that High Commitment Work Practices had insignificant effect on transactional psychological contracts. This implies that HCWPs did not influence transactional psychological contracts among teachers.

On the other hand, the regression results showed that selected High Commitment Work Practices (Rewards, Participation in decision Making, Job Autonomy, Training and Supervisory Support) were significant positive predictors of relational psychological contracts among teachers in public secondary school in Nakuru County. This implies that HCWP positively influenced psychological contracts among teachers in Public schools in Nakuru County. Therefore, the null hypothesis that states that HCWP does not have a significant effect on psychological contracts of teachers in public secondary schools in Nakuru County was rejected.

Further, regression analysis was carried out to establish whether HCWP was a significant predictor of Transactional psychological contract among teachers in public secondary schools in Nakuru County. The results showed that HCWPs did not influence transactional psychological contract among teachers ( $p > 0.05$ ). Therefore, the null hypothesis that states that HCWP does not have a significant effect on transactional psychological contract of teachers in public secondary schools in Nakuru County is accepted.

Finally, the results of regression analysis showed that HCWP was a significant positive predictor of Relational psychological contract among teachers in public secondary teachers in Nakuru County ( $p < 0.05$ ). This implies that satisfaction with the selected HCWPs positively influenced Relational psychological contract among teachers in public secondary schools in Nakuru County. Therefore, the null hypothesis that states that HCWP does not have a significant effect on relational psychological contract of teachers in public secondary schools in Nakuru County is rejected.

### **5.3.3 Relationship between Psychological contracts and turnover intentions**

The third objective of this study sought to examine the effect of psychological contracts on turnover intentions of teachers in public secondary schools in Nakuru County. Hypothesis three sought to determine the effect of psychological contract on turnover intentions among teachers in public secondary schools in Nakuru County. The results of regression analysis showed that psychological contracts have insignificant effect on turnover intentions among teachers in public secondary schools in Nakuru County. This implies that the psychological contracts did not influence intentions to turnover among teachers in public secondary schools in Nakuru County. Further, the analysis showed that Transactional psychological contract had a positive and significant influence on teachers' turnover intentions. This implies that contentment with transactional psychological contract did not reduce teachers desire to quit their jobs. On the other hand, the study established that the relational psychological contract had a significant, negative relationship with teachers' turnover intentions. This implies that turnover intentions among teachers in public secondary schools in Nakuru County declines when they were satisfied relational psychological contract. Therefore, the null hypothesis that states that psychological contracts do not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County is accepted.

Furthermore, analysis of multiple regression on the effect of the dimensions of psychological contracts, namely, transactional and relational psychological contracts on turnover intentions of public secondary school teachers in Nakuru County indicated that the model improved upwards in R squared when the focus is shifted to individual dimensions of psychological contracts (Transactional psychological contract and Relational psychological contract). The results were interpreted to mean that individual psychological contracts explain the variation in teachers' turnover intentions better than combining the two dimensions and treating them as one variable.

#### **5.3.4 Moderating influence of Psychological Contracts on Relationship between HCWP and Turnover Intentions**

The fourth objective of this study sought to examine the moderating effect of psychological contracts on the relationship between High Commitment Work Practices and turnover intentions of teachers in public secondary schools in Nakuru County. Hypothesis Four sought to test the moderating effect of psychological contract on the relationship between High Commitment Work Practices and turnover intentions of teachers in public secondary schools in Nakuru County.

The results of hierarchical regression analysis in Step 1 showed that High Commitment Work Practices had a significant negative effect on turnover intentions, in Step 2, when Psychological contracts were added to the regression model, the results showed that HCWPs were significant negative predictors of intentions to turnover while psychological contracts were significant positive predictors of intentions to turnover. Finally, in the Step 3, the analysis showed that when the interaction between psychological contract and High Commitment Work Practices were added to the model, it became insignificant since the  $p$ -value = 0.945 was greater than 0.05 significance level. This implies that there was no significant relationship between the interaction of moderating variable (psychological contract) and High Commitment Work Practices and the dependent variable (turnover intentions).

Therefore, the study concludes that psychological contract has a significant relationship with the dependent variable but the interaction of the moderating variable and the independent variable is not significantly related to the dependent variable. Therefore, the null hypothesis that states that Psychological contracts do not have a significant influence on the relationship between High Commitment Work Practices and turnover intentions of government employed teachers in public



secondary schools in Nakuru County is accepted.

#### **5.4 Conclusions of the Study**

The purpose of this study was to investigate the effect High Commitment Work Practices on turnover intentions of teachers in public secondary schools in Nakuru County. From the findings of the study, the study makes the following conclusions.

- i. That High Commitment Work Practices (Rewards, Participation in decision Making, Job Autonomy, Training and Supervisory Support) had a significant negative relationship with turnover intentions among teachers in public secondary schools in Nakuru County. Thus, the study concludes that teachers who are satisfied with High Commitment Work Practices in their schools are less likely to have turnover intentions while on the other hand, teachers who are dissatisfied with the HCWPs in their schools are more likely to quit their jobs.
- ii. That High Commitment Work Practices had a significant positive relationship with psychological contracts among teachers in public secondary school in Nakuru County. The study thus concludes that satisfactory HCWPs positively enhanced teachers' perception of psychological contracts in their schools while unsatisfactory HCWPs resulted in low levels of psychological contracts. Further, the analysis found that HCWPs had no significant effect on transactional psychological contracts but had a positive effect on relational psychological contract. The study thus concludes that satisfactory HCWPs have positive influence relational psychological contracts but no influence on transactional psychological contracts. This implies that school management should focus attentions on enhancing relational psychological contracts and not transactional psychological contracts.
- iii. That psychological contracts had no statistically significant effect on turnover intentions among teachers in public secondary schools in Nakuru County. The study concluded that psychological contracts did not have an influence on turnover intentions among teachers in public secondary schools in Nakuru County. However, the analysis showed that transactional psychological contracts had a significant positive effect on turnover intentions while relational psychological contracts had a significant negative effect on intentions to turnover. The study concludes that relational psychological contracts have stronger influence in reducing turnover intentions unlike transactional psychological contract which enhances turnover intentions among teachers.

