

## Impact investigation of organizational commitment on intention to leave of public secondary school teachers in Tanzania

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### Abstract

This study captures part of the product of larger survey conducted in three public secondary schools (S1, S2 and S3) in Dodoma, Tanzania. It aimed at investigating factors contributing to teachers intention to leave; and the relationship between organizational commitment dimensions (affective, normative and continuance) and intention to leave. Further, the study determined levels of teachers' commitment and intention to leave while examining the impact of demographic factors on intention to leave levels. Employing survey method, data were collected using questionnaire on random sampled teachers (n= 127, response rate 88%). It was agreed between researchers and school administration that school names should not appear in publication. Results revealed teachers had low affective commitment, moderate continuance commitment, very low normative commitment and high intention to leave which may be executed into actual behavior next year. Organizational commitment dimensions had significant negative relationship with intention to leave. Though, normative commitment did not show unique contribution, affective and continuance commitment showed significant and unique contribution on teachers' intention to leave while continuance commitment being stronger predictor. Except for younger teachers who reported higher intention to leave, other demographic factors did not indicate significant statistical differences on intention to leave. Implications relevant to school managers, educational stakeholders and Government were discussed as well.

**Keywords:** Tanzania, Organizational commitment, Intention to leave, Affective commitment, Normative commitment, Continuance commitment

### 1. Introduction

The question of employee turnover has come to gain greater attention especially in this 21<sup>st</sup> century where Organizations all over the world, in various industries, have faced this problem at some stages of their evolution (Zahra et al 2013). Hitherto, organizational studies suggest that intentions to leave are important for organizations and researchers because once people have actually implemented the behavior to quit; there is little likelihood of gaining access to them to understand their prior situation (Juhdi et al 2011). Basing on its importance and consequences to the organizations, several studies have devoted to examine the impact of several factors eg *affective, continuance, normative commitment* (e.g Moynihan et al 2000; Meyer et al 2002; Yücel 2012; Guntur et al 2012), *Age* (e.g Hemdi and Rahim 2011; Khatri et al 2009; Lee 2013; Aquino et al, 1997; Benjamin et al 2012; Burke 1994), *Gender* (e.g El-Jardali et al 2009; Lischshinsky 2009; Suadicani et al 2013), *Education* (e.g Rambur 2003; Sousa-Poza and Henneberger 2012; Choong et al 2013) on intention to leave. Partly, this list of studies tells the extent to which studies on intention to leave have been documented. Nevertheless, almost all studies have been done beyond Tanzanian boundary creating geographical and cultural gap (Bar-Hayim and Berman, (1992); Bae and Chung 1997) that this study seeks to fill. Indeed, education sector retention ability in Tanzania especially public secondary schools is grossly low. This manifest itself on the fact that teachers are recruited on annual basis and enrolled in teachers training colleges on annual basis as well; yet teachers vacancies have never filled and teachers requirement in both quality and quantity balloons. Simply put, the reason behind is that, teachers do not stay in the teaching cadre (Kavenuke 2013) and further, teachers view the decision to enter teaching by now as being related to 'a sink or swim' experience (Smith and Ingersoll 2004). Traditionally, the government has attempted to solve turnover problems by increasing recruitment efforts but this traditional strategy has never granted desired outcomes and as the result, teachers turnover still persist while teachers vacancies in public secondary schools expand. The persistence of this situation suggests lack of knowledge on the predictors of intention to leave teaching job that could help setting of relevant strategies to the problem. To fill this knowledge gap therefore, this study examined organizational commitment and intention to leave levels in public secondary school teachers. Then, it investigated the impact of organizational commitment forms (affective, continuance and normative commitment) on teachers' intention to leave. Also, it compared the

impact of selected demographic factors on teachers' intention to leave hoping that it is going to be of help to educational managers in setting proper retention strategies in an attempt to curb teachers' potential turnover problems.

## 2. Literature review

### 2.1 Organizational Commitment

Organizational commitment is the relative strength of an individual's identification with and involvement in a particular organization (Mowday et al 1982). Against this understanding, Mowday et al 1982 suggest that, organizational commitment is characterized by *first*, a strong belief in and acceptance of the organization's goals and values; *second*, a willingness to exert considerable effort on behalf of the organization; and *third*, a strong desire to maintain membership in the organization. The construct of organizational commitment has once in a while received extra attention in organizations because of the negative relationship between absenteeism, employee turnover and organizational commitment (Kuruuzum et al 2008:4). Likely, Organizational commitment is generally assumed to reduce abandonment behaviours, which include tardiness and turnover (Lumley et al 2011:105). Preceding researches confined organizational commitment on individuals' affective attachment to the organization, yet, it has a number of facets that influence organizational outcomes (Eslami 2012:85). Says, Hulin, organizational commitment is a construct that seeks to explain consistencies involving attitudes, beliefs and behavior; involves behavioral choices and implies a rejection of feasible alternative courses of action (Hulin, 1991:488). As Meyer and Allen (1991) illustrated, organizational commitment can be described basing on the three-component model of organizational commitment namely affective, continuance and normative commitment. According to Allen and Meyer (1990), Affective commitment, define the feelings of belonging and sense of attachment to the organization; it has been related to personal characteristics, organizational structures, and work experiences, such as pay, supervision, role clarity, and skill variety. Hitherto, Continuance commitment covers perceived costs of leaving, both financial and non-financial and perceived of lack of alternatives. Conversely, normative commitment refers a feeling of obligation towards continued employment.

