

Do Teacher Characteristics Influence the Relationship Between School Performance and Quit Intent? Insights from Public Secondary Schools in Nairobi City County

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Abstract

The general objective of this study was to establish the influence of teacher characteristics on the relationship between school performance and quit intent among public secondary school teachers in Nairobi City County. The study employed descriptive cross-sectional survey research design whereby data was collected from teachers sampled across public secondary schools in Nairobi City County. The target population for this study comprised a total of 2048 teachers in the public secondary schools in Nairobi City County. Using purposive sampling, the sample was prorated and picked from 69 public secondary schools in Nairobi City County. The sample comprised 207 respondents. A structured questionnaire was used to collect primary data from the respondents on all the variables. Data on all the indicators, and hence variables, was then analysed guided by the four objectives using linear regression method and descriptive method. The study found that school performance had a significant and negative effect on quit intent among public secondary school teachers. Teacher characteristics had a significant and negative influence on the relationship between school performance and quit intent among public secondary school teachers in Nairobi City County. The study recommends that the Ministry of Education and Teachers Service Commission (TSC) should put in place measures to improve school performance, undertake initiatives to enhance teacher characteristics, create an environment of trust and collaboration to encourage teachers to take ownership of their school's performance. The study recommends that the TSC put a lot more consideration on the characteristics of teachers such as level of education, age and work experience when hiring teachers and progressively. This will ensure that those employed fit in the positions and hence can work in the schools long enough.

Keywords: Teacher Characteristics; School Performance; Public Secondary Schools; Quit Intent

DOI: 10.7176/EJBM/16-3-03

Publication date: April 30th 2024

1. Introduction

The significance of the education sector in Kenya cannot be over emphasized. It is considered the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality, equitable wealth distribution, and the spearhead of political socialization and cultural diversity (Ojiambo, 2015). Secondary school education in Kenya paves way to higher education where the human resource skills are developed (Muiruri, 2010). Teachers' performance in the process of education therefore remains core for the prosperity of a nation (Burns & Grove, 2010). The study is motivated by the increasing number of secondary school teachers who quit the service for various reasons, including search for perceived better opportunities. Approximately over 10,000 teachers leave the service annually. This movement of teachers out of the teaching profession has aggravated teacher shortage despite the efforts of the government to recruit teachers, the teacher shortage still persists (Oduor, 2015).

Although, the Kenyan government has made efforts to train more teachers, the shortage of teachers remains a problem. This is aggravated by the problem of teacher wastages; especially of secondary school teachers who move from teaching to other sectors of economy for better remuneration offers (Ariko & Othun, 2012). In Nairobi County, high teacher turnover is caused by poor remuneration, transfer policies, health problems, poor working conditions, retirement, shift to new professions, career advancement and availability of new opportunities (Ekabu, 2019). Empirical research also indicates that teacher characteristics, such as specialty field and age, account for a significant amount of turnover (Toropova, Myrberg & Johansson, 2021), there are also significant effects of school performance and teacher motivation on quit intent that have largely been overlooked by previous research.

According to Azlin and Roselan (2015), school performance refers to positive effects of school and its actors to attaining the goals related to the academic achievement and personal development of students; according to the social constructivist view, dependent on the social views of the school stakeholders. School performance can be measured in terms of student achievement, discipline referrals, attendance rates and teacher satisfaction. In the US, Snyder (2015) indicated that school performance is measured in terms of the raw scores of school's different districts. Raj, Friedman and Rockoff (2014) proposed and tested a motivational model of school performance and found that perceived academic competence and perceived academic self-determination positively influence

autonomous academic motivation, which is an important factor in school performance.

It was determined by Toropova, Myrberg and Johansson (2021) that intent to quit is a reaction to problematic events in the organization, it entails the psychological process through which an employee undergoes when considering different employment options and may be triggered by low levels of motivation. Employee intent to quit or stay in an organization has been widely researched due to its importance to organizational success and labour productivity.