- iv. That psychological contract dimensions when combined do not moderate the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County. This implies that combined psychological contracts (relational psychological contract and transactional psychological contract dimensions) variable has no moderating effect on the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County. However, when the psychological contract dimensions were separated, each dimension moderated the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County. This implies that separately, relational psychological contract and transactional psychological contract dimensions have moderating effect on the relationship between HCWP and turnover intentions of teachers in public secondary schools in Nakuru County.

### **5.5 Implications of the Findings**

The study findings indicate that High Commitment Work Practices influenced turnover intentions of teachers. This shows that satisfactory HCWPs lowered intentions to turnover among public secondary school teachers while dissatisfaction with HCWPs enhanced turnover intentions. Hence, this implies that the Teachers Service Commission and school management should put in place measures to ensure that teachers are satisfied with the HCWPs (Rewards, Participation in decision Making, Job Autonomy, Training and Supervisory Support) thus minimizing the desire to turnover among secondary school teachers in Nakuru County.

The study found significant positive relationship between High Commitment Work Practices and psychological contracts. Further, the analysis found that the HCWPs had insignificant effect on transactional psychological contracts and significant positive effect on relational psychological contracts. This implies that High Commitment Work Practices influences psychological contracts among teachers. Thus, teachers' employer and school management should strengthen the HCWPs so as to enhance psychological contracts particularly relational psychological contracts which would ultimately result in lowered levels of intentions to turnover.

Furthermore, the results of the study indicated that relational psychological contracts had negative effect on teachers' turnover intentions while transactional psychological contracts had positive effect on intentions to turnover. This implies that satisfaction with relational psychological contract contributed to low levels of turnover intentions among teachers unlike transactional

psychological contract which contributed to teachers' intentions to turnover. Thus, the TSC and school management should focus on strengthening relational psychological contracts as they enhance retention among teachers.

Also, the study revealed that psychological contract dimensions (Relational psychological contracts and Transactional psychological contracts) when they are combined do not moderate the relationship between High Commitment Work Practices and turnover intentions. However, the results revealed that when the psychological contracts are separated each moderated the relationship between High Commitment Work Practices and turnover intentions. This implies that the education stakeholders should understand teachers' relational psychological contracts and transactional psychological contracts in order to address teachers' turnover intentions.

### **5.6 Recommendations of the Study**

In view of the findings and conclusions of the study, the following recommendations were made:

- i. The government, Teachers Service Commission, County Education Directors and Sub-County Education Directors, Board of Management and school top managers should put more emphasis on selected High Commitment Work Practices in secondary schools because they were found to be important predictors of secondary school teachers' turnover intentions. Hence, to reduce teachers' turnover intentions and eventual turnover, the government, Teachers Service Commission, board of management and school top managers need to draft and implement appropriate policies and procedures which emphasize on teachers' HCWPS (job autonomy, training, participation in decision making, supervisory support and rewards).
- ii. The teacher managers should grant teachers more latitude in their schools to choose ways and procedures of carrying out their teaching responsibilities. Teachers' job autonomy will decrease their turnover intentions. Also, Teachers Service Commission, board of management and school top managers should commit and invest in frequent and sufficient training programmes and create training opportunities in order to reduce turnover intentions among secondary school teachers. Training is a good strategy and tool of reducing turnover intentions among the employees in an organization. On the other hand, the school management should invest and ensure that the teachers are involved and engaged fully in all decisions made by their school management. This will

ensure that teachers feel part and parcel of school management. It will also make the teachers own the decisions and actions taken by school management hence reduce turnover intentions among the teachers. School management should give teachers all the necessary supervisory support. If teachers are given high level of supervisory support it will lower their turnover intentions. Teachers Service Commission, board of management and school top managers should review specifically the policy on performance, Recognition; Rewards for teachers. This will ensure that reward practices meet teachers' expectations and their satisfaction. Teachers' reward satisfaction will reduce their turnover intentions. These concerted efforts will create a suitable working environment for teachers and reduce their turnover intentions.

- iii. The government, Teachers Service Commission, County Education Directors and Sub-County Education Directors, Board of Management and school top managers should also address and emphasize HCWPs especially Reward practices, Participation in decision Making, Training and development and Supervisory Support because they were found to be important predictors of Psychological contracts. Also, psychological contracts dimensions, especially relational psychological contract were found to influence turn over intentions of public secondary teachers in Nakuru County. Therefore, the government, Teachers Service Commission, board of management and school top managers should ensure that teachers' psychological contracts are addressed and availed among the teachers to reduce their turnover intentions.
- iv. The school top managers should strive always to provide the required support to all the teachers and involve them in all the decisions made in their schools. This can be achieved by ensuring that teachers are put in committees to work on issues and come up with solutions and recommendations which the top managers will implement. This will make teachers own the decisions and feel part and parcel of their respective schools and hence reduce their turnover intentions.

### **5.7 Recommendations for further research**

This study makes the following recommendations for further research in the future:

- i. This study included only five selected High Commitment Work Practices (Rewards, Participation in decision Making, Job Autonomy, Training and Supervisory Support), future

studies can consider other High Commitment Work Practices not included in this study such as teamwork, selective hiring, appraisal and performance management and recognition. Secondly, this study utilized cross sectional research design to collect data at one time point.