### 2.2 Intention to leave

Turnover models have been extensively studied, and scholars have provided strong support for the proposition that behavioral intentions (intention to leave) are the most immediate determinant of actual turnover (Igharia and Greenhaus, 1992). A turnover intention is a mental decision prevailing between an individual's approach with reference to a job whether to continue or leave the job (Jacobs and Roodt, 2007). In other words, it represents conscious and deliberate willingness to leave the organization (Tett and Meyer, 1993). Relevant to this study, management and psychology fields have explored turnover and turnover intention (as dependent variables) in association with organizational commitment ie affective, continuance and normative commitment (Sturman et al 2006), age (Hellriegel and White, 1973; Martin, 2007:52), gender (Lum et al., 1998; Marsh and Mannari, 1977; Martin, 2007:55), education (Martin, 2007:56). This study took into considerations the impact of all three elements of commitment as proposed by Meyer and Allen 1990 in one hand, and personal characteristics namely age, gender and education in the other.

### 2.3 Intention to leave in Tanzania

The world of academic research has witnessed few studies published concerning impacting factors on intention to leave originating from Tanzanian organizations. Of late, some of the previous studies have focused on turnover behavior as opposed to intention to quit (Kavenuke 2013 and Bennell et al 2005), and others focused on comparing Tanzanian employees intention to leave with other African countries falling under Southern African Development Community- SADC (HSSE 2011 and Blaauw et al. 2013). Deploying documentary search method, Kavenuke 2013 found Tanzanian teachers do not stay in the teaching cadre and proposed some mechanism to retain them. Again, Bennell et al (2005) claimed high level of teacher turnover in primary schools in Tanzania where they discovered that almost one in five teachers at the rural survey schools had left in the years before 2005. On the other hand, Health Systems Strengthening for Equity (HSSE 2011) found clear, consistent evidence across the data from the three countries (Tanzania, Malawi and Mozambique) showing that satisfaction with supervision mediated the relation between supervision type and the intention to leave one's current position. Likewise, Blaauw et al (2013) found statistically significant differences in health workers intention to leave between the three countries (Tanzania, Malawi and South Africa) where South Africa displayed highest level of intention to leave and Tanzania displayed lowest level among participant countries. So far, these studies concentrated on intention to leave as an individual construct or predictors other than organizational commitment

and teachers characteristics creating an empirical gap. Certainly, turnover is an issue of concern not only in education sector but across organizations regardless of the sector.

#### *2.4 Dimensions of organizational commitment as predictors of intention to leave*

DeConinck and Bachmann (2011) investigated the impact of organizational commitment on employees' intention to leave involving marketing managers. It was concluded in this study that higher levels of organizational commitment lead to lower levels of intention to leave among marketing managers. Yet, Maheshwari and Maheshwari (2012) determined the impact of organizational factors, attitude factors and organizational commitment which are responsible for creation of turnover intentions amongst the faculty members. Maheshwari and Maheshwari (2012) hypothesized that Organizational Commitment is negatively associated with turnover intention and found as organizational commitment increases, turnover intention decreases suggesting inverse relationship. Hitherto, Hussain and Asif (2012) investigated the impact of organizational commitment and perceived organizational support on the turnover intention of Telecom employees by hypothesizing construct variable organizational commitment inversely related to turnover intentions. The results supported the hypotheses indicating higher employee organizational commitment; lessen intention to leave behavior (Hussain and Asif 2012). Thus far, Jyoti (2013) measured the impact of Organizational climate on job satisfaction, job commitment and intention to leave applying factor-wise effect of Organizational climate and job satisfaction on job commitment and intention to leave. In particular, Jyoti (2013) hypothesized "Organizational climate, job satisfaction and job commitment are inversely related to intention to leave" and apparently study results confirmed the hypotheses. Likely, it is suggested here that, improving organizational commitment among employees reduces likelihood of intention to leave and vice versa. Likewise, employees committed to their jobs feel more committed to stay and, of course, less intent to leave. So far, it is amid fair to conclude, that there exist a relationship between organizational commitment and intention to leave as evidenced by preceding literature; further the relationship is inverse.