As Odadi (2012) explains, quit intent refers to the contemplation by an employee to exit the current employment for various reasons. He argues that the quit decision is a psychological process that an employee goes through due to some measure of dissatisfaction with their current situation at work and the process gets complete when the intent to quit matures for one to quit or stay in an organization. Mobley (2007) suggested an investigative model of intent to quit as being the last step prior to actual quitting. Cotton and Turtle (1986) aptly conceptualized turnover intent as an individual's professed probability of quitting or staying in an employing organization.

Hom and Griffeth (1991) also define turnover intent as the relative strength of an individual's resolve toward voluntary permanent withdrawal from an organization. Conceptualizing quit intent for the purpose of this study implies an employee's own estimated probability or inclination to leave the employing organization at some near future (Price, 2001; Hom & Griffeth, 1995). Justification for studying quit intent and its plausible antecedents is that it could serve as a proactive approach to tracking and tackling likely turnover linked problems in the organizations under study. Research has increasingly linked lateness, absenteeism, work withdrawal, reduced performance, poor organizational citizenship behaviour, low commitment, poor work engagement, poor organizational citizenship behaviour and invariably declining output to quit intent (Johns, 1997; Meyer, 1997; Griffeth et al., 2000; Oluwafemi, 2009; 2010; Samad, 2012).

Employee's intention towards quitting their job is a major threat to the organization. There are many factors that arise which may influence the intention of an employee to quit. Rizwan et al., (2014) indicated that intent to leave may be influenced by bad management policies. Whereas Pepe (2010) notes that factors that influence intentions to leave the organization include employees' perception of organizational support, employees' perception of organizational commitment and employees' perception of organizational complexity. This is in addition to other factors such as job engagement (Saks, 2016) and job satisfaction (Slocum and Hellriegel, 2017) that are seen to affect the employees' quit intent. Additionally, Mack, Johnson, Jones-Rincon, Tsatenawa and Howard (2019) indicated that teachers with lower organizational commitment, lower job involvement, lower perceived support, lower job control, poorer school climate, and more school problems indicated higher likelihood of leaving the profession. Poorer mental quality of life, higher levels of stress, and the presence of major depression, panic disorder, anxiety disorder, and somatization disorder are related to a higher intent to quit.

According to Price and Mueller (2009), intent to quit is mainly due to the individual attributes, job characteristics and organizational characteristics, and that can be covered by increasing the overall salaries, training, motivation and management style and good understanding of human nature. Job satisfaction is a key element and plays momentous role in employee's intent to quit. Another possible reason for the subsistence of job switch intentions is unfavourable working conditions, which are no doubt a very important feature of a job. If the salary does not adequately give back for poor working conditions, employees can boost their value by switching jobs (Saks, 2016).

According to Hayes (2015), teacher quit intent is influenced by different factors which can be classified as staff features, push and pull factors which point on alternative employment and dissatisfaction with teaching and personal factors. Mutune and Orodho (2014) indicated that turnover could be caused by low pay rates, absence of order in schools, absence of professional success and search for greener monetary fields. According to Mumbi (2013), the performance of over 30 percent of public secondary schools in Nairobi County has been on the decline. The productivity of teachers has a significant role towards determination of the state of education in Nairobi County.

High productivity reflects through good school results which raise teachers' morale to work hard for maintenance and achievement of better results (Mugo, 2013). Retention of teachers is increasingly becoming a real challenge for the Teachers Service Commission due to high turnover. A large number of Kenyan teachers harbour the intent to leave their jobs and shift to other organizations which they perceive may offer higher levels of motivation (Mumbi, 2013). According to Ingersoll (2001), Particularly, poor remuneration, insufficient support from the school administration, student indiscipline issues, and limited involvement in school decision-making all contribute to higher rates of turnover, after controlling for the individual characteristics of the schools and teachers (Ingersoll, 2001). This study thus aimed to establish the influence of teacher characteristic on the relationship between school performance and quit intent among public secondary school teachers in Nairobi County.

