

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

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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 ANOVA at statistical significance of 0.05. The findings showed that selected HCWP had an effect on turnover intentions of teachers. The results of the study yielded crucial information that may inform the Ministry of Education, Teachers Service Commission, policy makers, board of management and school top managers on important measures to take in order to reduce turn over intentions and eventual turnover among teachers.

Keywords: Intentions to turnover, Teachers, High Commitment Work Practices

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1.0 Introduction

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

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

2.0 Statement of the problem

Teachers in Kenya play a pivotal role in shaping students' future destiny. To play their role effectively, teachers are expected to be highly committed, motivated with their job and have low turnover intention. Also, qualified and experienced professional teachers are expected to be efficient and effective in their work (Oluwakemi & Olukayode, 2015). Their performances are superior to those of teachers who are new in the profession. However, a 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 (KNUT) shows that 76% of teachers in public schools wish to leave the teaching profession (Koech, Tikoko & Chemwei, 2014) which implies that teachers' turnover will continue to rise. Teachers Service Commission records indicate that Nakuru County teachers' turnover rate rose from 11% in 2016 to 15% in 2018. This trend is likely to deprive schools and learners their expertise and experience resulting in poor quality of teaching. From the available relevant literature, there seems to be limited studies which have been carried out focusing on employees' turnover intentions in the education sector especially in secondary school level and those available within Kenya focused more on the actual turnover of teachers (Waititu, 2013; Koech, Tikoko & Chemwei, 2014; Mugo, 2013; Mutune, 2013; Mutune & Orodho, 2013; Chemwei & Koech, 2015). This research therefore seeks to fill this research gap

3.0 Literature Review

This section focuses on reviewing available literature on the variables of this study namely: Intention to turnover and selected high commitment work practices (HCWPs).

3.1 Intentions to turnover

Employee voluntary turnover remains a critical issue for organisations because of its negative implications (Kessler-Ladecki & Catana, 2013). Turnover intention of employees refers to the likelihood of employees leaving their current jobs or organisations (Ngamkroekjoti, Ounprechavanit & Kijboonchoo, 2012). Tett and Meyer (1993) define it as a conscious and deliberate willingness to leave the organization, while Karin & Birgit (2007) refer to turnover intention as voluntary change of companies or plans to leave the labour market altogether. Kumar (2011) state that turnover is a critical human resource issue in all sectors of the economy as it affects productivity, product and service quality, and profitability of an organisation. Murupus & Kipkebut (2015) noted that due to the negative impact of turnover intentions, organizations have to invest a lot of resources on their employees in terms of induction, development and maintenance in order to retain them in their organizations. Lambert & Hogan (2009) and Albaqami (2016) posit that turnover intent 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 so as 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 (Lambert & Hogan, 2009; Bluedorn, 1982). Turnover itself is costly in terms of time and money required to fill positions in the form of recruitment, selection and training costs (Heffernan, 2017). Al-Quraan (2016) in a study on the impact of transformational leadership on organizational commitment in Jordanian banks, found that turnover intention among employees caused massive damage to these organizations, since the human factor in the workplace (employees) is difficult to imitate, and yet continuity and competitiveness of banks in the markets is dependent on the permanence of employees. Further, Nantsupawat et al. (2017) noted that employees who leave their jobs take with them skills and work procedures they have acquired and thus leave their organisations with the problem of smooth flow of work operations. In the education sector, Rahman & Chowdhury (2012) reported that continuous teachers' turnover seriously affects the learners' academic progress and disrupts the teaching-learning process, thus negatively affecting the quality of teaching .

3.2 High Commitment Work Practices

There are many and varied practices that have been used by different research studies that constitute High commitment work practices (Hansen, 2013). After careful consideration and extensive literature review on HCWP 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, participation in decision making, supportive management and reward practices.

