Managerial Practices Influencing Teacher Turnover Intentions in Public Secondary Schools in Taita-Taveta County, Kenya

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ABSTRACT

The human resource is the most critical resource in an organisation. An efficient human capital development depends on the quality and effectiveness of the teachers. The quality of doctors, engineers, lawyers, accountants and all other professionals depend on how well the teachers prepared them for their respective roles in the society. The teachers are the most important resource in the attainment of predetermined goals of the education sector. Teacher turnover intention is a major challenge facing the education sector globally. Studies done on managerial practices influencing teacher turnover intention mostly feature in the developed countries with a few in the African contexts with inconsistent findings. Empirical evidence exists in other regions on the variables under consideration; however, no similar study has been identified in Taita-Taveta County. The study explored the influence of training on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya to extend knowledge and literature in the Kenyan context. The study objective was; to determine how training influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The researcher adopted explanatory research design. The study targeted 1,380 participants comprising 89 principals and 1,291teachers across 89 public secondary schools in Taita-Taveta County. The researcher employed stratified and simple random sampling techniques to select a sample population for the study. The researcher used proportional sampling technique to determine the sample size for the study. The sample consisted of 287 participants across 40 public secondary schools in Taita-Taveta County, comprising 40 principals and 247 teachers. The researcher administered questionnaires and in-depth interviews to teachers and principals respectively. The validity of the research instruments was on the basis of content validity through expert judgement. The reliability of the research instruments was on the basis of deriving and adapting items developed by other researchers. Furthermore, Cronbach's Alpha formula was adopted to assess the extent individual items correlated with each other on the questionnaire items and an aggregate Alpha Coefficient Value of 0.77 was obtained. The researcher used descriptive statistics to analyse responses of teachers to questionnaire items based on Likert scale. The researcher employed Chi-square, Pearson product moment correlation, Multiple linear regression and Analysis of Variance for the hypothesis testing at 95% confidence interval. The researcher employed thematic analysis technique to analyse in-depth interviews and presentation with regard to thematic narratives. The study found a statistical significance of the attributes of training in influencing teacher turnover intentions in order of magnitude showed that; TSC offers mentorship programmes to address identified knowledge gaps among teachers ($\beta = 0.009$, $p = 0.919 > 0.05$), TSC has a clear and well-defined re-tooling programme to enhance expertise among teachers ($\beta = 0.015$, $p = 0.872 > 0.05$), TSC offers mandatory in-service re-tooling programmes to all teachers yearly ($\beta = - 0.042$, $p = 0.640 > 0.05$), TSC offers scholarships to enable teachers to go for further education ($\beta = - 0.045$, $p = 0.614 > 0.05$), teachers undergo re-tooling programmes relevant to the work environment ($\beta = 0.072$, $p = 0.437 > 0.05$), TSC finances fully induction programmes to enhance expertise among teachers ($\beta = 0.085$, $p = 0.353 > 0.05$) and the least, re-tooling of teachers is a core component of job description ($\beta = - 0.094$, $p = 0.247 > 0.05$). The study concluded that training and essentially TSC offers mentorship programmes to address identified knowledge gaps among teachers ($\beta = 0.009$, $p = 0.919 > 0.05$) has significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The study recommended that TSC needs to identify and appoint key resource personnel to conduct regular mentorship programmes to address

identified knowledge gaps among teachers from school level to national level with established implementation, monitoring and evaluation mechanisms.

INTRODUCTION

Worldwide, throughout man's civilization education is the pillar for societal progress; a powerful force for change and a key to unlocking the potential of individuals and nations alike. Moreover, education enhances students' Knowledge, moral values and innovativeness essential for national development in various sectors of the economy (Republic of Kenya, 2024). The most critical resource in an organisation is the human resource. An efficient human capital development essential for turning around the economy of a country depends on the quality and effectiveness of teachers. The quality of doctors, engineers, lawyers, accountants and all other professionals depend on how well the teachers prepared them for their various roles in the society. The teachers are the most important resource in the attainment of the predetermined goals of the education sector (Republic of Kenya, 2024).

The major challenge facing the education sector is teacher turnover intention. With regard to the developed countries, research indicates most teachers express a high intention to seek opportunities in other sectors of the economy as follows; USA, 35% (Devlin, 2025), England, 67% in disadvantaged public secondary schools and 59% in most affluent public secondary schools (Allen, Ford, Hallahan & Hannay, 2024), Nova Scotia, 84% (Nova Scotia, Teachers Union, 2024), Malaysia, 50% (Rasaanen, Pietarinen, Phalto, Saini & Vaisanen, 2022) and Australia, 72.4% (Longmuir, Cordoba, Phillips, Allen & Moharami, 2022).

In developing countries, teachers intending to leave teaching profession for non-teaching jobs indicate; Ghana, 63.77% (Gorni, Nurdin, Perma & Satori, 2024) and Uganda, 30% (Nelson, 2024). Moreover, in Kenya over 8,000 teachers in public secondary schools left the teaching profession for non-teaching jobs in a span of 7 months (Sakwa, 2022). Furthermore, teacher retention rate in public secondary schools is low; 49.6%, 2020; 50.4%, 2021 and less than 50%; 2022 (Republic of Kenya, 2022). The TSC attempts to resolve the problem of teacher shortage through recruitment programmes. Despite TSC recruiting 20,000 interns, teacher shortage in public secondary schools is at a staggering figure of 100,000 (Nancy, 2025). Studies done in a few counties in Kenya on teacher turnover intentions indicate; Murang'a County, 82.9% (Kamau, Muathe & Wainaina, 2020) and Nyando Sub County, Kisumu County, 71.1% (Sophie, Akala & Achieng, 2019).

However, no similar study focusing on turnover intentions has been identified in Taita-Taveta County. Furthermore, available data regarding the actual turnover reveals an upward trajectory. The turnover rate increased from 12% in 2019 to 14% in 2020, to 18% in 2021, to 19% in 2022 and 21% in 2023 resulting in a shortage of 200 teachers (Teacher Management, Taita-Taveta County, 2024). The percentage in teacher turnover rate in Taita-Taveta County surpasses the national annual average at 11% (TSC, 2019). The rise in teacher turnover rate is further compounded by the fact that Taita-Taveta is among the classified hard to staff counties in Kenya (TSC, 2024). There is a necessity to investigate root cause enhancing teachers' turnover intentions in order to design contingent interventions to reduce the actual turnover rate in Taita-Taveta County.

Research indicates, training programmes in relation to pre-service courses, mentoring, coaching, induction and in-service courses enhances acquisition of skills set, knowledge, values and competencies essential for employees to adapt and manage dynamic changes in the work environments. It fosters the essence of a supportive work environment and appreciation by the organisation which increases trust, loyalty and engagement with a high desire to stay with the organisation. Furthermore, lack of training opportunities induces feelings of unsupportive work environment which decreases trust, loyalty and engagement to the organisation with high turnover intentions of employees (Herrity, 2024; Dessler, 2014; Armstrong, 2006).

(Alosus & Abdelwahed, 2023) did cross-sectional survey study to investigate factors associated with employee turnover rate, Alhasa, Saudi Arabia. The findings indicated a negative association between training programmes and teacher turnover rate; private secondary schools, Alahasa in Saudi Arabia. The study reflects finding of a different context and geographical locale; private schools and institutions in Alahasa, Saudi Arabia. The current study was done in public secondary schools in Taita-Taveta County, Kenya to compare

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the findings to possibly gain better insight into the phenomenon under investigation. The researchers investigated employees' actual turnover hence did not consider variable turnover intention in relation to leave / stay, a void the current study sought to address.

