

**PSYCHOLOGICAL CAPITAL AND JOB SATISFACTION AS PREDICTORS OF
TEACHER TURNOVER INTENTION IN PUBLIC SECONDARY SCHOOLS IN
GARISSA COUNTY, KENYA**

HASSAN BARRE

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university /institution for consideration. This research project has been completed by referenced sources duly acknowledged. Where text, data (including spoken words), graphics pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti- plagiarism regulations.

Signature_____

Date_____

Hassan Barre

E55/CE/22006/2011

Department of Educational Psychology

This research project has been submitted for review with my approval as the University Supervisor

Signature _____

Date _____

Dr Elizabeth Mutisya

Lecturer

Department of Educational Psychology

Kenyatta University

DEDICATION

I dedicate this academic work to my wife madam Zeinab Kosar of NEP Girls High School and my son Abdulfatah Hassan for their steadfast assistance and love. Likewise, I am very grateful to Irshad Barre and friends who inspired, motivated and supported me in my academic journey.

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ABBREVIATIONS AND ACRONYMS

ATI	Actual Turnover Intention
COR	Conservation of Resources Theory
EI	Education International
JSS	Job Satisfaction Scale
KNUT	Kenya National Union of Teachers
NACOSTI	National Commission for Science, Technology and Innovation
NCES	National Center for education statistics
PCQ	Psychological Capital Questionnaire
PsyCap	Psychological Capital
TSC	Teachers Service Commission
USA	United States of America

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ABSTRACT

Teachers' turnover intention can have a devastating impact on the quality of education. Educational statistics from Education International (2019), show that approximately 45% of teachers want to leave teaching profession in Kenya. The situation is dire in some counties like Garissa County where a high turnover rate of approximately 60% among secondary school teachers has been reported by the TSC. High turnover intention which is a precursor to actual turnover has been reported in Garissa County. For instance, in Ijara Sub-County 40-62% of secondary school teachers seek transfers every year. Findings from previous studies show that psychological capital and job satisfaction play a vital role in reducing turnover intention among the teachers. Despite these findings, there is a dearth of studies linking the two predictors to secondary school teachers' turnover intention in Garissa County. In view of this, the current study examined teacher psychological capital (PsyCap) and job satisfaction as predictors of turnover intention among secondary school teachers in Garissa County. The study was guided by the following objectives: to establish the relationship between psychological capital and teacher turnover intention, to establish the relationship between job satisfaction and teacher turnover intention, to determine the prediction of teacher turnover intention from the teacher psychological capital and job satisfaction, and lastly to establish gender differences on teacher psychological capital, and job satisfaction. The study was anchored on Herzberg motivation theory (Herzberg et al., 1959), and conservation of resources theory (Hobfoll, 1998). A correlational research design was utilized. The study's target population was 239 teachers in all the 33 public secondary schools in Garissa County. The accessible population was 85 teachers from Ijara Sub-County in Garissa County from which a sample of 80 teachers was drawn to take part in this study. Three sampling methods, namely, purposive, stratified random sampling and simple random sampling was used. The researcher used a sample of 10 teachers drawn from one public secondary school to pretest the questionnaires to ascertain the reliability and validity. Questionnaires were used to collect data. Demographic data was analyzed using descriptive methods. Testing of hypotheses was done through the use of inferential techniques including Pearson Correlation, independent sample t-test and regression. The results showed a significant moderate negative correlation between overall psychological capital and teacher turnover intention ($r(77) = -.30, P = .00$). All the dimensions of psychological capital were negatively correlated with turnover intention but only the correlations for hope ($r(77) = -.35, P = .00$) and optimism ($r(77) = -.37, P = .00$) were significant. Also, a significant strong negative correlation between job satisfaction and teacher turnover intention was found ($r(77) = -.75, P = .00$). Both dimensions of job satisfaction had significant negative correlations with turnover intention with the positive aspect ($r(77) = -.49, P = .00$) having a stronger correlation than the negative aspect ($r(77) = -.72, P = .00$). Regression analysis revealed that the model for predicting teacher turnover intention from both job satisfaction and psychological capital was significant ($F(2, 75) = 50.45, p < .05$). Unexpectedly, psychological capital contributed positively to prediction of turnover intention ($\beta = .08, t = .93, p = .36$). However, the most important finding was that job satisfaction contributed negatively to prediction of turnover intention ($\beta = -.79, t = -9.21, p = .00$). Lastly, the study found that the means of male and female respondents did not significantly differ from each other in all the three variables. These findings suggested that increasing and developing psychological capital traits especially, hope and optimism among teachers will lead to with a reduction in their intention to leave. Also, increasing teachers' job satisfaction will lower their turnover intentions. The findings of the present study also suggested that job satisfaction was the most important predictor of turnover intention and that gender opinions did not impact teachers' level of psychological capital, job satisfaction and turnover intention. Therefore, the study recommends the development of interventions

targeted at increasing Psychological Capital and job satisfaction among teachers to reduce turnover intention and consequently actual turnover.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter entails a discussion of the background to the study, statement of the problem, purpose of the study, study objectives and research hypotheses. Significance of the study, assumptions of the study, limitations and delimitations of the study are also expounded. Lastly, the theoretical framework, conceptual framework and operational definition of terms are described.

1.2 Background to the Study

Teacher turnover intention has remained a challenge to the education sector, a factor that has captured the interest of education stakeholders and researchers worldwide. Teacher turnover intention may refer to the teachers' tendency of wanting to leave their current teaching school or the teaching occupation completely. Turnover intention is associated with myriad of negative psychological effects which may teachers feel demotivated, less committed, dissatisfied, and negative attitude toward their work and students (Ekabu, 2018). It is also important to note that teacher turnover intention is a significant predictor of actual turnover (Ugural et al., 2020). Actual turnover refers to the act of leaving the teaching profession completely. Actual teacher turnover has been linked to various limitations including loss of monetary resources as schools spend additional funds to employ new teachers, loss of skilled teachers which negatively impacts both school and student performance (Park & Johnson, 2019). The schools may also lose their competitive advantages compared to the schools that retain their teachers in the long run (Arnup & Bowles, 2016).

A report in the USA by Garcia and Weiss (2019) shows that 13.8% of teachers are either planning to leave their schools or the profession entirely in favor of different occupations.

Another study shows that teachers tend to leave the profession within their first three years (Park & Johnson, 2019). This leaves public schools in the USA struggling to hire and retain teachers. A report by the National Center for Education Statistics (NCES), reveal that approximately eight percent (8%) of teachers completely quit teaching profession annually, while another eight percent (8%) move to different schools (Wang, 2019). According to this report, teachers' turnover stands at 16% every year which means that on average three out of 20 teachers leave their current school. In South California, 90% of teacher shortage every year is as a result of many teachers leaving the teaching profession (Strauss, 2021). Further, the researcher reports that nearly 40% of teachers exit the profession within their first five years and this poses serious problems in education sector in the state. The researcher further associates this turnover trend to adverse effect such as dismal students' academic performance and high financial cost to hire new teachers.

Regionally, a study in Nigeria indicates high teacher turnover intention among novice teachers and among older teachers with academic qualifications above the minimum requirements in Nigerian secondary schools (Ajayi & Olatunji, 2017). A study by Boniface (2019) reports a similar situation in some of the countries in East Africa such as Tanzania. He argues that the Ministry of Education is faced with a challenging task of trying to reduce turnover rate among the teaching workforce especially in remote areas.

A similar trend in turnover intention has been manifested among Kenyan secondary schools teachers. For example, research work in Kakamega County revealed a very high turnover intention rate of about 47% among teachers in public secondary schools (Emoja, 2016). High turnover intention among teachers in public secondary schools was reported in Meru County (Ekabu, 2019). In Garissa County, a study by Aden and Kharbirymbai (2019) reported high teacher turnover in Garissa and other North Eastern counties. It also demonstrated that the majority of teachers who left the profession in the region are non-locals. According to this

study, they exited teaching job within five years of their employment in the region. Statistics from Teachers Service Commission strategic plan 2019-2023 also reveal that teacher turnover in Garissa stands at approximately 60% where 6 teachers out of 10 leave the current school yearly (TSC, 2019). Educational reports from the Sub-Counties of Garissa County show high turnover intention. For example, in Ijara sub-County, there is high turnover intention among teachers in secondary schools ranging from 40% to 62% (Ijara Sub-County Director of Education, 2022). Considering the high rate of turnover intention and its associated negative impacts, researchers have investigated factors influencing the phenomenon within the education setup. Among these factors psychological capital and job satisfaction have been cited as potential antecedents of turnover intention among teachers (Chen et al., 2019; Emoja, 2016; Kartika & Purba, 2018; Salam, 2017).

Psychological capital refers to a set of resources a person can use to help improve their performance on the job and their success. It includes four different resources—self-efficacy, optimism, hope, and resilience (Luthans et al., 2007). According to these researchers, teacher hope refers to teacher's ability to envision better outcomes in their teaching job. Teacher optimism refers to teachers' propensity for positive outcome with regard to their job. Teacher resilience refers to teachers' tendency to withstand difficult situations within their teaching job. Teacher self-efficacy refers to teachers' confidence in their ability to successfully accomplish tasks within their teaching job. According to the existing research, psychological capital is predisposed towards positivity hence; it is more likely to indicate lower turnover intention. In support of this, Salam (2017) study in Thailand suggest that high teacher psychological capital was associated with lower intentions to quit the profession among the staff working in higher institutions. However, since this may not be generalizable to teachers working in public schools in a developing country like Kenya there was a need for the current research in Garissa County.

Research done in the region also shows that developing psychological capital traits among teachers can lead to decreased turnover intention. For example, a study done in Uganda by Muhangi (2017) link psychological capital trait of self-efficacy to fewer turnover intentions among secondary school teachers. However, the study is limited to teachers in Uganda context and investigated only one dimension of psychological capital. This suggested the need to conduct the present study focusing on all the dimensions of psychological capital in a Kenyan context.

A study by Ekabu (2018) in Meru County in Kenya highlights social factors associated with high teacher turnover intention such as poor remuneration, poor working conditions, limited opportunities for career development and job promotions. However, the study did not consider psychological factors such as psychological capital which may be an important predictor of teacher turnover intention which was the focus of this study.

Existing literature also suggests that job satisfaction is greatly connected to teacher turnover intention. Job satisfaction entails the emotional response determined by the extent to which employee expectations are met at work (Luthans, 1989 as cited in Njung'e, 2015). A study in Indonesia by Kartika and Purba (2018) examined the association between job satisfaction and teacher turnover intention. The results revealed that job satisfaction was indirectly related to teacher turnover intention through affective commitment. However, the sample used was conveniently sampled, which could have resulted biased findings, hence the need for the current study.

In Nigeria, Egbe-Okpenge et al. (2020) study demonstrated that decrease in job satisfaction resulted into low teacher turnover intention. Nevertheless, the study focused on private school teachers within the Nigerian context. Since the working context in private school may be

different from the public schools, this research endeavoured to explore how job satisfaction was related to teacher turnover intention in public schools in Kenyan perspective.

In Kenya, a study by Emoja (2016) investigated the level of job satisfaction and turnover intention. The findings showed that about 75.3% had low job satisfaction and nearly half (47%) of teachers had high to very high level of turnover intention. The study limited itself to descriptive statistics.

Psychological capital, job satisfaction and turnover intention have been reported to vary with gender. Although, results are inconsistent, some studies have reported significant differences on the three variables in regard to gender. Other studies report no difference between the three variables among the female and male teachers. In Garissa, few researchers have identified high teacher turnover rate and its possible effects such as teacher shortages (Aden & Kharbirymbai, 2019; Mohamed, 2018). They have further linked regional insecurities to high teacher turnover rate. However, there was little effort in investigating teacher turnover intention and the factors influencing it. Hence, the current research considered psychological capital and job satisfaction as some of the factors influencing teacher turnover intention in Garissa County.

1.3 Statement of the Problem

High teacher turnover intention is a serious issue faced by public secondary schools in Garissa County, Kenya. In line with the report by TSC (2019), this teacher turnover intention rate is estimated at 60%. The situation is even dire in Ijara Sub-County as education information from Sub-County Director of Education shows that 54%, 62% and 40% of teachers sought for transfers in the year 2018, 2019 and 2020 respectively. This is an indication of high turnover intention among secondary school teachers in Garissa County. High turnover intention has been associated with escalating actual teacher turnover, dismal

schools' academic performance, and unmotivated teaching workforce and teacher strikes. Hence, addressing the issue of high teacher turnover intention is essential for maintenance of quality education delivery in the dawn of progressive adjustments within the system to accommodate the country's socio-economic changes. The few researchers have made attempt to address the problem, but they have majorly focused on social factors. Therefore, this study's key concern was to examine the turnover intention from a psychological approach.

Previous studies show that psychological capital and job satisfaction play a vital role in teacher turnover intention. However, most of the studies are concentrated in western contexts like USA and South California and others in regional countries like Nigeria, Uganda and Tanzania. Kenyan education-based studies reveal high turnover intention among teachers in public secondary schools, however, how teacher turnover intention is related to psychological capital and job satisfaction was not investigated. Hence, to fill the noted gaps the current study investigated the relationship between psychological capital, job satisfaction and teacher turnover intention in Garissa County, Kenya.