3.2.1 Job Autonomy

Hackman & 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. Karasek & Theorell (1990) define job autonomy as the extent to which an employee can determine the pace, sequence and methods needed to accomplish tasks. Dysvik & Kuvaas (2013) found that job autonomy was negatively related to turnover intention. Ngigi & Kipkebut (2014) in a study on the effect of employee demographic characteristics and job characteristics on job satisfaction among employees in commercial banks in Nakuru

Town, Kenya, found that job autonomy had significant positive effect on job satisfaction resulting in low levels of turnover intentions. Ulfat (2017) in a study on the relationship between Job autonomy and turnover intentions among bank employees in Kashmir, found that job autonomy was negatively correlated to turnover intention. This implies that teachers who have job autonomy will be satisfied with their jobs and thus less likely to turnover. Other studies have similarly found that job autonomy had significant negative correlations with turnover intention (Thompson & Proffas, 2005; Humphrey, Nahvngang & Morgeson, 2007).

3.2.2 Training

Training is the use of systematic and planned instruction activities to promote learning (Armstrong, 2010). Due to continuous training, employees become more confident, open to change and supportive to each other (Donovan, 2001). Studies have shown that training has a significant negative effect on turnover intentions of employees (Lee & Bruvold, 2003; Owens, 2006; Rahman and Nas, 2013; Huang & Su, 2016). Employees who are trained develop a reciprocity attitude towards their organization (Gouldner, 1960). However, training offered to employees can sometimes have a negative effect on organizations as it can enhance turnover intentions among employees since training will make them more skilled and more employable in other organizations (Verhees, 2012). Srinivas (2008) found significant positive relationships between employee retention and training practices. Similarly, Kiragu, Kipkebut & Kipchumba (2020) in a study on the effect of talent management practices on retention in Kenyan universities, found that training positively enhanced retention. This shows that organizations which have training policies and practices for employees tend to retain their employees. Aburumman, Salleh, Omar & Abadi (2020) in a study on the impact of human resource management practices and career satisfaction on employee's turnover intention among 394 employees in 25 banks in Jordan, found that training and development had a negative effect on employee turnover intentions. Ramlall (2003) found that insufficient training opportunities forced employees to quit their current employment.

Rahman & Nas (2013) carried out a study on employee development and turnover intention: Theory of Validation in Public universities in Pakistan. The study established that employees' perception of development in their universities predicted turnover intention which implies that satisfaction with development lowered turnover intentions while dissatisfaction with development enhanced intentions to turnover. Nawaz, Siddiquis, Rasheed & Iqbal (2019) found that training had a significant and direct relationship with turnover intention. Similarly, Ndile (2018) found that employee training had a negative influence on turnover intentions of tutors in public teacher training colleges in Nairobi, Kenya.

3.2.3 Participation in Decision Making.

Armstrong (2006) refers to participation in decision making as the inclusion of employees in decision making process in organizations. 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 concerns employees.

Meyer, Stanley, Hersovitch & Topolnytsky (2002) reported that 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. According to Bhati, Nawab & Akbar (2011) employee participation in decision making was a tool designed to increase employee input in managerial decision making process resulting to increase in organisational commitment and reduction in employee intention to turnover. Ham (2018) found that participation in decision making positively influenced job satisfaction and negatively influenced turnover intention. Similarly, Oloo (2016) found that employee participation in decision making enhanced retention of junior staff in the retail market resulting in increased performance and reduced intentions to turnover. Khalid & Nawab (2018) in a study on the effect of employee participation on employee retention and the moderating role of compensation among employees in six industries in Pakistan, found that direct and indirect participation had significant positive correlations with employee retention.