(Kamau, Muathe & Wainaina, 2021) conducted descriptive and explanatory research in combination with in-depth interviews to investigate human resource management and teacher turnover intentions, Murang'a County. The results corroborated with in-depth interviews that there was a significant association between training and teacher turnover intentions. The study reflects finding a sample population in one county among the 47 counties in Kenya. There is a need for replication of the study in a locale where no similar study has been identified; Taita-Taveta County to possibly gain an in-depth insight and for further validation of the finding.

OBJECTIVE

1. To determine how training influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

2.1 Research hypothesis

H_{01}: Training has no statistically significant influence on teacher turnover intentions in public secondary schools; Taita-Taveta County, Kenya.

2.2.1 Theoretical Framework for the Study

The study was anchored on Social Exchange theory propounded by Blau (1964). The theory is based on cost-benefit analysis. The individuals in social interactions anticipate to attain the highest benefits compared to the losses. The relationships develop based on trust, loyalty and mutual commitment. The relationships continue to blossom and thrive on the basis of each party fulfilling perceived obligation. The individuals or parties become indebted to each other which enhances trust to continue discharging obligations. Trustworthiness strengthens the bond of indebtedness which enhances increased dedication to the organisation. The employees hope the employer will respond in return in equal or even greater measure for the services rendered. Moreover, once the employer fulfills perceived obligation the employees increase loyalty, trust, engagement and mutual commitment to continue working for the organisation. The employees are likely to seek opportunities elsewhere on perception of an imbalance between contribution to attain predetermined goals of the organisation and the benefits in return. It decreases loyalty, trust, engagement and mutual commitment to the organisation with a high tendency of turnover intentions.

2.2.2 Operational Definition of Key Terms for the Study

Training: Refers to targeted programmes teachers undergo for capacity building and for relevancy in order to adapt and manage dynamic changing needs of the secondary school curriculum.

Turnover intentions: Refers to thoughts or intentions by a teacher to quit teaching.

2.2.3 List of Abbreviations and Acronyms

CEMESTEA Centre for Mathematics, Science and Technology Education in Africa

ICT Information Communication and Technology

KEMI Kenya Education management Institute

KICD Kenya Institute of Curriculum Development

MOEST Ministry of Education, Science and Technology

P1 A teacher in Kenya holding a Primary Teacher Education Certificate

TSC Teachers Service Commission

LITERATURE REVIEW

Training and Employee Turnover Intentions

(Jiang & Wang, 2024) conducted a descriptive survey study to explore employability and university staff turnover intention, Shadong Province, China. The researchers administered an online questionnaire to a conveniently sampled study of 600 academic staff and administrative staff. The respondents returned 500 valid questionnaires translating to a response rate of 83.33%. The Structural equation model and Pearson product moment correlation results indicated that training positively correlated with employability ($r = 0.338$, $p < 0.001$) and employability negatively correlated with turnover intention of academic staff and administrative staff ($r = - 0.275$, $p < 0.001$) in Shadong Province's higher education institutions. The finding concurs with a cross-sectional survey study that found a significant association between training and turnover intentions of academic staff ($r = 0.224$, $t = 3.82$, $p < 0.001$), public universities in Jordan (Barakat, Haji & Ghani, 2021). The findings contradict a descriptive survey study that revealed training and development had a negative correlation with academic staff turnover intentions ($r = - 0.60$, $p < 0.05$), Pershawar, division, KP, Pakistan (Hussain, Ali, Ali, Khan, Ultah & Khan, 2022).

The studies solely relied on quantitative data collection and analysis techniques. The current research corroborated the finding with qualitative approaches for cross-examination purposes to possibly find overreaching similarities and divergent viewpoints.

The studies employed Structural equation model, Pearson product moment correlation and Multiple linear regression data analysis techniques. The researcher in the current study employed descriptive, thematic, Chi-square, Multiple linear regression and Analysis of Variance data analysis techniques to interrogate further the effects of the predictor variable on the response variable in view of varied data analysis approaches. Furthermore, the findings reflect perceptions of the respondents in different contexts and geographical locales; members of academic staff and administrative staff in institutions of higher learning; Shadong Province in China, Jordan and Pershawar division KP in Pakistan. The current study was conducted in public secondary schools with a sample population of principals and teachers in Taita-Taveta County, Kenya to possibly gain an in-depth insight into the phenomenon under investigation. The studies did not consider variable turnover intention in relation to leave / stay, a void the study sought to fill in.

(Syed, Khan & Faisal, 2023) conducted a descriptive survey study to investigate training and employee turnover intentions, banking industry, Pakistan. The researchers administered a questionnaire to a randomly sampled study. The Pearson product moment correlation and Multiple linear regression results showed that on-the-job training and orientation process of employees had a positive and significant association ($\beta = 0.170$, $t = 2.442$, $p < 0.05$), banking sector, Karachi, Pakistan. The finding aligns with explanatory research that found a significant relationship between training and development and turnover intentions of employees ($\beta = 1.810$, esp $\beta = 6.111$, $p < 0.05$), commercial banks in Ethiopia (Jivu & Tadesse, 2019). The findings contradict a quantitative study that revealed a negative and significant effect between turnover intentions of employees and training ($r = - 0.168$, $t = 4.015$, $p < 0.05$), banking industry, Malaysia (Ban & Anuar, 2024).

The findings reflect contradicting viewpoints in a similar sector; banking industry in different geographical locales. The current study was conducted in another industry; education context in Taita-Taveta County, Kenya to compare the findings and draw conclusions based on broader perceptions of the respondents on the phenomenon under investigation.

The studies did not consider variable turnover intentions in relation to leave / stay, the knowledge gap the study aimed to address. The studies employed Pearson product moment correlation and Multiple linear regression data analysis techniques. The researcher additionally employed a combination of descriptive,

thematic, Chi-Square, Pearson product moment correlation, Multiple linear regression and Analysis of variance to reflect further on the relationship between the regressor variable and the explained variable in view of varied data analysis approaches to possibly gain an in-depth insight into the phenomenon under consideration.

The studies solely relied on quantitative data collection and analysis techniques. The researcher combined both approaches for complementary purposes thereby maximising their strengths and minimising limitations inherent in the use of either approach single handedly in a study.

(Nicholas, Yeboah, Emelia, Baidoo, Otabili & Sefenu, 2024) conducted a descriptive survey study to investigate managerial practices and academic staff retention, Ghana. The sample population consisted of vice deans, deans, heads of department, faculty members and administrative staff in different departments. The researchers administered a questionnaire to a randomly sampled study of 237 academic staff in 6 private universities in Ghana. Furthermore, the Pearson product moment correlation and Multiple linear regression analysis indicated training and development had a statistically strong positive effect on academic staff retention ($\beta = 0.123$, $t = 2.345$, $p < 0.05$); six private universities, Ghana. The finding agrees with a study that showed a positive and significant effect of training and development on job satisfaction and employee retention ($\beta = 0.134$, $p < 0.05$), education institutions, Pakistan (Amen, Sumayya & Butt, 2021). The findings disagree with cross-sectional survey study that found a weak and negative association between academic and non-academic staff turnover intentions and training and development ($r = - 0.443$, $p < 0.05$), a local university, Selangor, Malaysia (Sarah, Jasin, Hansaram & Loy, 2022).

The studies reflect the findings of different contexts and geographical locales; academic staff in private and public universities of Ghana and Selangor in Malaysia respectively. The finding might be different with a sample study of principals and teachers in public secondary schools in Taita-Taveta County, Kenya, the void the researcher sought to fill in to compare the findings. The studies solely relied on quantitative methods in data collection and analysis. The study employed a combination of quantitative and qualitative techniques for cross-examination purposes to possibly find overreaching similarities and divergent viewpoints on the phenomenon under consideration.

