DRIVERS OF LABOR MOBILITY INTENTIONS OF TEACHERS IN PUBLIC TERTIARY INSTITUTIONS IN KENYA

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Drivers of Labor Mobility Intentions of Teachers in Public Tertiary Institutions in Kenya

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work is dedicated to my heavenly Father, thank you very much for carrying me through to completion of this journey, you have been my light and my guide, am so humbled that you could raise me to such heights. I constantly witnessed unending favor and faithfulness. To my Mum; Charity W. Miring'u who has been a great pillar of strength by just being there, giving spiritual, moral and financial support and constant all round encouragement which created a serene mind as a key ingredient to the soberness and accomplishment of this vital task. To my late Dad, Vincent Miring'u K. who without, l would not have risen to such levels, the basic instrumental support in elementary education, good nurturing holistically. To my brothers Job, Stanley and Tobias and lovely sisters, Esther, Winnie and Grace. Finally to my nephew Vinnie and nieces Cindy, Tracy, Charity, Lynn and Lisa Njeri.

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ABBREVIATIONS AND ACRONYMS

CIPD	:	Chartered Institute of Personnel and Development
HRD	:	Human Resource Development
IPPD	:	Integrated Payroll and Personnel Database
KATTI	:	Kenya association of technical training institutes
KNUT	:	Kenya National Union of Teachers
LDCs	:	Least developed countries
LMIs	:	labor mobility intentions
LPC	:	Least preferred co-worker
PPE	:	Personal protective equipment
SCCT	:	Social Cognition Career Theory
TIVET	:	Technical Industrial Vocational and Entrepreneurship Training
TSC	:	Teachers' Service Commission
TTIs	:	Technical Training Institutes
TVET	:	Technical and Vocational Education and Training in Kenya.

OPERATIONAL DEFINITION OF TERMS

Career progression

Providing opportunities for people to progress and develop their careers and ensuring that the organization has the flow of talent it needs **(**Armstrong, 2010**).**

Internally, companies define career progression by positions, titles, or levels within a company (Dessert, 2012).

Financial compensation

Financial rewards are indirect motivators because they provide a tangible means of recognizing achievements, as long as people expect that what they do in the future will produce something worthwhile, as expectancy theory suggests (Armstrong, 2010**).**

Payment for services rendered. One is due compensation when one has performed a service for an employer or client. Compensation is usually the primary component of an individual's tax liability. It is also called remuneration (Cite Farlex Financial Dictionary, 2012).

Job design

Job design requires the assembly of a number of tasks into a job or a group of jobs (Armstrong, 2010).

Job design means to decide the contents of a job. It fixes the duties and responsibilities of the job, the methods of doing the job and the relationships between the job holder

	(manager) and his superiors, subordinates and colleagues (Akrani, 2011).
Labor Mobility (LM)	The analysis of the numbers of people leaving the organization (labour turnover or wastage (Armstrong, 2010). Mobility of labour means the ability and the capacity of labour to move from one place to another or from one occupation to another or from one job to another or from ne industry to another. It refers to alternative employment (Shaikh, Saqib, 2016).
LM intentions	Intention to leave is considered as a conscious and deliberate desire to leave the organization within the near future, and is regarded as the last part of a sequence in the withdrawal cognition process (Tuzun, & Kalemci, 2012).
Leadership	Leadership is the art of motivating a group of people to act towards achieving a common goal (Ward, 2017). Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success (Zeitchik, 2012).
Tertiary Institution	A tertiary institution refers to a College or Technical Training Institutions that offers certificate and diploma course in various areas (Muraguri, 2015).
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training (Wango, 2011).

TVET	Technical, vocational and entrepreneurship training. In this study TVET will be used to describe technical and vocational education and training in Kenya (Wango, 2011) Technical and Vocational Education and Training (TVET Policy, 2013).
Work Environment	Work environment describes the surrounding conditions in which an employee operates composed of physical conditions, such as office temperature, or equipment, such as personal computers. It can also be related to factors such as work processes or procedures. (Money-Zine, 2017).

ABSTRACT

This study sought to evaluate the drivers of labor mobility intentions teachers in public tertiary institutions in Kenya which has hitherto not been researched on extensively. The research limitations; few factors researched on may not have been fully representative, hence others can be explored and that Kenyan context cannot be generalized globally. There are practical implications for scholars, Government and practitioners. The objectives were to determine how financial compensation, career progression, work environment and job design affect teachers' labor mobility intentions in public tertiary institutions in Kenya. And to also establish the moderating effect of leadership on the relationship between drivers and teachers labor mobility intentions. The beneficiaries of the study are the Government of Kenya, academicians, Teachers Service Commission, school managers and other private education investors. This study adopted descriptive research design which is used to investigate populations by selecting samples to analyze and discover occurrences. The target population of the study was from all the (teachers' service commission) teachers in the public tertiary institutions (older than three years) in Kenya. Data available from the sampling frame revealed that there are 4848 public tertiary teachers. The study did stratified random sampling of the institutions and 356 sample size of teachers were used to ensure that every county was fairly represented. Questionnaire was the main tool of this survey and it was based on a 5 point likert scale and interview schedule for national staffing officers. They contained closed ended questions for quantitative analysis as well as a few open ended questions which were analyzed quantitatively and qualitatively. Descriptive and inferential statistics were used through multiple linear regression, moderated multiple regression, t-test, f- test among others to analyze quantitative data. Reporting was done through tables and figures. A factor loading analysis helped realign a few items within the right variables appropriately and subsequently having them meet the required minimal thresh hold of 0.5 and above. The response rate was 286 respondents. Most of the measurement tool items met the Cronbach Alpha threshold of 0.7 and above rendering it reliable and

consistent. The results revealed that all the hypotheses tested were valid, with specific mention of there being significant relationships between all the tested drivers of labor mobility intentions of teachers in public tertiary institutions. The overall model of all independent variables against the labour mobility intentions validated that work environment was the most significant variable. Institution managers and board of directors could commit themselves to using impartial human resource practices and exercise employee participative management to enhance teachers' morale. The study encourages other scholars to use the same variables in other industries or others not used here or in different sectors to test if the effect is different. It also recommends the Ministry of education to addresses issues highlighted towards ensuring a motivated human resource. Above all, attract and retain more teachers with a comprehensive reward system equitable to the market rates. In conclusion, the drivers had a statistically significant effect on labour mobility intentions of teachers in public tertiary institutions in Kenya. It was also observed from the results that all variables had a negative correlation with labour mobility intentions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This section introduces the reader to the background of the study, statement of the problem, general and specific objectives, research hypotheses, justification of the study and limitations. The study intends to identify the drivers of labor mobility intentions of teachers in public tertiary institutions which have been escalating leading to them exiting in search for greener pastures. Tehseen, & Ul Hadi (2015) posited that a moderate percentage of 40% and 50% of all beginner teachers usually quit the profession after a few years of teaching. The perpetual teacher's turnover leads into teacher shortage for increased student populations. Many studies of the West have provided evidence of teachers' shortage issues in schools of various countries in the United States (US), Netherlands and Hong Kong. Many scholars of other countries like Australia highlighted this issue in schools across the US, that nearly half a million teachers leave their schools each year.

A national survey of teachers in Texas USA by Tiony (2013) indicated that among those disgruntled with teaching, 61% cited poor salaries, 32% poor administrative support, and 24% student discipline problems. It was also contended that schools that have their teacher's salaries raised, adequate administrative support, and experience fewer cases of student discipline the teaching staff are less likely to quit.

Recruitment and retention of qualified teachers tends to be most difficult in areas of high poverty, such as in inner city schools in the United States, and in the rural areas of developing nations, leading to a situation in which the neediest children are often paired with the least qualified teachers. According to Mary (2010), there are a variety of outlooks on the motivation of teachers in Africa. She further denoted that most teachers working in schools in developing countries were not well motivated due to, dissatisfaction in the workplace, lack of controls and inadequate incentives.

These are factors that subsequently lead to disgruntlement and ultimate exit from the teaching profession. A study carried out by Orodho (2013) on education in Kenya lamented that although the pupil teacher ratio at the national level showed that the country had achieved the recommended ratio of 45:1, there was still regional disparities in the Coast and North Eastern provinces, where the pupil teacher ratio could be as high as 53:2 and 63:1 in 2007 respectively. Despite the efforts of the government to recruit teachers, the teacher shortage problem still persists.

In Kenya, Mwimbi division, Maara district in year 2009 experienced a 50% turnover of teachers who were transferred once, 33.3% twice and 16% were transferred five times a year (Chepkemboi, Kiriago & Iravo, 2013). According to statistics at Limuru unit, the rate of teacher turnover rose from 12% in 2010 to 15% in 2011. In 2012, the turnover rate was 20% therefore portraying a worrying trend (Waititu, 2010).

1.1.1 Public Tertiary Institutions in Kenya

For the purpose of this study, a tertiary institution referred to a training colleges or technical training institutions that offers certificate and diploma course in various areas. There are several such institutions in Kenya. They are institutions of learning that are funded by the government. These post secondary school colleges offer certificate, diploma, higher diploma and in some instances, degree courses.