3.2.4. Supportive Management

Management support can be defined as the degree to which management in an organization values its employees and shows care to the employees (Afzal, Ali & Saleem, 2015). Lack of management support can lead to employees' dissatisfaction and turnover intention and eventually actual turnover (Griffeth et al, 2000). Studies have shown that 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 (Eisenberg, Armolis, Rexwinkei, Lynchp & Rhodes, 2001; Khan & Qadir, 2016; Dysvik & Kuvaas (2013). Similarly, Tuzun & Kalemci (2017) in a study on the relationship between organizational and supervisory support and employee turnover intention among 304 full time employed adults working in insurance companies in Turkey, found that employees who received high levels of supervisory and organizational support had low levels of turnover intention as compared to employees who received low levels of supervisory and organizational support who had high levels of turnover intentions. Ngigi & Kipkebut (2014) found that supervisory support had significant positive effect on job satisfaction resulting in low levels of turnover intentions. Zafar (2015) in a study on the consequences of supervisory support on employee retention in Rawalpindi, Pakistan found that supervisory support had significant positive correlations with employee retention. Kiptoon & Kipkebut (2019) in a study on

the effect of hygiene factors on staff retention among employees in commercial banks in Nairobi County, Kenya, found that supervision had significant positive relationship with staff retention. Ilyas, Khan, Zaid, Ali, Razzaq & Khan (2020) found significant negative correlations between supervisory support and turnover intentions.

3.2.5 Reward Practices

Danish & Usman (2010) defines rewards as a system that is used by employers to compensate employees and includes financial and non-financial. According to Armstrong (2010) monetary (financial) rewards include base pay, merit pay, incentives, commission, bonus and healthy allowances while non-monetary (non-financial) rewards include recognition, decision making roles, promotion, flexible working hours and company uniforms among others. Several studies have found that satisfaction with rewards had a negative correlation with employee turnover intention (Albaqami, 2016; Khan & Qadir, 2016; Murupus & Kipkebut, 2015; Kanto, 2013; Bartol & Liu, 2005). Similarly, Mbah & Ikemefuna (2012) reported that satisfaction with the pay resulted in high employee retention and thus low employee turnover intentions.

A study by Ekabu (2019) on the effect of the level of remuneration on turnover intentions among teachers in public secondary schools in Meru County, Kenya found that the level of remuneration had a negative correlation with turnover intention among the teachers. In addition, Suwastawa & Sudibya (2019) found that compensation had a significant, negative effect on turnover intentions, which meant that satisfactory compensation significantly reduced employees' intentions to turnover. Paul & Hung (2018) in a study on human resource management practices and turnover intention: the mediating role of perceived organizational support in tertiary institutions in Nigeria, found that rewards and recognition had significant positive correlations with employee retention. Korir & Kipkebut (2016) in a study on the effect of reward management on employees commitment in universities in Nakuru County in Kenya, found that financial rewards had significant positive effect on organisational commitment resulting in high retention rates and low turnover rates. Contrary to previous studies, Mehmood & Ifikhar-Ul-Hassan (2016) in a study on high commitment compensation practices and employee turnover intention with mediating role of job satisfaction among employees in textile companies in Pakistan, found that high compensation practices had significant positive relationship with employee turnover intentions.

3.3. Relationship between High Commitment Work Practices and intentions to turnover

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. Some studies have reported that the utilization of high performance-high commitment HR practices such as training and development, job security, promotion and communication usually resulted in supportive work environments which were likely to enhance employees' emotional attachment to the organization and thus reduce likelihood of employees to want to quit their jobs (Mowday, 1998; Kehoe & Wright, 2013). Several studies have found negative relationships between high commitment work practices and employee intention to quit (Boselie & Van der Wiele, 2002; Baluch, Salge, & Piening, 2013; Gould-Williams et al., 2013; Kehoe & Wright, 2013; Yamamoto, 2013). Studies have shown that employees who have 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 (Ngigi & Kipkebut, 2014; Raza et al., 2013; Saragih, 2011). Studies have found that employees who are given opportunities for training are more committed to their organizations and thus less likely to turnover (Bartlett, 2001; Kipkebut, 2010; Huang & Su, 2016). 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 positive effect on commitment, retention and performance and thus a negative effect on intentions to turnover. In relation to rewards, Akhtar et al. (2016) found that salary was negatively correlated with turnover intention which means that when dissatisfaction with salary resulted in increase in turnover intention and vice-versa. Similarly, Mendis (2017) found that remuneration and cash incentives had significant negative correlation with intentions to turnover. Studies have found that investment in employee participation in an organization showed better results, high employees' commitment and productivity and lower levels of intentions to turnover (Bhati, Nawab & Akbar, 2011). Other studies have found that participation in decision making increased employee commitment to their organization resulting in lower levels of turnover intention (Fred, 2010). Finally, studies have shown that supervisory support has significant negative effect on turnover intentions (Ngigi & Kipkebut, 2014). Similarly, Iqbal, Hongyun, Akhtar, Ahmad & Ankomah (2020) found that supervisory support played a significant role in reducing turnover intentions of employees.