1.4 Purpose of the Study

This research aimed to establish the prediction role of teacher psychological capital and job satisfaction on teacher turnover intention in public secondary schools in Garissa County, Kenya.

1.5 Objectives of the Study

In this research, the guiding objectives were:

- i. To establish the relationship between psychological capital and teacher turnover intention in public secondary schools in Garissa County.
- ii. To examine the relationship between job satisfaction and teacher turnover intention in public secondary schools in Garissa County.

- iii. To establish the prediction of teacher turnover intention from psychological capital and job satisfaction in public secondary schools in Garissa County.
- iv. To establish gender differences in teachers psychological capital, and job satisfaction in public secondary schools in Garissa County.

1.6 Research Hypothesis

In this study the guiding research hypotheses were:

- Ha1: There is a relationship between psychological capital and teacher turnover intention in public secondary schools in Garissa County.
- Ha2: There is a relationship between job satisfaction and teacher turnover intention in public secondary schools in Garissa County.
- Ha3: There is a prediction of teacher turnover intention from psychological capital and job satisfaction in public secondary schools in Garissa County.
- Ha4: There are gender differences in psychological capital, and job satisfaction in public secondary schools in Garissa County.

1.7 Significance of the Study

The obtained findings may be of benefit to teachers, and school principals. For instance, teachers may develop consciousness towards psychological capital and turnover intention resulting in improved psychological capital hence lower turnover intention. School principals may come up with strategies to develop and strengthen the psychological capital of teachers and to increase job satisfaction, so as decrease their intent to leave school.

1.8 Limitations and Delimitations of the Study

1.8.1 Limitations of the Study

Firstly, the use of questionnaires to collect data may affect the reliability of the results in case of unanswered items, dishonest responses and varying interpretation of the questionnaire

items. However, the researcher made use of anonymity to counter dishonest responses and also to encourage the respondents to answer all items. Secondly, the use of correlational research design allowed the researcher to only describe the predictive relationships among the variables but not cause-effect relationships. Lastly, the sample included only secondary school teachers in Garissa County which means the research outcomes cannot generalize beyond this respective population.

1.8.2 Delimitations of the Study

This research was confined to teachers within public secondary schools which mean that the results can only be interpreted within this population. Additionally, the study only focused on Garissa County and not any other because of noted high teacher turnover rate of approximately 60% by earlier researchers and the TSC. The variables of interest to this study were teacher psychological capital, job satisfaction and teacher turnover intention due to scarcity of research on these areas despite the documented evidence of high teacher turnover rate in the study locale. Although, these variable are not the only predictors of turnover intention.

1.9 Assumptions of the Study

It was assumed in this study that teachers involved would demonstrate sincerity when answering questionnaire items. This is because the researcher clearly explained the rationale of the study and assured the teachers of confidentiality and anonymity. The study also assumed that all the respondents fully understood the questionnaire items because the items had their clarity enhanced after the pilot study. It was assumed that the respondents shared similar experiences concerning the phenomena of the study. Finally, the study assumed that psychological capital and job satisfaction influenced teacher turnover intention.

1.10 Theoretical and Conceptual Framework

1.10.1 Theoretical Framework

The study was guided by two theories; Herzberg's Motivation Theory (Herzberg et al., 1959) and Conservation of resources Theory (Hobfoll, 1998)

a) Herzberg's Motivation Theory (Herzberg et al., 1959)

Herzberg's Motivation Theory evaluates factors for job satisfaction (motivating factors) and factors for job dissatisfaction (hygiene/ demotivating factors). An individual's state of motivation affects their thoughts and decision, thereby the level of motivation deduced in terms of job satisfaction and dissatisfaction affects their intention to quit or stay in the workplace. Motivation and demotivation factors will directly affect teacher turnover intention. Chiat and Panatik (2019) found a relationship between employee job satisfaction and turnover intention. The study insinuates that in light of Herzberg's motivation theory, the level of motivation which translates to satisfaction or dissatisfaction influences employee turnover intention. The Herzberg's motivation theory was appropriate for this study as it helped to explain how job satisfaction connected to teacher turnover intention. It helped to clarify the influence of different job aspects on teachers' intention to exit the profession. Findings of this study align with the theory claim by directly connecting high job satisfaction to low turnover intention, as a result of motivators such as achievement, recognition among others.

b) Conservation of Resources Theory (Hobfoll, 1998)

Conservation of resources theory (COR) posits that individuals strive to build, retain, guard and promote resources that aid them in achieving their goals (Hobfoll, 1998). These resources include the personal resources such as skills, personality attribute, and psychological capital states among others. According to COR, psychological capital is one of the personal resources which are very essential in helping the individual withstand stressful conditions and

achieve their goals. Having greater levels of psychological capital resources help an individual to handle difficulty and challenging tasks persevere in their goals and alter their objectives to attain success. Therefore, teachers endowed with more psychological capital resources will be more hopeful, resilient, efficacious and optimistic which may lead to decreased turnover intention.

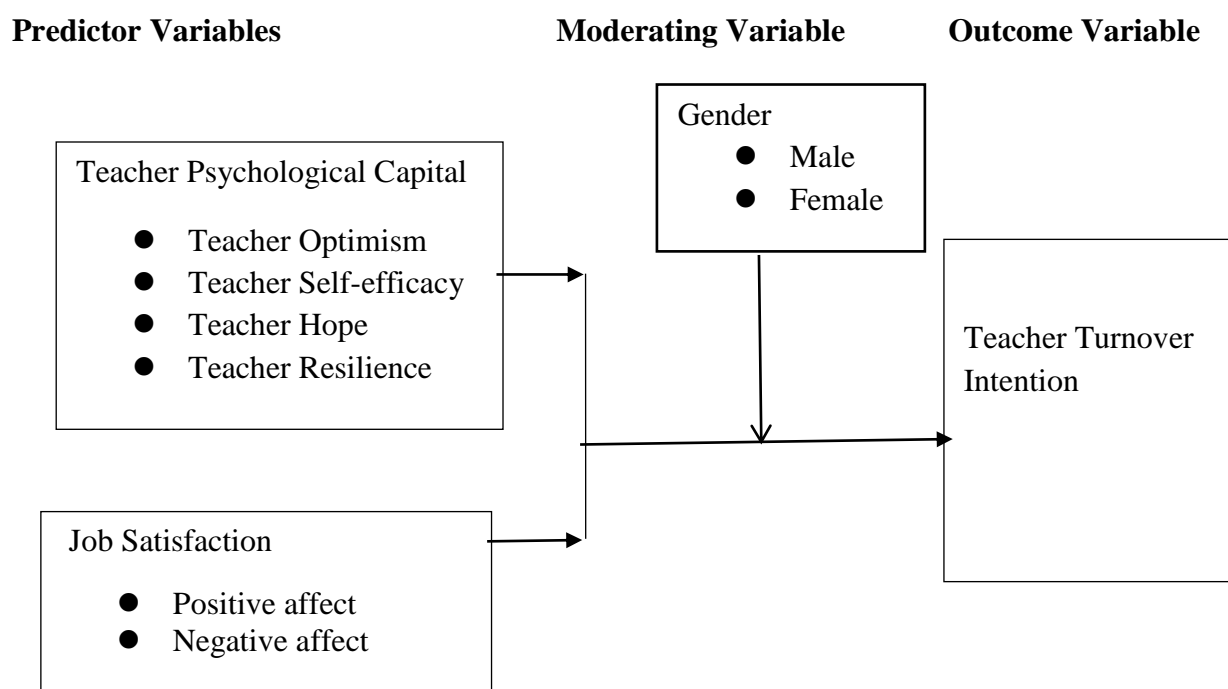
Applying COR, a study by Yan et al. (2021) found that psychological capital is a significant predictor of turnover intention and that its four resources help individuals cope with challenging work conditions and foster positive attitudes towards one's job which makes them stay long within their work profession. The theory was considered good for this study because it provides a model for developing and strengthening personal resources necessary for reducing turnover intention among teachers.

1.10.2 Conceptual Framework

Figure 1.1 shows the expected relationship among the predictor, intervening and outcome variable.

Figure 1.1

A Model Showing the Relationship Among Variables



Note: \longrightarrow Expected Relationship; \longleftrightarrow Anticipated Interaction

According to figure 1.1, teacher psychological capital and job satisfaction were expected to directly predict teacher turnover intention. There was also an anticipated interaction between psychological capital and job satisfaction. Gender was expected to hypothetically explain the interconnections between the predictor and outcome variables.

1.11 Operational Definition of Terms

Job satisfaction refers to teachers' feelings regarding whether their teaching profession meet their expectations on various aspects as indicated by a score on Job Satisfaction scale.

Teacher hope refers to teachers' ability to envision better outcomes in their teaching job as reflected by a score on hope subscale of Psychological Capital Questionnaire (PCQ)

Teacher optimism refers to teachers' propensity for positive outcome with regard to their job. This is measured using a score on optimism subscale of PCQ.

Teacher psychological capital refers to teachers' positive intrinsic resources that help them cope with job demands as indicated by a score PCQ.

Teacher resilience refers to teachers' tendency to withstand difficult situations within their teaching job as shown by a score on resilience subscale of PCQ.

Teacher self-efficacy refers to teachers' confidence in their ability to successfully accomplish tasks within their teaching job as indicated by a score on self-efficacy subscale of PCQ.

Teacher turnover intention refers to teachers' intention to change school from one region to another or to completely leave the profession as indicated by a score on turnover intention questionnaire.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the review of studies related to this research was done based on the study objectives. The first review focused on psychological capital and teacher turnover intention. The second review targeted job satisfaction and teacher turnover intention. The third review was on the prediction of teacher turnover intention from psychological capital and job satisfaction followed by the review on the gender differences in psychological capital, and job satisfaction. Lastly, this section captures the summary of literature reviewed and gaps identified.

2.2 Relationship Between Psychological Capital and Teacher Turnover Intention in Public Secondary Schools in Garissa County

Salam (2017) explored the influence of psychological capital on turnover intention among higher education institutes' staffs in Thailand. Using correlational design, 104 staffs aged between 25 and above 41 years were selected from two private colleges and one university. Nearly half of them (51.4%) reported to have served for more than 6 years. They were surveyed on their psychological capital and turnover intention using both printed questionnaires and online via survey monkeys. The researcher analyzed data using correlation and regression analysis. The results indicated that increase in the global psychological capital was associated with low turnover intention. However, the study was done within the context of a developed country and among the staffs working in higher institutions. In a developed country workers in higher institution may be enjoy more favourable working conditions, and higher pay compared to teachers working in public secondary schools. This may have an explanatory value on the level of turnover intention. As a result, this finding may not

generalize to teachers working in public school in a developing country like Kenya. Therefore, a gap existed on whether psychological capital was related to teachers' desire to exit the profession among public secondary school teachers in Kenyan context.

In addition to this, research has established the significance of psychological capital among other population of teachers. For example, Karakus et al. (2019) studied the connectedness between psychological capital and teacher intent to leave teaching occupation in Turkey. The study employed a survey-based correlational design to study 323 primary school teachers who were randomly recruited. The modal age was 33-44 years. The length of working duration for the majority was 1-10 years. Teachers recruited for the study availed their information by filling the surveys. To analyze data the structural equation modelling was used. The results revealed a negative correlation between teacher psychological capital and their intent to leave the occupation. The results suggest that strengthening teacher psychological capital could reduce their intent of leaving the profession. The study's results can only be interpreted within the context of Turkey. Thus, there was need to conduct one in Kenya to compare the results. Therefore, to fill the gaps the current investigation investigated whether psychological capital was related to teachers' turnover intention within the context of Kenyan secondary schools.

Moreover, using secondary school teachers, Raj et al. (2019) investigated how psychological capital was connected to turnover intention in India. Correlational research design was used to carry out the investigation. Two hundred and thirty-eight (238) senior teachers were sampled conveniently to take part in the inquiry. Teachers who were in the profession for at least one year were included. Correlational analysis indicated that teachers' psychological capital was indirectly linked to their turnover intention. However, the results were based on a convenient sample that was probably selected based on accessibility and availability hence liable to research bias because the sample was constituted based on

convenience and not equal chance. In addition, it limits the reader from generalizing the results outside the Indian secondary school teachers. Therefore, the present research ensured that the respondents were picked randomly to allow each an opportunity of getting involved in this study.

Psychological capital has been stressed as an important predictor of turnover intention among primary schools. Shahzad et al. (2022) was interested in making predictions on turnover intention from psychological capital among primary school teachers in Punjab, India. One thousand and five (1005) teachers were selected using stratified sampling to participate in the study. Information-gathering was through use standardized scales (psychological capital Questionnaire and Turnover intention scale) and analyzed using structural equation modeling. The results showed that psychological capital had a weighty indirect association with teachers' intention to quit. Psychological capital was reported as a significant predictor in decreasing turnover intention. However, the interpretation of these results is limited to primary school teachers in Punjab. Therefore, the current study, investigated the relationship between the same variables using secondary school teachers in Garissa County to compare results.