This study limited itself to the Technical Training institutions (TTIs) and Teacher Training Colleges (TTCs) teaching staff recruited by the Teachers' Service Commission (TSC) which offered certificates, diplomas and higher national diplomas. The courses range in time frame from short courses of one week to three and three years programmes. Some of the colleges have different campuses and are large enough while others are specialty colleges offering only a particular course or field (Ramblingsoul, 2012).

a) TVET Institutions

Onduru (2012) observed that The origin of formal technical training in Kenya dates back to 1924 when the first formal training institution called the Native Industrial Training Depot was built on the outskirts of Nairobi. It is now known as the Kabete Technical Training Institute. Many more such institutions have since been established across the country. A Directorate of Technical Education in the Ministry of higher education, science and technology is responsible for the overall TVET policy for the country.

The study further expressed that here had been a lot of changes recently with the devolution of power and creation of counties. Currently, Kenya has five different categories of technical training institutions under the ministry mentioned above as part of tertiary education. The categories comprise two polytechnic university colleges, eight national polytechnics, a technical teachers college, fourteen institutes of technology and nineteen technical training institutes; spread across the country. They offer programmes ranging from undergraduate degrees to diplomas and certificates in a variety of areas of study, with an emphasis on practical skills development (Onduru, 2012).

In many parts of sub-Saharan Africa, the projected demand for TVET institutions teaching human resource exceeds projected supply, in some cases by substantial amounts. Factors contributing to this include; perceived low salary, arbitrary teacher deployment systems, unattractive work locations, unprofessional treatment of teachers, lack of professional development opportunities, and insufficient supportive supervision, insecurity (as it happened at Garissa University in Kenya 2015) and bottlenecks in teacher preparation systems (Mulkeen, Chapman, Joan, Leu & Bryner 2005). Institution managers should therefore strive to ensure job satisfaction by providing all the things that gratify the needs of employees for the benefit of the organizations in retaining its staff and avoid training and retraining every other time or recruiting afresh. In Kenya, the morale of the teaching profession has for many years been an area of concern. Therefore, the reward system in any organization should be geared to encouraging high productivity.

b) Teacher Training Colleges (TTCs)

There were initiatives aimed at producing teachers to meet demand in Kenya and East Africa before Kenya's independence. One of the initiatives was the 1960 Teachers for East Africa Project (TEA), a joint Anglo-America initiative to provide secondary schools teachers for the rapidly expanding schools in East Africa. A conference was held in December 1960 in the U.S. state of New Jersey by the American Council on education to secure secondary teachers for East Africa. After the conference, the United States Agency for International Development (USAID) financed the project and the Teachers College of Colombia University recruited the candidates.

Makerere University College in Uganda also launched a postgraduate diploma course for British teachers who did not have teaching qualifications. After the completion of the course the teachers were posted to teach in East African schools including Kenya. To become a teacher before independence, one had to complete only eight years of schooling. The change from the 4-4 to the 7-4-2-3 system after independence and later 8-4-4 increased the need for more teacher training institutions. In 1969 there were 24 primary teacher training colleges and two main universities. Kenyatta and Nairobi Universities and Kenya Science Teachers College trained the secondary school teachers. Currently most universities train graduate teachers, and there are three diploma teachers colleges and 22 primary TTCs.

1.1.2 Teachers' Service Commission

The Education Act (1968) was revised in 1980. It assigned the responsibility for education to the Ministry of Education and instituted various organs for the organization and management of education at all levels. One of these organs is the TSC, and its Act of 1967 unified terms of service for teachers such as those of Technical Training Institutes (TTIs) and Teacher Training Colleges (TTCs), secondary schools and primary schools (Achoka, Poipoi & Nakera, 2011).

> The teachers' service commission provides services to the teachers and was mandated to perform the functions of registration, recruitment, deployment,

remuneration, promotion, discipline and maintenance of teaching standards. Previously schools and the teaching force were managed by various bodies which included: churches, local authorities, district education boards and central government. The TSC Act (1967) and the education Act (1968) were therefore put in place to govern the education system in the country. At inception there were only 39,725 teachers serving in 6,500 educational institutions. Over the years however the number of teachers has tremendously grown to over 290,000 teachers serving in over 26,000 primary schools and over 7,500 post primary institutions (Warui, 2016: p. 6).

1.1.2 Labor Mobility Intentions (LMIs)

For the purpose of this study, labor mobility intentions (LMI) refers to the determination an employee has to leave their work station for another due to one reason or another. Mobility can either be geographical or occupational. Geographical mobility is when an employee decides to move from one station of the same organization to another in a different geographical location while occupational mobility is when the employee changes from one job to another. Turnover intentions is also regarded as one's behavioral attitude to leave an organization, while turnover describes the actual act in detaching oneself from an organization (Aydogdu & Asikgil, 2011).

It is also argued that intention is the single best predictor of actual turnover behavior. Employee turnover involves quality employees who have worked for the organization for a while, high performers and experienced and loyal individuals. The turnover means that another organization may gain a new knowledge employee who can become its competitive advantage. The loss of knowledge thus is a threat for the former organization (Muchemi, Kwasira & Karanja, 2014). Jeen (2014) expounded on two types of turnover intent: voluntary and involuntary. Voluntary turnover is when someone leaves on his or her own accord, either because of dissatisfaction with the job or has found a better job somewhere else. Involuntary turnover is when a person is fired because of poor performance or wrongdoings, or if the employee dies.

According to Mobley, Horner, & Hollinsworth, (as cited by Tuzun, & Kalemci, 2012) intention to leave is considered a conscious and deliberate desire to leave the organization within the near future, and is regarded as the last part of a sequence in the withdrawal cognition process. A meta-analysis demonstrated that intent to leave is a better predictor of actual turnover behavior than affective variables, such as overall job satisfaction and satisfaction with the work itself, Steel and Ovalle observed (as cited by Tuzun, & Kalemci, 2012).

Studies have verified that employee turnover in institutions is partly nudged by low morale of the teachers, which in turn has increased the rate of labor turnover from the system. They further posited that teachers put their best when the work environment is conducive; when there are good welfare packages like houses, health and medical insurance, training and development opportunities among others. In the absence of these, frustration sets in and eventually quits results. Another study as reported by Harris asserted that high turnover lowered a firm's incentives to provide training and development for employees and subsequently led to reduced productivity (Tariq & Riaz, 2013).

Global Perspective of LMIs

Literature worldwide affirms high teacher turnover and intentions in numerous developed countries such as in the United States of America as reported by Herbert and Ramsay, Finlayson in Scotland and Santiago in Britain with some of the studies reporting teacher turnover having become a national crisis. Santiago and Mackenzie (as cited by Waititu, 2013) also observed that the teacher turnover situation in Sweden, Germany and New Zealand had deteriorated.

The study by Klasen observed a substantial impact of employee turnover on economic growth based on data from East Asia, Africa, South Asia and the Middle East. It subsequently concluded that employee turnover in education and management has a direct impact on economic growth because it triggers change in management lowering the average quality of human capital (Tariq & Riaz, 2013).

Regional Perspective of LMIs

Waititu (2013) posited that in most developing countries the situation of teachers exit was relatively bad. Reports in countries such as South Africa, Zambia, New Guinea and Malawi indicated that the problem had become disastrous as posited by Xaba. He further reported that the president of the Gambian Teachers' union reports a massive exit of teachers from the profession due to amongst other reasons, a lack of adequate salaries, allowances, housing and promotion. In most of these African countries as reported by Coombe, the phenomenon of teacher turnover was associated to the HIV/AIDS epidemic, especially in sub Saharan countries like Zambia, Nigeria, Kenya, Central African Republic and South Africa. The scholar also cited South Africa as an example, in that teacher turnover would be strongly articulated due to the adverse effects it has on the education.

In another study conducted in South Africa by the Human Sciences Research Council for the Education Labour Relations Council in 2005, it was realized that a moderately large number of teachers would leave teaching if they could. The reasons cited for this included workload stress, low salaries, lack of discipline in schools and lack of career advancement. Zimbabwe is reported to have lost very many newly-qualified teachers who probably sort greener pastures. The problem of teacher turnover in Malawi is also reported to be over whelming in relation to other developing countries reckons Xaba (as cited by Waititu, 2013).

Evidence exists to show that most African countries are grappling with serious teacher shortages due to high turnover rates. In Lesotho, Urwick, Mapuru and Nkhoboti established high levels of turnover especially in rural remote areas, noting that remote rural schools could not attract qualified teachers, except for the head teacher. In Sierra Leone, Harding and Mansaray asserted that high rates of turnover have led to an acute shortage of qualified teachers in rural areas, which is the most serious staffing weakness, which prevented rural children receiving quality education. The studies confirmed that most rural schools in Sierra Leone had only one or two qualified teachers.

In Malawi Kadzamira posited that there was a glaring urban bias in the distribution of (educational) resources. Low job satisfaction made it very difficult to staff rural schools properly. Remote rural schools were chronically understaffed due to high teacher turnover and the refusal of teachers to be deployed there (as cited by Mutune & Orodho, 2014).