### **3. Hypotheses development**

#### *3.1 Organizational commitment dimensions and intention to leave*

Moynihan et al (2000) found continuance commitment to be significant predictor of organizational commitment thus supporting negative relationship between the two variables. However, in the same study, Moynihan et al (2000) found, affective and normative commitment were not significantly related to intention to leave. Thus far, Meyer et al (2002) established that all three forms of commitment (affective, normative and continuance commitment) related negatively to withdrawal cognition and turnover intention while affective commitment had the strongest impact. Simply put, it proposes intention to leave decreases as the three forms of commitment increases among employees. Suffice here to say, Yücel (2012), asserted that employees affective, normative and continuance commitment are inversely related with intention to leave an organization suggesting negative influence of three commitment types (affective, normative and continuance) on employee intention to leave. Still, Guntur et al (2012) discovered that affective, continuance and normative commitments had a simultaneously negative significant effect on turnover intentions of employees. Yet, affective commitment had dominant effect on the employees' turnover intentions. Hitherto, continuance commitment had no significant effect on turnover intentions of the same employees. Credibly, some of these findings claim increase of affective, continuance and normative commitments gave a negative effect on turnover intentions of the said employees. We therefore propose the following hypotheses

H<sub>1</sub>: there is a significant and negative impact of high affective commitment on turnover intentions

H<sub>2</sub>: there is a significant and negative impact of high continuance commitment on turnover intentions

H<sub>3</sub>: there is a significant and negative impact of high normative commitment on turnover intentions

#### *3.2 Age*

Results on the study pertaining to the effect of Psychological Contract and Affective Commitment on Turnover Intentions suggest age significantly explain intention to leave while younger respondents displaying more intention to leave than older counterpart (Hemdi and Rahim 2011). However, Study concerning investigation of intention to leave using causal factors showed no evidence that younger employees have greater intention to quit than older ones (Khatri et al 2009). Indeed, age in this case was considered unimportant in predicting intention to leave. Yet recently, study on determinants of turnover intention across public agencies discovered that older workers are more likely to think leaving their workplace than younger workers registering a huge setback to traditional tendency that younger workers are more likely to leave their workplace than older workers (Lee 2013). Even so, on the other hand, Studies on predictors of intention to leave current jobs indicate high turnover

intention among young employees compared with older employees (Aquino et al, 1997; Benjamin et al 2012; Egu et al 2011; Mfaume 2012). Quoting Burke (1994), younger employees are more entrepreneurial and more accepting new psychological contract of employment that increases their mobility intent. Thus far, we propose hypothesis

H<sub>4</sub>: There will be differences in intention to leave between young, middle aged and old teachers.

### 3.3 Gender

Study on the intent of employee to quit and impact of job satisfaction on intent to quit suggested that employees with intent to leave are more likely to be men but these findings could be true for those intending to leave beyond national boundaries (El-Jardali et al 2009). Nevertheless, study on identifying factors that may reduce employee' intent to leave, found male-female distinction in intention to leave scores. Indeed, male tended to feel more intention to leave than females particularly when distributive justice was low (Lischshinsky 2009). Yet, results on study concerning the impact of job satisfaction on intention to quit showed no significant sex differences between those who wanted to quit indicating that quitting intention had nothing to do with an employee being male or female (Suadicani et al 2013) Then, the following hypothesis is proposed

H<sub>5</sub>: There will be differences in intention to leave between males and female teachers.

### 3.4 Education

Challenges to retain highly educated staff have been reported in several studies. For example, Rambur (2003) found differences in intention to leave vary with education attainment and that highly educated staff display more intention to leave than lower counterpart. In congruence, Sousa-Poza and Henneberger (2012) obtained significant positive effect for the level of education on intention to leave in that Intention to leave increases with education. Still, study on Impacts of Demographic Antecedents toward Turnover Intention indicated no significant difference from educational levels towards turnover intention (Choong et al 2013). However, more educated respondents displayed slightly higher level of intention to leave as compared to lower ones suggesting more likelihood in intention to leave among highly educated employees. We thus far suggest hypothesis

H<sub>6</sub>: There will be differences in intention to leave between non degree holder and degree holder teachers.

### 3.5 Location

Along with other organizational constructs such as organizational commitment, studies report the influence of demographic characteristics on employee intention to leave (Cortese 2012). According to Shah et al (2010), location of an organization (city or non-city) may influence intention to leave current organization. Nevertheless, other studies indicate location had not found to be a predictor of intention to leave among urban, small-town, and rural employees (Aguiniga et al 2012). Similarly, Olusegun (2013), suggested no significant difference in the turnover intentions of the Library Personnel by their place of work. Thus results on the influence of location on intention to leave have not been consistent. We therefore propose

H<sub>7</sub>: There will be differences in intention to leave between urban, semi-urban and rural teachers.