Still, some cross-sectional studies have concentrated on psychological capital and teachers desire of parting teaching job in both primary and secondary schools. For example, Kavgaci and Öztürk (2023) explored the influence of psychological capital on turnover intention among primary and secondary school teachers in Turkey. Using a cross-sectional survey design, 2000 teachers were selected to fill the quantitative questionnaires on their psychological capital and turnover intention. The researcher analyzed data using correlation and regression analysis. The results indicated an insignificant negative reciprocity between psychological capital and teachers' intent to leave their teaching job. Also, it was manifested that psychological capital negatively influenced turnover intention indirectly through work

engagement. However, the study was done within the context of a developed country where teachers may be enjoying more favourable working environment and higher pay compared to teachers working in public secondary schools in Kenya. Consequently, this finding may not generalize to teachers working in public school in a developing country like Kenya and therefore, there was a need to investigate whether psychological capital was related to teachers' turnover intention in public secondary school in Kenyan context.

A study in Nigeria by Ezeugwu et al. (2016) established the correlates of turnover intention among teachers. Using random sampling, 270 teachers were selected to take part in the study. The teachers were drawn from government secondary schools. Data-gathering was through questionnaires and analyzed via correlational analyses. One outcome of this investigation was that teachers had a noteworthy level of turnover intention which was predicted by job stress and depression. Nevertheless, the study didn't look at the relationship between teacher psychological capital traits and their turnover intention. Therefore, the current study focused on teacher psychological capital and turnover intention among teachers in secondary schools in Kenya.

Besides, research has been done locally on the teacher turnover. For instance, in Murang'a, a study by Kamau et al. (2020) found that 82.9% of teacher reported to have thought of leaving the occupation. The study was conducted among public secondary school teachers. Data was obtained from 400 teachers using semi-structured questionnaires. Teachers who participated were selected using multi stage random sampling. The correlational analysis revealed that human resource practices and community embeddedness influenced teacher turnover intention. Though the study is Kenyan-based and involved teachers from secondary schools, nevertheless, it was not done in Garissa County. The study also investigated on human resource practices and community embeddedness and not psychological capital in relation to teacher turnover intention. To fill these gaps the current study focused on psychological

capital in relation to teacher turnover intention among secondary school teachers in Garissa County.

Additionally, Ekabu (2018) did research to establish the motivating factors behind teacher turnover intention in Meru County, Kenya. The study was conducted among public secondary school teachers. Data was obtained from 503 teachers using questionnaires and interview schedules. A descriptive survey design was used. Teachers were chosen using multi stage random sampling. Information gathered was subjected to qualitative and quantitative methods. The findings showed that teachers had high turnover intention which was associated with poor remuneration, poor working conditions, limited opportunities for career development and job promotions. While the study presents the evidence of high turnover intention among secondary school teachers, it was done in Meru County and not in Garissa County. The study also focused on social factors as predictors of turnover intention. Hence, the current study considered psychological factors such as psychological capital in relation to teacher's plan to leave teaching job within Garissa County.

2.3 Relationship Between Job Satisfaction and Teacher Turnover Intention in Public Secondary Schools in Garissa County

A study in Indonesia by Kartika and Purba (2018) examined the association between job satisfaction and teacher turnover intention. Teachers in international schools were targeted. Using purposive sampling, a small sample of 80 teachers was surveyed from a single school and data obtained tested using Pearson correlation and regression analysis. The results revealed that teacher contentment with teaching job was indirectly linked to their thought of leaving it via affective commitment. However, since the results were not based on a representative sample due to use of purposive sampling, they cannot be generalized to a wider population. The current study attempted to address these limitations by using

probability sampling to get a sample and data that closely matches the target population. This allowed the researcher to compare results for a valid conclusion.

Similarly, Thompson (2020) researched on whether teacher turnover intentions would be anticipated from job satisfaction among 227 teachers in U.S.A. The Hobfoll's conservation of resources theory guided the study. The study utilized the quantitative approach and data was collected using questionnaires from one school district. The researcher then utilized multiple regression and correlation analysis to analyze data. The results showed that job satisfaction was a greater contributor of teachers' turnover intentions. These results can only be interpreted within the secondary school teachers teaching in USA. This is because they receive a better pay compared to Kenyan teachers, which could mean higher satisfaction. Therefore it is hard to rule over the confound effects. Therefore, the current study studied the same variables using similar category of teachers in Garissa County in Kenya to get more conclusive results.

In addition to this, studies in East Africa have documented the importance of job satisfaction to turnover intention. Prince et al. (2018) study evaluated how impactful job satisfaction was on turnover intention using a convenient sample of 114 teachers in Ghana. Surveys were used in information-gathering. The results suggested that raising teachers' contentment with their teaching job greatly lowered their turnover intention. However, these results could have been affected by selection and sampling errors which are limitations for convenient sampling. Therefore, to enhance the credibility of the results the current research used probability sampling to obtain a sample of teachers from secondary schools in Kenyan context. Indeed, the current investigation demonstrated that job satisfaction had a notable correlation with turnover intention among secondary school teachers in Garissa County.

In Nigeria, Egbe-Okpenge et al. (2020) study investigated the link between job satisfaction and teacher turnover intention. The population targeted in this study was private secondary schools. Three hundred and eighty one (381) survey respondents were involved in this research. The data was analyzed using Pearson Correlation. Results revealed a negative correlation between job satisfaction and teacher turnover intention. However, the study focused on private school teachers who could be experiencing better remuneration and other incentives within the context of Nigerian. Also, the investigator only described the current state of the population in question due to use of descriptive survey design. Thus, reporting correlation findings using the design cast a lot of doubts on the results that were obtained. Since correlation was better suited for analysing relationships between variables, the current study used it to report on interconnectedness of teachers' job satisfaction to turnover intention in Kenyan context.

In Kenya, a study by Emoja (2016) investigated on the level of job satisfaction and turnover intention. A cross-sectional survey design was used in the study. The study targeted public secondary school teachers in Kakamega. Questionnaires were administered to 221 teachers who selected using probability sampling to guarantee every teachers an opportunity of being selected and to be able to gather data that closely matches the population of interest. The findings showed that about 75.3% had low job satisfaction and nearly half (47%) of teachers had high to very high level of turnover intention. One major limitation for cross-sectional survey design is its inability to establish correlations; hence only descriptive statistics were reported. Therefore, the current research used correlational research design to demonstrate how job satisfaction is connected to teacher turnover intention among secondary school teachers in Garissa County, Kenya.

In Garissa County, high teacher turnover has been documented (Mohamed, 2018; Aden & Kharbirymbai, 2019), however, studies investigating the motivating factors behind teacher

turnover in the region are scarce. Hence, the current study explored the relationship between job satisfaction and teacher turnover intention in Garissa County, Kenya

2.4 Prediction of Teacher Turnover Intention From Psychological Capital and Job Satisfaction in Public Secondary Schools in Garissa County

Polizzi and Claro (2019) examined how satisfaction with various aspects of work and psychological capital predicted turnover intention using 85 professors from a private university in Brazil. Using quantitative approach data was obtained from participants using self-made and validated questionnaires. The results showed that greater job satisfaction and high levels of psychological capital predicted low turnover intention. However, the study was done among university professors who could have different reasons for continuing working at the university. Such reasons could be their increased engagement with institutional matters, worth pay and perceived recognition of their research work by the colleagues and the university. Therefore, the current study concentrated on secondary school teachers in Kenya to compare the results across the populations and contexts

In African countries, some researchers argue that strengthening teachers' psychological capital states and improving job satisfaction predict a myriad of teachers' outcomes. For instance, a study by Hansen et al. (2015) found that both variables contributed significantly to teachers' burnout. One hundred and three (103) teachers from high schools in South Africa were conveniently selected to fill the questionnaires. However, the study did not report on how psychological capital and job satisfaction interact to predict turnover intention. Therefore, the present researcher aimed at extending this literature by examining the prediction of teachers' turnover intention from psychological capital and Job satisfaction in Kenyan context.

Locally, there is a dearth of studies examining the prediction role of psychological capital and job satisfaction to turnover intention among secondary school teachers. However, some researchers have considered different predictors of turnover intention such as human resource practices and demographic factors. For instance, a study in Murang'a County in Kenya by Kamau et al. (2021) investigated the relationship between demographic factors (age, tenure, gender and education) and turnover intentions of teachers in public secondary schools. Data-gathering was done using questionnaires from a random sample of 400 teachers. The analysis was done using Pearson Chi-square statistics. The results revealed that only age had a significant association with turnover intention. However, the study did not report on the contribution of psychological capital and job satisfaction on turnover intentions among teachers. Thus, the present research investigated the prediction of psychological capital and job satisfaction on turnover intention among secondary school teachers in Garissa County, Kenya.

Some other studies have focused on contextual factors like job promotion and good working conditions (Ekabu, 2018; Emoja, 2016; Kamau et al., 2020). Other studies have considered psychological capital or job satisfaction alone as predictor of turnover intention among teachers in Kenyan context. Therefore, a gap existed regarding how psychological capital and job satisfaction jointly predicted turnover intention among teachers in Kenya, and this formed the basis for the present study.

2.5 Gender Differences in Psychological Capital and Job Satisfaction in Public Secondary Schools in Garissa County

Literature review for objective four began with examination of studies that involved gender and psychological capital. Then, the studies investigating the relationship between gender and job satisfaction were reviewed.

2.5.1 Gender Differences in Psychological Capital of Teachers in Public Secondary Schools in Garissa County

Raj et al. (2019) investigated gender effects on psychological capital using a convenient sample of 118 secondary school teachers in India. The outcome of the study pointed out that gender had significant main effects on two dimensions of psychological capital, that is, resilience and optimism. This was in favour of male teachers. The study stressed on the importance of gender on positive psychological capacities of teachers such as resilience and optimism. A shortcoming in Raj's study was that the results were based on a convenient sample that is normally marred with selection and sampling errors. Thus, the results were not a true reflection of the targeted population. Therefore, the present study sought to address the aforementioned shortcomings by employing a methodologically sound sample to study how gender is linked to psychological capital of teachers in Kenyan context.

Luo, et al. (2022) did a study to come up with a scale that could be used to measure the psychological capital traits for male students pursuing nursing in Taiwan. The scale was also used to compare psychological capital between male and female nurses. A sample of 384 male nurses was used to construct a 16-item scale of Psychological Capital. To be able to compare the male to female, an equivalent test was constructed and used to garner

information from a convenient sample of 402 female nurses. Results revealed that male nurses were better in psychological capital traits of optimism and resilience than females. It was worth noting that the results were limited to population of nurses in Taiwan context. Hence, there was need to carry the present study in Kenyan context among the teachers to compare male and female teachers on psychological capital traits.

Akyavuz (2021) looked into demographic factors affecting teachers' psychological capital in Turkey. The research design for the study was convergent parallel mixed method research design. Data was collected using questionnaires and an interview. However, the researcher focused on other demographic factors such as occupation, administrators, students and parents and little attention paid to gender. Therefore, the current study investigated the extent to which teacher psychological capital varies with gender.

Another study in China linked psychological capital to teacher enjoyment during online teaching. The study was done using 221 Chinese university lecturers who were selected using snowball sampling. An online survey was used to obtain data. The results of the study showed that teachers who had high levels of psychological capital enjoyed online teaching. However, no focus was given to the contribution of gender on psychological capital, a gap that the present study sought to fill.

Relatively few studies have focused on gender and psychological capital among secondary school teachers regionally and locally. Thus, the current study investigated the contribution of gender on psychological capital of teachers in secondary schools in Garissa County, Kenya.

2.5.2 Gender Differences in Job Satisfaction of Teachers in Public Secondary Schools in Garissa County

Sak (2018) investigated gender differences on job satisfaction of early childhood teachers in Turkey. The sample comprised of 233 teachers whereby 141 were females while 92 were males. Data was obtained using questionnaires and tested using independent samples *t*-test. Significant gender differences were reported with female having a higher score of job satisfaction than their female counterparts. These results suggest that female teachers enjoy teaching more than males. However, this may be limited only to early childhood teachers. Early childhood teachers have less workload and also experience less discipline issues from the pupils since they are of very young age compared to students in secondary schools. Hence, there was a need to investigate if gender differences existed in job satisfaction among teachers in secondary school level in Kenya.

Muhangi (2017) studied turnover intention and job satisfaction among teachers in Ugandan secondary schools. One of the study objectives was to find out whether male scored differently than females on job satisfaction. Independent samples *t*-test was used to analyze the objective. The researcher found significant gender difference on some aspects of job satisfaction. Specifically, male teachers were better than female teachers on job characteristics like intrinsic job satisfaction. The results suggest that the value accorded to various job characteristics vary with gender. Therefore, the current study aimed at establishing whether these findings are true for Kenyan secondary school teachers and found that gender has no noteworthy impact on job satisfaction.

It should be noted that, researchers in Kenya have given attention to job satisfaction in relation to demographic factors. For example, Mocheche et al., (2017) sought to explore whether job satisfaction varied with gender using 306 teachers in Kenya. The study was

located in Kisii Sub-County. The approach employed was ex post facto and the questionnaires were used to collect data. The results showed that female teachers scored higher on job satisfaction scale than their male counterparts. This implied that females are more content with the teaching profession than the male teachers. The current study sought to find out whether similar findings could be obtained for a more conclusive result. The present findings revealed that level of contentment with teaching occupation was the same across the gender.