Kenyan Perspective of LMIs

In the Kenyan context, the situation of high teacher turnover is not any better than the global and regional occurrences (Orodho, 2013). Not only is there a shortage of qualified teachers in Kenyan secondary schools, but teachers were also leaving the profession to take up non-teaching employment (Oketch & Ngware, 2012; Orodho, 2013). Despite the efforts of the government to recruit teachers, the teacher shortage still persisted (Orodho, 2013). The national teacher shortage stood at 61,235 for both primary and secondary schools (RoK/UNESCO, 2012). It was arguable that the loss of qualified teachers from the profession for any reason affected Kenya's economic development, particularly in the scientific, technological, and professional sectors, and objective which the Government of Kenya is striving to achieve through education (RoK, 2012a, 2012b) (as cited by Mutune & Orodho, 2014).

Some studies have found low salary as the main predictor of teacher attrition and turnover. A rise in teacher's compensation may reduce turnover intentions of teachers, since many studies have found that low salaries were the main predictor of teacher turnover behaviors. Unfortunately, very few studies have focused on the relationship between teachers' satisfaction with their salary and administrative support (Boyd *et al.,* 2011). The freezing of the hiring of teachers to schools by the Kenyan government in 1998 created a teacher shortage in many public tertiary institutions leading to increased workload. Notably was a relatively recent policy which demanded that teachers stayed in the same station for a mandatory five-year service before asking for transfer to a new station of work. This ended up being detrimental since some transfers to the current station may not have been voluntary hence separating the employee from the family. This subsequently affected them leading to distress, inefficiency and even creating need

to want to move back to be nearer the family. Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) have tried to improve the work environment of their members by exerting pressure on the government to harmonize teachers' salaries with their counterparts in other sectors through negotiations. In the recent past also, there have been cases of insecurity in areas like Mandera including the recent Garissa University massacre which lead to 147 deaths of innocent students and staff (Justice, 2015).

These aggravate insecurity and teachers working in such areas feel their lives are threatened and hence the case of the Mandera teachers who refused to report back for duty after their counterparts had been killed earlier. Not to mention the incident of the Kenyan government defying the Supreme Court order to pay the teachers the 50 - 60 per cent salary increment (Muthoni, 2015).

1.1.3 Possible Drivers

Various studies globally, over the years, have been conducted and different models have been proposed to explain labour mobility of employees. Different factors have been quoted in the models to reason out the leaving behaviour of employees. However, every model indicates one common factor; labour mobility intention as the antecedent of actual turnover behaviour. An individual may have an intention to immediately leave the organization or he may have intentions to leave the organization in the near future. Similarly, an individual may have the intentions to leave the job, the organization or his/her profession.

> Whatever be the intention, it is essential for the organizations to understand the reasons that trigger the quitting behaviour of their human resource so as to curb their voluntary quitting behaviour. Intention to leave is propelled by numerous factors such as; organizational factors, individual employee characteristics, job-related and labour-market expectations, and individual values. Labour mobility intention ultimately influences the actual leaving behavior.

> The variables that might trigger job satisfaction are; pay, promotion opportunities, immediate supervisor, fringe benefits, contingent rewards, rules and procedures, relation with co-workers, type of work done, and communication within the organization (Jha, 2009: p. 2).

In the study by Mosadeghrad (2013) among Iranian six hospitals employees on quality of working life: An antecedent to employee turnover intention discovered that, employees were more dissatisfied with management support, poor communication, payment and working conditions. These informed the need to formulate some of the study hypotheses. The study carried out in South Africa by Ncede (2013) observed high job dissatisfaction, when an individual compares his current job with the alternative and perceives that job as better than the current one and high perceived job mobility predict intent to turnover. That if there was poor person-organisation fit, it led to poor job satisfaction which resulted to turnover since an individual may look for a better opportunity and a company that will better suit the desired needs.

Nyamubarwa (2013) in the study; "I am considering leaving soon" – turnover intentions of academic librarians in Zimbabwe identified poor salaries as a key factor in influencing the turnover intentions of the human resource. The findings revealed that academic librarians in Zimbabwe were considering leaving their current employers in search of higher salaries in the Non-Governmental Organisation (NGO) sector where the respondents indicated they were paid better. The findings were in tandem with other research findings (Jafari, 2011: Chiboiwa, Samuel & Chipunza, 2010) which observed, rewards as a strong predictor of employee turnover intentions.

Ongori, 2007 in a study carried out in Kenya on a review of the literature on employee turnover points out that; a high labour turnover may mean poor human resource policies, poor recruitment policies, poor supervisory practices, poor grievance procedures, or lack of motivation. All these factors contribute to high employee turnover in the sense that there is no proper management practices and policies on human resource matters hence employees are not recruited scientifically, promotions of employees are not based on spelt out policies, no grievance procedures in place and thus employees decides to quit.

1.1.4 Leadership

A study conducted in Turkey on "organizational and supervisory support in relation to employee turnover intentions" with a sample size of 304 full-time employed adults working in insurance companies made the following discovery. That when the supervisor provides high support, perceived organization support (POS) becomes a less important predictor of turnover intentions. Other studies also strongly indicated that the immediate manager plays a vital role in labour mobility decisions (Tuzen and Kalemci, 2012).

In yet another study on turnover intentions and whether leadership behaviors and satisfaction with the leader mattered, was conducted on a sample size of 208 National Collegiate Athletic Association Division I softball and volleyball assistant coaches in the United States of America. It ascertained that there existed a negative relationship between leadership behaviors and turnover intentions. Additionally, that being satisfied with the leader mediated a negative relationship between leadership behaviors and voluntary turnover intentions (Wells & Peachey, 2011)

Nyamubarwa (2013) in the study; "I am considering leaving soon" – turnover intentions of academic librarians in Zimbabwe posited a correlation between leadership behaviour and turnover intentions that is less pronounced. Brown, Gaia & Martin in their study; Firm performance and labour turnover: Evidence from the 2004 workplace relations survey, observed a strong correlation between leadership consideration and job satisfaction (as cited by Nyamubarwa, 2013).

Maiyo e*t al.* (2014) in the study; management styles and teacher mobility in primary schools in Kakamega central sub-county, Kenya, posited that teacher transfer requests had been notably high. The findings indicated that schools still used the traditional authoritarian model of leadership. The school management styles in this case the authoritarian was responsible for teacher transfer requests to other schools and also to other jobs.

1.2 Statement of the Problem

Learning institutions among others invest a lot in their employees in terms of induction, training and development. There is a thin line between intention to leave and exiting and it is bridged by presentation of an opportunity to do so. The findings by a study; the validation of the turnover intention scale inferred that turnover intention and actual turnover are positively related and that turnover intentions can be used as a proxy for actual turnover, actual turnover is expected to increase as the intention increases (Bothma & Roodt, 2013; Kaur, B., Mohindru & Pankaj, 2013).

The dissatisfaction due to a number of factors or any other reason ultimately leads to leaving the working institution. According to Boyd *et al.* (2011), teachers who are given an opportunity to contribute in decision making, formulation or policies and planning process regarding institution matters, show greatest interest in teaching and usually have more intentions to stay in the institution. A report by the KNUT shows that between March and June 2008, 600 teachers left Kenyan classrooms for better paying jobs elsewhere (Chemwei, 2015).

Mutune and Orodho (2014) posit that learner teacher ratio at the national level may show that the country has achieved the recommended ratio of 45:1, but there are still regional disparities in the Coast and North Eastern provinces, where the learner teacher ratio can be as high as 53:2 and 63:1 in 2007 respectively. Despite the efforts of the government to recruit teachers, the teacher turnover problem still persists.

Mwimbi division, Maara district experienced a 50% turnover of teachers in 2012 who were transferred once, 33.3% twice and 16% were transferred five times a year (Chepkemboi *et al.,* 2013). The number of teachers in TTIs and TTCs older than three years as per period of carrying out the study was 4848. In 2013, 12% of teachers exited, in 2014, 9% and in 2015, 10% exited [integrated payroll and personnel database (IPPD) department (2016)]. Besides each year over 300 teachers declare intentions to move through filling transfer forms that may not be approved immediately (National staffing Officer).

When teachers leave the institutions, there is a very high cost implication to due to advertising, selection, induction, downtime as new employees make errors, cause accidents as they are learning and adjusting. It also affects the institutions' and commission's corporate image immensely and adversely affects the morale of existing employees. This is due to created shortage and subsequent increase in workload, burnout and or the same dissatisfying factors as of those who have left. Institutions also encounter other turnover intentions effects like poor customer relations, disruption of efficiency, decreases in morale and the subsequent effect on general productivity (Wells & Peachey, 2011).

TVET institutions are vital drivers towards realization of vision 2030 economic pillar through creation of technical experts who are instrumental in entrepreneurship as the backbone of the Kenyan economy. The TTCs on the other hand are equally important since we cannot over emphasis the role of a teacher to any nation of imparting knowledge, skills and attitudes towards and nurturing all sorts of future professionals. Numerous studies on labor mobility of teachers at other levels have been carried out but not on tertiary institutions hence the need to explore that level. Besides, the teachers' intentions to exit and those exiting tertiary institutions at such high rate have also prompted need to carry out a survey and find out if the assumed factors hold any significant relationship. Other studies tested either one or two of the variables tested here. The study therefore examined four independent variables and a fifth one which was a moderator

1.3 Study Objectives

1.3.1 General Objective

The purpose of this study was to carry out an evaluation on the drivers of labor mobility intentions of teachers in public tertiary institutions in Kenya.