The studies did not interrogate variable turnover intention with regard to leave / stay, a void the study sought to fill in. The studies employed Pearson product moment correlation and Multiple linear regression data analysis techniques. The researcher in the present study employed descriptive, thematic, Chi-square, Pearson product moment correlation, Multiple linear regression and Analysis of Variance data analysis techniques to interpolate the findings and draw conclusions based on varied data analysis approaches to possibly obtain an in-depth perspective on the phenomenon under investigation.

(Nintur, Kusa & Olanrewaju, 2023) conducted a descriptive survey study to investigate talent enhancement and turnover intentions, Plateau State, Nigeria. The researchers administered a questionnaire to a randomly sampled study of 244 teachers. The Multiple linear regression through Partial least squares structural equation modelling (PLS-SEM) results indicated a statistically negative and significant association between talent development and turnover intentions of teachers ($\beta = - 0.101$, $t = 0.082$, $p < 0.05$); private secondary schools, Laytang North LGA, Plateau State in Nigeria. The finding aligns with a descriptive survey study that indicated a negative and significant effect between teacher empowerment and turnover intentions ($\beta = - 0.307$, $p < 0.05$); public secondary schools, Katsina State, Nigeria (Yangaiya, 2021).

The researchers entirely relied on quantitative approaches in data collection and analysis techniques. The current study combined both approaches to maximise their strengths and minimise weaknesses in the use of either approach single handedly in a study. The studies did not reflect on variable turnover intentions in relation to leave / stay, a void the study sought to address. Furthermore, the studies employed Multiple linear regression and Partial least squares structural equation modelling (PLS-SEM) data analysis techniques. The researcher used descriptive, thematic, Chi-Square, Pearson product moment correlation, Multiple linear regression and Analysis of variance data analysis techniques to reflect further on the effect of the predictor variable on the response variable and draw conclusions based on varied data analysis techniques. The studies revealed similar

findings in different contexts and in one geographical locale; private and public secondary schools in Nigeria. The current study was conducted to attempt to establish if similar findings will be obtained in public secondary schools in Taita-Taveta County, Kenya.

(Leonide & Onyango, 2025) did mixed research study to explore managerial practices and teacher retention, Kilolo District Council, Iringa-Tanzania. The researchers administered a questionnaire to a randomly sampled study of 89 teachers and conducted an in-depth interview with 24 secondary schools' heads and 1 education officer purposely sampled. Moreover, the Pearson product moment correlation and Multiple linear regression results corroborated with in-depth interviews that training had a significant positive correlation with teacher retention ($\beta = 0.94$, $t = 1.396$, $p < 0.001$), Kilolo Council, Iringa-Tanzania. The finding concurs with cross-sectional survey study that showed mentoring ($r = 0.778$, $p < 0.05$), coaching ($r = 0.624$, $p < 0.05$) and job rotation ($r = 0.669$, $p < 0.05$) had a strong positive significant relationship with teacher turnover intentions, private secondary schools, Sheema Municipality, South Western Uganda (Tukahirwa, Atukunda & Atwiine, 2025). The findings further concur with a descriptive survey study that found a positive and significant association between training and employee turnover intentions ($\beta = 0.134$, $t = 8.497$, $p < 0.001$); public secondary schools, Adamawa State in Nigeria (Abdullah, Yole, Abdullahi, Usuman & Abubakar, 2020). Moreover, the findings contradict correlational study that found teacher attrition and mentorship programmes had a statistically strong negative significant correlation ($r = - 0.504$, $p = 0.000 < 0.001$), public secondary schools, Mukono District, Uganda (Hakiim, 2025).

The researchers did not consider variable turnover intention in relation to leave / stay, a void the present study sought to fill in. The studies reflect the findings of different contexts and geographical locales. The current study was conducted to examine how training influences teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya to possibly gain in-depth viewpoints on the phenomenon under consideration. The studies employed Pearson product moment correlation and Multiple linear regression data analysis techniques. The present study employed additionally Chi-Square and Analysis of variance data analysis techniques to interrogate further the relationship between the predictor variable and the response variable in view of varied data analysis techniques.

3.1 Limitations of the Study

The research was conducted in public secondary schools, Taita-Taveta County. For more comparative and conclusive findings as well as delineating managerial practices with the most influence on employee turnover intentions, inclusion of private secondary schools and non-education sectors is crucial for future research. The study focused on training and teacher turnover intentions which indicated low variation in teacher turnover intentions. The researchers in future studies need to factor in other predictor variables influencing teacher turnover intentions in public secondary schools. The study was in Taita-Taveta County; one county among the 47 counties in the country. The finding may not apply to the whole country. There is a need for more similar research in other counties for in-depth insight and more conclusive findings with regard to the phenomenon under investigation. Furthermore, the study did not factor in demographic information of the respondents in relation to influence on turnover intentions. The future researchers can conduct a comparative study; compare turnover intentions on the basis of gender, academic qualifications, job group, years of service, areas of specialisation and age bracket of the respondents. The current study did not consider teacher turnover intentions with regard to curriculum delivery in classroom teaching in public secondary schools. Future studies should explore the influence of managerial practices on teacher turnover intentions in relation to implementation of secondary school curriculum.

3.2 Ethical Issues

The researcher obtained authority to conduct research from the Dean, Graduate School of Education; Kenyatta University and applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher obtained permission to undertake the process of data collection from

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the County Director of Education in Taita-Taveta County and the principals of public secondary schools. The researcher disclosed the purpose and objectives of data collection. This enabled the respondents to voluntarily consent to either be part of the study sample or not. The researcher assigned codes on the research instruments to conceal further the identity of the respondents. This enabled the researcher to obtain more honest and dependable data from the respondents. The researcher assured the sample study that usage of the obtained data was strictly for the purpose of academics. The researcher assured the sample study that participation in the study posed no risk to physical, mental and emotional health. The researcher reported the findings objectively in view of the responses of the respondents. Moreover, the secondary sources were dully acknowledged and cited sources fully listed in the reference list to avoid research plagiarism and fraud. The researcher published the finding of the study in an international journal recognised by the Post Graduate School of Education; Kenyatta University (Orodho, 2009; Mugenda & Mugenda, 2003).

RESEARCH DESIGN AND METHODOLOGY

The researcher adopted explanatory research design. Explanatory research approach enables the researcher to explain the relationship between the predictor variable and the response variable. Furthermore, the design enables the researcher to analyse the phenomenon under investigation with the view to explain emergent patterns between the variables and the causality link of the predictor variable on the response variable (Creswell, 2014). The researcher administered questionnaires and an in-depth interview to the teachers and the principals respectively. The two approaches were for complimentary purposes thereby maximising their strengths and minimising limitations inherent in the use of either approach single handedly in a study. The in-depth interviews generated data to further enrich quantitative data during interpretation of the finding. The questionnaires generated data needed to meet set objectives of the study. Both methods have some biasness. The use of both methods minimises biasness in that each method checks the other. The qualitative method provides in-depth data to confirm further quantitative results and subjectivity associated with in-depth interviews is minimised by the objectivity of quantitative approach. Furthermore, corroboration of quantitative and qualitative findings enables the researcher to cross-examine the extent of the two data sets converge and diverge (Orodho, 2009; Mugenda & Mugenda, 2003).

The target population was 1,380 respondents under TSC consisting of 89 principals and 1,291 teachers. The researcher obtained the sample study through stratified and simple random sampling techniques. The researcher apportioned the targeted population into four mutually exclusive strata with regard to similarity in characteristics (Kothari, 2019; Orodho, 2017; Creswell, 2015; Orodho, 2009). The researcher randomly selected respondents in each stratum. This ensured each sub county was proportionately represented in the sample relatively to its population size; principals and teachers in the target population in the four sub counties; Taita, Mwatate, Voi and Taveta (Kothari, 2019; Orodho, 2017; Creswell, 2015; Orodho, 2009).