2.6 Summary of the Reviewed Literature and Gap Identification

Reviewed studies show an association between teacher turnover intention and the four levels of psychological capital. However, majority of these studies are limited to western context such as Australia, Middle East countries like Thailand and India, and some regional countries like South Africa, Nigeria and Uganda. Some studies are also limited to other population of study such as higher institutions, and teachers in private schools. Few studies done in Kenya have focused on different predictors of teacher turnover intention. To fill these gaps the current study was conducted in Kenyan context among public secondary school teachers to establish if a link existed between the levels of psychological capital and teacher turnover intention. Studies relating job satisfaction to teacher turnover intention reveal a link between the two variables. However, some studies are methodologically limited to non-probability sampling techniques such as purposive, convenience and others used small sample size. Other studies are limited in terms of contexts with some focusing on countries like Indonesia and Nigeria. The few done in Kenya have focused on different counties. Few studies in Garissa reveal high teacher turnover intention; however, little attempt has been made to link job satisfaction to teacher turnover intention. There is also scarcity of studies focusing on the prediction of teacher turnover intention from psychological capital and job satisfaction. Therefore, the current study was carried in Garissa County to address the mentioned gaps.

Regarding gender differences in psychological capital, job satisfaction and turnover intention, the results are inconclusive. Some studies have however, used methodologically unsound sampling procedures that may have influenced the results. Still the available information on gender differences is found in studies done in developed countries. Regionally and locally, there is scarcity of information on the areas, hence the need for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter entails the description of research design, the location of the study, variables of the study, target population, sampling techniques and sampling procedures. Sample size, piloting, validation and reliability of the instrument, data collection and analysis procedures used are also described.

3.2 Research Design

This study used correlational research design. This is in accordance with Creswell and Creswell (2018) who posit that the design involves measurement of two or more relevant variables for each member of a selected sample and assessing whether a relationship exists between or among the variables. The design also allows one to make a prediction if a relationship is established among the variables. Therefore, the design was deemed fit for the current study as the aim was to establish correlation between study variables. Also, using the significant correlation found the design allowed researcher to make predictions involving psychological capital, job satisfaction and turnover intention among secondary school teachers in Garissa County.

3.2.1 Research Methodology

Quantitative methods were used in this study. Quantitative approaches allowed researcher to collect numerical data and use of statistical methods in data analysis. Specifically, respondents were given questionnaires which included structured questions rated on a likert scale to fill. The data was then analysed using descriptive statistics, correlation, and independent sample t-test and regression analysis. In addition, the use of quantitative

approach allowed the generalization of results, thus further enhancing the results validity and reliability.

3.2.2 Variables of the Study

Table 3.1 shows the variables of interest to this study and the level of measurement for each variable.

Table 3.1

Variables of the Study

Variable Type	Variables	Scale of Measurement
Predictor	Teacher psychological capital	Interval
Predictor	Job satisfaction	Interval
Intervening	Gender	Nominal
Outcome	Teacher turnover intention	Interval

3.3 Study Location

The researcher carried out this study in Ijara Sub-County, Garissa County. The locale is of interest to the researcher due to high number of teachers that seek to transfer from the region over years. According to Ijara Sub-County Director of Education, 54%, 62% and 40% of teachers sought for transfers in year 2018, 2019 and 2020 respectively. In addition, to that Mohamed (2018) states that the region is faced with severe scarcity of trained teachers. The situation is even made worse by the high number of transfers sought by non-local teachers who prefer teaching in their home counties (Aden & Kharbiryumbai, 2019). As a result, the county suffers loss of experienced teachers and the schools remain understaffed which hinders delivery of quality education. This prompted the researcher to conduct the current

study to examine if teacher psychological capital and job satisfaction are connected to teacher turnover intention in Ijara Sub County, Garissa County.

3.4 Target Population

In this research, all 239 teachers in all the 33 public secondary in Garissa County were targeted. All the 85 teachers from the six secondary schools of Ijara Sub-County comprised the key respondents. This is because of reported high turnover intention to leave the profession and transfers to other regions by earlier researchers (Aden & Kharbiryumbai, 2019, Mohamed, 2018).

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Three sampling techniques including purposive, stratified random and simple random sampling were used in this study. The purposive sampling was used select the county, Sub-County and secondary school teachers based on the researcher judgment that the sample would provide enough information on the research problem. Then, stratified random sampling aided in categorization of schools because the schools existed in different categories within the County. First, the stratification factor, that is, the school type was identified. Using the factor, the schools were put into three (3) categories, that is, co-education schools, boys' and girls' boarding schools. In total five schools were sampled. Lastly, simple random sampling was used to choose teachers from each category. Specifically, the researcher used the method lottery involving YES or NO papers that were given to the respondents. For each school, YES and NO written were equal to the number of teachers in that schools. YES papers were equal to the number of teachers required from each school and those who picked yes participated in the study. Thus, the method ensured that every respondent was given equal opportunity of being involved in the research.

3.5.2 Sample Size

The researcher used Krejcie and Morgan's table of sample determination (Krejcie & Morgan, 1970) to obtain the sample of this study. Teachers from different school categories were selected using the same table. According to the Krejcie and Morgan's table, 20 teachers were drawn from boy's boarding schools, 15 teachers from girl's boarding schools and 45 teachers from 50 teachers in co-educational schools. Thus, a sample size of 80 teachers was drawn from 85 teachers in all the five schools in the Sub-County. Table 3.2 shows the sampling frame and sample size.

Table 3.2

Sampling Frame and Sample Size

School categories	Population of schools	Population of teachers	Number of sampled schools	Teachers sampled
Boys' Boarding	1	20	1	20
Girls' Boarding	1	15	1	15
Co-education	4	50	3	45
Total	6	85	5	80

Note. Source = Ijara Sub-County Office, 2022

3.6 Research Instruments

In this study, teacher questionnaire consisting of four sections, namely; teacher personal information, psychological capital scale, job satisfaction scale and turnover intention scale was use to collect data.

a) Teacher Personal Information

Items on this section required teachers to supply information regarding their gender and age. It also captured the type of school they were teaching in, and years of teaching in the current school. Additionally, teachers were required to indicate whether they had thoughts of leaving the current school and to give reasons wanting leaving.

b) Psychological Capital Questionnaire (PCQ) (Luthans et al. 2007)

The scale to assess teacher psychological capital was adapted from Psychological Capital Questionnaire (PCQ) by Luthans et al. (2007). The scale is made up of 24 items which are rated at a 6-point Likert-type scale *from 1 = strongly disagree to 6 = strongly agree*. The original scale was reliable as reflected by a Cronbach alpha of 0.89 (Luthans et al., 2007). The score for entire Psychological Capital scale was obtained by calculating the average of all items in the scale. The score for each subscale was obtained by finding the average using all the items in that particular subscale. Therefore, the lowest and highest score for the overall scale was 24 and 144 while for subscales were 6 and 36 respectively. A recent study Bozgeyikli (2017) reported an adequate reliability coefficient for each subscale as follows; optimism = 0.72, resilience = 0.69, hope = 0.68 and self-efficacy = 0.82. High score on the subscale indicated high level of that particular psychological capital trait. The permission to use this scale is indicated in Appendix G.

c) Job Satisfaction Scale (Munir & Khaton, 2015)

Items to assess job satisfaction were adapted from Munir and Khaton's (2015) Job Satisfaction Scale (JSS). The scale consists of 20 items rated on 5-point Likert scale from *1 = strongly disagree to 5 = strongly agree*. The questionnaire consists of some statements that are positively worded and others negatively worded. The scores of negative statements are reversed before summation. The scores on all statements are added to obtain a single score of

individual teacher's job satisfaction. The developers reported internal consistency of the global JSS using Cronbach's alpha coefficient was 0.86. This deemed the scale reliable to use in the current study. The range of scores for the scale was 20-100. Scoring a high score meant that the respondent had high job satisfaction level and a low score meant low job satisfaction level. The consent to use scale was sought from the developers as indicated in Appendix I.

d) Turnover Intention Questionnaire (Cammann et al., 1983)

Items to measure teacher turnover intention were adapted from Actual Turnover Intention (ATI) scale by Cammann et al. (1983). The original scale consists of 3 items. The scale requires respondents to rate themselves from 1 (*strongly disagree*) to 5 (*strongly agree*) to show the degree to which a particular item fits them. The original scale was reported to have sufficient reliability of 0.82 (Cammann et al., 1983). The lowest and highest score for the scale are 3 and 15 respectively. High score would mean high teacher turnover intention. The scale is in the public domain and no consent was needed.

3.7 Pilot Study

The researcher carried a small-scale study in one public secondary school involving a random sample of 10 teachers in Ijara Sub-County, Garissa County. This school was excluded during the actual day of data collection. The main aim of pretesting was to ascertain the reliability of the research tools. Also, so test if the research tools were valid, and fit for the purpose of this study.

3.7.1 Validity of the Research Instruments

In this study, the content validity was ascertained through experts' opinion from university supervisors. They also checked whether the items were adequate in assessing the intended objectives of the study. Also, they gave advice on the clarity and relevance of the items in

accordance to the study purpose. Their guidance was used in aligning the final instruments in accordance to the objectives of this study.

3.7.2 Reliability of the Research Instruments

The researcher used test-retest technique to determine the reliability of the instruments. This was done by giving the study tools to the respondents ($N = 10$) to fill during pilot study. It was administered again after two weeks to the same respondents. The filled questionnaires from the two administrations were then entered in SPSS for analysis to obtain correlation coefficients.

As guided by Streiner (2003), if an alpha value of 0.5 or more will be obtained, the questionnaires will be deemed reliable and fit for the intended goal of the study. The pilot study yields showed that all the scales, that is, Psychological Capital scale, job satisfaction scale and turnover intention scale had sufficient reliability of 0.82, 0.79 and 0.52 respectively. Thus, the scales were deemed well to measure teachers' psychological capital, job satisfaction and turnover intention in this research.

3.8 Data Collection Techniques

During the day of data collection, the instruments were administered in late afternoons on normal working days. The time for filling the questionnaire was about 30-35 minutes. Then, the completed questionnaires were collected and later used by the researcher for data analysis.

3.9 Data Analysis Procedure

The data obtained from the questionnaire was coded for statistical analysis. Descriptive statistical procedures were used to describe and summarize the collected data. Inferential statistical procedures were used to test the study hypotheses at an alpha of 0.5. The following null hypotheses were advanced and tested:

H₀₁: There is no significant relationship between psychological capital and teacher turnover intention. Pearson Product Moment Correlation Coefficient (PPMC) was used to analyse data.

H₀₂: There is no significant relationship between job satisfaction and teacher turnover intention. Pearson Product Moment Correlation Coefficient (PPMC) was used to analyse data.

H₀₃: There is no significant prediction of teacher turnover intention from psychological capital and job satisfaction. Multiple Regression Analysis was used to analyse data.

H₀₄: There are no significant gender differences in psychological capital, and job satisfaction. Independent Sample t-test was used to analyse the hypothesis.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher was issued with the letter of clearance from Graduate School of Kenyatta University. Afterwards, the letter was used to apply for research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Finally, the research authorization was obtained from the Garissa County Director of Education to allow the researcher to collect data. The research authorization was given to the Sub -County Director of Ijara Sub-County who granted permission to collect data from public secondary schools within the Sub-County. Later, the researcher paid a visit to the schools chosen asks for principals' permission and agree on the day and the manner in which the data was to be collected from the teachers.

3.10.2 Ethical Considerations

The researcher thoroughly explained the purpose of the study and sought the consent from the teachers to participate in the study. They were requested to sign the consent form if they

agree to participate. The researcher also assured them of anonymity and confidentiality regarding the information they provided.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION, AND DISCUSSION

4.1 Introduction

In this chapter the findings for each study objectives and hypotheses are presented. It starts with the introduction, respondents' bio data, description of variables, and then interpretation of the results for each hypothesis. The chapter end with the discussion of the results in the light of earlier studies reviewed.

4.2 Return Rate and Demographic Information of the Respondents

This section gives information on questionnaires return rate and demographic characteristics of teachers.

4.2.1 Return Rate

The study sampled 80 secondary school teachers in Garissa County. However, one participant ticked option one for all the items in the scales. Hence a systematic response bias was suspected and the questionnaire was discarded. The remaining 79 questionnaires were retained for analysis translating into 98.75 percent return rate.

4.2.2 Demographic Characteristics

Part one of the questionnaire collected details of the teachers in terms of their gender, age, type of school, length of service in the current station, and whether they planned to leave the current station or not. The results were as presented in Table 4.1.