1.3.2 Specific Objectives

The specific objectives of the study were;

1. To establish the influence of financial compensation on labor mobility intentions of teachers in public tertiary institutions in Kenya.
2. To find out how career progression influences labor mobility intentions of teachers in public tertiary institutions in Kenya.
3. To determine how work environment affects labor mobility intentions of teachers in public tertiary institutions in Kenya.
4. To determine the role of job design in teachers' labor mobility intentions of teachers in public tertiary institutions in Kenya.
5. To establish the moderating effect of leadership on the relationship between the drivers and labor mobility intentions of teachers in public tertiary institutions in Kenya.
6. To examine whether the financial compensation, career progression, work environment, job design significantly affect labour mobility intentions of teachers in public tertiary institutions in Kenya

1.4 Research Hypotheses

1. **H_a:** There is a significant relationship between financial compensation and labor mobility intentions of teachers in public tertiary institutions in Kenya.

2. **H_a:** There is a significant relationship between career progression and labor mobility intentions of teachers in public tertiary institutions in Kenya.

3. **H_a:** There is a significant relationship between work environment and labor mobility intentions of teachers in public tertiary institutions in Kenya.

4. **H_a:** There is a significant relationship between job design and labor mobility intentions of teachers in public tertiary institutions in Kenya.

5. $\mathbf{H_a}$: Leadership does moderate the relationship between the drivers and labor mobility intentions of teachers in public tertiary institutions in Kenya.

6. $\mathbf{H_a}$: There is a significant combined effect between financial compensation, career progression, work environment, job design and the labour mobility intentions of teachers in public tertiary institutions in Kenya.

1.5 Significance of the Study

This study will benefit the following groups:

1. **The TSC and School Managers**

The TSC and institution managers might realize the factors that have caused the rife labor mobility in TTIs and TTCs hence assist in creating a more enabling workplace environment so as to attract and retain more teaching staff in their learning institutions. They could also inspire and motivate their teams towards realization of their personal goals and those of the organization too and also be socially responsible.

2. **The Private Education Investors**

The private education investors at that level might also reap benefit from the knowledge on how to tap and retain talent and therefore both sectors creating satisfied teaching staff that will render quality services hence a profitable endeavor and subsequent healthy Kenyan economy. They will also ensure that their staff has a conducive work environment especially and enough rest to avoid burnout that is likely to occur in most private sectors.

3. The Government

The study might also go a long way in aiding the Government (Ministry of education and the TSC) stave off unnecessary costs of training and recruiting more staff once those leave. The Government of Kenya might also benefit ultimately because it will have managed to improve and increase the TTIs and TTCs human resource. This would subsequently ensure consistent channeling of technical experts to the field who will create jobs and play a major role toward the growth of our economy. The findings of this survey would be critical in shaping the human resource management policies and practice of teachers in public tertiary institutions in Kenya and specifically with regard to the review and implementation of reward systems strategies.

4. Academicians

Interested scholars and researchers could also use this study's findings to intensify the research and to find out if this is the case or not using the same variables in other sectors or in other geographical regions not studied. The study could also act as a source of information for empirical review of other studies being carried out by researchers. Kenyan literature pertaining to drivers contributing to labour mobility intention in the public tertiary institutions was lacking. This study therefore sought to add to the body of knowledge in Human resource practices that curb intents to quit by testing the variables mentioned earlier.

1.6 Scope of the Study

This study limited itself to teachers in all TSC Technical and Vocational Education and Training institutions and Teacher Training Colleges in the 47 counties in Kenya particularly those older than three years. This is because numerous studies of other lower levels of learning have been carried out previously. It was carried out in institutions older than three years for teachers with experience ranging from one to twenty years. The study used four independent variables (financial compensation, career progression, work environment and job design) one dependent variable (labour mobility intentions)

and one moderating variable (leadership). The variables were chosen so as to determine if they would reflect the same or different findings as when they were tested elsewhere.

1.7 Limitations of the Study

Kombo and Tromp (2013) described limitations of a study as the challenges anticipated by the study. The findings from the public tertiary institutions may not be entirely extrapolated to lead to turnover intentions across other service sectors in Kenya and in other countries. Other organizations have different organizational human resource policies and practices which are likely to have varied effect on labour mobility intentions. Therefore other sectors and countries can explore the variables to see if they concur or conflict with the findings. The study explored one of numerous possible moderating variables (leadership), others can be tested. The inference is therefore limited to Kenyan public tertiary institutions.

Worth to mention also that this study investigated just a few independent variables that may triggered labor mobility. That may also not be fully representative; hence more factors can be researched on by other studies. It was a great challenge to collect data from all over the country hence an appropriate sample was sort. The basis on self reports was susceptible to biases associated to questionnaires like how truthful a respondent is being, or inadequacy to understand some forms of information due to changes of respondent's emotions. This was however reduced through using random and independent respondents.

In addition, some teachers chosen to respond to the questionnaires were suspicious of the reason they were being chosen while those of other schools were left out hence hesitant to co operate. The introduction letter hence explained the purpose as purely academic and assured the respondents of utmost confidentiality. This study was carried out within limited time, other scholars could do a longitudinal research which might give a better reflection of labour mobility intentions and probably highlight stronger associations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Critical literature review forms the foundation on which research is built, it helps to develop a good understanding and insight as well as trends that have emerged (Saunders, Lewis & Thornhill, 2012). This section explored the theories and models related to the study, what actual studies in the area by other authors have said, displayed some models and the conceptual framework. It also carried out a review of variables as books cite the relationship to the study and operationalized variables. It finally critiques what other authors say, identified research gaps and gave a summary of the chapter.

2.2 Theoretical Framework

The study was going to be informed by the numerous theories and models so as give an in depth understanding of the variables used. Saunders, *et al.,* Thornhill (2012) posit that a theory is developed from data generated by a series of observations.

Theories

2.2.1 Equity Theory

Equity theory is concerned with the perceptions people have about how they are being treated compared with others. Equity involves feelings and perceptions and is always a comparative process. Equity theory states, in effect, that people will be better motivated if they are treated equitably and de motivated if they are treated inequitably. Five factors that contribute to perceptions of procedural fairness have been identified by Tyler and Bies (1990).

They are; adequate considerations of an employee's viewpoint; suppression of personal bias towards the employee; applying criteria consistently across employees; providing early feedback to employees concerning the outcome of decisions; providing employees with an adequate explanation of the decision made (Armstrong, 2012). The employees who voluntarily separate from institutions because of feelings of inequity are usually the ones who put in effort and have transferable skills.

Equity Theory, though not directly developed as a turnover theory, has been used to explain employee turnover in many cases (Obiero, 2011). Teachers will be motivated to work in an environment that treats all equally irrespective of gender, tribe, race or academic background especially in paying salaries and wages commensurate to the work done by and individual and also what is paid to their counterparts in the profession with equal qualifications internally and externally. The theory supports the variable financial compensation if the wages are administered equitably.

2.2.2 Abraham's Maslow's Hierarchy of Needs

The most famous classification of needs is the one formulated by (Maslow, 1954). He suggested that there are five major need categories which apply to people in general, starting from the fundamental physiological needs and leading through a hierarchy of safety, social and esteem needs to the need for self-fulfillment. Maslow's hierarchy is as follows; Physiological – the need for oxygen, food, water and sex; Safety – the need for protection against danger and the deprivation of physiological needs; Social – the need for love, affection and acceptance as belonging to a group; Esteem – the need to have a stable, firmly based, high evaluation of oneself (self-esteem) and to have the respect of others (prestige).

Maslow's theory of motivation stated that when a lower need is satisfied, the next highest becomes dominant and the individual's attention is turned to satisfying this higher need. The need for self-fulfillment, however, can never be satisfied. Psychological development takes place as people move up the hierarchy of needs, but this is not necessarily a straightforward progression.

Different people may have different priorities and it is difficult to accept that people's needs progress steadily up the hierarchy (Armstrong, 2012). The TSC might want to endeavour to provide to the teachers most of the needs proposed by Maslow. This can be done through competitive salaries, medical, housing and hardship allowances while school managers provide a conducive work environment that is clean, considerable workload, practicing impartiality in handling teachers' issues, time for socializing with others through tea and lunch breaks, provide cafeterias, recreation facilities among others. Studies have found social support to play an important role in mitigating intentions to quit (Maslow, 1954). This theory supports the variable financial compensation especially if the lowest level of the hierarchy is addressed through giving workers a salary adequate to cater for their basic needs. It also supports the work environment variable.

2.2.3 Ginzberg, Ginsburg, Axelrad and Herma Theory – 1951

This theory proposes that it is a development path that leads to career choice. Vocational choice is influenced by four facts which are; the reality factor, the influence of the educational process, the emotional factor and individual values. Starting in preteen and ending in young adulthood, individuals pass through three stages: fantasy, tentative and realistic. In the fantasy stage, the child is free to pursue any occupational choice. The cumulative effect of the process is the transition process in which the adolescent begins the career choice process, recognizes the consequences and responsibility of that choice.