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

H₀₁: Job Autonomy does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.

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

H₀₃: Participation in Decision Making does not have a significant effect on intentions to turnover among teachers

- in secondary schools in Nakuru County, Kenya.
- H₀₄: Supervisory Support does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.
- H₀₅: Reward does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.
- H₀₆: The combined effect of HCWP (Job autonomy, training, participation in decision making, supervisory support and reward) does not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County, Kenya.

4.0 Methodology

The research design for this study was cross sectional survey design. This study used cross-sectional which collects information from a sample at just one point in time (Fraenkel & Wallen, 2014). Using Nassiuma's (2000) formula a sample of 77 schools from a total of 325 schools in Nakuru County, Kenya was derived. The population of the study was 3452 teachers. A formula by Yamane (1967) was used to derive a sample size of 358 teachers. Stratified random sampling was used to determine the sample size each sub county and thereafter purposive sampling technique was used to select school principals and deputy principals and simple random sampling was used to select schools and the respondents from each of the selected schools. Questionnaires were distributed to teachers and given ample time to fill. A total of 327 questionnaires were filled giving a response rate of 91.3% which was above the recommendation of Mugenda and Mugenda (2010) who recommended that a 50 percent response rate is adequate, a 60 percent response rate is good and a 70 percent and above response rate is very good. Therefore, this study's response rate was over 70 percent hence it was very good and adequate.

Table 1: Summary of demographic characteristics of the respondents

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

Following extensive review of the literature, the questionnaire to collect data for the study was developed and measured on a 5-point likert scale ranging from strongly agree to strongly disagree, where 1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree and 5 = Strongly Agree. The reliability of the study instrument was tested using Cronbach Alpha test and the results showed acceptable reliability coefficients as follows: HCWPs Job autonomy ($\alpha = 0.797$, training $\alpha = 0.844$, participation in decision making ($\alpha = 0.729$), supervisory support ($\alpha = 0.902$) and reward ($\alpha = 0.912$) and intentions to turnover ($\alpha = 0.779$).

5.0 Data analyses and Results

The testing of the study hypotheses was subjected to statistical analysis as shown below. Pearson Correlation analysis was carried out to test Hypotheses One to Five while multiple regression analysis was conducted to test Hypothesis Six.

Results of Pearson Correlation analysis

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

Table 1: Pearson’s Correlation Analysis exploring the relationship between HCWPS and intentions to turnover among secondary school teachers

	Job Autonomy	Training	Participation 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).

H₀₁: Job Autonomy does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.

The results in Table 1 showed that there was a weak, significant negative relationship between job autonomy and intentions to turnover ($r = -0.219$, $p < 0.05$). This suggests that teachers who lacked job autonomy were more likely to turnover while teachers who were satisfied with their job autonomy were more likely to stay in their jobs.

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

The results in Table 1 showed that there was a weak, significant negative relationship between training and intentions to turnover ($r = -0.246$, $p < 0.05$). This suggests that teachers who were more satisfied with training were less likely to turnover while teachers who were dissatisfied with training were more likely to quit their jobs.

H₀₃: Participation in Decision Making does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.

The results in Table 1 shows that participation in decision making had a weak, significant negative correlation with intentions to turnover ($r = -0.202$, $p < 0.05$). This suggests that retention was high among academics who were involved in decision making in their universities or vice versa.