Table 4.1*Demographic Characteristics*

Variable	Categories	<i>F</i> (<i>N</i> =79)	%	<i>M</i>	<i>SD</i>	<i>Range</i>
Gender	Male	60	75.9			
	Female	19	24.1			
Age				33.46	8.79	24-64
Type of school	Boys' boarding	37	44.3			
	Girls' boarding	17	21.5			
	Co-educational	27	34.2			
Length of stay in current station				3.29	3.72	1-30
	0-4 years	66	83.54			
	5-9 years	11	13.92			
	10+ years	2	2.53			
Planning to leave current school?	Yes	19	24.1			
	No	60	75.9			

As shown in Table 4.1, over three quarters of the participants were male (75.9 %) with slightly under a quarter being female. In regard to this outcome, it appears that majority of teachers working in the Garissa County are males, which could mean that turnover rate is higher with female teachers. The involved teachers had a mean age of 33.46 (*SD*= 8.79) ranging from 24 to 64 years. Most of the participants taught in boys' boarding schools, followed by those in girls' boarding schools and those in co-educational schools. Majority of the participating teachers had served in their current stations for less than five (5) years, with the least length of stay being one year and the longest being 30 years. On average, participants had served in their schools for 3.29 years. Notably, only two participants had taught in their current schools for more than nine years.

The participants were also required to indicate whether they intended to leave their current school and as shown in Table 4.1, majority had no such intentions. Only less than a quarter (24.1 %) was planning to leave their current school.

4.3 Relationship Between Psychological Capital and Teacher Turnover Intention in Public Secondary Schools in Garissa County

4.3.1 Description of Psychological Capital and Turnover Intention

The first objective focused on the relationship between psychological capital and teacher turnover intention in public secondary schools in Garissa County.

For a start, participants' scores for psychological capital were computed and summarized as given in Table 4.2.

Table 4.2

Correlations, Descriptive Statistics and Reliabilities of the Dimensions of Psychological Capital

	Self-efficacy	Hope	Resilience	Optimism
Self-efficacy	-			
Hope	.64**	-		
Resilience	.67**	.70**	-	
Optimism	.56**	.61**	.71**	-
<i>M</i>	28.45	27.23	30.56	28.52
<i>SD</i>	4.60	5.27	4.98	5.62
Range	13-36	13-36	10-36	14-36
Skewness	-0.89	-0.64	-1.10	-0.53
Kurtosis	0.82	0.21	2.17	-0.38
α	.69	.76	.89	.83

Note. $N = 79$.

** $p < .01$ (2-tailed).

As shown in Table 4.2, the four subscales of Psychological Capital had means ranging from 27.23 (hope) to 30.56 (resilience). The mean values implied that the respondent on average felt more resilient compared to traits of psychological capital. The standard deviations ranged from 4.60 (self-efficacy) to 5.62 (optimism). The measures of distribution shape (skewness and kurtosis) were below values of 2 and 7 respectively, indicating that the scores met the criterion for a normal distribution specified by Kline (2011). The subscales had sufficient reliability as indicated by alpha coefficients which ranged from .69 (self-efficacy) to .89 (resilience).

The four subscales of Psychological Capital had moderate to strong correlations ranging from .56 to .71 indicating that they were dimensions of the same construct. Thus, it was deemed okay to compute an overall score for the psychological capital as given in Table 4.3.

Table 4.3

Descriptive Statistics and Reliability for Psychological Capital

Mean	112.75
Standard deviation	16.74
Range	55-140
Skewness	-0.71
Kurtosis	0.50
α	.92

Note. $N = 79$.

Overall, the teachers' psychological capital scores had a mean of 112.75 ($SD = 16.74$) and they were normally distributed since the skewness and kurtosis values were below 2 and 7 respectively as per the criteria suggested by Kline (2011). The scale had a very high reliability as indicated by an alpha coefficient of .92.

The descriptive statistics for teacher turnover intention were then computed as presented in Table 4.4.

Table 4.4

Descriptive Statistics and Reliability for Turnover Intention

Mean	8.81
Standard deviation	3.08
Range	3-15
Skewness	0.28
Kurtosis	-0.63
α	.52

Note. $N = 79$.

As shown in Table 4.4, the participants' turnover intention had a mean of 8.81 ($SD = 3.08$) ranging from 3 to 15. The mean value indicate that on average majority of respondent had moderate to high level of inclination towards leaving the profession. The scores were normally distributed since the skewness and kurtosis values were below 2 and 7 respectively as per the criteria suggested by Kline (2011). According to Streiner (2003), a scale with alpha value of above 0.5 is deemed reliable. Thus, turnover intention scale had an acceptable reliability as indicated by an alpha coefficient of .52.

4.3.2 Hypothesis Testing

Based on the first objective, the following hypothesis was advanced and tested:

H0₁: There is no significant relationship between psychological capital and teacher turnover intention.

A bivariate correlation analysis was conducted using the Pearson's Product Moment Correlation Coefficient involving the overall psychological capital score and the teacher turnover intention score as presented in Table 4.5.

Table 4.5*Correlation Between Psychological Capital and Turnover Intention*

	1	2
1. Psychological Capital	-	
2. Turnover Intention	-.30**	-

Note. $N = 79$.

** $p < .01$ (2-tailed).

The findings in Table 4.5 revealed a significant low negative correlation between psychological capital and teacher turnover intention. Thus, there was sufficient evidence to reject the null hypothesis. The findings suggested that when teachers' psychological capital is high, their turnover intentions are low.

The researcher explored whether the direction of this relationship was similar across the four dimensions of psychological capital. Thus, the four supplementary null hypotheses were advanced and tested using bivariate correlation analyses:

H0₂: There is no significant relationship between self-efficacy and teacher turnover intention.

H0₃: There is no significant relationship between hope and teacher turnover intention.

H0₄: There is no significant relationship between resilience and teacher turnover intention.

H0₅: There is no significant relationship between optimism and teacher turnover intention.

The findings were as given in Table 4.6.

Table 4.6*Correlation Between Psychological Capital Dimensions and Turnover Intention*

	1	2	3	4	5
Self-efficacy	-				
Hope	.64**	-			
Resilience	.67**	.70**	-		
Optimism	.56**	.61**	.71**	-	
Turnover Intention	-.20	-.35**	-.15	-.37**	-

Note. $N = 79$.

** $p < .01$ (2-tailed).

Correlations between the dimensions of psychological capital and turnover intention had interesting differences (Table 4.6). Whereas all the four dimensions negatively correlated with turnover intention, only the correlations for hope and optimism were significant. Thus, increases in hope and optimism among teachers go hand in hand with a reduction in their intention to leave the current school or the teaching occupation altogether.

4.3.3 Discussion of the Results

This study demonstrated a significant low negative correlation between psychological capital and teacher turnover intention. These results are congruent with those reported by Salam (2017) who explored the degree to which psychological capital links to turnover intention among higher education institutes' staffs in Thailand. This researcher found negative correlation between the global psychological capital and turnover intention. Taken together with the present findings, an idea that high psychological capital could reduce turnover intention is endorsed. From these results, it can be deduced that the benefits of psychological capital on impacting teachers' turnover cuts across developed and developing countries.

The present results are also reported by Karakus et al. (2019) who studied psychological capital and its connection to teacher intent to leave teaching occupation in Turkey. The research only focused on primary school teachers and majority was found to have worked for duration of 1-10 years. When data was analyzed, the results revealed a negative correlation between psychological capital and teachers' intent to leave the occupation. The results stressed that when teacher psychological capital was high; their intention to leave the profession was reduced. The current findings confirm the significance of psychological

capital on turnover intention not only to primary school teachers but also among secondary school teachers.

This study's results also match those reported by Raj et al. (2019) who investigated the connection between psychological capital and turnover intention using secondary school teachers in India. The research concentrated on teachers who were in the profession for at least one year. Correlational analysis indicated a negative correlation between psychological capital and their turnover intention. The current study was important because Raj et al.'s results were based on biased sample selected conveniently. Therefore, the current study's yields present a strong ground to conclude that psychological capital indeed has an association with turnover intention of teachers and should be strengthened reduce its rate.

The present results are in harmony, with those reported by Kavgaci and Öztürk (2023) who explored the link between psychological capital and turnover intention among teachers in Turkey. The results indicated an insignificant negative correlation between psychological capital and turnover intention. This reported relationship between psychological capital and turnover intention was intervened by work engagement. The results suggest that increasing psychological capital can promote other positive work-related factors such as work engagement among teachers which in turn will reduce turnover intention.

The current findings are congruent with those of Shahzad et al. (2022) who investigated the connection of psychological capital to turnover intention among primary school teachers in Punjab, India. They reported that psychological capital had a significant negative relationship with teachers' intention to quit. This implied that teachers who had high psychological capital had low turnover intention. Therefore, a conclusion can be made that increasing psychological capital could lead to low turnover intention among teachers in Garissa County.

The present study results corroborate earlier research findings by Ezeugwu et al. (2016) who established that Job stress and depression were significant predictors of teacher turnover intention in government secondary schools in Nigeria. Thus, an inference can be made that training teachers on psychological capital traits may reduce turnover intention.

The yields in the current study demonstrated that, besides the external factors like human resource practices, internal factors also influence turnover intention of teachers. For instance, in Murang'a, a study by Kamau et al. (2020) found that 82.9% of teacher who reported to have thought of leaving the occupation cited human resource practices as the cause. Yet another study in Meru by Ekabu (2018) associated high turnover intention with contextual factors such as poor remuneration, poor working conditions, limited opportunities for career development and job promotions. Psychological capital was singled out in the current study as a crucial correlate of turnover intention among secondary school teachers in Garissa County.

4.4 Relationship Between Job Satisfaction and Teacher Turnover Intention in Public Secondary Schools in Garissa County.

4.4.1 Description of Job Satisfaction Scale

The second objective focused on the relationship between job satisfaction and teacher turnover intention in public secondary schools in Garissa County. Under this objective, participants' responses to the Job Satisfaction Scale were analyzed and their descriptions, correlations and reliabilities were as given in Table 4.7.

Table 4.7

Correlations, Descriptive Statistics and Reliabilities of the Job Satisfaction

Dimension	1	2	3
Positive aspect	-		
Negative aspect	.49**	-	
Overall job satisfaction	.90**	.81**	-
<i>M</i>	43.11	25.62	65.87
<i>SD</i>	8.58	5.59	11.50
Range	24-60	13-38	38-85
Skewness	-0.24	-0.23	-0.42
Kurtosis	-0.74	-0.74	-0.67
α	.84	.63	.85

Note. $N = 79$.

** $p < .01$ (2-tailed).

As shown in Table 4.7, on overall the participants' job satisfaction had a mean of 65.87 ($SD = 11.50$) ranging from 38 to 85. The two subscales of job satisfaction had means of 43.11 (Positive affect) and 25.62 (negative affect) with standard deviations of 8.58 and 5.59 respectively. The measures of distribution shape (skewness and kurtosis) were all below 2 and 7 respectively, implying that the scores met the criterion for a normal distribution specified by Kline (2011). The subscales had sufficient reliability as indicated by alpha coefficients of .83 (positive affect), .63 (negative affect) and .83 (overall). This is supported by Streiner (2003) who argues that reliability alpha of above 0.5 is acceptable. The two subscales had strong correlations with the overall job satisfaction (.84 and .63) indicating that they were dimensions of the same construct.

4.4.2 Hypothesis Testing

Based on the second objective of the study, the advanced hypothesis was: There is no significant relationship between job satisfaction and teacher turnover intention. A bivariate correlation analysis was conducted using the Pearson's Product Moment Correlation

Coefficient involving the overall job satisfaction score and the teacher turnover intention score as presented in Table 4.8.

Table 4.8

Correlation Between Job Satisfaction and Turnover Intention

	1	2
Overall JSS	-	
Turnover Intention	-.75**	-

Note. $N = 79$. JSS= job satisfaction scale.

** $p < .01$ (2-tailed).

The findings in Table 4.8 revealed a significant strong negative correlation between job satisfaction and teacher turnover intention. Thus, there was sufficient evidence to reject the null hypothesis and conclude that there is a significant relationship between job satisfaction and turnover intention. The findings suggested that when teachers' job satisfaction is high, their turnover intentions are low.

The researcher explored whether the direction of this relationship was similar across the two dimensions of job satisfaction. Thus, the two supplementary null hypotheses were advanced and tested using bivariate correlation analyses:

H0_{2a}: There is no significant relationship between positive affect dimension of job satisfaction and teacher turnover intention.

H0_{2b}: There is no significant relationship between negative affect dimension of job satisfaction and teacher turnover intention. The findings were as given in Table 4.9.

Table 4.9*Correlation Between Dimensions of Job Satisfaction and Turnover Intention*

	1	2	3
Positively aspect	-		
Negatively aspect	.49**	-	
Turnover Intention	-.72**	-.58**	-

*Note. N = 79.*** $p < .01$ (2-tailed).

Both dimensions of job satisfaction had significant negative correlations with turnover intention with the positive aspect having a stronger correlation than the negative aspect (Table 4.9). This implies that increases in both aspects of teachers' job satisfaction go hand in hand with a reduction in their intention to leave. Therefore, the H_{02a} and H_{02b} were rejected.

4.4.3 Discussion of the Results

The results of the present study revealed a significant strong negative correlation between job satisfaction and teacher turnover intention. It was also noted that both dimensions of job satisfaction had significant negative correlations with turnover intention with the positive aspect having a stronger correlation than the negative aspect. Overall, the findings suggested that when teachers' job satisfaction is high, their turnover intentions are low. Thus, increasing both aspects of teachers' job satisfaction will be associated with the reduction in their intention to leave teaching.