The realistic stage, spanning from mid-adolescence through young adulthood, has three sub-stages: exploration, crystallization and specification. In the exploration stage the adolescent begins to restrict choice based on personal likes, skills and abilities. In the crystallization stage an occupational choice is made (Savickas, & Lent, 1994). The school managers should allow teachers to climb the professional ladders by promoting hardworking and deserving teachers to positions of responsibility in order to address this variable of career progression.

2.2.4 Fredrick Herzberg Two Factor Theory

The two-factor model of satisfiers and dissatisfiers was developed by Herzberg (1966) following an investigation into the sources of job satisfaction and dissatisfaction of accountants and engineers. The main implications of this research, according to Herzberg, are that: The wants of employees divide into two groups. One group revolves around the need to develop in one's occupation as a source of personal growth. The second group operates as an essential base to the first and is associated with fair treatment in compensation, supervision, working conditions and administrative practices.

The fulfillment of the needs of the second group does not motivate the individual to high levels of job satisfaction and to extra performance on the job. All we can expect from satisfying this second group of needs is the prevention of dissatisfaction and poor job performance. These groups form the two factors in Herzberg's model: one consists of the satisfiers or motivators, because they are seen to be effective in motivating the individual to superior performance and effort.

The other consists of the dissatisfiers, which essentially describe the environment and serve primarily to prevent job dissatisfaction, while having little effect on positive job attitudes. The latter were named the hygiene factors in the medical use of the term, meaning preventive and environmental (Armstrong, 2012). Organizational factors play a crucial role in extenuating employees' labour mobility intentions. The satisfiers like good financial rewards should be provided and dissatisfiers like partiality and poor supervision removed so as to motivate teachers. This theory is in reference to the work environment and financial compensation variables.

2.2.5 Technique Theory – Job Design

Based in part on need-theories, studies have proposed that jobs that satisfy higher-order needs, such as self-actualization and personal growth-need, are capable of motivating employees. This approach, which is known as job enrichment, includes elements that afford employees a sense of challenge or accomplishment thus countering feelings of routine and tedious work. Hackman and Oldham developed a job characteristic model that identified how jobs can be enriched to help people feel more motivated.

In the past, studied have been quite skeptic whether the job characteristic model applies in the sector. Yet, more recent works strongly advocated its practicability as a mean to human resource retention and reduction of absenteeism as well as a way to increase job satisfaction, organizational relatedness, and productivity. The lack of competencies can be overcome by proper education and training (as cited in Yair, 2010). The teaching tasks can also be enriched through engaging teachers in other co-curricular activities and life skills, delegating responsibilities which also help develop the learners all round and hence break boredom and monotony for the workforce hence supporting the job design variable.

2.2.6 Organizational Equilibrium Theory

Barnard offered a theory for a systematic framework known as the organizational equilibrium where it features human motivations involved in the decision to belonging. He contended in his theory that “the equilibrium of an organization means the capacity to maintain efficiency of an organization” as quoted by Mano. He further argued that an organization is highly dependent on the stability of the contributions of the workers, and has to offer equitable inducements in order to maintain this stability. Thus, his precise development was the decision to similarly participate, hence “balancing of burdens by satisfactions which resulted in continence” It is regarded than when the personal sacrifice is higher than the present incentives the employee receives, and then an eventuality could possibly

take place where the person withdrew contribution and left the organization (as cited by Asgharian, Yusoff, Mazhari, Mardani & Hazrat Soltan, 2013: p. 21).

Models

2.2.7 The Least Preferred Co-worker (LPC) Model

This model was developed by Fred E. Fielders also known as the least preferred co-worker (LPC). According to him, leaders become leaders not only because of their personality but also because of the various situations that affect a leader's style. These were: Position power which is the degree to which a position enables a leader to get enough members to comply with his direction. Task structure which is the degree to which tasks are spelled out clearly and people held responsible.

From these situation Fielders identified two types of leadership style. Task –oriented whereby a leader gains satisfaction from seeing tasks performed. People – oriented where the leader aims to achieve good interpersonal relations. School managers may want to command a willing following team to be termed as successful managers. They also ought to exercise a lot of wisdom as they handle the workforce in order to propel them towards organization's effectiveness. The moderating variable leadership was addressed here.

2.2.8 The Lewis-Fei Ranis Model

The model postulates that any economic set up in developing countries is characterized by two sectors which are traditional agricultural subsistence sector located in rural areas where there is always a surplus of labor and the modern urban industrial sector. In the latter sector, there is high productivity and the surplus labor in agricultural subsistence sector gets attracted to this sector and gradually moves into the urban set up. To some extent, the model may explain why some teachers get attracted to urban schools. One would have thought therefore, that civil servants in rural areas would be satisfied with rural incentives that government used to pay before the introduction of the multi-currency system (Nyakudzuka, & Mapuranga, 2014). School managers particularly

those in rural areas may endeavour to make the general working environment attractive and conducive to minimize the rural – urban migration of their teaching workforce hence addressing the labor mobility variable.

2.2.9 Labour Mobility Intentions (LMIs) Models

Turnover intention is described as an individual's behavioral intention to leave the organization (Mobley et al., 1979). Mobley (1977) introduced intermediate linkage model to explain the process by which a dissatisfied employee decides to leave the organization (Figure 2.1). He proposed that a withdrawal decision process takes place between job dissatisfaction and quitting. According to the model, figure 2.1 the process starts with the evaluation of existing job followed by emotional state of satisfaction or dissatisfaction of employee with the job.

Job dissatisfaction leads to thinking about quitting, which in turn may lead to evaluations for the expected utility of searching for another job (for example, evaluating the probability of finding a job within the same salary range) and cost of quitting (for example, loss of excellent annual bonus, health benefits). If perceived possibility of finding a comparable job is quite high and the costs of quitting is not much, employee will proceed for the next step which is intention to search for alternatives followed by actual search for alternatives. If alternatives are existent, evaluation of these alternatives are made to find the best one among them.

Afterwards, a comparison of the best alternative is made with the present job. If the comparison favors the alternative, behavioral intention to quit will be stimulated, followed by the last step of actual quitting. Antecedents to turnover were related to one another as generally theorized, the predictive validity for actual turnover has been quite weak i.e., 0-5% of explained variance. Initial studies of this model found that thinking about quitting has a direct impact on intention to search and that intention to search has a direct impact on intention to quit (Hinsz & Nelson, 1990). Steers and Mowday (1981) displays interaction between intent to leave and opportunities for the final decision to stay/quit (Figure 2.2). It is more complex and more advanced than previous models.

Unlike Mobley (1977), Steers and Mowday (1981) is very detailed about the determinants of job satisfaction and other affective responses.

Steers and Mowday (1981) theorizes that search for alternate follows intent to quit. Most of the antecedents to turnover in the process were related to one another, and the intent to leave explained 6 percent of the variance in employee turnover. Nevertheless, the model has given several unique aspects, such as recognition of job attitudes (organizational commitment & job involvement) other than job satisfaction in turnover process; introduction of job performance levels as an influence on affective responses; introduction of new individual, job and organization related constructs and such (Singh & Sharma, 2015).

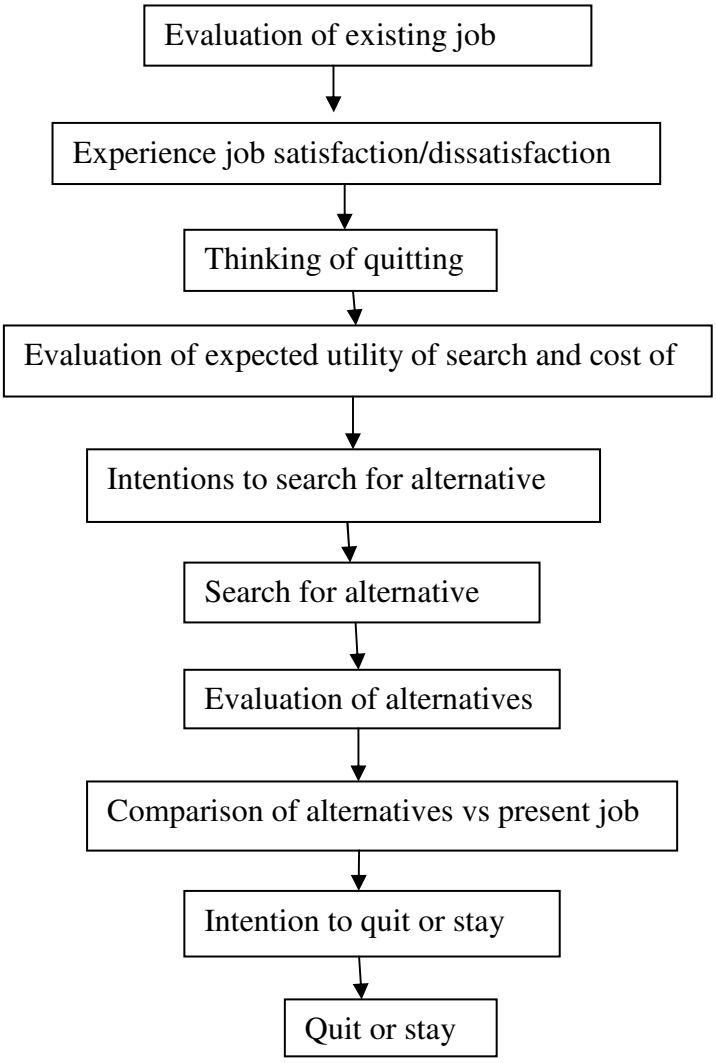

Figure 2.1: Mobley (1977) Intermediate Linkage Model

(Source: Mobley (1977) pp. 238)