H₀₄: Supervisory Support does not have a significant effect on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya.

The results in Table 1 showed that supervisory support has a weak, significant negative relationship with intentions to turnover ($r = -0.249$, $p < 0.05$). This suggests that teachers who received adequate support from their supervisors were less likely to turnover while teachers who were dissatisfied with support from their supervisors were more likely to quit their jobs.

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

The results in Table 1 showed that there was a weak, significant negative relationship between rewards and intentions to turnover ($r = -0.307$, $p < 0.05$). This suggests that teachers who were more satisfied with their rewards were less likely to turnover while teachers who were dissatisfied with their rewards were more likely to quit their jobs.

ii. Results of multiple regression analysis

H₀₆: The combined effect of HCWP (Job autonomy, training, participation in decision making, supervisory support and reward) does not have a significant effect on turnover intentions of teachers in public secondary schools in Nakuru County, Kenya.

Table 2: Results of regression analysis establishing the effect HCWPs on turnover intentions of teachers
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.341 ^a	.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 ^b
	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

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.844	1.031		14.393	.000
	Job Autonomy	-.027	.032	-.056	-.869	.385
	Training	-.051	.050	-.077	-1.036	.301
	Participation in Decision Making	.011	.038	.022	.282	.778
	Supervisory Support	-.072	.057	-.099	-1.254	.211
	Reward	-.136	.041	-.211	-3.348	.001

a. Dependent Variable: Intention to turnover

The results of the regression analysis in Table 2 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.

The standardised beta coefficients showed that reward was the only significant negative predictor of turnover intentions ($\beta = -0.211$, $p = 0.001$). This implies that satisfactory rewards minimised teachers' intentions to turnover while dissatisfaction with rewards enhanced teachers desire to quit their jobs. On the other hand, the standardised beta coefficients show that job autonomy, training, participation in decision making and supervisory support did not have any significant effect on intentions to turnover among teachers ($p > 0.05$). This implies that job autonomy, training, participation in decision making and supervisory support does not influence teachers' decision to stay or quit their job.

6.0 Discussion of findings

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

Job autonomy: The results showed that there was a significant weak negative relationship between job autonomy and turnover intentions. This shows that employees who have freedom to perform their work with minimal supervision are likely to feel that they are trusted by their organisations resulting in enhanced job satisfaction and minimal intentions to quit their jobs. This is consistent with studies that found that job autonomy had a significant negative correlation with turnover intentions (Thompson & Proffas, 2005; Kim & Stoner, 2008; McKnight, Phillips & Hardgrave, 2009; Dude, 2012; Shahzad, 2016). Dysvik & Kuvaas (2013) found that employee job autonomy influenced employees' intentions to turnover. Similarly, Ngigi & Kipkebut (2014) found that job autonomy had significant positive correlations with job satisfaction resulting in low turnover intentions.

Training: The results of correlation analysis showed that training had a weak significant negative correlation with turnover intention. This implies that employees who were trained by their organisations were less likely to quit their jobs. The results are consistent with previous research studies which found that training was a negative predictor of turnover intentions (Hassan, Razi, Qamar, Jaffr & Suhail, 2013; Rahman & Nas, 2013; Huang & Su, 2016). Ramlall (2003) found that insufficient training opportunity forced employees to quit their current employment. Nguyen & Shao (2019) found that on-the-job training was the strongest negative predictor of intentions to turnover among Vietnamese female employees. According to Nguyen & Shao (2019) on-the-job training activities provided rapid educational advancement leading to high sense of gratitude towards the firm resulting in workers reciprocating by staying with the company. Kiragu et al. (2020) found that training had a significant positive effect on retention among academic staff in universities in Kenya. The results seem to contradict the research findings of Cheng & Waldenberger (2013) and Wen & Chih (2016) who established that training has an influence on turnover intentions.