- ii. Research studies may use longitudinal research design in order to investigate the effect of High Commitment Work Practices on turnover intentions of teachers over time. Thirdly, in this study, psychological contracts were used as a moderating variable, this study suggests other variables like job satisfaction or organizational commitment can be used to see if they moderate relationship between High Commitment Work Practices and turnover intentions.
- iii. This study was wholly quantitative research in nature, future researches can use qualitative approach or use both quantitative and qualitative research technique to corroborate the investigation and analysis of the effect of High Commitment Work Practices and turnover intention of teachers in education context.
- iv. Future studies can carry out the same research in colleges, universities, Private secondary schools in Nakuru County or in any other county and find out if the results will be the same since this this included only Public secondary schools in Nakuru County.

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## APPENDICES

### Appendix I: Letter of Introduction

EGERTON UNIVERSITY

Faculty of Commerce

P.O. BOX 13357-20100NAKURU

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH

I am a PhD Student in Business and Management student at Egerton University conducting a research study entitled '**High Commitment Work Practices, Psychological Contracts and Turnover Intention of Government Employed Public Secondary School Teachers in Nakuru County, Kenya**'. You have been selected to participate in this study as a respondent. The purpose of this letter is to request you to kindly fill in the questionnaire with precision and accuracy. The questionnaire is supposed to assist in answering specific objectives of the research which is being undertaken as part of the University requirement. Any information given herein was treated with utmost confidentiality and only be used for the purpose of research.

Thank you for your assistance

Yours faithfully,

Dave Kipkemoi BowenCD11/62505/14

## **Appendix II: Secondary School Teachers Questionnaire (SSTQ).**

### **PART 1: PERSONAL INFORMATION**

Please complete the following section which contains information about you and your work.

Kindly answer all the questions by MARKING the relevant box.

1. Gender: Male [ ] Female [ ]

2. Age:

Below 25 [ ]

25-34 [ ]

35-44 [ ]

45-54 [ ]

55 -60 [ ]

3. Marital status:

Single [ ] Married

Others (Please specify)\_\_\_

4. Years worked as a teacher:

Below 5 yrs [ ]

5-10 yrs [ ]

11 and above yrs [ ]

5. Indicate your designation:

Teacher [ ]

HOD [ ]

Deputy Principal [ ]

Principal [ ]

6. Level of Education:

Diploma [ ]

Degree [ ]

Masters [ ]

PhD [ ]

### **SCHOOL INFORMATION**

1. Kindly state your school category

Day school [ ]

Boarding school [ ]

2. Indicate the number of streams per class

1.  2  3  4  More than 4

3. Please indicate your school classification

Sub-County

County

National

**PART 2: HIGH COMMITMENT WORK PRACTICES:**

Please indicate the extent to which you agree or disagree with the following statements in regard to various aspects of your job using the following five point scales: 1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree

	Job Autonomy	1	2	3	4	5
1	I am able to choose the way to go about my job.					
2	I can decide when to do particular activities.					
3	The job gives me considerable opportunity for independence and freedom in how I do the work.					
4	My job allows me to make my own decisions about how to schedule my work.					
5	My job allows me to decide on the order in which things are done on the job.					
6	My job allows me to plan how I do my work.					
7	My job allows me to make a lot of decisions on my own.					
8	My job provides me with significant autonomy in making decisions.					
9	My job allows me to make decisions about what methods I use to complete my work.					
	<b>Training and Development</b>					
10	My institution offers opportunities for training and development.					
11	I have the opportunity to expand the scope of responsibilities in my job.					
12	I have been well trained by this school for my job.					
13	I have the opportunity to improve my skills in this School.					
14	This school has trained me well for future jobs.					
15	Training is regarded as a way to improve Performance.					
16	Training helped in staying up-to-date with professional					



	requirements.					
	Participation in decision making					
17	I participate in the decisions that are made in my school.					
18	My supervisor consults me on departmental issues					
19	I provide alternative ideas to my supervisor about problems being faced in the department					
20	I have much a say on decisions which affect my work.					
21	Teachers in this school have the opportunity to have „a say“ in policies and decisions that affect them					
22	My school Principal makes a positive effort to keep staff well-Informed					
23	Teachers in my school are encouraged to make suggestions when decisions are being made					
24	Teachers in my school share influence with their superiors in making Decisions					
	Supportive management					
25	My immediate supervisor gives me clear instructions.					
26	My supervisor takes time to learn about my personal needs.					
27	My supervisor gives me clear feedback on work.					
28	My immediate supervisor praises me when I do a good job.					
29	My supervisor is always ready to offer me assistance whenever I require.					
30	My immediate supervisor is doing a good job.					
	Reward practices					
31	I think my level of payment is fair.					
32	There is a strong link between my job performance and the likelihood of me receiving recognition and praise.					
33	There is a strong link between my job performance and pay/salary raise.					
34	I am satisfied with my salary.					
35	I feel my efforts are rewarded adequately.					
36	My benefits package compares favorably with what I would receive in other similar organizations.					