Furthermore, simple random sampling techniques remove the possibility of bias of the researcher in the selection of the sample population. This ensures each respondent targeted for the study has an equal chance and an independent probability of inclusion in the sample. Moreover, this ensures the sample selected averagely comprises similar composition and characteristics of the target population (Kothari, 2019). This enables the researcher to generalise the findings to the target population within margins of error that can be determined statistically (Orodho, 2009; Mugenda & Mugenda, 2003).

The sample size of the study was on the basis of the formula indicated below:

$$n = N \div 1 + N(e^{\,2})$$

Where n= Sample size

N = Total population

e = Level of precision

(Source: Yamane, 1967)

The researcher based the level of precision in determining the sample size for the study at 95% interval level (Patiano & Ferreira, 2015). The researcher had 95 chances in 100 with regard to the study sample reflecting the real characteristics of the target population and 5 chances in 100 in relation to sampling error (0. 05). The sample size was 287 respondents comprising 40 principals and 247 teachers. This represented 20.8% of the target population. The researchers in social science research express varied viewpoints with regard to acceptable percentage of sample size to qualify for application of statistical analysis tools and generalisation of the findings beyond the target population. One such viewpoint suggests a sample size of 10% to 30% is representative of the target population and adequate for application of statistical procedures and generalisation of the findings (Mugenda & Mugenda, 2018). Moreover, other scholars suggest a sample size of 30% is adequate for statistical analysis and representative of the target population (Kothari, 2019; Orodho, 2017). Based on the foregoing viewpoints, the researcher considered 20.8% was adequate in relation to the application of statistical procedures and generalisation of the findings beyond the sample study. The sample study of the principals and the teachers vary in number in the target population in the respective four sub counties; Mwatate, Voi, Taveta and Taita. The investigator used proportional allocation sampling technique as shown in the formula below:

$$P = \frac{n^{i}}{N}$$

Where $P =$ Proportion of population sample of a given stratum

$n^{i} =$ Number of elements selected from a stratum

$N =$ Total population size

(Source: Kothari, 2019).

This ensured each sub county contributed to the sample population in proportion to its size in the target population (Kothari, 2019; Orodho, 2017; Orodho, 2009). The researcher conducted in-depth interviews with the principals to obtain data to further confirm quantitative results during overall interpretation of the findings. The scholars in social science research differ in viewpoints on the ideal number of participants in qualitative studies. One such viewpoint suggests that the population size should not exceed 20 participants (Crouch & MacKenzie, 2006). Furthermore, a sample size of 15-25 participants is adequate for qualitative studies (Creswell, 2012). In view of the foregoing viewpoints, the study involved 15 principals. The study involved 15 principals and 247 teachers from four sub counties in Taita-Taveta County, Kenya.

The researcher administered questionnaires and an interview schedule to the teachers and the principals respectively. The questionnaire items were derived and adapted from studies done. Training scale; (Abubakar et al, 2020) weighted on Likert scale ranging from Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA). Part three was open-ended with items derived and adapted from the previous studies (Wainaina et al, 2021).

The scholars in social science research believe that validity of the research instruments is not determined on the basis of statistical procedures (Kothari, 2019). The researcher determined the validity of the research instruments on the basis of content validity through expert judgment. Furthermore, the researcher derived and adapted items for the research instruments developed by other researchers. This ensured the items for the research instruments were based on verified reliability by other researchers (Muathe, 2010). Moreover, the researcher employed internal consistency techniques to determine reliability of each item on the research instrument (Orodho, 2009). The researchers in social science research suggest varied viewpoints with regard to an Alpha Coefficient Value for reliability of items of the research instrument. One of the scholars suggests an Alpha Coefficient Value that lies between 0.66 and 0.79 level of significance is high enough for internal consistency of items of the research instrument (Bauer, 2008). Furthermore, an Alpha Coefficient Value above 0.70 level of significance is high enough (Kothari, 2019). The reliability coefficient of teachers' questionnaire

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for the study was an Alpha Coefficient Value of 0.77 level of significance. The researcher did a pilot study to pre-test the research instruments. The researchers differ in viewpoints on the ideal sample size for the pilot study. One scholar suggests 1% to 10% of the entire sample size for the main study is ideal for a pilot study (Mugenda & Mugenda, 2003). Furthermore, other scholars voice the view that a sample of 10 to 30 cases is justifiable for a pilot study (Johnson & Brooks, 2010). The sample size of the pilot study was based on 10% of the parent sample study. The pilot study involved 29 participants consisting of 4 principals and 25 teachers. This represented 10.1% of the sample size for the main study. The researcher used the same procedure employed in determining the sample size for the main study (Creswell, 2014).

The researcher administered the research instruments in person. The sampled teachers responded to questionnaire items in a week's time and handed in the questionnaires upon expiry of one week at the time of dispatch. The researcher booked an appointment to conduct in-depth interviews with randomly sampled principals at the work station during the data collection process. The researcher used descriptive statistics and inferential statistics data analysis techniques in the analysis of quantitative data. The researcher coded the data before entry into Statistical Package for Social Sciences (SPSS) -Version 28.0. The researcher used descriptive statistics to analyse the questionnaire items based on Likert scale. The researcher presented the finding in the frequency distribution table. The hypothesis (H_{01}) was tested using the Chi-Square Goodness of Fit test to determine level of significance between training and teacher turnover intentions at 95% significance level with 5% level of precision. The researcher further employed the Pearson product moment correlation to determine strength and direction of linear correlation between training and teacher turnover intentions. Furthermore, the study employed the Multiple linear regression to determine the most influential attribute of training on teacher turnover intentions. The researcher employed the Standard Multiple Regression formula to test the hypothesis as shown below;

$$Y = \text{Constant} + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_4X_5 + \beta_4X_6 + \beta_7X_7 + ɔ$$

Where Y = Teacher turnover intentions (outcome variable)

$X_1, X_2, X_3, X_4, X_5, X_6$ and X_7; first, second, third, fourth, fifth, sixth and seventh attributes of training

β_1 = Variation in Y in relation to each unit increase in X_1 when X_2, X_3, X_4, X_5, X_6, and X_7 are held constant, β_2 = Variation in Y in relation to each unit increase in X_2 when X_1, X_3, X_4, X_5, X_6 and X_7 are held constant, β_3 = Variation in Y in relation to each unit increase in X_3 when X_1, X_2, X_4, X_5, X_6 and X_7 are held constant, β_4 = Variation in Y in relation to each unit increase in X_4 when X_1, X_2, X_3, X_5, X_6 and X_7 are held constant, β_5 = Variation in Y in relation to each unit increase in X_5 when X_1, X_2, X_3, X_4, X_6 and X_7 are held constant, β_6 = Variation in Y in relation to each unit increase in X_6 when X_1, X_2, X_3, X_4, X_5 and X_7 are held constant. X_7 = Variation in Y in relation to each unit increase in X_7 when X_1, X_2, X_3, X_4, X_5 and X_6 are held constant. The ɔ = Error term; refers to unexplained variation in Y (teacher turnover intentions) owing to variables not in the Regression model; current study (Orodho, Khatete & Mugiraneza, 2016).

The researcher employed Analysis of Variance (ANOVA) to determine whether all the seven attributes of training in the Regression series jointly influenced teacher turnover intentions. This was done through the F-test. This potentially reduces the probability of committing Type 1 Error, rejecting the null hypothesis that turns out to be true (Orodho et.al, 2016). The researcher used thematic analysis techniques to analyse qualitative data and presentation of the findings in the form of thematic narratives (Babbie, 2014).