## 4. Methods

### 4.1 Sample, Data and Ethical issues

This study was conducted as part of a large survey conducted in three public secondary schools (S1= Urban area, S2= Semi-urban area and S3= Rural area) in Dodoma, Tanzania. It was agreed by researchers' and schools that school names should not appear in papers and therefore S1, S2 and S3 will appear instead. The selection of the region (Dodoma) was purposive on the basis of its poor performance in the National Form Four Exam for the year 2008 – 2010 (URT 2008; URT 2010) while selection of schools (also purposive) was based on having mixture of school location in the study. Prior commencement of the survey study, relevant research ethics were sufficiently taken care of. For example permission to conduct research in selected schools and permission to use Minnesota Satisfaction Questionnaire (MSQ) was asked and offered in writing. Addressing the issue of scale validity, a sample of questionnaire was sent to Human Resource Experts in the department of Research, Consultancy and Short course of Local Government Training Institute Dodoma, Tanzania to assess the degree to which scales in the instruments measured what it was supposed to measure. Independently, three experts validated the instrument and offered some recommendations which were utilized to make minor modifications of the wording in some scales. Thereafter, all teachers in three schools were invited (using key informant in each school) to participate in the study using "instant invite and questionnaire take" technique. 117 questionnaires (70 for S1, 22 for S2 and 25 for S3) were accepted by potential respondents creating a final sample of 117 teachers

out of 127 total number of teachers in the three schools under the study. Response rate was 88% of the respondents following return of 103 filled questionnaires. Face to face interview with head teachers of the three schools was conducted to have some few clarifications relevant to the study.

## 4.2 Variable measurement

### 4.2.1 *Affective, Continuance and Normative Commitment*

Organizational commitment forms were measured by Organizational Commitment Questionnaire abbreviated OCQ (Meyer and Allen 1997). The use of OCQ in measuring organizational commitment forms was purposive accompanied by two fold reasons. That, the study needed an instrument that could match the multi-dimensional nature of organizational commitment construct (Fields 2002) and also it needed not too long questionnaire as there was more than one data collection instruments. (Yammarino, Skinner, and Childers 1991) as it could affect response rate. Earlier studies (ie Allen and Meyer 1990) reported good internal consistency of organizational commitment scales ie Cronbach alpha coefficient of .87 for affective, .75 for continuance, .79 for normative and .80 for alpha of the questionnaire in general. In this study, Cronbach alpha coefficients were .766 for affective, .70 for normative, .751 for continuance and 0.846 for alpha of general commitment scale. All observed alpha seem to be above or equal to cut off point .70 indicating good internal consistency (Sekaran 2005)

### 4.2.2 *Intention to leave*

Michigan Organizational Assessment Questionnaire-MOAQ (Cumann et al 1979) was used to measure respondents' intention to leave as dependent variable to the study. MOAQ was chosen on account of the study having more than one data collection instruments where too long instrument could negatively impact response rate (Yammarino, Skinner, and Childers 1991). Respondents rated their agreement with intention to leave scale on a 5-Likert scale starting from 1= strongly disagree to 5=strongly agree. Good internal consistency alpha was reported earlier study ie Cronbach alpha coefficient of .90 (Feng and Angeline 2010:429). This study reported Cronbach alpha coefficient of .86 which is sufficiently larger than .70 which in obvious ways, suggest good internal consistency (Nunnally 1978)

## 3.3 Data analysis

Data was analyzed using SPSS Version 19 where descriptive and inferential results were obtained to draw conclusions for the study. In data processing, preliminary analyses were conducted to get rid of potential violation of important model assumptions for instance, normality, linearity, homoscedasticity and multicollinearity. Prior analysis of the data, items number 3, 4 and 6 in affective commitment were first reversed so that they sit proper with the model (originally reversed to reduce response bias). Then, item number 1 (one) in normative commitment was also reversed on account of the same reason as in affective commitment. Descriptive statistics were obtained to uncover organizational commitment and intention to leave levels in public secondary school teachers. Likewise, Pearson product-moment correlation coefficient analysis was conducted to determine the relationship between intention to leave and organizational commitment forms (affective, normative and continuance commitment). Similarly, Standard multiple regression analysis was done to investigate the impact of affective, normative and continuance commitment on teachers intention to leave in which strong predictor was identified. Furthermore, independent-sample t-test was conducted to find out whether or not there is difference in intention to leave scores associated with gender and education levels. Equally, one-way between-groups analysis of variance was conducted to determine whether or not there were differences in intention to leave scores based on age groups. For mean scores interpretation purpose, the study adopted interpretative scale proposed by Walsh (1981) in that mean scores ranging from 1.5 or less = strongly disagree (very low), 1.51-2.50 = Disagree (low), 2.51-3.49 = Neutral/Moderate/Medium, 3.50-4.49 = Agree (High) and 4.5 or greater = Strongly Agree (Very high). Interpretation of correlation results (0-1), followed Cohen (1988) guideline in that  $r = 0.1$  to  $0.29$  (small correlation),  $r = 0.30$  to  $0.49$  (medium correlation) and  $r = 0.50$  to  $1.0$  (large correlation). The effect size statistics was measured by eta squared and interpreted using Cohen 1988 guideline ( $0.01$ =small effect,  $0.06$ =moderate effect and  $0.14$ =large effect)