Participation in decision making: The results found that participation in decision making had a weak significant negative relationship with intentions to turnover. The results are consistent with previous research studies which established that employees participation in decision making in their organizations lowered their intentions to turnover (Bhati et al., 2011; Fernandez, 2012; Murupus & Kipkebut, 2015; Khalid & Nawab, 2018). However, the results contradict the research findings of Kumar (2011), 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.

Supervisory support: The results indicate that supervisory support had a weak significant negative correlation with turnover intentions. This is consistent with studies which found that employees who received support from their supervisors and organizations were less likely to quit their jobs (Nicholas, Swanberg & Bright, 2016; Dupre' & Day, 2017; Tuzun & Kalemci, 2017; Arici, 2018; Kiptoon & Kipkebut, 2019). Ngigi & Kipkebut (2014) found that supervisory support had significant positive effect on job satisfaction resulting in reduced turnover rates. Similarly, Zafar (2015) and Ilyas et al. (2020) found that supervisory support negatively influenced intentions to turnover.

Reward practices: The results showed that rewards had weak significant negative correlation with turnover intentions. These results are consistent with the previous studies which found that pay satisfaction lowered employee turnover intentions (Abdullah, 2011; Kanto, 2013; Albaqami, 2016; Ndile, 2018; Hardianto, Rugaiyah & Rosyidi, 2019; Ekabu, 2019). Weldeyohannes (2013) found that dissatisfaction with financial and non-financial aspects of compensation resulted in high intentions to turnover. Sharew (2017) found that pay and benefits had significant negative correlations with employees' turnover intentions. Similarly, Korir & Kipkebut (2016) found that financial rewards had significant positive effect on organisational commitment resulting in low turnover rates. Kiptoon & Kipkebut (2019) found that salary and remuneration had significant positive effect on retention of bank employees in Kenya. However, the results of this study contradict the research findings of Suwatawa, (2019) who found that employees compensation had a positive and significant effect on turnover intentions.

7.0 Conclusions

The main objective of this study was to determine the effect of selected HCWPs on intentions to turnover among teachers in secondary schools in Nakuru County, Kenya. The results of correlation analysis showed that the selected High Commitment Work Practices namely, Rewards, Participation in decision Making, Job Autonomy, Training and Supervisory Support had significant negative correlations with intentions to turnover among teachers in public secondary schools in Nakuru County, Kenya. This implies that intentions to turnover among teachers reduced when teachers were satisfied with their rewards, training, job autonomy, supervisory support and were involved in decision making. Secondly, the results of multiple regression analysis established that selected HCWPs (namely, job autonomy, training, participation in decision making, supervisory support and rewards) are significant predictors of intentions to turnover with rewards having the strongest negative influence on turnover intentions.

8.0 Recommendations

This study makes several recommendations for the government, Teachers Service Commission (teachers' employer) and top school managers in order to reduce teachers' turnover intentions and eventually actual turnover in schools. The study makes the following recommendations: In order to enhance teachers' retention, the government, Teachers Service Commission (TSC) and school managers should develop policies which emphasize teachers job autonomy, training, participation in decision making, supervisory support and rewards. Secondly, the government and TSC should ensure that teachers are paid competitive salaries and rewards in order to minimise intention so turnover. Thirdly, top school 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 teachers representation in committees dealing with issues that affect them. This will ensure that teachers own the decisions and feel part and parcel of their respective schools resulting in low turnover intentions. Finally, the study recommends that teachers to be provided with opportunities for training which enable them to attain high career growth resulting in enhanced retention.

9.0 Limitations of the study

This study had some of the limitations. Firstly, the study used self-report measures which relied on the honesty of the respondents and their emotional state at the time of filling the questionnaire. Secondly, the respondents were required to respond to questionnaire items based on particular predetermined categories hence limiting the range of their responses. Thirdly, this study falls under cross-sectional research design which means that data was collected at one point in time thus the long term consequences of HCWP on turnover intention could not be established. Lastly, the study targeted public secondary school teachers in Nakuru County. This implies that the findings were generalized with caution to private secondary schools within the County.

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