**PART 3: PSYCHOLOGICAL CONTRACT:**

Please indicate the extent to which you agree or disagree with the following aspects of your Psychological Contract using the following five point scales

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree

	Transactional Psychological Contract	1	2	3	4	5
1	I come to work purely to get the job done					
2	I do this job just for the money					
3	I only do what is necessary to get the job done					
4	I work to achieve purely short term goals of my job					
5	I am motivated to contribute 100% to this company in return for future employment benefits					
6	I prefer to work a strictly defined set of working hours					
7	It is important not to get too involved in your job					
8	I expect to be paid for any overtime I do					
	<b>Relational Psychological Contract</b>					
1	My school has done a good job of meeting its obligation to me.					
2	I feel valued as an employee of my organization.					
3	I expect to grow in this school					
4	I feel part of a team in this school					
5	I have a reasonable chance of promotion if I work hard in my School					
6	I will work in the teaching profession indefinitely					
7	I get my Principal's trust and respect at work					
8	My career path in the teaching profession is clearly mapped out					

**PART 4: TURNOVER INTENTION:**

Please indicate the extent to which you agree or disagree with the following aspects of your turnover intention using the following five point scales

**1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree**

	Statement					
	Turnover intention	1	2	3	4	5
1	I intend to leave this school soon.					
2	I am actively searching for another job outside secondary school.					
3	I will quit my job in this school as soon as possible.					
4	I do not plan to leave this school soon.					
5	I frequently think about quitting my job.					

**THANK YOU FOR TAKING YOUR TIME TO COMPLETE QUESTIONNAIRE**

### **Appendix III: Nakuru County Public Secondary Schools**

1. AIC TULWOBMOI SECONDARY SCHOOL
2. AIC MOROP GIRLS
3. HESHIMA SECONDARY SCHOOL
4. KIAMANIA SECONDARY SCHOOL
5. RURII SECONDARY SCHOOL
6. WORKERS SECONDARY SCHOOL
7. MENENGAI HILLS SECONDARY SCHOOL
8. J.M KARIUKI SECONDARY SCHOOL
9. MOI FORCES LANET SECONDARY SCHOOL
10. KIMANI NGUJIRI SECONDARY SCHOOL
11. ST. JOSEPH'S KARI LANET SECONDARY SCHOOL
12. DUNDORI SECONDARY SCHOOL
13. BISHOP EDWARD DOVONI SECONDARY SCHOOL
14. WANYORORO SECONDARY SCHOOL
15. MURUNYU SECONDARY SCHOOL
16. ENGOSHURA SECONDARY SCHOOL
17. ST. ANTHONY SECONDARY SCHOOL
18. LIMUKO SECONDARY SCHOOL
19. ST JOHN BAHATI SECONDARY SCHOOL
20. MURUMGARU SECONDARY SCHOOL
21. KING DAVID SECONDARY SCHOOL
22. ST FRANCIS SECONDARY SCHOOL
23. BAHATI PCEA GIRLS
24. JOMO KENYATTA GIRLS
25. JOMO KENYATTA BOYS
26. ST JOSEPH'S KIRIMA SECONDARY SCHOOL
27. ELDONIO SECONDARY SCHOOL
28. ST MARKS SECONDARY SCHOOL
29. RIGOGO SECONDARY SCHOOL
30. NDUNGIRI SECONDARY SCHOOL

31. BAHATI GIRLS
32. AKUISI SECONDARY SCHOOL
33. ATHINAI SECONDARY SCHOOL
34. BANITA SECONDARY SCHOOL
35. BARRINA SECONDARY SCHOOL
36. BOMASAN SECONDARY SCHOOL
37. BOROR SECONDARY SCHOOL
38. BURGEI SECONDARY SCHOOL
39. CHEMASIS SECONDARY SCHOOL
40. KAISAMO SECONDARY SCHOOL
41. KAMPI YA MOTO SECONDARY SCHOOL
42. KANDUTURA SECONDARY SCHOOL
43. KIAMUNYI SECONDARY SCHOOL
44. KIMANGU SECONDARY SCHOOL
45. KIPYIENAN SECONDARY SCHOOL
46. KIROBON BOYS SECONDARY SCHOOL
47. KIROBON GIRLS SECONDARY SCHOOL
48. LAKE SOLAI SECONDARY SCHOOL
49. LELDET SECONDARY SCHOOL
50. LENGINET SECONDARY SCHOOL
51. MAJANI MINGI SECONDARY SCHOOL
52. MAMA NGINA SECONDARY SCHOOL
53. MATUIKU SECONDARY SCHOOL
54. MAWE SECONDARY SCHOOL
55. MEMA SECONDARY SCHOOL
57. MERCY NJERI SECONDARY SCHOOL
58. MIMWAITA SECONDARY SCHOOL
59. MUHIGIA SECONDARY SCHOOL
60. NGATA SECONDARY SCHOOL
61. OGILGEI SECONDARY SCHOOL
62. OL RONGAI SECONDARY SCHOOL

63. PATEL DAY SECONDARY SCHOOL
64. PIAVE SECONDARY SCHOOL
65. RONGAI DAY SECONDARY SCHOOL
66. RUIRU SECONDARY SCHOOL
67. SET KOBOR SECONDARY SCHOOL
68. SOLAI DAY SECONDARY SCHOOL
69. SOLAI BOYS SECONDARY SCHOOL
70. SOLAI KALE SECONDARY SCHOOL
71. SPRINGS SECONDARY SCHOOL
72. TUIYOTICH SECONDARY SCHOOL
73. MUHIGASECONDARY SCHOOL
74. NAKURU WEST SECONDARY SCHOOL
75. MOOGUN SECONDARY SCHOOL
76. KELEWET SECONDARY SCHOOL
77. TUMAINI HOUSE SECONDARY SCHOOL
78. KENYATTA SECONDARY SCHOOL
79. UHURU SECONDARY SCHOOL
80. CRATER VIEW SECONDARY SCHOOL
81. MOI SECONDARY SCHOOL
82. NGALA“S SPECIAL SCHOOL
83. MENENGAI SECONDARY SCHOOL
84. LANGALANGA SECONDARY SCHOOL
85. NAKURU WEST SECONDARY SCHOOL
86. NAKURU HIGH SCHOOL
87. NAKURU GIRLS SCHOOL
88. UPPER HILL SECONDARY SCHOOL
89. NATEWA SECONDARY SCHOOL
90. HIILCREST SECONDARY SCHOOL
91. NAIROBI ROAD SECONDARY SCHOOL
92. ST. MARIA VERONIC SECONDARY SCHOOL
93. RHINO SECONDARY SCHOOL