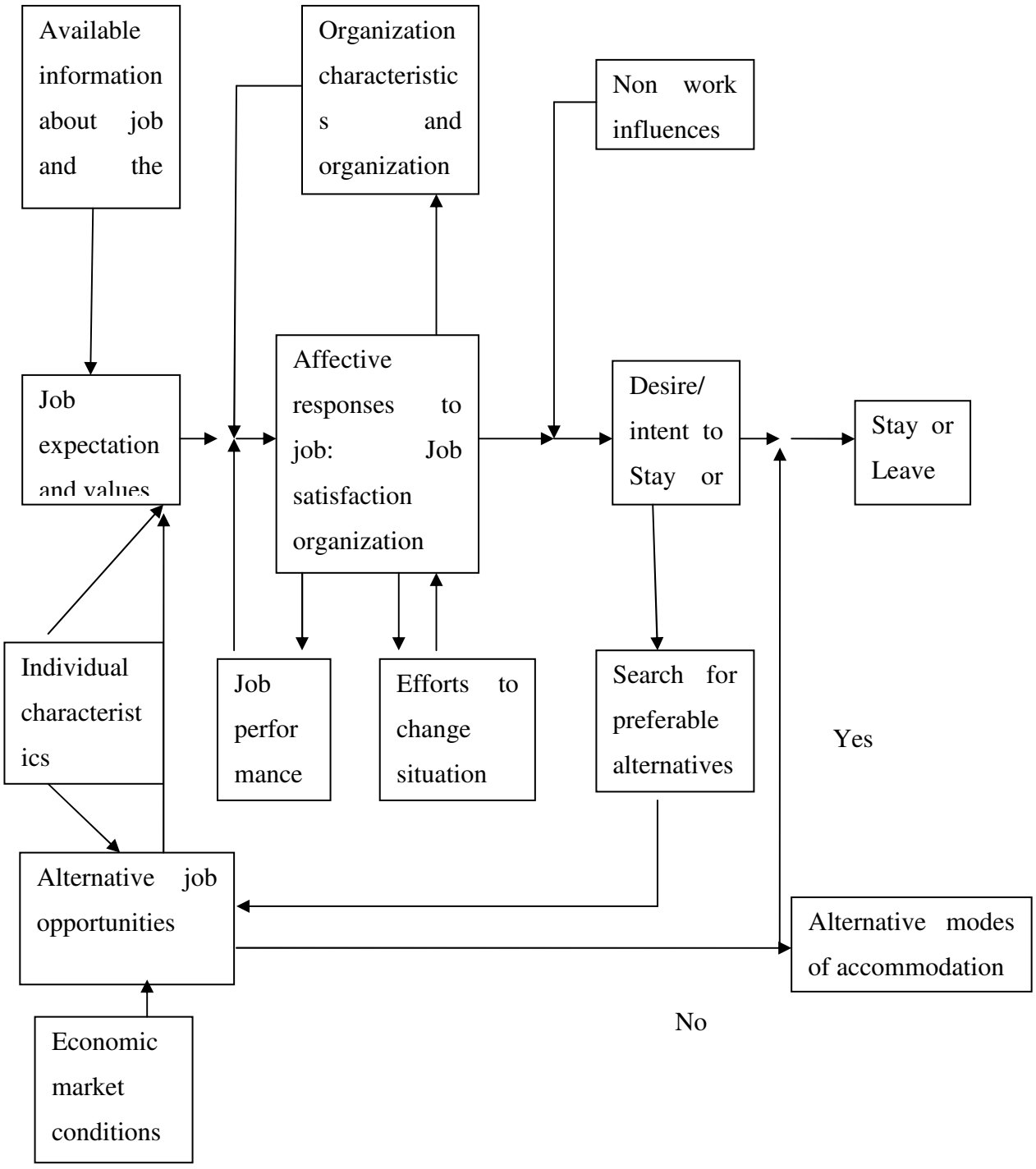

Figure 2.2: Steers & Mowday (1981) Turnover Model

(Source: Lee and Mowday (1987) pp 723)

2.3 Conceptual Framework Discussion

Conceptual framework is a hypothesized model identifying the model under study and the relationship between the independent and dependent variables. According to Kothari, (2011) the independent variable is typically the variable being manipulated or being changed and the dependent variable is the observed result of the independent variable being manipulated. The study's conceptual framework constituted of four independent variables (financial compensation, career progression, work environment and job design), one moderator (leadership) and labour mobility intentions as the dependent variable as displayed on figure: 2.3

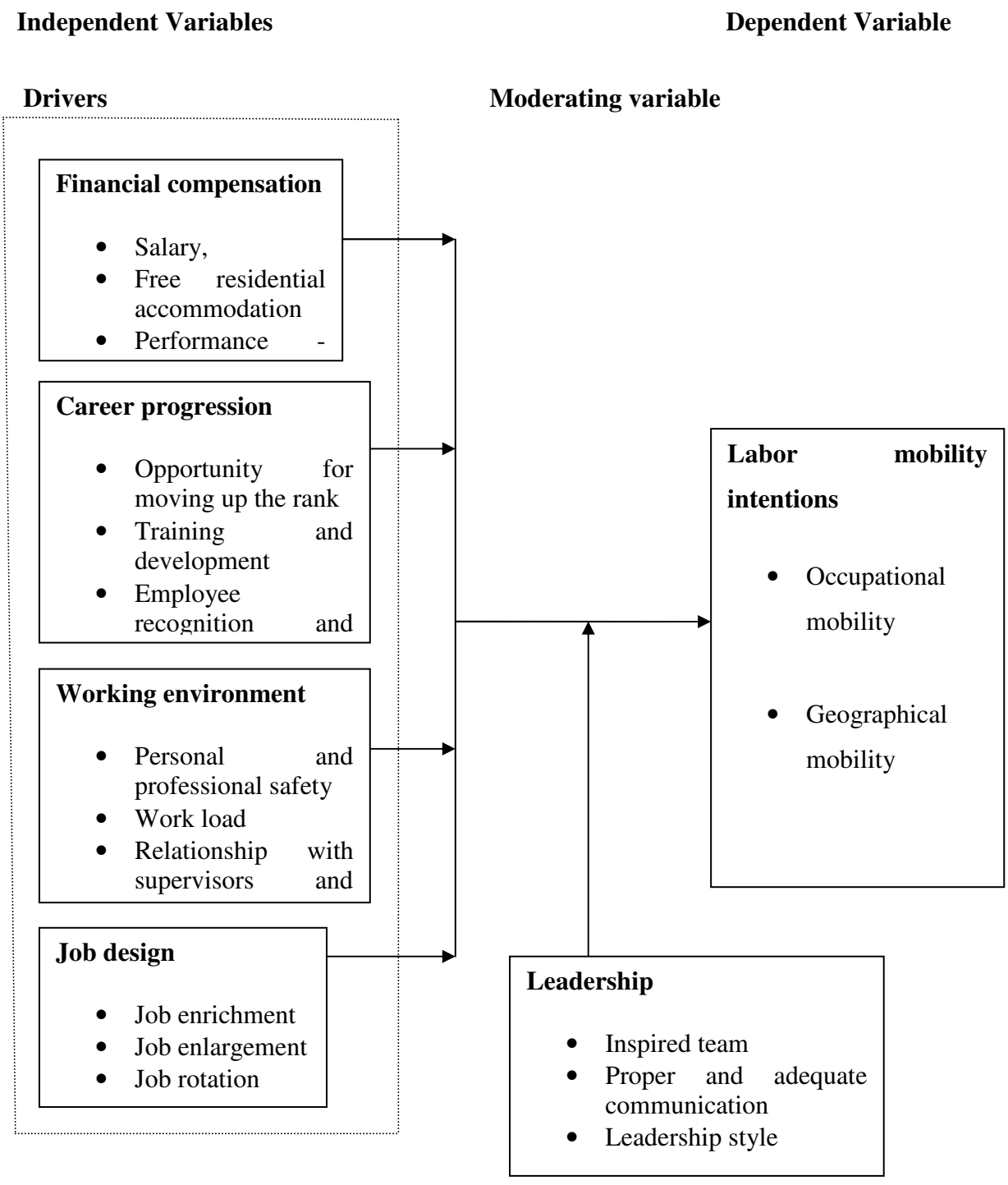

Figure 2.3: Conceptual Framework

2.4 Review of Important Literature

2.4.1 Financial Compensation

Financial compensation and rewards are used interchangeably to describe the monetary rewards paid to employees in exchange for the services they provide. Some rewards are direct or indirect while the basic pay or base rate is the amount of pay (the fixed salary or wage) that constitutes the rate for the job. It may be varied according to the grade of the job or, for manual workers, the level of skill required. Base pay will be influenced by internal and external relativities. The internal relativities may be measured by some form of job evaluation. External relativities are assessed by tracking market rates. Alternatively, levels of pay may be agreed through collective bargaining with trade unions or by reaching individual agreements. Base pay may be expressed as an annual, weekly or hourly rate (Armstrong, 2012).

