

# **SCHOOL PERFORMANCE AS AN ANTECEDENT FOR QUIT INTENT AMONG TEACHERS: LESSONS FROM PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY COUNTY**

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## **ABSTRACT**

In the last two decades, the teachers service commission in Kenya has been battling with teachers quitting their jobs for lucrative opportunities elsewhere such as in the media, financial institutions, private academies, non-governmental organizations and content creation in the creative industry. Many others quit teaching to take up other administrative roles at the Ministry of Education as quality assurance and standard officers where terms of service are more lucrative than the TSC offers. This has created an acute shortage of teachers estimated at 61,671 in 2019, 66,718 in 2020 and 57,822 in 2021. With the declining performance in over 30 percent of public secondary schools in Nairobi County within the same period, there is need to determine the influence that school performance has on quit intent among public secondary school teachers in Nairobi City County. The objective of the study was to determine the influence that school performance has on quit intent among public secondary school teachers in Nairobi City County. The study adopted the positivist philosophical orientation in which descriptive cross-sectional survey research design was preferred. The target population for the study comprised of 2048 teachers in the 84 public secondary schools in Nairobi City County. From which a sample of 207 respondents was selected using purposive sampling from 69 schools. A structured questionnaire was used to collect primary data while secondary data on performance was obtained from the responding schools. Data was analysed using descriptive statistics

and simple linear regression analysis. Hypothesis testing was based on regression analysis results. R<sup>2</sup> was used to determine the goodness of fit of the model while F-statistic was used to determine the overall robustness of the analytical model. Significance of the variables was determined using p-values at 0.05 level of significance. Results were presented in graphs and tables. Results illustrated a dwindling performance in KCSE, average performance in co-curricular activities, high prevalence of indiscipline cases and high completion rate. Regarding quit intent teachers in Nairobi City County had moderate intentions to quit. Further, results showed that school performance had a significant ( $P < 0.05$ ) negative influence on quit intent indicating that holding all other factors constant, an increase in school performance would reduce quit intent among public secondary school teachers in Nairobi County. It was thus concluded that school performance significantly influences quit intent among public secondary school teachers. The study recommended that the Ministry of Education, the TSC and Head teachers should come up with policies aimed at improving school performance and teacher motivation such as provision of requisite resources such as books and other learning materials, adoption of new technology, rewarding teachers in schools that have outstanding performance through promotions and rewarding highly trained teachers.

**Key Words:** Nairobi City County, Quit Intent, School Performance, Teachers

## **INTRODUCTION**

World over, both profit making and not for profit organisations, have perennially struggled with high rates of staff turnover among their employees (Slocum and Hellriegel, 2017). According to Odadi (2012), Quit intent refers to contemplation by an employee to exit the current employment for various reasons such as poor work conditions, lack of motivation, lack of growth opportunities and such for greener pastures. On the other hand, Pepe (2010) observed that quit intent may also be motivated by factors such as employees' perception of organizational support, organizational commitment and organizational complexity. Additionally, job engagement (Saks, 2016) job satisfaction (Slocum and Hellriegel, 2017) and poor remuneration (Samad, 2012) have also been cited as precursors for quit intent. In a school context, Chambers et al (2019) opined that teachers with lower organizational commitment, lower job involvement, lower perceived support, lower job control, poor school climate, and more school difficulties indicated higher likelihood of leaving the profession. Poor 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.

Literature supports that quit decision is a psychological process that an employee goes through due to some degree of dissatisfaction with their current situation at work and the process is completed when the intent to quit matures for one to quit an organization. Thus, the quit intent is the last step prior to actual quitting (Odadi, 2012). For the purpose of this study quit intent implies an employee's own estimated probability to leave the organization in the near future. Based on the existing literature, quit intent is associated with observable behaviours such as 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 (Meyer, 2009; Samad, 2016).

It is widely accepted that good organisational performance has positive impact on employees, often manifested in their motivation to work harder, job satisfaction, association, recognition and willingness to stay in the organisation (Samson & Bhanugopan, 2022). Organisational performance is also associated with security and pride among employees which keeps intent to quit under control. According to Mustapha and Ghee (2013), when performance and the level of motivation are at their best, the degrees of quitting are low or absent altogether. Additionally, employees are motivated by factors such as productivity that leads to satisfaction. High levels of satisfaction motivate employees stay longer thus reducing turnover rate.