2. Literature Review

The theory that guided this study was the Maslow's Hierarchy of Needs Theory. Maslow's Hierarchy of Needs Theory on the other hand acknowledges that human beings are progressively motivated to pursue higher goals

when they successfully achieve lower ones. The theory identified a hierarchy of needs that every individual attempts to accomplish or conquer throughout one's life namely physiological, safety, association, esteem, and self-actualization (Hichaambwa, 2022). Based on the theory, higher needs in the hierarchy begin to emerge when people feel they have sufficiently satisfied the previous need. Consequently, teachers must address basic (physiological) need before they can be motivated to achieve other goals such as safety, association and esteem arising from better performance. Declining organizational performance sends fear of job insecurity among employees and accelerates their intent to jump ship for better performing organizations. Such a decision would highly be anchored on teacher characteristics such as age, gender, locus of control and work experience. The most commonly cited motivator not to quit a job is the job itself (Beecham et al., 2008); whether the job is routine, challenging or useful.

A study by Fitzmaurice (2012) on the effect of personal characteristics on job satisfaction in Ireland indicated that females were more satisfied with their jobs than males and turnover amongst male teachers was higher. Likewise, Maliki (2013) study on teachers' turnover intent in tertiary institutions in South Africa using descriptive design. The research instrument employed by the study was a questionnaire with 5-level rating scales. Statistics for data analysis were the confirmation factor analysis, and structural equation model. It was found that female teachers showed more positive attitudes towards the teaching profession than males. A study by Lippa (2010) about turnover intent of teachers in Albania found that teachers with higher education qualifications have more job opportunities thus tend to quit more. Work experience helps teachers to gain knowledge and develop fundamental teaching skills. However, the study was done in Albania while the current study is to be done in Nairobi, Kenya.

Eksi (2018) evaluated America's public school kindergarten teachers' job turnover and associated factors. The aim was to examine the effects of teacher characteristics, perceived school climate and work conditions, and students' characteristics on public school kindergarten teachers' act of moving to another school, leaving the profession and staying in the same school. The data came from school and staffing survey (SASS) and the teacher follow-up survey (TFS) collected in the United States. The findings showed that teachers' demographic and professional characteristics were stronger predictors of mobility decisions than perceived school climate and working conditions, and characteristics of students. It underlined the importance of understanding the sources of turnover for subgroups of teachers and identifying movers and quitters when studying the turnover. However, the study was done in America while the current study will be done in Kenya.

Seyrek and Turan (2017) studied the effects of individual characteristics and work-related factors on the turnover intent based on data from 151 accounting professionals in Turkey. The study found that supervisory behaviour, compensation and benefits, and work-life balance are factors that have statistically significant negative effects on the turnover intent. On the other hand, work attributes were observed not to have a statistically significant effect on turnover intent. Moreover, turnover intent of change based on marital status and age.

Treglown (2018) researched on Intention to quit and the role of dark personality and perceived organizational support. The study investigated the role of individual differences (dark personality) and situational factors (perceived organizational support) in explaining intention to quit. Employees high on Excitable, Sceptical, and Mischievous, but low on Colourful were found to have greater intentions to quit. Additionally, employees high on excitable, sceptical, reserved, and leisurely, but low on dutiful and diligent had lower perceptions of organizational support. Structural Equation Modelling revealed that perceived organizational support plays both a mediating and moderating role on dark personality and intention to quit. The study was generally on any employee while the current study will be strictly on teachers.

In Tanzania, Jonathan, Thibeli and Darroux (2015) researched on predictors of public secondary school teachers quit intent. Results revealed that intrinsic and extrinsic satisfaction had significant negative relationship with intention to leave and intrinsic satisfaction indicated stronger prediction of teachers' intention to leave. While gender and location did not show differences in intention to leave, mean scores, level of education and age revealed significant differences. Kamau et al., (2020) researched on demographic factors and quit intent of teachers in public secondary schools in Kenya. It was revealed that age has a significant association with quit intent while employee tenure, gender, and educational level have no significant association with quit intent. However, the study was done in Tanzania while the current study is to be done in Kenya.