## 5. Results and discussion

### 5.1 *Respondents profile*

The total number of teachers participated in this study was 103 with 46.6% males and 53.4% females turning up as respondents who managed to return completed questionnaires. About 50.5% had age  $\geq 35$  years, 31.1% had age between 35 – 40 years and 18.4 had age  $\leq 40$  years. Large number of respondents was married (66%) and few not married (34%) while 45.6% had educational level below first degree and 54.4% had at least first degree. In

terms of experience, 56.3% had experience  $\geq 10$  years and 43.7 had experience  $\leq 10$  years. At a glance, 59.2% were respondents from urban school (S1), 19.4% from semi-urban school (S2) and 21.4% came from rural school (S3)

Table 1: Respondents profile

| Characteristics            | No. of teachers | Percentage |
|----------------------------|-----------------|------------|
| <b>Sex</b>                 |                 |            |
| Male                       | 48              | 46.6       |
| Female                     | 55              | 53.4       |
| <b>Age</b>                 |                 |            |
| $\geq 35$                  | 52              | 50.5       |
| 35 – 40                    | 32              | 31.1       |
| $\leq 40$                  | 19              | 18.4       |
| <b>Marital status</b>      |                 |            |
| Married                    | 68              | 66.0       |
| Not married                | 35              | 34.0       |
| <b>Education level</b>     |                 |            |
| Non degree                 | 47              | 45.6       |
| At least a degree          | 56              | 54.4       |
| <b>Teaching experience</b> |                 |            |
| $\geq 10$                  | 58              | 56.3       |
| $\leq 10$                  | 45              | 43.7       |
| <b>Location</b>            |                 |            |
| Urban                      | 61              | 59.2       |
| Semi-urban                 | 20              | 19.4       |
| Rural                      | 22              | 21.4       |
| <b>School</b>              |                 |            |
| S1                         | 61              | 59.2       |
| S2                         | 20              | 19.4       |
| S3                         | 22              | 21.4       |

### 5.2 Organizational commitment and intention to leave levels

Public secondary school teachers shown to have low affective (Mean=1.537217), very low normative (Mean=1.453067), and moderate continuance commitment (Mean 2.7864). Further, they shown high intention to leave teaching job (Mean= 4.12297) and perhaps put this intention into actual behavior next year (see Table 2). With regard to affective commitment, employees stay with the organization because they want to stay and it is considered a positive commitment (Meyer and Allen 1991). However, results produced low affective commitment meaning that teachers do not have high level of affective commitment. The reason could be several but one worthy to mention here, would be most teachers enter teaching profession out of necessity and not career of the choice which set difficulties in affective development. Looking at normative commitment, employees remain with the organization because they ought to remain (Meyer and Allen 1991). Nevertheless, the study reported very low normative commitment suggesting that almost there is no strong feeling of obligation to schools and teaching profession in teachers. This state of affairs raises a concern on the level of loyalty teachers have. Lower normative commitment in this case could be caused by perceived lower “what is in there for me” in terms of teachers’ needs and interests. On the part of continuance commitment, employees stay with the organization because they need to, may be on account of few available alternatives and so perceived as less positive commitment (Meyer and Allen 1991). Results exhibit moderate continuance commitment indicating that teachers are aware of alternative employments but hesitant on account of perceived quitting cost. In other words, teachers are concerned with costs associated with quitting and it manifests more in younger teachers. Perhaps the reason could be the saturated labour market and also as opposed to teaching cadre where one may excel regardless of performance level, other employments are characterized with stringent performance evaluation. Lastly, teachers indicated to have higher intention to leave and they may put their behavior into action next year. It could be due to weak retention mechanisms in place to keep teachers in their jobs. Thus far, results are in line

with Mkumbo (2012) who found teachers' commitment in teaching profession (in Tanzania) is devastatingly low, with the majority of teachers expressing that they did not choose the teaching profession as their choice, but were compelled by the easiness to get the job and lack of qualifications to join other professions of their liking and choice. Perhaps, this scenario may be associated also with unresolved teachers needs and interests that have put in place skeptical relationship with the government (including once in a while strike threats). But again teachers concerns might have gone unresolved for too long and this signals they have lost hope as it was uncovered in the interview with head masters of the three schools.