94. FLAMINGO SECONDARY SCHOOL
95. NAKURU CENTRAL SECONDARY SCHOOL
96. KIVUMBINI SECONDARY SCHOOL
97. KIMATHI SECONDARY SCHOOL
98. AFRAHA HIGH SECONDARY SCHOOL
99. ST. MARY'S GIRLS SECONDARY SCHOOL
100. LANET SECONDARY SCHOOL
101. MWARIKI SECONDARY SCHOOL
102. CHEPTOROI SECONDARY SCHOOL
103. NJORO DAY SECONDARY SCHOOL
104. KILIMO SECONDARY SCHOOL
106. GICHOBO SECONDARY SCHOOL
107. TERET SECONDARY SCHOOL
108. NJORO CENTRAL SECONDARY SCHOOL
109. TARKUET MIXED SECONDARY SCHOOL
110. LARMUDIAC MIXED SECONDARY SCHOOL
111. KENYATTASECONDARY SCHOOL
112. NAISHISECONDARY SCHOOL
113. OGIEKSECONDARY SCHOOL
114. BARGARIASECONDARY SCHOOL
115. KERIKOSECONDARY SCHOOL
116. LARESECONDARY SCHOOL
117. SINENDETSECONDARY SCHOOL
118. MUGUMOSECONDARY SCHOOL
119. WENDANISECONDARY SCHOOL
120. TAITASECONDARY SCHOOL
121. EWAATSECONDARY SCHOOL
122. KAPKEMBUSECONDARY SCHOOL
123. MAU NAROKSECONDARY SCHOOL
124. ANALATSECONDARY SCHOOL
125. SURURUSECONDARY SCHOOL

126. NGWATANIROSECONDARY SCHOOL
127. MAU SUMMITSECONDARY SCHOOL
128. KIPSINENDETSECONDARY SCHOOL
129. KOIGESESECONDARY SCHOOL
130. SIRIKWASESECONDARY SCHOOL
131. HARAKASECONDARY SCHOOL
132. MLIMASECONDARY SCHOOL
133. ELK KONGOISECONDARY SCHOOL
134. TEMOYETTASECONDARY SCHOOL
135. MURINDUKO BAPTISTSECONDARY SCHOOL
136. MKULIMASECONDARY SCHOOL
137. KIOSECONDARY SCHOOL
138. KIPTOROROSECONDARY SCHOOL
139. ELCK KONGOISECONDARY SCHOOL
140. TEMYETTASECONDARY SCHOOL
141. MURINDUKO BAPTISTSECONDARY SCHOOL
142. KIOSECONDARY SCHOOL
143. KIPTOROROSECONDARY SCHOOL
144. UMOJA TULWETSECONDARY SCHOOL
145. KORABARIETSECONDARY SCHOOL
146. MWARAGANIASECONDARY SCHOOL
147. MWARAGANIASECONDARY SCHOOL
148. SACHANGWANSECONDARY SCHOOL
149. KERINGETSECONDARY SCHOOL
150. SILIBWETSECONDARY SCHOOL
151. SITOITOSECONDARY SCHOOL
152. KAMWAURASECONDARY SCHOOL
153. KAPSIMBEIYWOSECONDARY SCHOOL
154. CHEBARASECONDARY SCHOOL
155. TINETSECONDARY SCHOOL
156. KAPNGOROTSECONDARY SCHOOL



157. TENDWETSECONDARY SCHOOL
158. KARIRIKANIASECONDARY SCHOOL
159. SIWOTSECONDARY SCHOOL
160. MUTUKANIOSECONDARY SCHOOL
161. TULWET SECONDARY SCHOOL
162. CHEMANERSECONDARY SCHOOL
163. KIPSONIASECONDARY SCHOOL
164. OLENGURUONESECONDARY SCHOOL
165. MOISECONDARY AMALO
166. AMBUSKETSECONDARY SCHOOL
167. CHEPTUECHSECONDARY SCHOOL
168. EMITIKSECONDARY SCHOOL
169. KIPTAGICHSECONDARY SCHOOL
170. SINENDETSECONDARY SCHOOL
171. NGOROFASECONDARY SCHOOL
172. KAPLAMAIMIXED DAYSECONDARY SCHOOL
173. CHEBOTOISECONDARY SCHOOL
174. ARORWETSECONDARY SCHOOL
175. CHIKAMBASECONDARY SCHOOL
176. ST. MICHAEL GATAGATISECONDARY SCHOOL
177. ST. ULRICH LAMASECONDARY SCHOOL
178. UMOJASECONDARY SCHOOL
179. OL'MANYATTASECONDARY SCHOOL
180. WIYUMIRIESECONDARY SCHOOL
181. ST. PAUL KIRIKOSECONDARY SCHOOL
182. TACHASISSECONDARY SCHOOL
183. SIMBOIYONSECONDARY SCHOOL
184. WEISECONDARY SCHOOL
185. SUBUKIA DAYSECONDARY SCHOOL
186. MARYLANDSECONDARY SCHOOL
187. MWIRERISECONDARY SCHOOL