Study conducted by Mwendwa (2017) on the relationship between age and intention to quit, pointed out the different phases that people go through to maturity as having an influence in the intention to quit by employees. This emphasis, based on a continuum of development, encompasses workers into three distinct categories of young, older, and middle-aged workers. Each of these categories exhibit characteristics of varying influence on the intention to quit. Young workers, despite being positioned at the peak of turnover risk, actually have high expectations from their jobs. However, the independent variable is age while in the current study the independent variable is school performance.

Shah, Yadav, Afzal, Shah, Junaid, Azam and Shanmugam (2020) researched on factors affecting staff turnover of young academics: Job embeddedness and creative work performance in higher academic institutions.

The study explored the effect of job embeddedness and community embeddedness on creative work performance and intentions to quit among young teaching staff in academic institutions in Pakistan. 300 qualified young academics from public and private universities were selected as subjects and asked to complete a questionnaire. Data were collected via mail-survey. A variance-based structural equation model is employed to measure the path model. The results showed that the fit-dimension of organizational- and community-embeddedness, along with the moderating effect of organization size and the availability of nearby alternative jobs have a significant impact on improving perceived creative performance and reducing staff turnover intentions. However, the study only focused on young academics while the current study considered the overall workforce. Additionally in the study, performance was the dependent variable while in the current study quit intent is the dependent variable.

3. Research Methodology

This study used positivism research philosophy. The choice of positivism was informed by its ontology perspective, which holds that there exist absolute facts that can be obtained through statistical analysis and test of hypothesis without the influence of the researcher (Al-Ababneh, 2020). The research design applied was descriptive cross-sectional survey research design whereby data was collected from teachers sampled across public secondary schools in Nairobi County. The target population for the study comprised of 2048 teachers in the 84 public secondary schools in Nairobi City County. From this population, a sample of 207 respondents was selected using purposive sampling. This sample was drawn from 69 schools and 3 teachers were selected from each school.

A structured questionnaire was used to collect primary data from the respondents. Gall et al. (1996) pointed out that questionnaires are appropriate for data collection since they collect information that is not directly observable such as attitudes, feelings and personal experiences. The study adopted the emailing and drop and pick method. The respondents were given a period of two weeks to respond to the questionnaires. This is considered adequate time to get a response rate of eighty percent and above.

The stability aspect of reliability in the study was assessed using internal consistency by evaluating Cronbach's Alpha coefficient, commonly applied where multiple rating scales are involved. According to Nunnally (1978) only measures that meet the 0.7 threshold or more should proceed to further analysis in the study. Completed questionnaires were edited, coded and keyed into Statistical Package for Social Sciences (SPSS) version 23. Data were then analysed using descriptive statistics and multiple linear regression analysis. R² was used to determine the goodness of fit of the model. Beta factors were used to determine the significance of the study variable significance at 0.05 significance level while F-Test was used to determine the overall robustness of the analytical model.

4. Research Findings

4.1 Descriptive Results

Descriptive results are presented on teacher characteristics, school performance (KCSE mean grade performance) and quit intent respectively.

4.1.1 Teacher Characteristic

It was established that teacher characteristics had a significant and negative influence on the relationship between school performance and quit intent among public secondary school teachers in Nairobi City County. An increase in teacher characteristics and school performance would reduce quit intent among public secondary school teachers in Nairobi City County. It was also established that there is a significant moderating effect of teacher characteristics on the relationship between school performance and quit intent among public secondary school teachers in Nairobi County.

The findings indicated that teachers in secondary schools in Nairobi County are of different age groups with majority being 40 years and below. This implies that they have experience in their profession and hence they understand the relationship between school performance and quit intent among teachers. Further, that majority of teachers in secondary schools in Nairobi City County had the requisite minimum level of education and were well educated. Hence, they appreciate the influence of school performance on quit intent among teachers. Also, majority of the teachers in secondary schools in Nairobi County have more than five years' experience. Hence, they understand the relationship between school performance and quit intent among teachers.