Table 2: Organizational commitment and Intention to leave levels

| ORGANIZATIONAL COMMITMENT |                 |         | INTENTION TO LEAVE        |                 |         |
|---------------------------|-----------------|---------|---------------------------|-----------------|---------|
| SCALE                     | MEAN            | SD      | SCALE                     | MEAN            | SD      |
| <b>Affective</b>          |                 |         | <b>Intention to leave</b> |                 |         |
| Q1 AC                     | 1.3398          | .53419  | Q1IL                      | 3.8544          | 1.05168 |
| Q2 AC                     | 1.3010          | .57454  | Q2IL                      | 4.2427          | .93375  |
| Q3 AC                     | 1.6408          | .82669  | Q3IL                      | 4.2718          | .97210  |
| Q4 AC                     | 1.6990          | .89481  | <b>Mean</b>               | <b>4.122967</b> |         |
| Q5 AC                     | 1.4854          | .68405  |                           |                 |         |
| Q6 AC                     | 1.7573          | .91251  |                           |                 |         |
| <b>Mean</b>               | <b>1.537217</b> |         |                           |                 |         |
| <b>Normative</b>          |                 |         |                           |                 |         |
| Q1 NC                     | 1.8738          | .80049  |                           |                 |         |
| Q2 NC                     | 1.3883          | .50938  |                           |                 |         |
| Q3 NC                     | 1.3301          | .63227  |                           |                 |         |
| Q4 NC                     | 1.4660          | .80215  |                           |                 |         |
| Q5 NC                     | 1.3010          | .57454  |                           |                 |         |
| Q6 NC                     | 1.3592          | .62394  |                           |                 |         |
| <b>Mean</b>               | <b>1.453067</b> |         |                           |                 |         |
| <b>Continuance</b>        |                 |         |                           |                 |         |
| Q1 CC                     | 3.8058          | 1.07611 |                           |                 |         |
| Q2 CC                     | 2.7670          | 1.59167 |                           |                 |         |
| Q3 CC                     | 1.4272          | .61996  |                           |                 |         |
| Q4 CC                     | 3.3495          | 1.39121 |                           |                 |         |
| Q5 CC                     | 3.7767          | 1.38573 |                           |                 |         |
| Q6 CC                     | 1.5922          | .85677  |                           |                 |         |
| <b>Mean</b>               | <b>2.7864</b>   |         |                           |                 |         |

### 5.3 correlation and regression results

#### 5.3.1 Correlation results

Pearson product-moment correlation coefficient results indicated moderate correlation between intention to leave and both total affective commitment ( $r = -.453, n=103, p < .05$ ) and normative commitment ( $r = -.433, n=103, p < .05$ ). Also, there was large correlation between total continuance commitment and total intention to leave ( $r = -.517, n=103, p < .05$ ) with higher affective, normative and continuance commitment associated with lower intention to leave. Hence  $H_1, H_2$  and  $H_3$  were supported. These results are in line with preceding results that asserted inversely relationship between organizational commitment forms (affective, normative and continuance commitment) and intention to leave (eg Meyer 2002 and Yucel 2012). It is suggested in these results that, if teachers acquire higher commitment to the organization, they would prefer to stay with the current organization. It is apparent also that if organizational commitment falls short in teachers, thinking for exit doors start looming.

Table 3: Correlation Results

| S/N | Variables              | 1      | 2       | 3       | 4 |
|-----|------------------------|--------|---------|---------|---|
| 1   | Affective commitment   | 1      |         |         |   |
| 2   | Normative commitment   | .722** | 1       |         |   |
| 3   | Continuance commitment | .417** | .479**  | 1       |   |
| 4   | Intention to leave     | .453** | -.433** | -.517** | 1 |

\*\* P<0.01

### 5.3.2 Regression results

Standard multiple regression results in Table 3 showed study model was statistically significant ( $F = 16.883$ ,  $p < 0.05$ ). On the other hand, independent variables (affective, normative and continuance commitment) explained 33.8% variance in teachers intention to leave ( $R^2 = .338$ ) which is quite significant amount. Affective commitment ( $\beta = -.237$ ) and continuance commitment ( $\beta = -.380$ ) showed statistically significant and negative contribution at  $p < 0.05$  on teachers intention to leave where continuance commitment was the strongest predictor. However, normative commitment ( $\beta = -.080$ ) showed statistically insignificant contribution at  $p > 0.05$ . It is deduced from the results that teachers tend to think leaving teaching profession by other reasons (eg affective and continuance commitment etc) but not due to normative commitment. The reason behind normative commitment insignificant contribution in intention to leave may be negligence of responsible authorities in investing on teachers as valuable resources with the purpose of winning teachers moral obligation to stay. So teachers may not be aware that other institutions in labor market can invest in them for instance professional development opportunities for them to feel obligations to stay in respective organizations.