Numerous studies on performance are based on corporate for-profit organisations and view performance as the ability of an organization to fulfil its specific goals over a given period of time (Stafford & Miles, 2013). Many studies on organizational performance often classify organizational performance indicators into financial indicators such as return on shareholders'

equity and profitability and non-financial indicators such as quality of services, efficiency and customer satisfaction (Gupta & Manju, 2013). The focus of this study however is on performance of public schools which have significantly different operational dynamics from other forms of whose primary goal is to maximise profits. In this sense, school performance is viewed from the perspective of academic achievement and personal development of students (Arifah et al., 2019). Consequently, school performance can be measured in terms of student achievement, discipline referrals, school attendance rates and teacher satisfaction (Arifah et al., 2019). For instance, in the United States of America (USA), Snyder (2015) indicated that school performance is measured in terms of the raw scores of school's different districts. On the other hand, Raj et al. (2014) proposed that school performance should be measured through perceived academic competence and perceived academic self-determination. Rothstein (2000) developed a composite index for school performance that included four main categories including academic outcomes, process indicators, security in school and conditions of school facilities. The study however notes that most studies on school performance are skewed towards academic performance because it is easy to measure, and other outcomes are not only difficult to measure but also their measurement methodology is largely unexplored.

This study sought the opinion of sampled secondary school teachers in Nairobi County on performance of their respective schools using the Rasch Analysis developed by Delaney and Huselid (1996). Rasch Analysis (RA) is a distinctive method of mathematical modelling based upon an underlying trait and accomplishes stochastic (probabilistic) conjoint additivity. The principles of Rasch Analysis were used to assess school performance dimensions in accordance with the Balanced Scorecard model. The identified school performance indicators were academic performance, student discipline, performance in co-curricular activities and school completion rate.

Public secondary schools in Kenya are under the ministry of education and are partially funded by the government through the free secondary education programme. They are run by school administrators and the board of management. The board deals with the standards of education provided and balance cost and effectiveness (Simiyu, 2014). There has been a tremendous increase in both the number of secondary schools and in student enrolment in response to the rapidly increasing number of primary school graduates seeking entry to the secondary level. However, estimates show that teacher shortage in secondary schools occasioned by normal retirement and exit by teachers before attainment of the retirement age to pursue other careers (Kamau et al., 2021) is on the rise.

Specifically, in the last two decades, the teachers service commission has been battling with teachers quitting their jobs for lucrative opportunities elsewhere such as in the media, financial institutions, private academies, non-governmental organizations and content creation in the creative industry (TSC, 2020). Many others quit teaching to take up other administrative roles at

the Ministry of Education as quality assurance and standard officers where terms of service are more lucrative than the TSC offers (Oyaro, 2010) this has created teachers' shortage for 61,671 in 2019, 66,718 in 2020 (Kamundi, 2021) and 57,822 in 2021. With the declining performance in over 30 percent of public secondary schools in Nairobi County within the same period, there is need to determine the influence that school performance has on quit intent among public secondary school teachers in Nairobi City County.

## **LITERATURE REVIEW**

This section examines related literature aimed at demonstrating existing gaps in literature. The section covers both theoretical and empirical literature review. The study was anchored on Social Exchange theory accredited to George Homans (1961) and Peter Blau (1968, 1977) which posits that human relationships and actions are based on a subjective cost-benefit analysis. The theory provides an influential conceptual paradigm not only in organizational behaviour but also in social psychology and anthropology (Ojiambo, 2015). Previous literature on social sciences predominantly assumed that people form decisions rationally. However, modern literature supports that human beings do not always think and act rationally, because they have emotions, values, habits or traditional values and also act on different elements of value-oriented thinking (Thibaut & Kelley, 2017). As such when forming and maintaining relationships, individuals make a trade-off between the costs and benefits of maintaining such relationships.