188. FOREST HILLSECONDARY SCHOOL
189. OUR LADY OF VICTORYSECONDARY SCHOOL
190. ARASHSECONDARY SCHOOL
191. KIENISECONDARY SCHOOL
192. GREENHILLSSECONDARY SCHOOL
193. KABAZISECONDARY SCHOOL
194. SIDAI SECONDARY SCHOOL
195. OL DONYO MARA SECONDARY SCHOOL
196. MUGAA SECONDARY SCHOOL
197. MURIRICHUA SECONDARY SCHOOL
198. MITI MINGI SECONDARY SCHOOL
199. KAHUHO SECONDARY SCHOOL
200. MUNANDA SECONDARY SCHOOL
201. KONG“ASIS SECONDARY SCHOOL
202. NDIBAI SECONDARY SCHOOL
203. OLJORAI SECONDARY SCHOOL
204. GILGIL DAY SECONDARY SCHOOL
205. COULSON SECONDARY SCHOOL
206. LADY ANN DELAMERE SECONDARY SCHOOL
207. WOODARD LANGALANGA SECONDARY SCHOOL
208. LAKE ELEMENTAITA SECONDARY SCHOOL
209. EBURRU SECONDARY SCHOOL
210. NGECHO SECONDARY SCHOOL
211. GITARE SECONDARY SCHOOL
212. KIKOPEY SECONDARY SCHOOL
213. NGUMO SECONDARY SCHOOL
214. GILGIL GARRISON DAY SECONDARY SCHOOL
215. ARTHUR MAGUGU SECONDARY SCHOOL
216. ECHARIRIA SECONDARY SCHOOL
217. N.Y.S SECONDARY SCHOOL
218. TUMAINISECONDARY SCHOOL

219. DUNDORI SECONDARY SCHOOL
220. ST MARY'S GIRLSV
221. BAHATI GIRLSKIAVMANIA
222. ST JOHNS SECONDARY SCHOOL
223. MOI NDEFFOSECONDARY SCHOOL
224. ST ANTONY ENGOSHURASECONDARY SCHOOL
225. MURUNGARUSECONDARY SCHOOL
226. J. M KARIUKI SECONDARY SCHOOL
227. NDUGIRI SECONDARY SCHOOL
228. MENENGAI HILL SECONDARY SCHOOL
229. ST. JOSEPH'S KIRIMA SECONDARY SCHOOL
230. ST. JOSEPH'S SECONDARY SCHOOL
231. NAIVASHA GIRLS SECONDARY SCHOOL
232. RIGOGO SECONDARY SCHOOL
233. MWICIRINGI SECONDARY SCHOOL
234. NYANJORO SECONDARY SCHOOL
235. MARAIGUSHU SECONDARY SCHOOL
236. MUNUNGA HIGH SCHOOL
237. GITURU SECONDARY SCHOOL
238. KINUNGI SECONDARY SCHOOL
239. NYONDIA SECONDARY SCHOOL
240. LAKE NAIVASHA GIRLS SECONDARY SCHOOL
241. MUNYU SECONDARY SCHOOL
242. GITUAMBA SECONDARY SCHOOL
243. MIRERA SECONDARY SCHOOL
244. MAIELLA SECONDARY SCHOOL
245. NDABIBI SECONDARY SCHOOL
246. MAA-MAHIU SECONDARY SCHOOL
247. KIAMBOGO SECONDARY SCHOOL
250. KARIKA SECONDARY SCHOOL
251. LONGONOT SECONDARY SCHOOL

252. MICHINDA SECONDARY SCHOOL
253. ELBURGON SECONDARY SCHOOL
254. MIANZINI SECONDARY SCHOOL
255. CHANDERA SECONDARY SCHOOL
256. ST MARK'S ELDONO SECONDARY SCHOOL
257. NYAKIAMBISECONDARY SCHOOL
258. TURI SILGWITASECONDARY SCHOOL
259. MOLO SECONDARY SCHOOL
260. MARY MOUNTSECONDARY SCHOOL
261. KAMBALASECONDARY SCHOOL
262. TUMAINI INTEGRATEDSECONDARY SCHOOL
263. CHESINGELESECONDARY SCHOOL
264. TAYARI SECONDARY SCHOOL
265. MUKINYAISECONDARY SCHOOL
266. MONASECONDARY SCHOOL
267. NDERIT MIXED DAY SECONDARY SCHOOL
268. MWARIKI SECONDARY SCHOOL
269. MILIMANI SECONDARY SCHOOL
270. GATUAMBA SECONDARY SCHOOL
271. MAGEREZA ACADEMY SECONDARY SCHOOL
272. KARIMA MIXED SECONDARY SCHOOL
273. MAAI MAHIU MIXEDSECONDARY SCHOOL
274. MAAI MAHIU GIRLSSECONDARY SCHOOL
275. KIAMBOGO SECSECONDARY SCHOOL
276. KIJABE TOWNSHIP SECONDARY SCHOOL
277. GONERNOR SECONDARY SCHOOL
278. NAMUNCHA PEACE SECONDARY SCHOOL
279. NYONJORO SECONDARY SCHOOL
280. NORTH KARATISECONDARY SCHOOL
281. GATAMAIYUM SECONDARY SCHOOL
282. NYAKAIRUSECONDARY SCHOOL