RESULTS AND DISCUSSIONS

Table 1: Descriptive statistics for training and teacher turnover intentions

Statement	SD	D	N	A	SA
Re-tooling of the teachers is a core component of job description	48 (19.4%)	48 (19.4%)	37 (15.0%)	88 (35.6%)	26 (10.5%)

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TSC offers mandatory in-service re-tooling programmes relevant to areas of specialisation to all teachers yearly	67 (27.1%)	82 (33.2%)	44 (17.8%)	48 (19.4%)	6 (2.4%)
Teachers undergo re-tooling programmes relevant to the work environment	52 (21.1%)	96 (38.9%)	34 (13.8%)	58 (23.5%)	7 (2.8%)
TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers	64 (25.9%)	107 (43.3%)	39 (15.8%)	33 (13.4%)	4 (1.6%)
TSC finances fully induction programmes for teachers to enhance expertise in areas of specialisation and grow careers within the teaching profession	80 (32.4%)	105 (42.5%)	25 (10.1%)	35 (14.2%)	2 (0.8%)
TSC offers scholarships to enable teachers to go for further education	112 (45.3%)	92 (37.2%)	28 (11.3%)	14 (5.7%)	1 (0.4%)
TSC has a clear structure and well-defined re-tooling programme to enhance expertise among teachers	56 (22.7%)	106 (42.9%)	40 (16.2%)	37 (15.0%)	8 (3.2%)

NB: SD-strongly disagree D-disagree, N-neutral, A-agree, SA-strongly agree

Table 1 indicates below half (38.9%) of the teachers were in disagreement that re-tooling of teachers is a core component of job description while a sizable number (46.2%) in support of the viewpoint and minority (15%) neutral. Moreover, above half (60.3%) expressed contrary viewpoint that TSC offers mandatory in-service re-tooling programmes relevant to areas of specialisation to all teachers yearly while a minority (21.9%) agreed with the statement and slightly below one-fifth (17.8%) non-committal. The finding indicates that most teachers express dissatisfaction that the TSC is not doing enough in relation to offering re-tooling programmes to enhance ability to navigate through and remain relevant in ever changing needs of secondary school curriculum hence increasing tendency of turnover intentions among the teachers in Taita-Taveta County, Kenya. Furthermore, the majority (59.9%) disagreed with the opinion that teachers undergo re-tooling programmes relevant to the work environment, contrary to slightly above one-fifth (26.3%) agreed while the minority (13.8%) were neutral. The dissatisfaction is owing to TSC adopting the policy of "one shoe fits all sizes" in relation to the re-tooling programmes. The re-tooling programmes by TSC are not designed to enable applicability to unique and distinct learning environments hence the dissatisfaction among the teachers which increases tendency of turnover intentions.

Moreover, a sizable number (69.2%) voiced a divergent viewpoint that TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers with slightly above one-tenth (15.8%) neutral and minority (15%) in agreement with the view. The finding indicates that most teachers are dissatisfied since the employer is doing very little with regard to providing mentorship programmes to enhance proficiency in areas of specialisation. This increases the desire to opt for non-teaching jobs. The study further indicates almost three-quarters (74.9%) voiced a contrary opinion that TSC finances fully induction programmes for teachers to enhance expertise in areas of specialisation while above one-tenth (15%) consented to the statement with minority (10.1%) neutral. With regard to TSC offers scholarships to enable teachers to go for further education more than three-quarters (82.6%) disagreed, slightly above one-tenth (11.3%) neutral and minority (6.1%) in agreement. Lastly, the finding reveals that more than half (65.6%) were of the contrary opinion that TSC has a clear and well-defined re-tooling programmes to enhance expertise among teachers while slightly below one-fifth agreed (18.2%) and minority (16.2%) remained neutral.

The TSC essentially treats the training needs of teachers causally owing to the non-existence of a well-articulated re-tooling programme. The teachers are highly dissatisfied since the TSC has done little to provide

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training programmes and scholarships for further education and enhance development of inherent capacities. This enables the teachers to adjust effectively in the content and the context of the teaching jobs. Furthermore, the TSC seems to have paid little attention to funding of mentorship and induction programmes for the teachers. This inhibits novice teachers building skills, knowledge and confidence essential to navigate ever complex teaching and learning environments which increases turnover intentions. Moreover, induction programmes assist the newly employed teachers to refine pedagogical skills as well as familiarise with the school culture. This enhances the effectiveness of integration of a novice teacher as a member of the school community which lowers turnover intentions. The responses of the teachers to the various attributes of training are further affirmed by the in-depth interviews with the principals of public secondary schools in Taita-Taveta County.

The secondary schools' principals unanimously voiced the concern that the TSC needs to be systematic and intentional and develop well-crafted programmes for capacity building workshops blending with online re-tooling programmes to reach most teachers cost effectively. The principals made the following recommendations with regard to in-depth interview items on training and teacher turnover intentions as detailed below;

TSCP10 recommended that:

> TSC needs to initiate a well-coordinated process to bring on board various stakeholders, agencies including; MOEST, KICD, KEMI, CEMESTEA and universities' curriculum specialists to jointly design a structured re-tooling programme with clearly set timelines; life span, review mechanisms, resource personnel, training resources both print and electronics. Furthermore, TSC needs to develop digital infrastructure for remote re-tooling programmes and sourcing adequate funding from the government and the development partners for facilitation and allowances for the teachers.

The secondary schools' principals noted that the re-tooling of teachers is poorly executed and less effective owing to the resource personnel with inadequate expertise, unproportional time allocated for the content delivery, sampling one or two teachers in a department and done hurriedly once in a year.

TSCP15: commented that:

> The training personnel lack the requisite expertise to re-tool teachers; P1 teachers promoted to the status of field officers among other ill-equipped trainers spend time reading notes to the teachers. This is unacceptable the teachers know how to read. This calls for urgent need for the TSC to deploy resource personnel well-trained to realign pedagogical skills of teachers in seamless integration of ICT with aspects of curriculum content in real time teaching and learning context. Furthermore, the emphasis ought to be enhancing capacity building in the use of digital devices to deliver lessons in classroom set up hence trainers need to incorporate case studies to orient teachers to varied and unique learning environments. Again, regular sessions needed to re-tool all teachers inclusive board of management teachers, instead of the current situation, one or two samples each department. The TSC must source more funding to cascade re-tooling programmes to sub county and zonal levels to reduce big crowds at county level which renders the programme ineffective. Lastly, TSC needs to develop digital infrastructure to enhance remote re-tooling to bring more experts on board to effectively deliver the programme and reach most teachers.

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The teachers generally expressed the view that the TSC has never taken training of teachers seriously. The TSC handles training of teachers causally and haphazardly.

TSCT200 commented that:

> TSC needs to structure re-tooling programmes in collaboration with MOEST, KEMI, KICD and universities' curriculum experts and not the current randomly executed. The programme, needs to be structured; running in cycles at least three years, review and reflection on lessons learnt before the next cycle. Again, the programme, needs to be well-planned instead currently ambushing teachers without prior notice to attend workshops and seminars during the school holidays. Re-tooling programmes need to be yearly for accessibility to all the teachers instead of sampling one per department. Furthermore, TSC needs to offer remote re-tooling programmes, establish more training stations to zonal level and at school level to finance fully mentorship and induction programmes for further accommodation and exposure of teachers to more re-tooling programmes. Additionally, TSC needs to offer scholarships to teachers to undertake in-service and pre-service training programmes for effective implementation of the current CBE (Competency Based Education).

Furthermore, teachers raised concern with regard to the training personnel, training resources and incentives.