Supporting this argument, Stafford and Kuiper (2021) construed that interactions are expensive to maintain because they require time, energy and commitment and may involve unpleasant emotions and experiences. Therefore, the rewards of a relationship must exceed the costs. Literature supports that costs and rewards from a relationship are evaluated in comparison with possible alternative relationships when deciding whether they should be maintained. As such, people assess rewards by making comparisons. Similarly, Chang (2021) opined that in their interactions, individuals always seek to maximise positive experiences with the people they interact with. Accordingly, with each interaction an individual has with another, the individual attempts to maximize the positive outcomes and minimize the negative (Thibaut & Kelley, 2017). As such behaviour is motivated by the desire to increase gain and to avoid loss. Based on these assumptions it is therefore possible to predict behaviour of individuals in their exchange relations, as well as the effects of different parameters on relationship outcomes (Schilke, Reimann & Cook, 2021).

According to the theory, there are two types of exchanges; direct and indirect exchange. In direct exchanges, two actors exchange with one another while in an indirect exchange, three or more actors are linked in an exchange where the benefits from the exchange are not directly reciprocated (Cheshire, Gerbasi & Cook, 2019). The theory has three propositions: the success proposition which states that when one finds that they are rewarded for their actions, they tend to repeat the action; the stimulus proposition which argues that the more often a stimulus has resulted in a

reward in the past, the more likely it is that a person will respond to it (Adams, 2007). The Deprivation-satiation proposition which argues that the more often in the recent past a person has received a particular reward, the less valuable any further unit of that reward becomes. As a result, the outcomes of social exchange are satisfaction and continued dependence of relationships such that positive relationships are expected to endure while the negative relationships will probably terminate (Denham, 2017).

This theory is relevant in anchoring performance because there exists an exchange relationship between the teacher and his/her employer. The reward to the teacher for performance would take the form of recognition, salary raise, and career progression. In this sense the teacher exchanges handwork for rewards such as promotion and better performance of the learners. Consequently, teachers in public secondary schools in Nairobi County and beyond may stay with the organization depending of the intended benefits. Where such benefits are not feasible, the teacher quits for other relationships where benefits exceed cost.

Previous scholars have delved on the subject of organisational performance and quit intent to show that organizational performance plays a significant role in influencing employee decisions to remain or quit. For instance, Borhart (2014) investigated the effect of organizational performance on employee quit intent in Canada public institutions, using a descriptive survey research design and concluded that over 70% of the employees voluntarily quit their jobs due to poor organizational performance. Despite the contributions of the study to the body of knowledge, the findings of the study may not be perfectly inferred to the current situation because the study is based on facts obtained from Canada public institutions which have significantly different operational dynamics from the current study context, Kenya. In 2017, Denham conducted a study on organizational performance and employee intent to quit in US firms using a descriptive cross-sectional survey and found that poor organizational performance had a significant effect on turnover rates. Poor performance lowered employee confidence on organization sustainability and In a study evaluating intent-to-quit in public school teachers, Chambers et al. (2019) sought to systematically evaluate factors associated with intent-to-quit the profession for public school teachers. The study used secondary data obtained from an online comprehensive occupational health survey from a total of 2,588 teachers from 46 Texas school districts. It was concluded that key factors related to intent-to-quit were low organizational commitment, low job control, gender, and presence of major depressive disorder. Poorer mental quality of life, higher levels of stress, and the presence of major depression, panic disorder, anxiety disorder, and somatization disorder were significantly related to higher intent to quit. Although the study was conducted among secondary school teachers the study was conducted in Texas, United States which is ranked among the countries with high levels of stress and mental disorder (Koops & Kuebel, 2021).

Cha (2018) conducted a study via a structural equation modelling approach aimed at determining factors influencing teachers' turnover decisions in Florida, United States. The study also sought to

determine if job satisfaction has any mediating effect on turnover intent. Using national secondary dataset, the study concluded that working conditions and salary had a significant impact on turnover intent. However, professional training experiences did not have a significant impact on turnover intent. The study further concluded that the relationship between working conditions and turnover intent was fully mediated by job satisfaction and that teachers who worked in schools with better working conditions were more likely to be satisfied with their jobs and less likely to actually leave the profession.

In yet another study, Conley and You (2021) used structural equation modelling to examine school organizational factors such as classroom context, role stress, commitment, satisfaction that influence teachers' intent to quit in California. The study used data collected from 177 teachers from seven high schools in the coastal region of California to conclude that class size, student behaviour, and role stress affected intent to quit. Further, teachers' satisfaction and commitment mediated the relationship between the school organizational factors and intent to leave. However, the current study focuses on school performance as construct influencing intent to quit which was outside the scope of this study. Additionally, the study was conducted in a developed country while the current study has been conducted in a developing country with less resources to meet the demands of teachers.