The findings are supported by those of Dinella (2014) who revealed that male teachers were highly likely to quit in search of higher paying jobs than female teachers. Findings from the study also noted that both gender and gender roles are important factors in predicting attraction and commitment to the teaching profession. Fitzmaurice (2012) indicated that females were more satisfied with their jobs than males and turnover amongst male teachers was higher. Lippa (2010) found that teachers with higher education qualifications have more job opportunities thus tend to quit more. Work experience helps teachers to gain knowledge and develop fundamental teaching skills. Kamau et al., (2020) revealed that age has a significant association with quit intent while employee tenure, gender, and educational level have no significant association with quit intent. Kennedy and Mohr (2022) found that employees and managers did not differ on job satisfaction, intent to quit, or job demands. Satisfied workers had

an 83% decrease in the odds of reporting an intent to quit.

4.1.2 School Performance

In this study school performance was measured in terms of K.C.S.E mean grade performance. The respondents were required to indicate their school KCSE mean performance in the listed years. The data obtained in its raw form was first converted into Likert scale format to harmonize with data on other variables and to facilitate analysis. To do this a mean score of below 2.5 was assigned a score of 1(one) between 2.5 and 4.4 was assigned a score of 2 (two), between 4.5 and 6.4 was assigned a score of 3(three) 6.5 -8.4 was assigned a score of 4 (four) while a mean score of 8.5 and above was assigned a score of 5(five). Results were as shown in Table 1.

Table 1: School Performance

KCSE mean score performance	2017	2018	2019	2020	2021
Below 2.5	9(6.5%)	7(5.1%)	7(5.1%)	9(6.5%)	10(7.2%)
2.5-4.4	56(40.6%)	50(36.2%)	40(29.0%)	40(29.0%)	39(28.3%)
4.5-6.4	34(24.6%)	19(13.8%)	37(26.8%)	45(35.5%)	44(31.9%)
6.5-8.4	26(18.8%)	48(34.8%)	38(27.5%)	26(18.8%)	31(22.5%)
8.5 and above	13(9.4%)	14(10.1%)	16(11.6%)	14(10.1%)	14(10.1%)

The findings in table 4.8 indicates that majority of the responding secondary schools (40.6%) reported a mean score of between 2.5-4.4 points in KCSE followed by 24.6% with a mean score of between 4.5-6.4 points, 18.8% with a mean score of between 6.5-8.4 points, 9.4% with a mean score of 8.5 points and above while only 6.5% of the responding secondary schools in Nairobi County had a mean score of less than 2.5 points in KCSE that year. The results thus indicate that for majority of schools in Nairobi County there was below average performance in KCSE as shown by a mean score of between 2.5-4.4 points and below 2.5 points.

4.1.3 Quit Intent

The respondents were required to indicate the extent, to which the statement applies concerning intent to quit, where: 1 = not at all; 2 =small extent; 3 = moderate extent; 4 =great extent; 5 = very large extent. The results were as presented in table 2.

Table 2: Intent to Quit

Intent to Quit	1	2	3	4	5	Mean	Std. Dev
I plan to resign from my job in the next 1 year	68	29	25	10	6	1.96	1.17
I have been contemplating quitting my job	50	37	18	21	12	2.33	1.34
I look forward to a bright future in my career	2	3	30	37	66	4.17	0.94
I am concerned with the long-term welfare of my job	4	4	21	52	57	4.12	0.97
I feel secure that I will work for this school for as long as I do a good job	7	18	35	35	42	3.64	1.19
I plan to retire from my job when am 60 years of age	18	22	32	33	33	3.30	1.34
Work dissatisfaction influences my intention quit my job	31	30	28	31	18	2.82	1.36
Work stress influences my intention quit my job	34	30	30	29	15	2.72	1.33
Work burnout influences my intention quit my job	34	28	35	27	14	2.70	1.31
Average						3.084	1.217

The results show that the respondents agreed to a great extent that they look forward to a bright future in their career as shown by a mean of 4.17 and standard deviation of 0.94, they are concerned with the long-term welfare of their job (m = 4.12, SD = 0.97) and that they feel secure that they will work for the school for as long as they do a good job (m = 3.64, SD = 1.19). Other respondents agreed to a moderate extent that they plan to retire from their job when they are 60 years of age (m = 3.30, SD =1.34), work dissatisfaction influences their intention quit their job (m = 2.82, SD = 1.36), work stress influences their intention quit their job (m = 2.72, SD = 1.33) and work burnout influences their intention quit their job (m = 2.70, SD = 1.31). Some respondents agreed to a small extent that they have been contemplating quitting their job (m = 2.33, SD = 1.34) and that they plan to resign from their job in the next 1 year (m = 1.96, SD = 1.17). The average mean was 3.084 implying that the teachers were moderate regarding quit intent.