TSCT230 commented:

> TSC needs to deploy subject experts and not every Tom, Harry and John. Teachers need guidance in the integration of ICT in content delivery unlike currently some trainers spending time in the name of training reading notes aloud to teachers. TSC to provide enough training resources; ICT resource personnel with expertise to lead teachers in blending curriculum content with digital content through varied case studies of different teaching and learning environments. Teachers do not need lectures but practical based training. Again, TSC needs to embrace online re-tooling mode to reach most teachers. Furthermore, TSC needs to engage specialists in various aspects of curriculum content to develop simple training guides, manuals and modules for teachers to read on their own. Moreover, TSC needs to develop mechanisms for rewarding teachers in form of awarding certificates, better allowances like civil servants, doctors and nurses in the process of attending training sessions. Also, there is need for a well-articulated structure for follow-up; to find out application of acquired pedagogical skills in classroom teaching and award the best teachers with certificates of recognition, awards and promotion.

The principals' in-depth interview data is in agreement with the teachers' responses to the seven items in relation to influence of training on turnover intentions in table 1 and open-ended items on training that; the teachers are highly dissatisfied with the TSC in relation to causal and haphazardly manner in the provision of re-tooling programmes to teachers owing to lack of robust and proactive re-tooling programme for teachers. The TSC samples a few teachers instead of re-tooling all teachers in the area of specialisation, provides no funding for induction, mentorship programmes and scholarships to enable teachers to acquire more expertise through in-service and pre-service training. Furthermore, the training personnel lack the requisite skills to enable teachers to refine pedagogical approaches more so integrating ICT with curriculum content. Again, the TSC has no mechanisms in place to identify and reward teachers with demonstrated ability to implement blending of ICT in the teaching and learning process. The training offered by the TSC is highly contributing

to teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The finding is supported by a mixed study that found a significant positive association between training and teacher retention, Kilolo Council, Iringa-Tanzania (Onyango et. al, 2025). The finding further aligns with a study that showed provision of mentorship programmes enables teachers to adjust to ever increasing and complex demands of the profession by offering guidance on lesson planning, management of students and integration into school culture. This potentially reduces early symptoms of frustration, a major factor in teacher attrition. Furthermore, proactive mentorship programmes provide clear career pathways as well as assisting teachers to visualise career growth opportunities hence less tended to turnover intentions; public secondary schools, Mukono District in Uganda (Hakiim, 2025). Furthermore, the findings agree with a descriptive survey study that found training is statistically significant with a strong positive effect on private universities' academic staff retention with low turnover intentions, Ghana (Sefenu et al, 2024).

5.2 Test of hypothesis

The researcher used inferential statistics to test the null hypothesis. Detailed analysis of the hypothesis testing is indicated below.

5.2.1. Chi- Square Goodness of Fit test

The Chi-Square Goodness of Fit test was used to determine level of significance with regard to influence of training on teacher turnover intentions. The hypothesis for the study stated as indicated below;

H_{o1}: Training has no statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

The Chi-Square analysis with regard to the responses of the teachers to items on influence of training on teacher turnover intentions in public secondary schools in Taita-Taveta County is indicated in table 2.

Table 2: Chi-Square test between training and teacher turnover intentions in public secondary schools in Taita-Taveta County

Statement	Turnover intention	SD	D	N	A	SA	χ^2	P-value
Re-tooling of teachers is a core component of job description	Agreed	42 (87.5%)	45 (93.8%)	35 (97.2%)	79 (89.8%)	25 (96.2%)	3.992	0.407
	Not agree	6 (12.5%)	3 (6.3%)	1 (2.8%)	9 (10.2%)	1 (3.8%)		
Mandatory in-service re-tooling programmes	Agreed	61 (91.0%)	76 (92.7%)	41 (93.2%)	43 (89.6%)	43 (100%)	1.109	0.893
	Not agree	6 (9.0%)	6 (7.3%)	3 (6.8%)	5 (10.4%)	0 (0.0%)		
Re-tooling programmes relevant to work environment	Agreed	48 (92.3%)	89 (92.7%)	30 (93.8%)	52 (89.7%)	6 (85.7%)	0.987	0.912
	Not agree	4 (7.7%)	7 (7.3%)	2 (6.3%)	6 (10.3%)	1 (14.3%)		
Mentorship programmes to	Agreed	59 (92.2%)	98 (91.6%)	37 (94.9%)	29 (87.9%)	4 (100%)	1.554	0.817

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address knowledge gaps	Not agree	5 (7.8%)	9 (8.4%)	2 (5.1%)	4 (12.1%)	0 (0.0%)		
TSC finances fully induction programmes to enhance expertise in area of specialisation	Agreed	75 (93.8%)	96 (91.4%)	23 (92.0%)	31 (88.6%)	2 (100%)	1.097	0.895
	Not agree	5 (6.3%)	9 (8.6%)	2 (8.0%)	4 (11.4%)	0 (0.0%)		
TSC offers scholarships to enable teachers to go for further education	Agreed	102 (91.1%)	85 (92.4%)	26 (96.3%)	12 (85.7%)	1 (100%)	1.639	0.802
	Not agree	10 (8.9%)	7 (7.6%)	1 (3.7%)	2 (14.3%)	0 (0.0%)		
TSC has a clear structure and well-defined re-tooling programme to enhance expertise	Agreed	51 (91.1%)	99 (93.4%)	36 (90.0%)	34 (91.9%)	7 (87.5%)	0.773	0.942
	Not agree	5 (8.9%)	7 (6.6%)	4 (10.0%)	3 (8.1%)	1 (12.5%)		

NB: SD-strongly disagree, D-Disagree, N-neutral, A-agree, SA-strongly agree

***Indicate significant effects at P ≥ 0.05**

The Chi-Square Goodness of Fit test was employed at 95% interval level with 5% level of precision to test the hypothesis for the study in view of determining the influence of seven attributes of training on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The analysis in table 2 displays training had influence on teacher turnover intentions in relation to; TSC has a clear structure and well-defined re-tooling programme for teachers (χ^2 = 0.773, df = 4, p = 0.942), teachers undergo re-tooling programmes relevant to the work environment (χ^2 = .0987, df = 4, p = 0.912), TSC finances fully induction programmes for teachers (χ^2 = 1.097, df = 4, p = 0.895), TSC offers mandatory re-tooling programmes to all teachers yearly (χ^2 = 1.109, df = 4, p = 0.893), TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers (χ^2 = 1.554, df = 4, p = 0.817), TSC offers scholarships to enable teachers to go for further education (χ^2 = 1.639, df = 4, p = 0.802) and re-tooling of teachers is a core component of job description (χ^2 = 3.992, df = 4, p = 0.407).

The analysis demonstrates the respective p-values of seven attributes of training were significant at interval level of 0.05 ($p \geq 0.05$). This justifies rejection of the null hypothesis and acceptance of the alternative hypothesis that training has a statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

The finding is consistent with a descriptive survey study that found a significant association between training and turnover intentions of academic staff, public universities in Jordan (Barakat et al, 2021). Furthermore, the findings align with a study that reported a significant and positive influence of training and development on job satisfaction and employee retention; education institutions, Pakistan (Butt et al, 2021). Moreover, a similar view shared by a descriptive survey study that revealed a positive and significant influence between training and development on employee turnover intentions, public secondary schools, Adamawa State, Nigeria (Abubakar et al, 2020). Furthermore, the findings match a descriptive survey study that found a positive and significant correlation between on-the-job training and orientation process with turnover intentions of employees, banking sector, Karachi, Pakistan (Faisal et al, 2023). The findings contradict a study that showed talent development and teacher turnover intentions had a statistically significant negative association, public secondary schools, Katsina State, Nigeria (Yangaiya, 2021). A similar contradicting viewpoint by a descriptive

survey study that found training negatively correlated with universities' academic staff turnover intentions; Pershawar division, KP, Pakistan (Khan et al, 2022). The viewpoints are further supported by a quantitative study that revealed training and turnover intentions of employees had a negative and significant association, banking industry in Malaysia (Anua, et al, 2024).