In a study on factors affecting the intent to quit from the teaching profession among vocational teachers in Thailand, Preechawong, Anmanatrakul, Pinit and Koul (2021) used a descriptive research design to study a total of 29,915 vocational teachers from public colleges in Thailand with the aim of exploring variables influencing intent to quit among vocational teachers. Using Correlation and regression analysis, the study revealed that intent to quit was highly influenced by job satisfaction. The results also showed that there was a significant relationship between emotional exhaustion, depersonalization, and personal accomplishment and intent to quit among the vocational teachers in Thailand.

Studying school climate and intent to quit the teaching profession among secondary school teachers in Mtwara and Dodoma regions in Tanzania, Rensus (2015) adopted a cross-sectional survey design to explore the relationship between school climate and intent to quit the teaching profession among secondary school teachers in Mtwara and Dodoma. The study concluded that remuneration and working environment statistically influenced intent to quit while school climate was not statistically significant in influencing teachers' intent to quit the teaching profession.

In Kenya, studying quit intent among public secondary school teachers in Kenya, Kamau et al. (2021) carried out a study aimed at investigating the role of demographic factors on quit intent of teachers in public secondary schools in Murang'a county. Anchored on Social exchange and Organization equilibrium theories, the study used descriptive and exploratory research designs the study concluded that age has a significant influence on quit intent while employee tenure, gender, and educational level have no significant influence on quit intent.

In another study Bowen, Kipkebut and Kipchumba (2021) sought to determine the effect of personal characteristics on intent to quit among secondary school teachers in Nakuru County. Cross sectional survey design was adopted in the study where a sample of 358 was drawn 3,452 public secondary school teachers in the 9 Sub-counties in Nakuru County. Using descriptive statistics and correlation analysis results showed that personal characteristics affect the turnover intent of teachers. Similarly, the results of the study suffer from generalizability since the study was conducted in Nakuru County while the current study was conducted in Nairobi County. Further, the study only relied on descriptive statistics and correlation analysis in drawing conclusions while the current study also used regression analysis to draw conclusions.

Based on the reviewed literature, it is evident that although numerous studies have been conducted on the study variables, most studies focused on profit making organisations while the current study was based on public secondary schools which are not for profit-making. Therefore, the findings in these studies cannot be inferred on the current study context. Additionally, most studies were conducted in other countries cities such as Canada, United States, Texas, California, Thailand and Tanzania. Therefore, there exists contextual differences in the studies. Moreover, some studies evaluated performance as a dependent variable while in the current study it was evaluated as an independent variable. Thus, there exists conceptual gaps. Finally, the study established that different methodological approaches were adopted in these studies presenting methodological gaps.

## **RESEARCH METHODOLOGY**

The study adopted the positivist philosophical orientation which entailed collection of existing numerical data on school performance and quit intent which was statistically analysed before conclusions were made regarding the relationship between the variables being investigated as recommended by Cooper and Schindler (2014). Descriptive research design 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 where 3 teachers were selected from each school.

A structured questionnaire was used to collect primary data from the respondents on all the variables while secondary data on performance was obtained from the responding schools. Validity and reliability of the research instrument were determined; reliability was assessed using internal consistency by evaluating Cronbach's Alpha coefficient where a coefficient of 0.7 or more was considered adequate as recommended by Nunnally (1978). The study also tested the three forms of validity including face, content and construct validity. Face validity determined by discussing the

research questionnaire with experts in business administration, human resources management and psychology. Content validity was determined by adopting grounded measurement scales documented in literature based on supporting theoretical framework. Finally, construct validity was tested through convergent analysis.

Data collected was analysed using descriptive statistics and simple linear regression analysis. Hypothesis testing was based on regression analysis results.  $R^2$  was used to determine the goodness of fit of the model. Beta factors was used to determine the individual independent variable significance, while F-Test was used to determine the overall robustness of the analytical model. Significance of the variables were determined by examining the p-values of each beta factor against the set 0.05 level of significance. Results were presented in graphs and tables.