4.2 Test of Hypothesis

The aim of the study was to establish the influence of teacher characteristic on the relationship between school performance and quit intent among public secondary school teachers in Nairobi County. The hypothesis tested was that teacher characteristics do not moderate the relationship between organizational performance and quit intent among public secondary school teachers in Nairobi City County. To test the hypothesis, the study followed two step hierarchical regression model recommended by Baron and Kenny (1986). Hypothesis testing was based on multiple linear regression analysis and results interpreted using the coefficient of determination (R^2) to determine the goodness of fit of the model, F-statistic for model fitness and beta coefficient for significance of the model variables at 0.05 significance level.

In the first step, quit intent among public secondary school teachers in Nairobi City County was regressed on performance of public secondary school Nairobi City County to determine if a significant relationship exists to be moderated. The results were summarized in table 3 below.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.481 ^a	.232	.226	.47941

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.417	1	9.417	40.975	.000 ^b
	Residual	31.256	136	0.230		
	Total	40.674	137			

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.266	.201		6.299	.000
	School performance	-.278	.098	-.215	-2.837	.000

The model summary results show that the correlation coefficient between KCSE performance and quit intent among public secondary school teachers KCSE mean score was -0.481 indicating that there was a moderate negative correlation between the variables. These results imply that an increase in KCSE performance would reduce the intent of teachers in public secondary schools in Nairobi to quit their career. The findings further showed that the adjusted R square (R^2) was 0.232 implying that 23.2% of variation in quit intent among public secondary school teachers was caused by KCSE performance. The ANOVA findings indicate that, the F-calculated (40.975) was greater than the F-critical (3.911) from the f-distribution tables. Further, the significance value was $0.000 < 0.05$. This implies that the model is significant predicting quit intent among public secondary school teachers. The regression model was fitted as shown below;

$$QI_1 = 1.266 - 0.278PP$$

The equation shows that holding school performance at a constant zero, quit intent among public secondary school teachers in Nairobi County would be a constant of 1.266. Further, results show that school performance had negative unstandardized beta coefficient (-0.278) indicating that holding all other factors constant, an increase in school performance would reduce quit intent among public secondary school teachers in Nairobi County 27.8%. Additionally, school performance had a P-value of 0.000 which is below 0.05 significance level. Therefore, the study concluded that there is a significant relationship between school performance and quit intent among public secondary school teachers in Nairobi City County.

In the second step, quit intent among public secondary school teachers in Nairobi City County was regressed on school performance, teacher characteristics and the interactive term between school performance and teacher characteristics. The results were summarised as shown in Table 4.

Table 4.: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.467 ^a	.218	.214	0.50449

a. Predictors: (Constant), school performance* teacher characteristics, teacher characteristics, school performance.

The results Table 4 showed that the adjusted R square was 0.214. This implies that there was 21.4% variation in quit intent among public secondary school teachers due to school performance and teacher characteristics. The remaining 78.6% implies that there are other factors influencing quit intent among public secondary school teachers which were not included in this model.

The F-Test in Analysis of Variance (ANOVA) was used to determine the overall robustness of the analytical model. The findings are as shown in Table 5.

Table 1: Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.860	3	2.953	12.439	0.000
	Residual	31.814	134	0.237		
	Total	40.674	137			

The ANOVA results show that the F-calculated (12.439) is greater than F-critical (2.672) from the F-distribution tables. Further, the significance value $0.000 < 0.05$. This implies that the model is significant in predicting quit intent among public secondary school teachers. As such the study found that the model was fit in predicting quit intent among public secondary school teachers.