Financial rewards can be offered to workers in terms of salary together with free residential accommodation and it could also include other incentives. A salary (or wage) is a fixed amount paid in exchange for an employee's services. Living accommodation is something that gives the occupant the necessary facilities to live domestic life independently without reliance on others to supply basic needs. Direct financial compensation consisting of pay received in the form of wages, salaries, bonuses and commissions provided at regular and consistent intervals.

Indirect financial compensation including all financial rewards that are not included in direct compensation and understood to form part of the social contract between the employer and employee such as benefits, leaves, retirement plans, education, and employee services (Hr Council, 2013).In practice we would be looking for an individual to at least have the use of a refrigerator and full cooking facilities, even if such facilities are shared. While an incentive is an object, item of value, or desired action or event that spurs an employee to do more of whatever was encouraged by the employer through the chosen incentive.

Recognition incentives include actions such as thanking employees, praising employees, presenting employees with a certificate of achievement, or announcing an accomplishment at a company meeting. Compensation incentives may include items such as raises, bonuses, profit sharing, signing bonus, and stock options. Rewards incentives include items such as gifts, monetary rewards, service award presents, and items such as gift certificates. The above informed the choice of objective one: *To establish the influence of financial compensation on LMIs of teachers in public tertiary institutions in Kenya.*

2.4.2 Career Progression

Career progression has been described by Armstrong (2012) as providing opportunities for people to progress and develop their careers and ensuring that the organization has the flow of talent it needs**.** On the other hand Davies (2010) descrives career development is the proactive planning and implementation of action steps towards a person's career goals Career development is the process that forms a person's work identity. It is a significant part of human development and spans over the individual's entire lifetime, beginning when the individual first becomes aware of how people make a living (McKay, 2017).

Besides being a highly competitive environment, the corporate world could be pretty volatile and unpredictable. If one has been working hard and not reaping the rewards you rightfully deserve, it would be wise not to leave one's career in the hands of fate and hope it intervenes. Set a career on the right path and push it along, ensuring that it continues to grow. Bosses ultimately want someone they can trust to do a job for them. If they know the individual is professional, credible and works in the best interests of the organization, then they will rely on them to take on managerial positions. Most bosses also want to ensure that the people who are looking to rise up the ranks are able to deliver and have a track record of success.

Management is also about inspiring, leading and retaining the leaders of the future, so bosses will want to ensure that their own management structure is able to groom those underneath them to provide a pipeline of future management talent. Career advancement is usually not handed out to anyone on a silver platter so knowing how to take advantage of potential opportunities and going that extra mile will be key in moving you rapidly up the ladder. If a company's promotions are based strictly on merit, then one's peers and subordinates should not be in a position to be jealous because if they had performed as well as one had, then they would also be in the running for the promotion (Walters, 2015).

Training and development is another aspect that leads to career progression. It is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. The name of the discipline has been debated, with the Chartered Institute of Personnel and Development (CIPD) arguing that "human resource development" is too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to feel comfortable with. Eventually, the CIPD settled upon "learning and development", although that was itself not free from problems, "learning" being an over-general and ambiguous name. Employee promotion is another aspect considered vital in an employee's career progression (CIPD, 2000).

Matuson (2015) posited that for many workers, part of the dream is to work their way up the ladder of success. And also to reach a point at which they can have all the perks and toys they want and all the leisure time to play with those toys. Yet, for a large percentage of those workers, the dream is never realized. Employees who receive praise or recognition for their work accomplishments tend to have increased morale and positive workplace attitudes. Employee recognition rewards include verbal praise, award ceremonies and announcements for a job well done. Workplace recognition rewards occur frequently such as at the end of the day, week or at the conclusion of the sales month.

To be really effective in one's job, it is vital to understand the psychology of praising others for their good work, to apply the principles of employee recognition yourself and to encourage others to initiate it in their working relationships. Appreciation is a fundamental human need. Employees respond to appreciation expressed through recognition of their good work because it confirms their work is valued. When employees and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their good work. Praise and recognition are essential to an outstanding workplace. When employees are recognized it leads to increased individual productivity, there is also greater employee satisfaction and enjoyment of work - more time spent focusing on the job and less time complaining.

Recognition also brings about direct performance feedback for individuals and teams. It creates higher loyalty and satisfaction scores from customers, teamwork between employees is enhanced, retention of quality employees increases – lower employee turnover. Employees can be recognized by giving sincere thanks which is more important than receiving something tangible. Employees enjoy recognition through personal, written, electronic and praise from those they respect at work, given in a timely, specific and sincere way. This day-to-day recognition is the most important type of recognition (Harrison, 2015). The literature informed the choice of objective two: *To find out how career progression influences LMIs of teachers in public tertiary institutions in Kenya.*

2.4.3 Work Environment

Work environment is used to describe the surrounding conditions in which an employee operates. The work environment can be composed of physical conditions, such as office temperature, or equipment, such as personal computers. Money-Zine (2017) denoted that work environment is related to factors such as work processes or procedures. Work environment is the condition in which an individual or staff works, including but not limited to such things such as amenities, physical environment, stress and noise levels, degree of safety or danger and the like (Jayalakshmi, 2015).

Msengeti & Obwogi (2015) suggested that workplace environment includes not only the physical elements around the work area of an employee but also all things that form part of the employee's involvement with the work itself. A positive work environment is believed to make employees enthusiastic to go to work and provide the necessary motivation to sustain them through the day. Working environment and productivity are usually perceived as two opposites. Many practitioners and researchers consider working environment as an extra, resource-consuming, nonproductive activity, which managers dislike because of the lack of production stemming from it.

However, working environment and productivity are not necessarily conflicting. Whether or not they are in fact counterparts is an empirical question. The physical working environment of the employee includes the overall health and safety of the employee including the identifiable workplace, causes of accidents and illness. Secondly the psychosocial working environment of the employee includes, among other things, a set of job factors related to the interaction between people, their work and the organization.

Thirdly the wellbeing of the employees is conceptualized as the more explicit results of the working environment; that is, work-related injuries, work-related diagnoses, illness/sickness, etc. In addition, accidents and absences through ill-health or injuries result in losses and damage for the organization. Employers have legal responsibilities to ensure a safe and healthy workplace. As an employee one has rights and you have responsibilities for your own wellbeing and that of their colleagues (Armstrong, 2012).

Rights of an employee to work in a safe and healthy environment are given by law and generally can't be changed or removed by one's employer. The employer must provide personal protective equipment (PPE) to workers free of charge. In some jobs, failure to use PPE properly can be grounds for disciplinary action or even dismissal. However, one can refuse to wear PPE if it puts their safety at risk or because it doesn't fit properly (Nidirect, 2015). The authors and literature herein guided the choice of the third objective: *To determine how work environment affects LMIs of teachers in public tertiary institutions in Kenya*.

2.4.4 Job Design

Job design is the process of putting together a number of tasks, duties and responsibilities to create a composite for individuals to undertake in their work and to regard as their own. It is crucial: not only is it the basis of individual satisfaction and achievement at work, it is necessary to get the job done efficiently, economically, reliably and safely (Torrington, Hall & Taylor, 2008). Job design comprises of job enrichment, job enlargement, job rotation and job simplification among others.

To improve employee motivation and productivity, jobs should be modified to increase the motivators present for the employee. This is possible through vertical job loading while job enlargement is also referred to as the horizontal expansion of a job. By job enlargement, a greater variety of activities to the individual is provided so that they are in a position to increase the interest of the job and make maximum use of employee's skill and ultimately remove monotony.

Job enrichment is a management concept that involves redesigning jobs so that they are more challenging to the employee, have less repetitive work and increase autonomy. The process of job design is specification of the contents, methods, and relationships of jobs in order to satisfy technological and organizational requirements as well as the social and personal requirements of the job holder (Buchanan, 1979). While job rotation is a well-planned practice to reduce the boredom of doing same type of job everyday and explore the hidden potential of an employee. It helps management in discovering the talent of employees and determining what he or she is best at.

On the other hand, it gives an individual a chance to explore his or her own interests and gain experience in different fields or operations. Job design also gives information about the qualifications required for doing the job and the reward (financial and non-financial benefits) for doing the job. While designing the job, the needs of the organisation and the needs of the individual manager must be considered. The needs of the organisation include high productivity, quality of work among others while those of individual managers include job satisfaction hence the job must be interesting and challenging.

Jobs must not be made highly specialized in order to prevent boredom. This motivates workers to improve the productivity of the organisation. However, if the jobs are designed badly, then it will result in monotony, absenteeism, high labour turnover and conflicts (Akrani, 2011).These authors informed the choice of the fourth objective: *To determine the role of job design on LMIs of teachers in public tertiary institutions in Kenya*.

2.4.5 Leadership

Kruse (2013)suggested that good leadership should ensure provision of the mentioned variables; a good salary and other fringe benefits, provide opportunities for employees to rise career wise, create a conducive work environment and in so doing, the leaders control labor mobility intentions immensely and turnover chances to nil. The opposite is also true in case of poor leadership. Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.

Caramela (2017) posits that there are numerous leadership styles. Authoritarian leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. Authoritative leaders mobilize people toward a vision. There is also a clear division between the leader and the members. Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. Authoritative leaders also make decisions independently with little or no input from the rest of the group. Abuse of this method is usually viewed as controlling, bossy, and dictatorial.