These results are in harmony with those demonstrated in Kartika and Purba (2018) study that examined the link between job satisfaction and teacher turnover intention in Indonesia. These researchers pointed out that when job satisfaction increases, teacher turnover intention goes down. These researchers also reported that job satisfaction was indirectly tied to teacher desire to leave teaching job via affective commitment. Despite these promising results, the

study had major shortcomings that included the use of non-representative sample that affected its external validity. Since the current study used probability sampling to obtain a representative sample it was able to demonstrate that job satisfaction and teacher turnover intention were indeed negatively related. Thus, raising job satisfaction will be associated with decreased turnover intention among teachers.

The current findings are homogeneous with Thompson (2020) who researched on whether teacher turnover intentions would be anticipated from job satisfaction among 227 teachers in U.S.A. The results showed that job satisfaction was a greater contributor of teachers' turnover intentions. However, these results cast some doubt due to utilization of non-representative sample drawn from only one school. Considering whether the current study used a sample that closely matched the population of interest, the results can be taken to indicate that job satisfaction has some connection with turnover intention of teachers. Thus, increasing job satisfaction could reduce turnover intention among secondary school teachers in Garissa County in Kenya.

Consistent with the current study outcomes, Egbe-Okpenge et al. (2020) highlighted a negative correlation between job satisfaction and teacher turnover intention. The study only concentrated on 381 private secondary school teachers in Nigeria. For this reason, the results could be extrapolated beyond private school teachers to government employed teachers. Thus, the present results bridge this gap and lead to a suggestion that high job satisfaction may lead to low levels of turnover intention even among government employed teachers.

The present outcomes are in accord with Emoja (2016) who investigated on the levels of teachers' job contentment and how it's linked to the turnover intention in Kakamega Kenya. Emoja findings showed that about 75.3% had low job satisfaction and nearly half (47%) of teachers had high to very high level of turnover intention. It is difficult to expound on the

connection between the variables as the researcher only used descriptive statistics. However, it could be inferred from the findings that low job satisfaction was linked to very high levels of turnover intention of about 75.3% teachers in said region. The current study, by using correlational analysis it was able to show that job satisfaction was linked to turnover intention among teachers, thus uphold the theory of motivation used in the study.

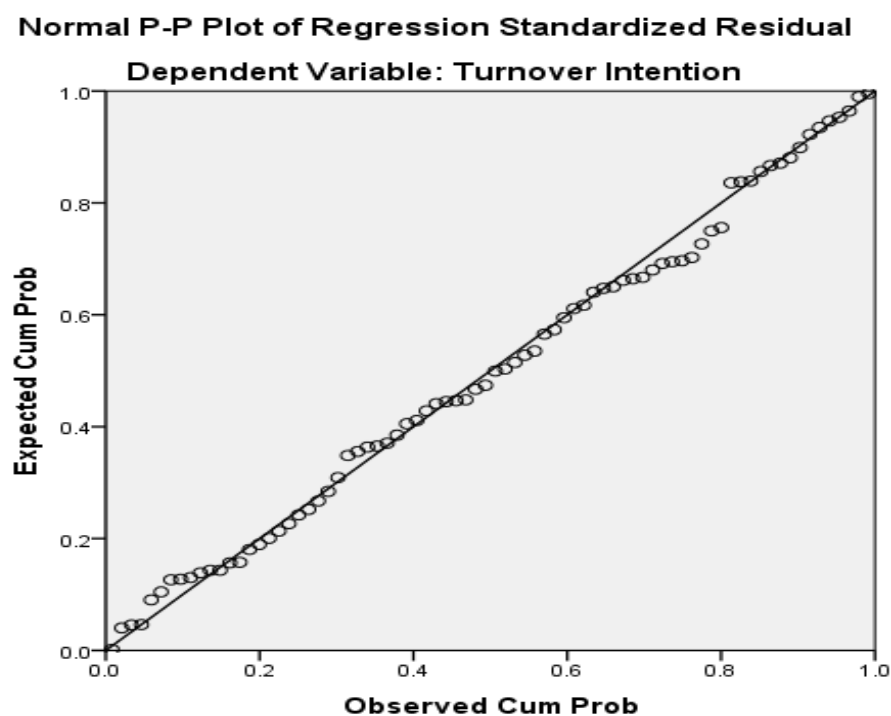
4.5 Prediction of Teacher Turnover Intention From psychological capital and Job Satisfaction

4.5.1 Checking Assumptions for Regression

Objective three of the research examined the prediction of teachers' turnover intention from psychological capital and job satisfaction. The researcher started by checking the data for the assumptions of regression. The assumption of normality was checked using a normal P-P plot for the outcome variable. The resultant normal P-P plot was as given in Figure 4.1.

Figure 4.3

Normal P-P Plot for the Regression Model

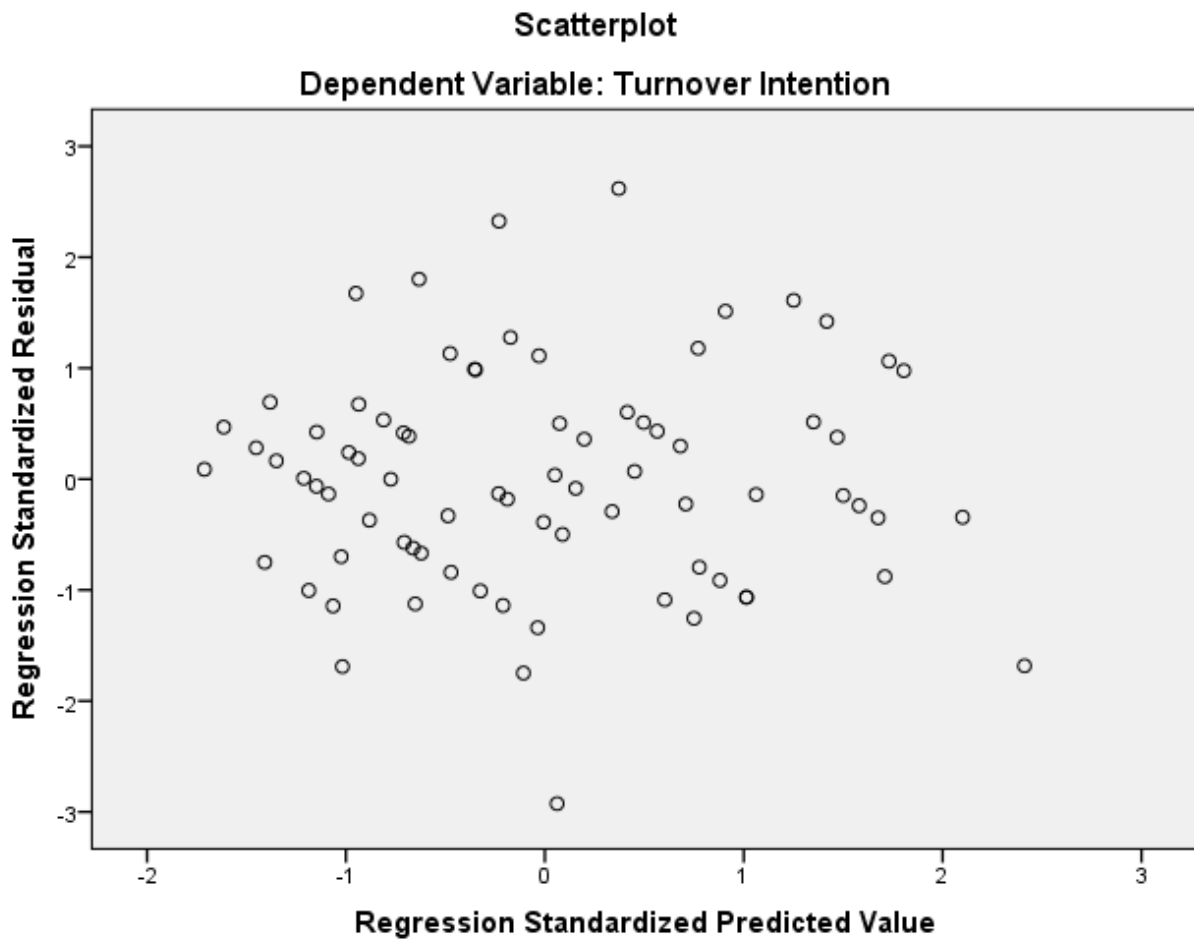


As shown in Figure 4.1, most of the points lay on the diagonal line suggesting that the data for teacher turnover intention, the outcome variable, were approximately normally distributed.

The second assumption that was tested was that of homoscedasticity. This was tested by plotting a scatterplot of the residuals and the outcomes were as given in Figure 4.2.

Figure 4. 4

Scatter Plot of the Residuals for the Regression Model



As shown in Figure 4.2, the data spread is about the same across the x-axis without an obvious pattern. The data-points on the scatter plot are evenly spread above and below zero on the X-axis. The points are also equally distributed to the left-hand and right-hand of zero on the Y axis hence suggesting that the assumption of homoscedasticity was met.

Also, tested was the assumption of non-multicollinearity which was done using VIF values as given in Table 4.10.

Table 4.10

As seen in Table 4.10, each VIF value is below 10 indicating that the assumption is met as per the criteria specified by Tabachnik and Fidell (2019).

Collinearity Diagnostics

Collinearity Statistics		
	Tolerance	VIF
PsyCap	.77	1.30
Overall JSS	.77	1.30

Note. PsyCap = Psychological Capital Scale, JSS = Job Satisfaction Scale

4.5.2 Hypothesis Testing

After testing for the assumptions, the researcher then considered the regression coefficients to test the hypothesis that:

H0₉: There is no significant prediction of teacher turnover intention from psychological capital and job satisfaction.

Regression analysis was run on data and the yields are as presented in Table 4.11.

Table 4.11*Regression Coefficients*

Model	Unstandardized Coefficients		β	t	p
	B	SE			
(Constant)	21.07	1.72		12.27	.00
1 Psy Cap	.01	.02	.08	.93	.36
Overall JSS	-.21	.02	-.79	-9.21	.00

The results in Table 4.11 reveal that although psychological capital made a positive contribution in the prediction of turnover intention, it was not significant ($\beta = .08, t = .93, p = .36$). On the other hand, job satisfaction had a negative and significant contribution in the prediction of turnover intention ($\beta = -.79, t = -9.21, p = .00$). The significance of the model for predicting turnover intention from both psychological capital and job satisfaction was evaluated using ANOVA as given in Table 4.12.

Table 4.12*ANOVA for the Prediction Model*

Model	SS	df	MS	F	p
1 Regression	417.68	2	208.84	50.45	.00
Residual	310.44	75	4.14		
Total	728.12	77			

Note. $N = 79$. SS = sum of squares; df = degrees of freedom; MS = mean square;

The ANOVA results in Table 4.12 revealed that the model for predicting teacher turnover intention from both job satisfaction and psychological capital was significant $F(2, 75) = 50.45, p < .05$. This gave ample grounds to reject the null hypothesis and conclude that there

is significant prediction of teacher turnover intention from psychological capital and job satisfaction.

The researcher explored how the dimensions of psychological capital and job satisfaction predicted intention turnover. The resultant ANOVA results indicated that the model was significant $F(6, 71) = 17.77, p < .05$. The regression coefficients were as presented in Table 4.13.

Table 4.13

Predicting Turnover Intention From the Dimensions of psychological capital and Job Satisfaction

Model	Unstandardized Coefficients		β	t	p
	B	SE			
(Constant)	19.96	1.79		11.15	.00
Self-efficacy	-.01	.07	-.02	-.16	.87
Hope	.03	.07	.06	.45	.65
1 Resilience	.12	.08	.19	1.50	.14
Optimism	-.07	.06	-.13	-1.09	.28
Positively Affect	-.22	.04	-.61	-5.50	.00
Negatively Affect	-.15	.05	-.27	-3.12	.00

As shown in Table 4.13, none of the four dimensions of psychological capital made a significant contribution in predicting turnover intention. However, the two dimensions of job satisfaction had significant but negative contribution in predicting turnover intention with positive affect contributing more than negative affect. This finding makes job satisfaction a better predictor teachers' turnover intention compared more to all aspects of psychological capital.

4.5.3 Discussion of the Results

With respect to the third objective, it was revealed that the model for predicting teacher turnover intention from both job satisfaction and psychological capital was significant. Unexpectedly, psychological capital contributed positively to turnover intention. However, the most important finding was that job satisfaction contributed negatively to turnover intention. These findings seem to be consistent with Polizzi and Claro (2019) who reported a significant prediction of turnover intention from psychological capital and job satisfaction. These researchers examined how university professors' satisfaction with various aspects of work and psychological capital predicted their turnover intention. They found that both psychological capital and job satisfaction contributed negatively to turnover intention. These findings indicated that increase in psychological capital and job satisfaction could predict low turnover intention teachers.

Present results corroborate the idea of Salam (2017) who reported negative contribution of job satisfaction on turnover intention of employees in higher educational institutes in Thai on one hand. On the other hand, findings seem to differ as Salam found that psychological capital had also negative contribution on turnover intention. The explanation to this finding could be due to effects of contexts, that is, higher institutions and secondary school located in marginalized zone, which could have confounded the results.

Consistent findings were reported by Shahzad et al. (2022) who explored if psychological capital had any impact on turnover intention among primary school teachers in Punjab, India. When data was analyzed very significant findings were reported, that is, psychological capital was a significant predictor in decreasing turnover intention. This implied that increasing psychological capital could predict low turnover intention among teachers.