Table 4: Regression Results

| Predictors                    | Beta   | Sig. |
|-------------------------------|--------|------|
| Affective commitment          | -.237  | .049 |
| Normative commitment          | -.080  | .517 |
| Continuance commitment        | -.380  | .000 |
| <b>R<sup>2</sup></b>          | .338   |      |
| <b>Adjusted R<sup>2</sup></b> | .318   |      |
| <b>F</b>                      | 16.883 | .000 |

Dependent variable: Intention to leave

## 5.4 ANOVA Results

### 5.4.1 Age

A one-way between-groups analysis of variance indicated that there was a statistically (see table 5) significant difference at the  $p < 0.05$  level in intention to leave for the three age (35 and younger; between 35 and 40; 40 and above) groups [ $F(2, 100) = 38.67$ ,  $p = 0.00$ ]. Also, the actual difference in mean scores between the groups was quite large ( $\eta^2 = 0.436$ ). Further, according to Post-hoc comparisons using the Tukey HSD test, it indicated that the mean scores for all groups was significantly different from each other, that is Group 1 ( $\geq 35$  years) = ( $M = 13.83$ ,  $SD = 1.12$ ); Group 2 (35 – 40 years) = ( $M = 11.84$ ,  $SD = 2.80$ ) and Group 3 ( $\leq 40$  years) = ( $M = 9.26$ ,  $SD = 2.18$ ). Then,  $H_4$  was perfectly supported. It is deduced from the study that younger teachers are more likely to think quitting than older ones due to several reasons. The major reason could be, they have little to lose in terms of benefits associated with long service and perhaps working environment does not sufficiently respond to their needs. Results are in line with previous studies which concluded younger employees are likely to leave their position because they have little to lose (eg pensions) as compared to old ones (Aquino et al, 1997; Egu et al 2011; Mfaume 2012; Lee 2013).



Table 5: Analysis of Variance for Intention to Leave by Age

|                | Sum of  | Mean squares | df      | squares F | Sig.  | Eta   |
|----------------|---------|--------------|---------|-----------|-------|-------|
| Between Groups | 302.635 | 2            | 151.318 | 38.666    | 0.000 | 0.436 |
| Within Groups  | 391.345 | 100          | 3.913   |           |       |       |
| Total          | 693.981 | 102          |         |           |       |       |

#### 5.4.2 Gender

An independent-sample t-test results (table 6) showed there was significant difference in the mean scores on intention to leave ( $p < 0.05$ ) on gender basis. Conversely, the effect size ( $\eta = 0.044$ ) suggest no significant difference in scores for males ( $M = 11.7708$ ,  $SD = 3.01231$ ) and females [ $M = 12.8909$ ,  $SD = 2.08764$ ;  $t(82.104) = -2.162$ ,  $p = 0.03$ ]. In this case  $H_5$  was not supported. Results confirmed earlier studies for instance Suadicani et al (2013) who asserted no significant difference between males and females when it comes to intention to leave. The reasons for the result could be so many but some worth to mention would be worn out moral and obligations to stay in teaching profession among teachers. Likewise, results reflects conclusion made by Sinyolo (2007) that teachers' no longer like teaching profession (male and female) and all together therefore invest efforts not to stay in teaching profession (Kavenuke 2013).

Table 6: Analysis of Variance for Intention to Leave by Gender

| SEX    | N  | MEAN    | SD      | F      | Sig. | Sig.2- | T      | t     | Eta    | df |
|--------|----|---------|---------|--------|------|--------|--------|-------|--------|----|
| Male   | 48 | 11.7708 | 3.01231 | 11.786 | .001 | .033   | -2.162 | 0.044 | 82.104 |    |
| Female | 55 | 12.8909 | 2.08764 |        |      |        |        |       |        |    |

#### 5.4.3 Education

An independent-sample t-test results (table 7) indicated significant difference in the mean scores on intention to leave ( $p < 0.05$ ). The effect size ( $\eta = 0.14$ ) indicated large effect and so significant difference in scores for non-degree ( $M = 13.3830$ ,  $SD = 1.95107$ ) and degree holder teachers [ $M = 11.5179$ ,  $SD = 2.79604$ ;  $t(97.922) = 3.971$ ,  $p = 0.00$ ] with non-degree holders displaying stronger intention to leave than counterpart degree holders. Unexpectedly, results supported  $H_6$ . Consequently, this study counter huge findings that lower education level employees had less intention to leave thinking (Mpokosa and Ndaruhutse, 2008; Rambur 2003; Sousa-Poza and Henneberger 2012) and Choong et al 2013 who suggested no differences based on education levels. The reasons for the results may be associated with the fact that lower educated teachers are also younger ones (diploma and certificate holders) who are principally more entrepreneurs, more aggressive and risk takers in looking for a greener pastures (Burke 1994).