## **RESEARCH FINDINGS**

Both descriptive and test of hypothesis results are presented in this section.

### **Descriptive Results**

Descriptive results are presented on school performance (KCSE mean grade performance, performance in co-curricular activities, students' discipline and school completion rate) and quit intent.

### **School Performance**

In this study school performance was measured in terms of K.C.S.E mean grade, performance in co-curricular activities, students' discipline and school completion rate.

### **KCSE Mean Performance**

On KCSE mean performance 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**

<b>KCSE mean score performance</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
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 1 indicate that majority of schools in Nairobi City County reported below average performance with a mean score of between 2.5-4.4 points in KCSE in 2017 (40.6%), 2018 (36.2%) and 2019 (29.0%). However, in 2020 and 2021, majority of the responding schools in Nairobi County had an average performance with a mean score of between 4.5 and 6.4 points. These results showed that the proportion of schools with a mean score of between 2.5 and 4.4 consistently reduced from 40.6% in 2017 to 28.3% in 2021 while those with average performance improved but started declining in 2021. Those with above average performance consistently reduced while high performing schools relatively remained constant.

### **Performance in Co-Curricular Activities**

The respondents were required to indicate the performance of their school in sports or music/drama activities. The results were as summarized in Table 2.

**Table 2: Performance of School in Sports or Music/ Drama Activities**

<b>Year</b>	<b>East Africa</b>	<b>Nationals</b>	<b>Regionals</b>	<b>County</b>
<b>2017</b>	8(5.8%)	38(27.5%)	35(25.4%)	57(41.3%)
<b>2018</b>	3(2.2%)	39(28.3%)	41(29.7%)	55(39.9%)
<b>2019</b>	3(2.2%)	34(24.6%)	42(30.4%)	59(42.8%)
<b>2020</b>	0	8(5.8%)	26(18.8%)	104(75.4%)
<b>2021</b>	0	4(2.9%)	30(21.7%)	104(75.4%)

The results in Table 2 show that majority of the schools (41.3%), (39.9%), (42.8%) and (75.4%) had excelled in sports or music/drama activities up to County level in 2017, 2018, 2019, 2020 and 2021 respectively. Thus, schools in Nairobi City County have been recording good performance in sports or music/drama activities County level, followed by regional level but recorded low performance at the East Africa level.

### **Students' Discipline**

The respondents were asked to indicate how often they held discipline committee meetings in their school. Table 3 shows the summary results.

**Table 3: Rate of Discipline Committee Meetings**

	<b>Frequency</b>	<b>Percent</b>
Weekly	83	60.1%
Twice a Month	30	21.7%
Once a Month	19	13.8%
Termly	6	4.3%
<b>Total</b>	<b>138</b>	<b>100.0%</b>

The findings in Table 3 indicate that majority (60.1%) hold discipline committee meetings in their school weekly, 21.7% twice a month, 13.8% once a month and 4.3% hold discipline committee meetings in their school termly. This implies that in most of the school’s discipline committee meetings are held on a weekly basis suggesting there is high prevalence of indiscipline cases in the schools in Nairobi County.

### **School Completion Rate**

The respondents were asked to indicate their school completion rate (students joining your school at form one and exiting at form four). Table 4 is a presentation of the findings.

**Table 4: School Completion Rate**

	<b>Frequency</b>	<b>Percent</b>
80% - 89%	10	7.2%
90% – 95%	50	36.2%
Over 95%	42	30.4%
100%	36	26.1%
<b>Total</b>	<b>138</b>	<b>100.0%</b>

According to the findings in table 4, majority (36.2%) of the respondents indicated that their school completion rate stood between 90%-95%, 30.4% indicated that school completion rate was over 95%, 26.1% indicated that school completion rate was at 100% while 7.2% indicated that school completion rate was at 80%-89%. This implies that school completion rate in Nairobi is above 80%.