The present findings confirm those of Hansen et al. (2015) who demonstrated that strengthening teachers' psychological capital states and improving job satisfaction predicted a myriad of teachers' outcomes. For instance, they found that psychological capital and job satisfaction contributed significantly to job burnout of 103 teachers from high schools in South Africa. However, the study did not focus on the prediction of turnover intention from psychological capital and job satisfaction this makes the current study important because it was able to demonstrate that teachers' turnover intention is significantly predicted by psychological capital and Job satisfaction.

This study suggests psychological capital and job satisfaction as significant predictors of turnover intention among secondary school teachers in Garissa County. On contrary, earlier researchers have considered different variables such as human resource practices, demographic factors, job promotion and good working conditions as significant predictors of turnover intention (Ekabu, 2018; Emoja, 2016; Kamau et al., 2020).

4.6 Gender Differences in Teachers' Psychological Capital, and Job Satisfaction.

4.6.1 Description of Study Variables by Gender

The fourth objective of the study sought to establish gender differences in teachers psychological capital, and job satisfaction in public secondary schools in Garissa County. Consequently, the fourth hypotheses advanced were:

H₀₁₀: There are no significant gender differences in teachers' psychological capital, and job satisfaction in public secondary schools in Garissa County.

To begin with, the scores for the variables were summarized by gender as shown in Table 4.14.

Table 4.14*Descriptive Statistics for the Study Variables by Gender*

Variable	Men		Women	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Psychological Capital	111.95	17.46	115.29	14.36
Self-efficacy	28.38	4.84	28.68	3.83
Hope	26.96	5.35	28.08	5.05
Resilience	30.40	5.22	31.05	4.21
Optimism	28.18	5.78	29.58	5.08
Job Satisfaction	65.85	12.12	65.92	9.56
Positive Affect	43.03	8.88	43.34	7.79
Negative Affect	25.63	5.95	25.58	4.38

As given in Table 4.14 women had higher means in all the study variables except in negative affect where men had a slightly higher mean.

Before testing for gender differences, the assumptions for the independent samples t-test were tested. The assumption for equality of variances was tested using the Levene's Test as presented in Table 4.15.

Table 4.15*Levene's Test for Equality of Variances^a*

	<i>F</i>	<i>p</i>
Self-efficacy	.86	.36
Hope	.64	.43
Resilience	1.34	.25
Optimism	1.67	.20

Psychological Capital	1.36	.25
Positive Aspect	1.07	.30
Negative Aspect	4.98	.03
Overall Job Satisfaction	2.10	.15

Note. $N = 79$.

^a Only the values for equal variances assumed are given.

As given in Table 4.15, the Levene's test results were not significant for all the study variables except for the negative affect dimension of job satisfaction. Thus, the assumption for equality of variances was not met for all the study variables except for the negative affect dimension.

To check for the assumption of normality, the measures of distribution shape for the turnover intentions were evaluated by gender in Table 4.16.

Table 4.16

Checking for Normality Assumption for Turnover Intention Across Gender

Gender	N	Range	<i>M</i>	<i>SD</i>	<i>Sk</i>	<i>Kur</i>
Male	59	3-15	8.58	3.01	.38	-.58
Female	19	3-15	9.53	3.26	-.02	-.40

As presented in Table 4.16, the skewness and kurtosis values were both below an absolute value of 2 both for male and female participants confirming that the assumption of normality of the distribution of the turn over intention scores was not violated (Kline, 2011).

4.6.2 Hypothesis Testing

Having met the critical assumptions for the independent samples *t*-test, the test was then computed to establish if there were significant gender differences in the study variables. The findings were as presented in Table 4.17.

Table 4.17*Gender Differences in the Study Variables*

Variable	<i>T</i>	<i>df</i>	<i>p</i>	<i>MD</i>	95% <i>CI</i>	
					<i>LL</i>	<i>UL</i>
Self-efficacy	-.25	77	.80	-.31	-2.73	2.12
Hope	-.81	77	.42	-1.12	-3.89	1.65
Resilience	-.50	77	.62	-.65	-3.28	1.97
Optimism	-.94	77	.35	-1.40	-4.34	1.55
Psychological Capital	-.76	77	.45	-3.34	-12.14	5.46
Positive Affect	-.14	77	.89	-.31	-4.84	4.22
Negative Affect	.04	77	.97	.05	-2.89	3.00
Job Satisfaction	-.02	77	.98	-.07	-6.14	5.99

As presented in Table 4.17, the means of male and female participants did not significantly differ from each other in all the study variables. The study did not yield sufficient evidence to reject the null hypothesis and therefore it was retained and concluded that there were no significant gender differences in the study variables.

4.6.3 Discussion of the Results

It was hypothesized that there will be no significant gender differences in psychological capital, and job satisfaction. With respect to this hypothesis, this study found that the means of male and female respondents did not significantly differ from each other in all the two variables. Contrary to this finding, Raj et al. (2019) who investigated gender effects on psychological capital using a convenient sample of 118 secondary school teachers in India indicated that gender had significant main effects on two dimensions of psychological capital, that is, resilience and optimism. This was in favour of male teachers. However,

these results cast doubt due to use of unsound sampling methods. The present study suggests that male and female were the same in psychological capital.

Luo, et al. (2022) constructed a measure of psychological capital for male students pursuing nursing in Taiwan. They also constructed equivalent tests to assess the same construct among female nurses. The comparisons of the groups showed that males were better in psychological capital traits of optimism and resilience than females. Unlike the finding of these researchers, the present results found no significant impact of gender on psychological capital.

Akyavuz (2021) presented demographic factors such as occupation, administration; nature of students and parents has having major contribution to level of teachers' psychological capital in Turkey. In connection to this literature, it is anticipated that gender being one of demographic factor could have great effect on psychological capital traits of teachers. However, the contribution of this study demonstrates that gender does not have great impact on this variable among teachers in secondary schools in Garissa County.

The yields of the present study are challenged by Sak (2018) who investigated gender differences on job satisfaction of early childhood teachers in Turkey. Sak found significant gender differences with female having a higher score on job satisfaction than their female counterparts. These results suggested that female teachers enjoy teaching more than males.

The present results are in disagreement with Muhangi (2017) study that aimed to find out whether male mean score on job satisfaction was different from that of female teachers. This researcher found significant gender differences on some aspects of job satisfaction. Specifically, male teachers were better than female teachers on job characteristics like intrinsic job satisfaction. The results suggest that the value accorded to various job

characteristics vary with gender. It is essential to bear in mind that the present study results may be due to a small sample used.

The current study demonstrated that male and female had same scores on job satisfaction. This differs from Mocheche et al., (2017) who sought to explore whether job satisfaction varied with gender using 306 teachers in Kenya and found female teachers to have higher scores on job satisfaction scale than their male counterparts. This implied that females are more content with the teaching profession than the male teachers.

Rasanen, et al. (2020) conducted a study among the Finnish teachers to unravel the causes of turnover intentions. The study reported a high prevalence of turnover intentions among male teachers compared to female. This does not appear to be the same with the present inquiry which highlighted no significant difference on turnover intention by gender. One possible explanation for the present results could be context-specific bearing in mind that the respondents were drawn from schools located in marginalized region.

The outcome of the current study is in harmony with that of Prince et al. (2018) who evaluated how impactful job satisfaction was on turnover intention using a convenient sample of 114 teachers in Ghana. These researchers reported that gender did not contribute significantly on teacher turnover intention. However, these results could have been affected by the use of a biased sample that was conveniently sampled. Comparable outcomes were reported by Kamau et al. (2021) who investigated the relationship between gender and turnover intentions of teachers in public secondary schools in Murang'a. The results revealed that gender was not significantly associated with turnover intention.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the results, conclusions and suggested recommendation for education practice and future research.

5.2 Summary of the Study Results

Objective one of this examined the relationship between psychological capital and turnover intention of teachers in secondary schools in Garissa County. Results revealed a significant low negative correlation between psychological capital and teacher turnover intention. More importantly, these outcomes also indicated that the four dimensions of psychological capital had negative correlation with turnover intention. But unexpectedly, only the correlations for hope and optimism were significant. The findings suggested that among the most crucial factors that can be strengthened to lower the rate of turnover intention is teachers' psychological capital. Specifically, increasing hope and optimism traits of psychological capital among teachers will go hand in hand with a reduction in their intention to leave their station of work or teaching altogether.

The focus of the second objective was to establish whether a connection existed between job satisfaction and turnover intention of teachers in secondary schools in Garissa County. The study yields indicated a significant strong negative correlation between job satisfaction and teacher turnover intention. It was also noted that both dimensions of job satisfaction had significant negative correlations with turnover intention with the positive aspect having a stronger correlation than the negative aspect. Overall, the findings suggested that raising job

satisfaction of teachers their turnover intentions will be lowered and increasing both aspects of job satisfaction would go hand in hand with a reduction in their intention to leave

With respect to the third objective, it was revealed that the model for predicting teacher turnover intention from both job satisfaction and psychological capital was significant. Unexpectedly, psychological capital contributed positively and insignificantly to the prediction of turnover intention. However, the most important finding was that job satisfaction contributed negatively to turnover intention. This finding presents a strong evidence that job satisfaction plays a vital role in reducing the turnover intention of teachers.

The last objective was concerned with finding gender differences on psychological capital, and job satisfaction, of teachers in secondary schools in Garissa County. Contrary to anticipation, the investigation did not find significant gender differences on the two variables. Thus, the means of male and female respondents did not significantly differ from each other in the two variables. These findings suggest that the level of psychological capital, and job satisfaction were not affected by gender.

5.3 Conclusions

The first major finding identified in this study was that global psychological capital was negatively correlated with turnover intention. The present findings provide an insight that high psychological capital could reduce turnover intention. More importantly, the study indicated that strengthening hope and optimism would go hand in hand with decrease in turnover intention. From these results, it can be concluded that psychological capital is one of the important personal resources that can be developed among teachers to mitigate turnover

intention. Thus, satisfying teachers' need of hope, optimism and other psychological capital states will encourage them to persist teaching in one school without much turnover.

The second major conclusion was that job satisfaction was negatively related to turnover intention. This finding highlighted the importance of job satisfaction in decreasing turnover intention among secondary school teachers. Therefore, a conclusion can be made that improving job satisfaction can mitigate teachers' turnover intention. Schools should try to satisfy teachers' needs so as to encourage them to continue working in their schools and also in their region.

This research has also brought the new understanding that job satisfaction was more important than psychological capital in predicting turnover intention among teachers. From this standpoint, a conclusion can be made that developing high job satisfaction will predict low turnover intention among teachers. Another significant conclusion of this research was that gender made no significant difference on psychological capital, job satisfaction and turnover intention of teachers in secondary schools in Garissa County. Thus, this study concludes that gender of a teacher has no impact on their psychological capital, and job satisfaction.

5.4 Recommendations

5.4.1 Recommendations for Policy

- i. School-based interventions such as workshops and training targeted at increasing teachers' psychological capital should be given utmost priority in order to reduce turnover intention among teachers. These interventions should include creation of school work culture, inculcating competition spirit among teachers, and developing stimulative environment that can allow teachers to bounce back after experiencing problems.

- ii. This study found that job satisfaction is of vital importance to turnover intention in education sector. Therefore, in order to lower turnover intention, relevant stakeholders should take steps towards improving teachers' satisfaction with their work through non-monetary benefits such as increasing outside the school activities, organizing seminars and according teachers respect they deserve in the society.
- iii. In addition, school administration should improve students' discipline and strengthen social relationships within school to enhance contentment among teachers. Also, they should come up with assessment mechanisms for measuring teachers' level of satisfaction with their work. This will aid in a establishing the current degree of contentment among teachers with various aspects of teaching occupation and corrective action to put in place in case of teachers' dissatisfaction in order to decrease the intention to turnover.
- iv. Also, the government should make teaching in marginalized areas more competitive by creating favourable working conditions and allowing teachers job autonomy that will encourage teachers to serve in those areas for a longer period of time. This will save the schools loss of experienced teachers and consequently better performance will be realized in those regions.

5.4.2 Recommendations for Future Research

- i. The inquiry was quantitative in nature, and though the approach is more objective and scientific compared to qualitative, researcher's opinion and biases could have affected the information obtained. A suggestion is made for future researchers to repeat this study using mixed methods approach to establish statistical relationships as well as get the real concerns from the teachers.

- ii. The study was concentrated on teachers teaching in schools located in marginalized areas which make the results less generalizable to other areas. Thus, research including cross-county sample is necessary to enhance the external validity of the results.
- iii. The present results were obtained using a small sample. Therefore, future researchers should consider using a larger sample to be more fruitful in the area and produce more accurate information.

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APPENDICES

Appendix A: Letter of Consent to Participate in the Study

Hassan Barre Sanei

Department of Educational Psychology

P.O BOX 84-70100

Garissa.