283. NYAMATHISECONDARY SCHOOL
284. RUTERESECONDARY SCHOOL
285. ST ANDREWSSECONDARY SCHOOL
286. RUBIRISECONDARY SCHOOL
287. MOINDABIBISECONDARY SCHOOL
288. PCEA ELBURGONSECONDARY SCHOOL
289. MOTOSECONDARY SCHOOL
290. ST BRENDANSSECONDARY SCHOOL
291. ST JAMESSECONDARY SCHOOL
292. MOLO ACADEMYSECONDARY SCHOOL
293. MOLO HIGHWAYSECONDARY SCHOOL
294. NJENGA KARUME SECONDARY SCHOOL
295. TUMAINI INTERGRATED
296. MOTOSECONDARY SCHOOL
297. BAGARIASECONDARY SCHOOL
298. WANYOROROSECONDARY SCHOOL
299. MOGOONSECONDARY SCHOOL
300. HILLCRESTSECONDARY SCHOOL
301. ST MARYS GIRLSSECONDARY SCHOOL
302. NAIROBI SCHOOLSECONDARY SCHOOL
303. ST JOSEPH KARISECONDARY SCHOOL
304. KEKOPEYSECONDARY SCHOOL
305. GILGIL GARISSONSECONDARY SCHOOL
306. MIKEUSECONDARY SCHOOL
307. HEROESSECONDARY SCHOOL
308. ST JOHN'SSECONDARY SCHOOL
309. KIAMANIASSECONDARY SCHOOL
310. ST ANTONY ENGASHURIASSECONDARY SCHOOL
311. ST MARK'S ELDONIOSECONDARY SCHOOL
312. NAIVASHA DAYSECONDARY SCHOOL
313. LONGONOT TOWNSHIPSECONDARY SCHOOL

314. ELBURGONSECONDARY SCHOOL
315. ELBURGON D.E.BSECONDARY SCHOOL
316. MARIASHONISECONDARY SCHOOL
317. LAWINASECONDARY SCHOOL
318. SOKOROSECONDARY SCHOOL
319. KIAMBALA SECONDARY SCHOOL
320. MAHIGASECONDARY SCHOOL
321. KIANJOYASECONDARY SCHOOL
322. TINET KAPKOISECONDARY SCHOOL
323. MUKUTANIOSECONDARY SCHOOL
324. KIPTARAGON SECONDARY SCHOOL
325. OLENGURUONE TOWNSHIPSECONDARY SCHOOL

**Appendix IV: Letter from the Graduate School**

**EGERTON**

Tel/Fax: 254-51-2217620  
254-51-2217677  
254-51-2217634  
Dir line/Fax: 254-51-2217647  
Cell Phone



**UNIVERSITY**

P.O. Box 536 - 20115  
Egerton, Nyanza, Kenya  
Email: [egys@egerton.ac.ke](mailto:egys@egerton.ac.ke)  
[www.egerton.ac.ke](http://www.egerton.ac.ke)

**OFFICE OF THE DIRECTOR, GRADUATE SCHOOL**

Ref: CD11/62505/14

Date: 25<sup>th</sup> July, 2019

Mr. Dave Kipkemoi Bowen  
Dept. of Business Administration  
Egerton University,  
P. O. Box 536,  
**EGERTON.**

Dear Mr. Bowen,

**RE: CORRECTED PROPOSAL**

This is to acknowledge receipt of two copies of your corrected proposal entitled **"High Commitment Work Practices, Psychological Contracts and Turnover Intention of Government Employed Public Secondary School Teachers in Nakuru County, Kenya."**

You are now at liberty to commence your fieldwork. However note the following: -

1. You must register each semester.
2. Pay your fees every semester.
3. Submit progress reports every four (4) months (Masters) or six (6) months (PhDs). Without this, your thesis/project will not be accepted. Forms are available at the Board.
4. You are expected to publish one (1) paper (Masters) or two (2) papers (PhD) in peer-reviewed journal and present them before issuance of "Intent to Submit Thesis/Project" form by the Board.

I thank you.

Yours sincerely

  
**Prof. Nzula Kitaka**

**DIRECTOR, BOARD OF POSTGRADUATE STUDIES**

c.c. Data, Commerce  
COD, Business Administration  
Supervisors

M/ps



*"Transforming Lives Through Quality Education"*

**Appendix V: Letter of Research Authorization from the Ministry**

**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION**

Telegrams: "EDUCATION",  
Telephone: 051-2216917  
When replying please quote  
Email: [cdenakurucounty@gmail.com](mailto:cdenakurucounty@gmail.com)  
Ref. CDE/NKU/GEN/4/1/21 VOL.II/157



**COUNTY DIRECTOR OF EDUCATION**  
**NAKURU COUNTY**  
**P. O. BOX 259,**  
**NAKURU.**

16<sup>th</sup> December, 2019

TO WHOM IT MAY CONCERN

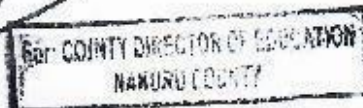
**RE: RESEARCH AUTHORIZATION - DR. DAVE BOWEN**  
**PERMIT NO. NACOSTI/P/19/2341**

Reference is made to letter NACOSTI/ P/19/2341 dated 23<sup>rd</sup> October, 2019.

Authority is hereby granted to the above named to carry out research in Nakuru County on the topic: *High commitment work Practices, Psychological Contracts and Turnover Intention of Government Employed Public Secondary School Teachers In Nakuru County, Kenya*: For the period ending: *29/ 11/2020*.

Kindly accord him the necessary assistance.