### **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 5.

**Table 5: Quit Intent**

	Mean	Std. Dev
I plan to resign from my job in the next 1 year	1.96	1.17
I have been contemplating quitting my job	2.33	1.34
I look forward to a bright future in my career	4.17	0.94
I am concerned with the long-term welfare of my job	4.12	0.97
I feel secure that I will work for this school for as long as I do a good job	3.64	1.19
I plan to retire from my job when am 60 years of age	3.30	1.34
Work dissatisfaction influences my intention quit my job	2.82	1.36
Work stress influences my intention quit my job	2.72	1.33
Work burnout influences my intention quit my job	2.70	1.31
<b>Average</b>	<b>3.084</b>	<b>1.217</b>

The average mean was 3.084 implying that the teachers had moderate intentions to quit suggesting that they could or fail to. The standard deviation of 1.217 indicated that there were high deviations among teachers on quit intention such that while some had no intention to quit some had very high intentions to quit.

**Test of Hypothesis Results**

The objective of the study was to establish the effect of school performance on quit intent among public secondary school teachers in Nairobi City County. The associated null hypothesis was that school performance has no significant effect on quit intent among public secondary school teachers in Nairobi City County. To test the hypothesis, the study regressed quit intent on school performance. R<sup>2</sup> was used to determine the goodness of fit of the model. Beta factors were used to determine the significance school performance, while F-Test was used to determine the overall robustness of the analytical model. Significance of school performance was determined by examining the p-values of each beta factor against the set 0.05 level of significance. Results were summarised in table 6.

**Table 6: Model Summary for School Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	-.481 <sup>a</sup>	.232	.226	.47941	
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.417	1	9.417	40.975	.000 <sup>b</sup>
Residual	31.256	136	0.230		
<b>Total</b>	<b>40.674</b>	<b>137</b>			
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 shows that the correlation coefficient between school performance and quit intent among public secondary school teachers was -0.481 indicating that there was a moderate negative correlation between the variables. The findings further showed that the adjusted R square was 0.226 implying that 22.6% of variation in quit intent among public secondary school teachers is due to school performance. The remaining 77.4% implies that there are other factors influencing quit intent among public secondary school teachers which were not included in this model. 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  $0.001 < 0.05$ . This implies that the model is significant predicting quit intent among public secondary school teachers. The regression model was fitted as shown below;

$$QI = 1.266 - 0.278PP$$

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 showed 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 rejected the null hypothesis and concluded that, there is a significant relationship between organizational performance and quit intent among public secondary school teachers in Nairobi City County.

The findings are supported by findings of Borhart (2014) who indicated that over 70% of the employees voluntarily quit their jobs due to poor organizational performance. Fresko (2007) established that poor organizational performance lowered staff morale and security leading to increased rate of quit intent and turnover as employees sought jobs in better performing institutions. Conley and You (2014) on their review of workplace factors on teacher's intent to leave found that school performance had a significant impact on teacher's intent to quit. Mugo (2013) revealed that availability of learning resources, teacher attitude and participation in co-curricular activities affected performance.

## **Conclusions**

The study concluded that school performance significantly influences quit intent among public secondary school teachers in NCC. Schools that record good performance motivate the teachers to remain there while schools that record poor performance motivate teachers to quit their jobs or transfer to better performing schools.

## **Recommendations for Policy and Practice**

The study established that school performance had a significant and negative effect on quit intent among public secondary school teachers. The study recommends that the Ministry of Education and the TSC should come up with policies aimed at improving school performance. Among such measures would be rewarding teachers in schools that have outstanding performance through promotions, rewarding highly trained teachers by up-scaling their job groups, adoption of new technology as well as provision of requisite resources such as books that would enhance school performance and motivate teachers. This would motivate teachers to remain in their schools and strive for good performance as an institution instead of the easier route of quitting.

## **Contribution the Study to the Body of Knowledge**

The study contributes theoretically to the body of knowledge by contextualizing the applicability of the Social Exchange Theory in anchoring school performance which was earlier missing in literature. The study noted that the theory was successfully used earlier in other study contexts such as the manufacturing sector and banking sector in supporting employee performance. Therefore, by successfully supporting operationalization of school performance in to academic performance measured through mean grades, co-curricular activities such as sports and drama festivals, students' discipline and school completion rate, 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 intent to quit among public secondary school teachers. The model as conceptualised successfully predicted the quit intent among public secondary school teachers in Nairobi County. Thus, the study adds to the body of knowledge by proposing a model that can be used to establish the intent to quit among teachers in public schools in Kenya and beyond.

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