To determine the significance of teacher characteristics in predicting the relationship between school performance and quit intent among public secondary school teachers in Nairobi County, the study conducted a student t-test. The results were as shown in Table 6.

Table 2: Beta Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.245	1.000		3.245	.000
School performance (SP)	-0.246	0.035	-0.198	-7.029	.000
Teacher characteristics (TC)	-0.015	0.009	-0.008	-1.667	.000
SP*TC	-0.046	0.014	-0.027	-3.286	.000

The regression model was fitted as follows;

$$QI_2 = 3.245 - 0.246SP_2 - 0.015TC - 0.046SP_2*TC$$

The equation indicates that holding teacher characteristics and school performance at a constant zero, quit intent among public secondary school teachers would be at a constant of 3.245. The constant was significant at 0.05 significance level. Results also showed that school performance had a standardized beta coefficient of -0.246 indicating that holding all other factors constant and increasing school performance by a single unit, quit intent among public secondary school teachers would reduce by 24.6%. The P-value coefficient was 0.000 which was less than the 0.05 significance level suggesting that even with introduction of teacher characteristics, school performance remains significant. The standardized beta coefficient of teacher characteristics was -0.015 suggesting that a unit increase in teacher characteristics while all other variables remain constant would lead to a 1.5% decrease in quit intent among public secondary school teachers.

Further, the interaction term between teacher characteristics and school performance had negative standardized beta coefficient (-0.046) indicating that holding all other factors constant, an increase in teacher characteristics and school performance would reduce quit intent among public secondary school teachers in Nairobi County by 4.6%. Since the p-value $0.000 < 0.05$ the study rejected the null hypothesis and concluded that there is a significant moderating effect of teacher characteristics on the relationship between school performance and quit intent among public secondary school teachers in Nairobi County.

These results were in line with the results posted by Fresko (2007) that poor organizational performance lowered staff morale and security leading to increased quit intent and turnover. Borhart (2014) concluded that employees voluntarily quit their jobs due to poor organizational performance while Denham (2017) also reported that poor performance lowered employee confidence on organization sustainability and hence a high rate of employee turnover.

5. Conclusion

The study concluded that school performance significantly influences quit intent among public secondary school teachers in Nairobi City County. Schools that record good performance made teachers to remain there while schools that record poor performance made teachers to quit their jobs or transfer to better performing schools. The findings also showed that teacher characteristics such as age, education level, work experience and locus of control had a significant and negative influence on the relationship between school performance and quit intent among public secondary school teachers in Nairobi City County.

6. Recommendations for Policy and Practice

Employee characteristics had a significant and negative influence on the relationship between school performance and quit intent among public secondary school teachers. The study recommends that the administration in the education sector including Ministry of Education and TSC and county education officers should come up with policies that enhance teacher characteristics such as expertise, appropriate age and work experience when hiring teachers and continually as well as take initiatives to help improve teachers' locus of control. Some of these would include providing opportunities for teachers to take ownership of their work, giving teachers more autonomy in their work, and providing feedback and recognition for their accomplishments. This will ensure enthusiasm and personal connection with students among the teachers and that those employed fit in the positions and hence can work in the schools long enough.

7. Contribution the Study to the Body of Knowledge

The study contributes theoretically to the body of knowledge by contextualizing the applicability of Maslow's Hierarchy of needs theory in anchoring teachers' characteristics, school performance and quit intent among teachers which was earlier missing in literature. The study noted that the theory was successfully used earlier in other study context such as manufacturing sector and banking sector in supporting employee performance. Therefore, by successfully supporting operationalization of teachers' characteristics, school performance and quit intent, the study contributes significantly to the applicability of the theory.

The study contributes to the body of knowledge by presenting a workable empirical model for determining intention to quit among public secondary school teachers. The model as conceptualized successfully predicted the quit intent among public secondary school teachers in Nairobi County. Thus, the study contributes by proposing a

model that can be used to establish the intention to quit among teachers in public schools in Kenya and beyond.

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