Table 7: Analysis of Variance for Intention to Leave by Education

| SEX        | N  | MEAN    | SD      | F     | Sig. | Sig.2 -T | t     | Eta  | df     |
|------------|----|---------|---------|-------|------|----------|-------|------|--------|
| Non Degree | 47 | 13.3830 | 1.95107 | 9.343 | .003 | .000     | 3.971 | 0.14 | 97.922 |
| Degree     | 56 | 11.5179 | 2.79604 |       |      |          |       |      |        |

## 6.0 Conclusions, implications and limitations

### 6.1 Conclusions

At a glance, this study produced several important findings that may be grouped into three categories namely levels of organizational commitment forms and intention to leave; relationship and contribution of organizational

commitment forms on intention to leave and lastly, the influence of demographic characteristics on teachers intention to leave. Basing on these findings, the following conclusions exhibited in this study:- *First*, the study found low affective, moderate continuance and very low normative commitment in public secondary school teachers. However, the study found high intention to leave which may be executed into actual behavior next year. This may be potential disaster to Tanzanian public secondary schools if solid measures are not going to be in place soon to rectify the situation. The signal for disaster manifest itself on the fact that teachers lack very crucial commitment (affective and normative) while desire to quit is sufficiently high in them. *Second*, organizational commitment forms (affective, continuance and normative commitment) had significant and negative impact on intention to leave. Though, normative commitment did not show unique contribution, affective and continuance commitment showed significant and unique contribution on teachers' intention to leave while continuance commitment being stronger predictor of teachers' intention to leave. *Third*, differences on intention to leave scores were noted where younger teachers showed higher scores than middle and old teachers. No differences in intention to leave mean scores were noted on gender basis, but it manifested on educational levels with lower educated showing higher intention to leave.

### 6.2 Implications

As it has been said earlier in this paper, the Tanzanian Government has once in a while attempted to solve educational sector retention maladies through traditional strategies of expanding enrollments in teachers training colleges and teachers recruitment efforts but in vain. This study perceives proper and sustainable solution would be identifying intention to leave problems (which is a good predictor of turnover) and sorting out predictors of intention to leave in one hand. In the other hand, set strategies to curb intention to leave catalysts (basing on identified predictors) thereby improving retention ability. Due to these study findings, we offer the following implications relevant to the Tanzanian government, educational administrators and educational stakeholders. Since affective, continuance and normative commitment predicted negatively teachers' intention to leave (which was higher); and that they were no more than moderate; designing and institutionalizing improvement strategies are of essence. For example, affective commitment can be improved by restricting teachers' enrollment and recruitment system to higher entry qualifications while offering at least sound and competitive remuneration package. By doing so it is hoped teachers training colleges and recruitment system will carry proper candidates who real wanted teaching career; who in turn will easily develop affective commitment. Says (Guntur et al 2012: 10310), when improvement of affective commitment is sought, it is essential for an organization to pay attention to the psychological need of the employees like the financial aspect. With regard to normative commitment, it should come after addressing entry qualifications and remuneration issues. Then, normative commitment may be improved by deliberate establishment of teaching profession values and embed them in new incumbent. This may be possible through implementation of effective orientation programmes while putting in place strict coaching and mentoring programmes. By doing so, it is hoped that gently new incumbent will develop loyalty (normative) to teaching profession and schools. Like Sullivan and Harper (1996) perfectly mentioned, shared organizational values build loyalty within the organization. In so far as continuance commitment is concerned, it should be improved by creating an environment that influences teachers to stay because they want to. This could be done by restoring teaching profession image in the society by for example, restricting failure and nowhere to go candidates from entering teaching profession as it spearhead teaching profession stigma (curb professional stigma). Also, by putting teachers' incentives and remuneration package at par with other sectors eg law and agriculture. By doing so, it is hoped that teachers will perceive their intention to leave thinking significantly expensive and presence of little equity to restore. The congruent view holds that, normally employees calculate costs and benefits which may impact their thoughts of leaving, and that this calculation influences their behavior over and above their affective reactions to the work or organization (Moynihan et al 2000:21). Looking at differences in demographic characteristics, it implies establishment of policies responsive to vulnerable group needs and interest. For example our findings showed younger and lower educated teachers are the most vulnerable candidates in intention to leave. Having this information, address strategies, ie. Orientation programmes, coaching programmes, mentoring programmes and strong professional development plans may be responsively designed and implemented. As perfectly mentioned by (Alam 2009:134) retention policies should be sensitive to the needs and interest of employees with high risk of leaving, if required/desired output is to be expected.

### 6.3 Study limitations

Despite valuable insight uncovered by this study, it should be read with few limitations. In the first place, data was collected from a single region in Tanzania namely Dodoma region which may limit generalizability within

and beyond Tanzanian boundaries. Likewise, the study was conducted at a single point of time and therefore common source bias may be suspected. However, with inclusion of three schools from different environment (rural, semi-urban and urban), it could register little impact. Probably, in future, larger sample may be opted while comparing several occupational groups at least in Tanzanian boundaries.

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