Dear participant,

I am Hassan Barre Sanei, a masters student in the department of educational psychology at Kenyatta University. I am carrying out a study on teacher psychological capital and job satisfaction as predictors of teacher turnover intention in Garissa County, Kenya. The research is purely academic in nature; any information obtained will be kept confidential. The research will target public secondary school teachers in Garissa County. You and other respondents have been selected to take part on voluntary basis and I would like your consent to be involved in the study. If you agree please on the space provided below:

Yours sincerely,

Hassan Barre

Masters student, Kenyatta University

Appendix B: Teachers' Questionnaire

Section One: Teacher Personal Information

Kindly provide your personal details by filling the blanks and ticking one of the options provided where applicable.

1. What is your gender?-----
2. What is your age in years?_____
3. Type of school. a) Boys' boarding schools []
 b) Girls' Boarding schools []
 c) Co-education Schools []
4. How many years have you taught in the current school?_____
5. Are you planning to leave your current school soon?
 a) Yes
 b) No

6 . if Yes, give reasons why you are planning to exit your current schools:

- 1)_____
- 2)_____
- 3)_____
- 4)_____

7. If No, give reasons why you choose to stay in the current school:

- 1)_____
- 2)_____
- 3)_____
- 4)_____

Section Two: Psychological Capital Questionnaire

Please respond to the statements below to show how you agree with each of the item by selecting one of the options provided. How you respond should be guided by the following key:

1= strongly disagree, 2= Disagree, 3= Slightly Disagree, 4= Agree and 5= Slightly Agree, 6= strongly agree

	statement						
1	I am assured of my capacity to solve problems and come up with solutions on a long term basis	1	2	3	4	5	6
2	I am comfortable discussing difficulties with individuals outside the school	1	2	3	4	5	6
3	I am comfortable handling tasks that are outside my basic job description, when assigned by my supervisor	1	2	3	4	5	6
4	I believe in my ability that I can perform efficiently even under challenging situations.	1	2	3	4	5	6
5	I feel assured that I can achieve the work goals I set for myself	1	2	3	4	5	6
6	If the school introduces a new work system, I believe I can learn from it	1	2	3	4	5	6
7	I have faith for the future with regard to my job.	1	2	3	4	5	6
8	I believe that every problem I face at work has a solution.	1	2	3	4	5	6
9	I trust that there is a bright side to every problem I encounter at work.	1	2	3	4	5	6
10	I am certain that every bad situation I face at work will always change for the better.	1	2	3	4	5	6
11	I am positive that I will be successful in the future within this job.	1	2	3	4	5	6
12	I always stuck with the problem and found that the problem cannot do anything.	1	2	3	4	5	6
13	Presently, I am actively working towards achieving my work goals						
14	I have ideas/strategies on how to realize my work goals	1	2	3	4	5	6
15	Whenever my performance appraisal is below expectation, I find ways to improve and do better.	1	2	3	4	5	6
16	Presently, I feel eager to achieve my work goals.	1	2	3	4	5	6
17	Once I set my work goals and work plan, I am focused towards achieving them.	1	2	3	4	5	6
18	I stand by the belief that "Where there is a will, there is a way"	1	2	3	4	5	6
19	I am able to cope with problems at work no matter what.	1	2	3	4	5	6
20	I am able to handle stressful situations at work calmly.	1	2	3	4	5	6
21	Even when my performance appraisal fails to meet expectation, I will make effort to improve it again.						
22	Even if extra duties at work make me uncomfortable, I am still able to execute them with success.	1	2	3	4	5	6
23	I am persistently ready to face any problems that come up at work	1	2	3	4	5	6
24	Whenever I get disappointed at work, I am still convinced that I can get through it	1	2	3	4	5	6

Section Three: Job Satisfaction Scale

Please respond to the statements below to show how you agree with each of the item by selecting one of the options provided from 1= strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree to 5= strongly Agree.

Statements Dimension					
Teachers lead vocationally unsatisfied lives.	1	2	3	4	5
People give me much respect when they know that I am a teacher.	1	2	3	4	5
It would have perhaps been better if I had joined some other profession	1	2	3	4	5
The salary in teaching job is not in keeping with my abilities and qualification.	1	2	3	4	5
Given fresh opportunity for choosing a career, I will again choose teaching.	1	2	3	4	5
No profession is as good as teaching.	1	2	3	4	5
Teaching is boring because of repetition of similar work	1	2	3	4	5
The work of teachers is interesting because of variety of activities.	1	2	3	4	5
Society appreciates teacher's work.	1	2	3	4	5
The teaching profession is one among the few noble profession	1	2	3	4	5
Teaching profession provides opportunities for satisfaction of my abilities and capacities.	1	2	3	4	5
Economic condition of a teacher makes me dislike this profession.	1	2	3	4	5
To control student is headache for me.	1	2	3	4	5
Kind treatment of teachers spoils the students.	1	2	3	4	5
I like to attend seminars within and outside the school	1	2	3	4	5
The school authorities are fair and impartial.	1	2	3	4	5
My teacher colleagues are good and cooperative.	1	2	3	4	5
I always keep track of my progress.	1	2	3	4	5
I sometimes feel my job is meaningless.	1	2	3	4	5
I am satisfied with my chances of promotion	1	2	3	4	5

Section Four: Turnover Intention Questionnaire

Please respond to the statements below to show how you agree with each of the item by selecting one of the options provided from 1= strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree to 5= strongly Agree.

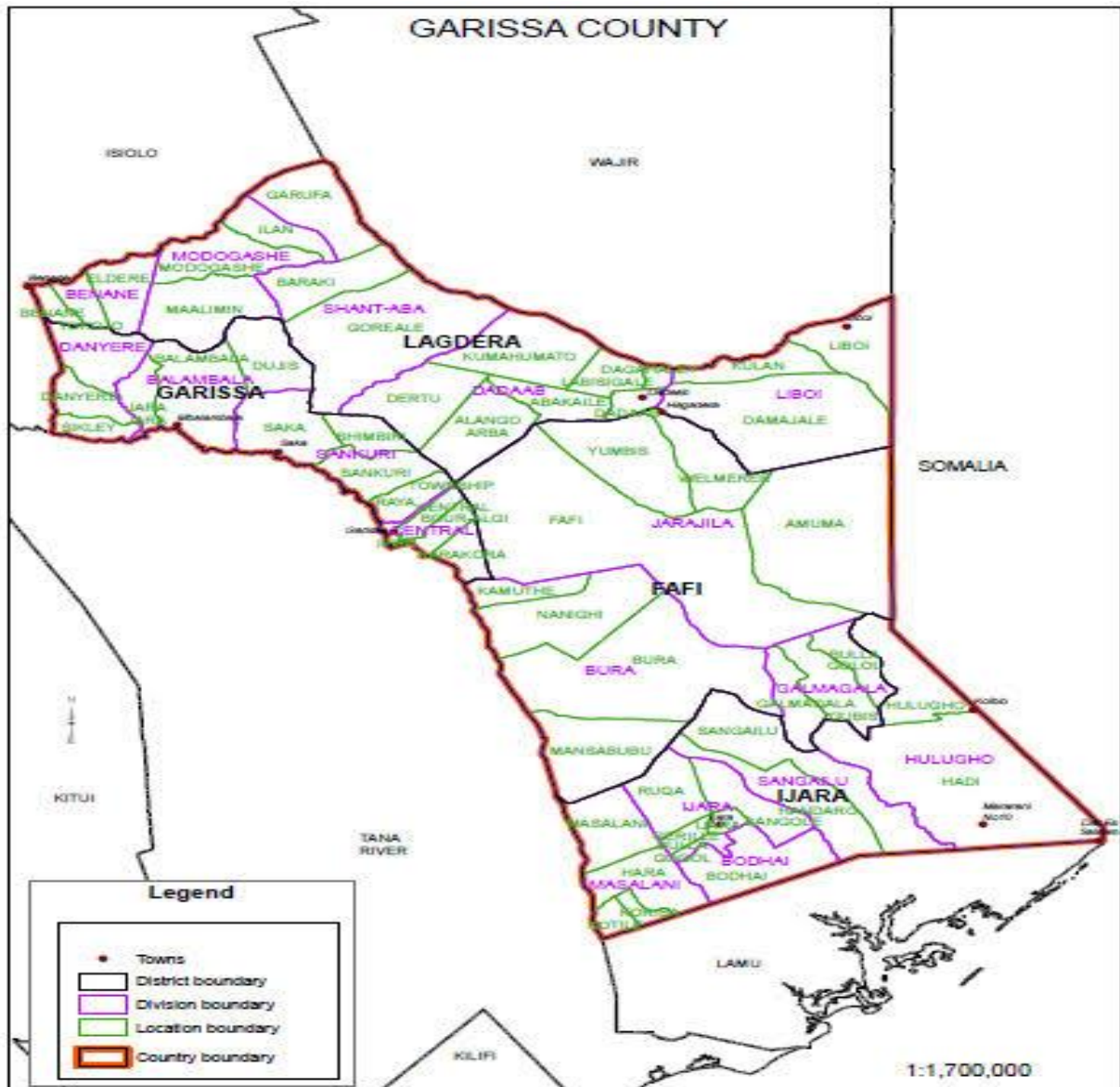
I often think of leaving teaching profession	1	2	3	4	5
It is very possible that I will look for a new school in another region	1	2	3	4	5
If I may choose again, I will choose to work in the teaching profession	1	2	3	4	5

Appendix C: Sample Size Determination Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size; *S* is sample size.

Appendix D. Map of Garissa County



Appendix E : Research Authorization Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 26th January, 2023

TO: Hassan Barre
C/o Educational Psychology Dept.

REF: E55/CE/22006/2011

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 18th January, 2023 approved your Research Project Proposal for the M.Ed Degree Entitled, "Psychological Capital and Job Satisfaction as Predictors of Teacher Turnover Intention in Public Secondary Schools in Garissa County, Kenya."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision tracking and progress report forms per semester. The forms are available at the university's website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL






c.c. Chairman, Educational Psychology Department.

Supervisors:

1. Dr. Elizabeth Mutisya
C/o Department of Educational Psychology,
Kenyatta University

EM/mo

Appendix F : Research Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 453220	Date of Issue: 22/February/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. HASSAN BARRE of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Garissa on the topic: PSYCHOLOGICAL CAPITAL AND JOB SATISFACTION AS PREDICTORS OF TEACHER TURNOVER INTENTION IN PUBLIC SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA for the period ending : 22/February/2024.</p>	
License No: NACOSTI/P/23/23722	
453220 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. ~~The License does not give authority to transfer research materials.~~
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix G : Authority Letter by the Ministry of Education

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

gram: "SCHOOLING" Garissa
phone: 046-210-2458, Garissa.
046-210-2002
il: cdegarissacounty@gmail.com
in replying please quote



COUNTY DIRECTOR OF EDUCATION
GARISSA
P. O. Box 8-70100
GARISSA

F: CDE/ED/ RES/VOL I (1)

Date: February 27, 2023

**TO
ALL PRINCIPALS
IJARA SUB COUNTY**

RE: PERMISSION TO CONDUCT RESEARCH.
MR. HASSAN BARRE RESEARCH LICENSE NO: NACOSTI/P/23/23722

The above named is a student in Kenyatta university. He intends to conduct educational research on the topic: PSYCHOLOGICAL CAPITAL AND JOB SATISFACTION AS PREDICTORS OF TEACHER TURN OVER INTENTION IN PUBLIC SECONDARY SCHOOLS IN IJARA SUB COUNTY, GARISSA COUNTY.

This office permits him to conduct his educational research in the above-mentioned Sub County. Please note, the research should be conducted without interrupting the school daily routine.

Kindly accord him the necessary assistance

Yours faithfully


MOHAMED.G. HASSAN
FOR COUNTY DIRECTOR OF EDUCATION
GARISSA



Appendix H: Permission to Use Psychological Capital Scale

Hassan Obare



To whom it may concern,

This letter is to grant permission for Hassan Obare to use the following copyright material:

Instrument: *Psychological Capital (PsyCap) Questionnaire (PCQ)*

Authors: *Fred Luthans, Bruce J. Avolio & James B. Avey.*

Copyright: "*Copyright © 2007 Psychological Capital (PsyCap) Questionnaire (PCQ) Fred L. Luthans, Bruce J. Avolio & James B. Avey. All rights reserved in all medium.*"

for his/her thesis/dissertation research.

Three sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,

A handwritten signature in black ink, appearing to read "Fred Luthans".

Mind Garden, Inc.
www.mindgarden.com

Appendix I: Permission to Use Job Satisfaction Scale

Request to use Jss scale



Add label



Hassan Barre 20/11/2021

to tahirakhatoon ^



From Hassan Barre • sharlaawe82@gmail.com

To tahirakhatoon@cukashmir.ac.in

Date 20 Nov 2021, 17:14

[See security details](#)

I'm Hassan Barre, a student at Kenyatta university taking masters of education in guidance and counselling. I kindly request for permission to use job satisfaction scale you developed in my research project. Thank you.

Appendix J: Permission to Use the Turnover Intention Sub-Scale of MOAQ

Permission to use MOAQ

Add label



Hassan Barre 2 Feb
to paul ^



From Hassan Barre • sharlaawe82@gmail.com

To paul@paulspector.com

Date 2 Feb 2022, 23:00

[See security details](#)

Hello,
Am hassan Barre, a student at kenyatta university.
Kindly help me obtain **permission** to **use** the above
scale