**Akoko Okayo**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**NAKURU**





Copy to:

- ✓ Egerton University



Appendix VI: Research Permit

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **538035** Date of Issue: **23/October/2019**

**RESEARCH LICENSE**




**This is to Certify that Dr. Dave Bowen of Egerton University, has been licensed to conduct research in Nakuru on the topic: HIGH COMMITMENT WORK PRACTICES, PSYCHOLOGICAL CONTRACTS AND TURNOVER INTENTION OF GOVERNMENT EMPLOYED PUBLIC SECONDARY SCHOOL TEACHERS IN NAKURU COUNTY, KENYA for the period ending : 23/October/2020.**

License No: **NACOSTI/F/19/2341**

**538035**  
Applicant Identification Number

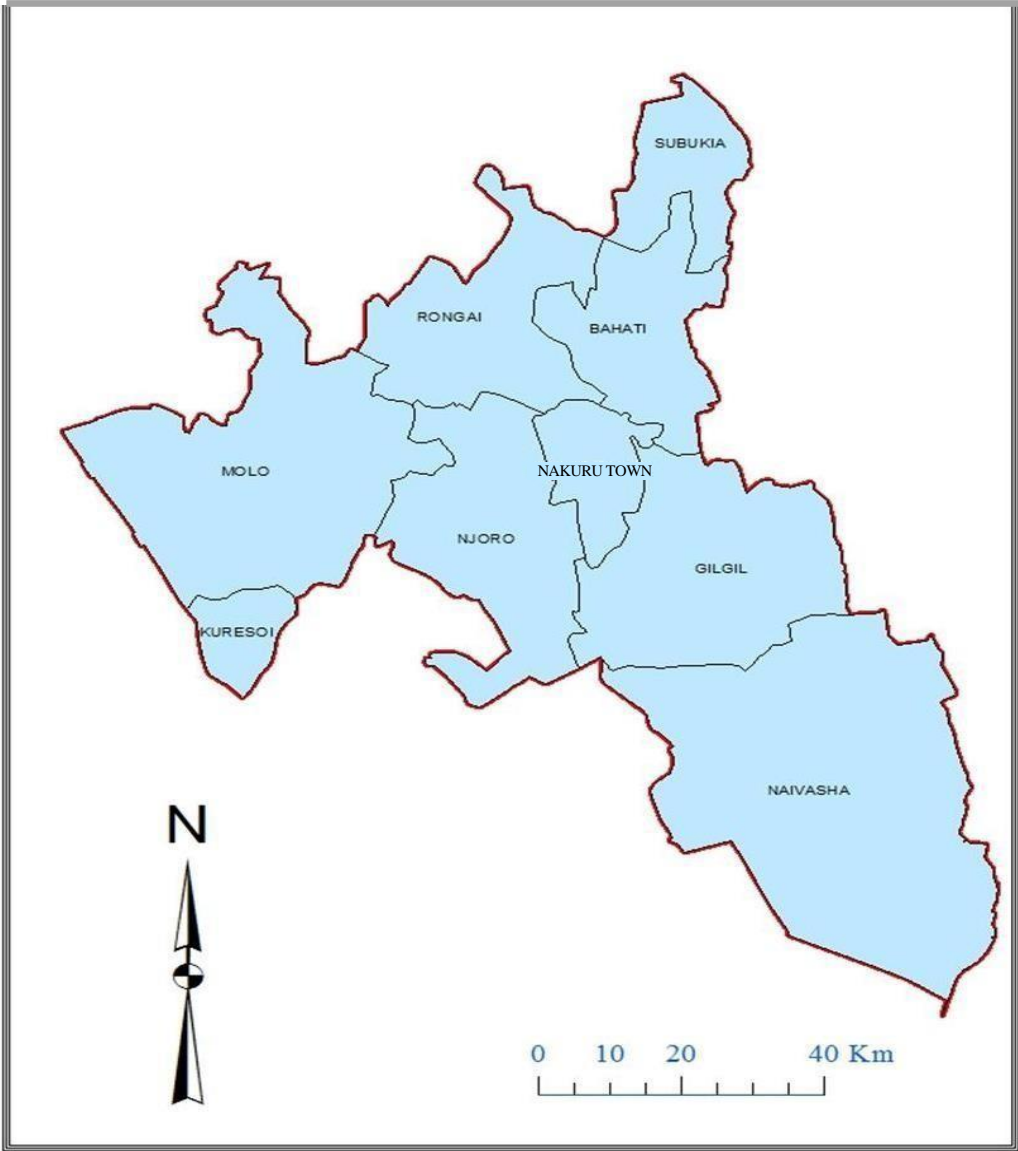
  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.**

**Appendix VII: Nakuru County Administrative map**



**Source:** Nakuru County Integrated Development Plan [NCIDP] (2013).

## Appendix VIII: Publication Abstracts

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

**Dave Bowen**

Ph.D. Student Department of Business Administration, Egerton University, Kenya

**Dr. Dinah J. Kipkebut**

Senior Lecturer, Department of Business Administration, Egerton University, Kenya

**Dr. Simon Kipchumba**

Senior Lecturer, Department of Business Administration, Egerton University, Kenya

**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*

## Effect of High Commitment Work Practices on Intentions to Turnover among Secondary School Teachers in Nakuru County, Kenya

Dave Bowen

PhD student Department of Business Administration, Egerton University, Kenya  
Email: tbowenza@yahoo.com

Prof. Dinah J. Kipkebut

Associate Professor, Department of Business Administration, Egerton University, Kenya  
Email: jerutodiana@gmail.com

Dr. Simon Kipchumba

Senior Lecturer, Department of Business Administration, Egerton University, Kenya  
Email: kipchumba7@gmail.com

### Abstract

Teachers are the main pillars for the school success and performance. Teachers who are effective 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 the factors likely to influence teachers' intentions to turnover. Therefore, the main objective of this study was to determine the effect selected High Commitment Work Practices (HCWP) 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