5.2.2 The Pearson product moment correlation

The researcher used the Pearson product moment correlation to determine strength and direction of association between the independent variable and the outcome variable. The analysis is detailed in relation to table 3.

Table 3: Person Correlation between training and teacher turnover intentions in public secondary schools, Taita-Taveta County

Statement		**Looking forward to a high paying job**
Turnover intentions. I am looking forward to a high paying job	r – value	1
	Sig. (2-tailed)	
Re-tooling of teachers is a core component of job description	r – value	-0.041
	Sig. (2-tailed)	0.520
TSC offers mandatory in-service retooling programmes relevant to areas of specialisation to all teachers yearly	r – value	- 0.005
	Sig. (2-tailed)	0.940
Teachers undergo re-tooling programmes relevant to the work environment	r – value	0.045
	Sig. (2-tailed)	0.485
TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers	r – value	0.010
	Sig. (2-tailed)	0.873
TSC finances fully induction programmes for teachers to enhance expertise in areas of specialisation and grow careers within the teaching profession	r – value	0.048
	Sig. (2-tailed)	0.456
TSC offers scholarships to enable teachers to go for further education	r – value	- 0.010
	Sig. (2-tailed)	0.873
TSC has a clear structure and well- defined re-tooling programme to enhance expertise among teachers	r – value	0.019
	Sig. (2-tailed)	0.770
	N	247

The Pearson product moment correlation analysis illustrated in table 3 indicates a significant association between the seven attributes of training and teacher turnover intentions in relation to; TSC offers mandatory in-service re-tooling programmes relevant to areas of specialisation to all teachers yearly ($r = - 0.005$, $p = 0.940$), TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers ($r = 0.010$, $p = 0.873$), TSC offers scholarships to enable teachers to go for further education ($r = - 0.010$, $p = 0.873$), TSC has a clear structure and well-defined re-tooling programme to enhance expertise among teachers ($r = 0.019$, $p = 0.770$), re-tooling of teachers is a core component of job description ($r = - 0.041$, $p = 0.520$), teachers undergo re-tooling programmes relevant to the work environment ($r = 0.045$, p =

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0.485) and TSC finances fully induction programmes for teachers to enhance expertise in areas of specialisation ($r = 0.048$, $p = 0.456$).

According to the Pearson product moment correlation analysis detailed in table 3 indicates a significant association of training attributes and teacher turnover intentions owing to the respective statistical p-values that were significant at 0.05 ($p \geq 0.05$) interval level. This is in agreement with the Chi-Square analysis. This implies the teachers in public secondary schools in Taita-Taveta County, Kenya are highly dissatisfied with all attributes of training hence are looking forward to a high paying job. The null hypothesis is rejected and the alternative hypothesis confirms that training has a statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

The finding is consistent with a descriptive survey study that found a significant association between training and turnover intentions of academic staff, public universities, Jordan (Barakat et al, 2021). Furthermore, the findings align with a study that reported a significant and positive influence of training and development on job satisfaction and employee retention, education institutions, Pakistan (Butt et al, 2021). The finding further agrees with a descriptive survey study that found training is statistically significant with a strong positive effect on private universities' academic staff retention with low turnover intentions, Ghana (Sefenu et al, 2024). Again, a similar view shared by a mixed research study that found a significant positive association between training and teacher retention, Kilolo Council, Iringa-Tanzania (Onyango et al, 2025). Moreover, the findings are further supported by a descriptive survey study that revealed a positive and significant influence between training and development on employee turnover intentions, public secondary schools, Adamawa State, Nigeria (Abubakar et al, 2020). Furthermore, the findings match a descriptive survey study that found a positive and significant correlation between on-the-job training and orientation process with turnover intentions of employees, banking sector, Karachi, Pakistan (Faisal et al, 2023).

The findings contradict a study that showed talent development and teacher turnover intentions had a statistically significant negative association; public secondary schools, Katsina State in Nigeria (Yangaiya, 2021). The contradicting viewpoint supports a descriptive survey study that found a negative correlation between training and universities' academic staff turnover intentions; Pershawar division, KP in Pakistan (Khan et al, 2022).

5.2.3 Multiple linear regression

The study used the Multiple linear regression to determine the training attribute with the most influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya. The researcher did a Regression model test to determine how well the independent variable explained the dependent variable in a Regression model. The Regression model test summary is presented in table 4.

Table 4: Model summary of regression statistics on training and teacher turnover intentions in public secondary schools in Taita-Taveta County

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.110[a]	0.012	0.017	0.27778

a. Predicators**:** (constant), TSC has a clear structure and well-defined re-tooling programme to enhance expertise among teachers, TSC offers scholarships to enable teachers to go for further studies, TSC finances fully induction programmes for teachers to enhance expertise in areas of specialisation and grow careers within the teaching profession, TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers, the teachers undergo re-tooling programmes relevant to the work environment, TSC offers mandatory in-service re-tooling programmes relevant to areas of specialisation to all teachers yearly and re-tooling of teachers is a core component of job description.

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The Regression model test summary displayed in table 4 indicates a correlation coefficient of (R = 0.110). This shows a low positive association between training (predictor variable) and teacher turnover intentions (response variable) in public secondary schools in Taita-Taveta County, Kenya. This is in line with the researchers' opinions in social science research that a correlation coefficient of (r = 1) illustrates perfect linear association; (r = -1) negative relationship; (r- value below 0.5) weak correlation and r- value of zero no relationship between the regressor variable and the criterion variable (Orodho et. al, 2016; Saunders, 2000). The analysis further indicates a coefficient of determination (R^2) with a value of .012. This shows only 1.2% of the variation in the dependent variable (teacher turnover intentions) can be attributed to attributes of the independent variable (training) while the rest (98.8%) of the variation is unexplained (owing to other variables not considered in the present study).

The coefficient of determination provides a measure of the variation in the dependent variable explained by the regression line and the independent variable. The researchers in social science research voice the view that calculation of beta values (regression weight) enables the researcher to determine the effect of each regressor variable in the variation of the response variable (Orodho et. al, 2016). Table 5 indicates beta values (regression weight) for each respective attribute of training with regard to influence on teacher turnover intentions.

Table 5: Regression Coefficient results for the influence of training and teacher turnover intentions in public secondary schools in Taita-Taveta County

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.084	0.055		19.678	0.000
	Re-tooling of teachers is a core component of job description	- 0.019	0.017	- 0.094	-0.161	0.247
	TSC offers mandatory in-service re-tooling programmes relevant to areas of specialisation to all teachers yearly	- 0 .010	0.021	- 0.042	- 0.469	0.640
	Teachers undergo re-tooling programmes relevant to the work environment TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers	0.017 0.003	0.019 0.025	0.022 0.009	0.072 0.101	0.779 0.919
	TSC finances fully induction programmes for teachers to enhance expertise in areas of specialisation and grow careers within the teaching profession	0.023	0.024	0.085	0.931	0.353
	TSC offers scholarships to enable teachers to go for further education	- 0.014	0.028	- 0.045	- 0.505	0.614
	TSC has a clear structure and well-defined re-tooling programme to enhance expertise among teachers	0.004	0.023	0.015	0.161	0.872

a. Dependent variable: I am looking forward to a high paying job

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The analysis reveals a "constant" value of 1.084. This implies a zero unit of independent variable (training) the predictions in teacher turnover intentions is a value of 1.084. Moreover, one unit increase in re-tooling of teachers is a core component of job description, (X_1) a - 0.094; a corresponding unit decrease of - 0.094 (β = - 0.094) in teacher turnover intentions is predicted. Furthermore, one unit increase in relation to the TSC offers mandatory in-service re-tooling programmes relevant to areas of specialisation to all teachers yearly (X_2), a - 0.042 unit decrease in teacher turnover intentions is predicted (β = - 0.042). Moreover, in every one unit increase in relation to teachers undergoing re-tooling programmes relevant to the work environment (X_3), a 0.072 unit increase in teacher turnover intentions is predicted (β = 0.072). In each unit increase with regard to TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers (X_4), a value of 0.009 unit increase in teacher turnover intentions is predicted (β = 0.009). Again, one unit increase of 0.085 in relation to the TSC finances fully induction programmes for teachers to enhance expertise in the area of specialisation and grow careers within the teaching profession (X_5), a 0.085 unit increase in teacher turnover intentions is predicted (β = 0.085). The finding further indicates for each unit increase with regard to TSC offers scholarships to enable teachers to go for further education (X_6), the amount of unit decrease predicted in teacher turnover intentions is - 0.045 (β = - 0.045). Furthermore, one unit increase in relation to TSC has a clear structure and well-defined re-tooling programme to enhance expertise among teachers (X_7), a 0.015 unit increase in teacher turnover intentions is predicted (β = 0.015).

Table 5 further indicates a significant contribution to the Regression model test result by attributes of training in relation to p-values statistically significant at 0.05; ($p \geq 0.05$) significance level. The respective order with regard to the largest to the least contributor to the Regression model test result is detailed below;

X_4 (β = 0.009, p = 0.919 > 0.05), X_7 (β = 0.015, p = 0.872 > 0.05), X_2 (β = - 0.042, p = 0.640 > 0.05), X_6 (β = - 0.045, p = 0.614 > 0.05), X_3 (β = 0.072, p = 0.437 > 0.05), X_5 (β = 0.085, p = 0.353 > 0.05) and X_1 (β = - 0.094, p = 0.247 > 0.05).

According to the regression model, the most influential attribute on teacher turnover intentions is that TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers (X_4) while the least (X_1) re-tooling of teachers is a core component of job description.

Analysis of Variance (ANOVA)

The Analysis of Variance (ANOVA) was used in the analysis of seven attributes of training on teacher turnover intentions. This was done by employing the F-test. The F-test enables the researcher to compare seven means of the training attributes simultaneously which potentially lowers the probability of committing Type 1 Error; rejecting the null hypothesis that is true (Orodho et. al, 2016). Table 6 displays the outcome of the Analysis of Variance (ANOVA) with regard to training and teacher turnover intentions.

Table 6: Analysis of Variance for training and teacher turnover intentions in public secondary schools in Taita-Taveta County

Model	Sum of Squares	Df	Mean Square	F	Sig
1 Regression	0.222	7	0.032	0.410	0.896[a]
Residual	18.132	235	0.077		
Total	18.354	242			

a. Predictors: (constant), TSC has a clear structure and well-defined re-tooling programme to enhance expertise among teachers, TSC offers scholarships to enable teachers to go for further education, TSC finances fully induction programmes for teachers to enhance expertise in areas of specialisation and grow careers within the teaching profession, TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers, teachers undergo re-tooling programmes relevant to the work environment, TSC offers mandatory in-service re-tooling programmes relevant to areas of specialisation to all teachers yearly and re-tooling of teachers is a core component of job description.

The finding is consistent with a descriptive survey study that concluded; training and employability is positively correlated and meanwhile, employability is negatively correlated with turnover intentions of academic staff and administrative staff, Shadong province's higher education institutions in China (Wang et. al, 2024). The findings agree with a descriptive survey study that revealed training is statistically significant with a strong positive effect on academic staff retention with low tendency of turnover intentions, private universities, Ghana (Sefenu et al, 2024). The finding is further supported by a mixed research study that indicated training is significantly and positively correlated with teacher retention, public secondary schools, Kilolo Council, Iringa-Tanzania (Onyango et. al, 2025). Moreover, the findings agree with cross-sectional survey study that revealed a strong positive influence between mentoring, coaching and job rotation on teacher willingness to stay in the teaching profession, private secondary schools, Sheema Municipality, South Western Uganda (Atwiine et al, 2025). A similar view shared by a descriptive survey study that found a positive and significant association between training and development on employee turnover intentions, public secondary schools, Adamawa State, Nigeria (Abubakar et al, 2020).

Furthermore, the findings contradict correlational study that indicated a statistically strong negative effect between mentorship programmes and teacher attrition, public secondary schools, Mukono District in Uganda (Hakiim, 2025). The contradicting view is further supported by a descriptive survey study that revealed a statistically significant negative influence between talent enhancement and teacher turnover intentions, private secondary schools, Laytang North LGA, Plateau State, Nigeria (Olanjewaju, 2023). The views are similar to a descriptive survey study that found training and turnover intentions of universities' academic staff is negatively correlated, Pershawar division, KP, Pakistan (Khan et al, 2022).

With regard to corroboration of descriptive data, interview data with secondary school principals, responses of teachers to open-ended items relating to training, inferential statistics in analysis of the hypothesis; Chi-Square Goodness of Fit test, Pearson product moment correlation, Multiple linear regression and Analysis of variance (ANOVA) the study concludes that training and in essence TSC offers mentorship programmes to address knowledge gaps in areas of specialisation among teachers is significantly and positively influencing teacher turnover intentions ($\beta = 0.009$, $p = 0.919 > 0.05$) in public secondary schools in Taita-Taveta County, Kenya.

SUMMARY

The study in relation to objective one finding indicated a high dissatisfaction among teachers that TSC has not lived to the expectations of teachers with regard to; re-tooling of teachers as a core component of job description, re-tooling all teachers yearly, providing re-tooling programmes relevant to the work environment, offering mentorship programmes, financing induction programmes, offering scholarships to teachers to go for further education and coordination of re-tooling programmes in view of a clearly structured and well-defined re-tooling programme hence are looking forward to a high paying job. With regard to the research hypothesis (H_{01}) the study revealed a p-value of 0.896; statistically significant at 0.05 ($p \geq 0.05$) significance level. The seven attributes of training in relation to magnitude in influencing teacher turnover intentions indicated; TSC offers mentorship programmes to address identified knowledge gaps among teachers ($\beta = 0.009$, $p = 0.919 > 0.05$), TSC has a clear and well-defined re-tooling programme to enhance expertise among teachers ($\beta = 0.015$, $p = 0.872 > 0.05$), TSC offers mandatory in-service re-tooling programmes to all teachers yearly ($\beta = - 0.042$, $p = 0.640 > 0.05$), TSC offers scholarships to enable teachers to go for further education ($\beta = - 0.045$, $p = 0.614 > 0.05$), teachers undergo re-tooling programmes relevant to the work environment ($\beta = 0.072$, $p = 0.437 > 0.05$), TSC finances fully induction programmes to enhance expertise among teachers ($\beta = 0.085$, $p = 0.353 > 0.05$) and the least, re-tooling of teachers is a core component of job description ($\beta = - 0.094$, $p = 0.247 > 0.05$). The null hypothesis is declared nil and void and the alternative hypothesis affirmed that training has a statistically significant influence on teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

CONCLUSION

The finding with regard to the objective of the study indicated among seven attributes of training, TSC offers

mentorship programmes to address identified knowledge gaps among teachers distinctly made the greatest influence on teacher turnover intentions. The study justifiably draws the conclusion that training and essentially TSC offers mentorship programmes to address identified knowledge gaps among teachers (β = 0.009, p = 0.919 > 0.05) is significantly influencing teacher turnover intentions in public secondary schools in Taita-Taveta County, Kenya.

RECOMMENDATION

The study recommended that TSC needs to identify and appoint key resource personnel to regularly conduct mentorship programmes to address identified knowledge gaps among teachers from school level to national

level with established implementation, monitoring and evaluation mechanisms.

Conflict of interest Statement

The author declares no conflict of interest.

About the author

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