Participative or democratic leadership allows leaders to offer guidance to group members, but they also participate in the group and allow input from other group members. They encourage groups participation but retain the final say in the decision-making process. When group members feel engaged in the process they get more motivated and creative. Democratic leaders tend to make followers feel like they are an important part of the team, which helps foster commitment to the goals of the group. Democratic leaders build consensus through participation.

Others leadership styles include; coercive where leaders demand immediate compliance, affiliative where leaders create emotional bonds and harmony. There is also pacesetting where leaders expect excellence and self-direction, in coaching, leaders develop people for the future while in bureaucratic leadership, leaders focus on following every rule. Charismatic leadership is where leaders inspire enthusiasm in their teams and are energetic in motivating others to move forward, servant leadership leaders focus on meeting the needs of the team and in transactional leaders inspire by expecting the best from everyone and themselves (Caramela, 2017). The literature above informed the choice of objective five: *To establish the moderating role of leadership on the relationship between drivers and LMIs of teachers in public tertiary institutions in Kenya.*

2.4.6 Labor Mobility Intentions (LMIs)

Employee turnover sometimes known as labor turnover, wastage or attrition is the rate at which people leave the organization (Armstrong, 2012). Transfers are also considered as turnover. Dessler & Varkey (2011) suggest that employee turnover is the separation of the employees from their workplace through transfers from one organization to another that offers the same services, getting employed in different organizations that offer different services, resignation and study leave. Turnover is also defined as the individual movement across the membership boundary of an organization.

Turnover intent is basically described as the reflection of "the (subjective) probability that an individual will change his or her job within a certain time period" and is considered to be an instantaneous predecessor to an actual employee turnover. For Mobley, the turnover intention basically captures the person's perception and evaluation of various job alternatives (Asgharian *et al.,* 2013). Turnover intention is defined as a purpose of intended departure of an individual from an organization. The intention to leave the organisation is the last part in a classification of withdrawal awareness, and an arbitrator between assessments that are associated to the decision to leave and the actual turnover in process models of turnover.

According to Ajzen (as cited by Ncede, 2013), turnover intention can be used as a substitution for actual turnover since the theory of planned behaviour suggests that behavioral intention is a respectable forecaster of actual turnover. Employee turnover is the movement of employees to and out of an organization. It is related to organizational and work environment issues. Geographic mobility refers to a worker's ability to work in a particular physical location, while occupational mobility refers to a worker's ability to change job types. For instance example, a worker moving from the Kenya to Germany involves the concept of geographic mobility. A teacher who changes jobs to become a counsellor involves the concept of occupational mobility (Radcliffe, 2016).

Actual turnover is a behavioural construct, referring to an employee actually leaving the organization. On the other hand, intentions are cognitive contract and refer to an employee planning to leave. An employee who indicates intent to leave an agency might not actually end up doing so. Alternatively, one who indicates a plan to stay might actually leave on what amounts to a whim (Tiony, 2013).

Armstrong (2012) explained involuntary turnover, an employee initiates cessation of a job through resignations. Research shows that voluntary turnover is more frequent, most costly and disruptive to the organization. Involuntary turnover on the other hand occurs through dismissals, layoffs, retirements and deaths. High rates of turnover are costly in terms of additional recruitment costs, lost production costs, increased cost of training replacement employees, loss of know-how and customer goodwill.

2.5 Empirical Review

The empirical review, in tandem with study objectives, is informed by empirical studies related to the independent variables; financial compensation, career progression and recognition, work environment, job design, leadership and the dependent variable labor mobility intentions. Turnover intentions and turnover levels which are interrelated are studies carried out by a number of researchers. Theories reviewed by Obiero (2011) in the study; causes and consequences of employee turnover in a financial institution in Kenya, indicated that there were many reasons to employee turnover in organizations.

Employee job satisfaction and motivation are noted to be critical in understanding turnover. All the theorists in Obiero's study propounded that once an employee was not satisfied, the intention to quit was considered and which might have resulted in a separation depending on the availability of suitable alternative employment. Job satisfaction was noted to relate to inducements or salary in most of the instances. Other factors such as: work conditions and responsibilities, socialization at place of work, personal image, and job embeddedness, were also observed to trigger turnover.

A study by Olusegun (2013) on; influence of job satisfaction on turnover intentions of library personnel in selected universities in South West Nigeria, posited that, lack of job satisfaction which in the study context included; (interpersonal relationships, conditions of service, supervision, promotion, job design, organisational environment, equal treatment by management and income) was so detrimental, it led lethargy and reduced organisational commitment. Other studies as well concurred that lack of job satisfaction was a predictor of human resource leaving a job

In another survey by Ncede (2013); factors contributing to employee turnover intention at a selected company in the Cape town clothing industry examined relationships between: turnover intention and perceptions of job mobility; turnover intention and job satisfaction at the clothing company in Cape Town; among other factors. The findings divulged; a slightly stronger negative correlation existed between turnover intention and satisfaction with co-workers. There also existed a significant, albeit low negative correlations existed between turnover intention and variables such as; supervisor appreciation, meaningful work and work satisfaction.

A significant but moderate positive correlation exists between turnover intention and job mobility. These results suggested that employees with the intention to leave the organization perceived themselves as more mobile than those who do not. These studies informed the decision to investigate the relationships between turnover intentions and similar variables such as financial compensation, career progression, work environment and job design of this study to evaluate their effect on LMIs of teachers in public tertiary institutions in Kenya.

2.5.1 Financial compensation

Kantor (2013) carried out a study on pay satisfaction, organisational commitment, voluntary turnover intention, and attitudes to money in a South African context, having a sample size of 190 from a corporate company, as well as a snowball sample from social networks. It adapted a six-item questionnaire assessing voluntary turnover intention which guided the choice of a number of items on LMIs of this study. The results purported that pay satisfaction was negatively related to voluntary turnover intention among other findings.

In another; study causes and consequences of employee turnover in a financial institution in Kenya, the reasons for employee turnover, if turnover had an effect on quality of human capital, turnover costs and strategies to address turnover employee turnover served as the aims of the study. One of the findings alluded to the fact that most employees resigned due to better salary elsewhere Obiero (2011).

A study on demographic characteristics and the causes of employee turnover in selected secondary schools in Nandi County, Kenya examined the socio-economic characteristics of employees and the causes of turnover. It had a sample frame of 35 public secondary schools and it selected 186 teachers from a population of 346. It posited that, it was widely agreed that poor salary is probably one of the most common causes of high teacher turnover. For instance, taking into consideration that the status of teaching profession had in the past few years, diminished, the salary, incentives as well as working conditions had followed suit.

Hence the future of children was put at stake. However, the findings displayed low turnover levels due to majority of employees being satisfied with achievements and that they were considered for positions of responsibilities and promotions. They also had manageable workload, were accorded opportunity to grow in the profession, provided with favourable working conditions and that they received attractive salaries (Tiony, 2013). This triggered the need to investigate if such was the case about the teachers in public tertiary institutions in Kenya.

Financial compensation has also been cited by many scholars as a strong predictor of employee retention or otherwise turnover intentions (Armstrong, 2012; Gwavuya, 2011; Hillmer, Hillmer, & Mc Roberts, 2004). As scholars argue (Hillmer, *et al.,* 2004; Samuel & Chipunza, 2009), money is a motivating factor for employees in organizations and serves as a basis upon which individual employees assess the value their employer places on them (Chepkemboi *et al.,* 2013).This observation is further buttressed by Chiboiwa, Samuel and Chipunza (2010) whose studies revealed that there is a negative relationship between high rewards and turnover in organizations.

Internal rewards equity was also been identified by scholars as a push factor in employee turnover intentions. Most respondents complained that their pay did not compare favorably with what they could get elsewhere and that pay increases were handled impartially in comparison to other organizations. The respondents felt the pay they received did not satisfy them and were of the opinion that the benefits package they received did not relate well with market rates hence this was considered as a factor that led to quitting their jobs (Chepkemboi *et al.,* 2013). All these studies discussed under this variable created an avenue to want to explore the financial compensation variable in the public tertiary institutions which had not been explored at all in the Kenyan set up.

2.5.2 Career Progression

Nyamubarwa (2013) in the study "I am considering leaving soon" – turnover intentions of academic librarians in Zimbabwe on career notes that career growth is a key ingredient is shaping employee motivation, growth and commitment. As Lambert and Hogan (2009) observed, career progress created stress on employee's perception of the worth of his career prospects in the organization. A lack of career progress in organizations was therefore cited as yet another factor that triggered employee turnover decisions. In organization where there were clear career ladders and there were vast opportunities for career growth and opportunities, employees retention was possible as opposed to where employee careers were static and no opportunities for career growth.

Muchemi *et al.* (2014) in the study; influence of organizational support initiatives on teachers' turnover in public secondary schools in Naivasha sub-county, Kenya, applied ex-post-facto research design and had a sample of 75. It used a questionnaire to capture data. The findings indicated that there existed a moderately strong and positive relationship between career development opportunities and teachers' turnover. This implied that though career development in teaching profession can enhance teachers' retention, generally, career development opportunities moderately enhanced the turnover of teachers in secondary schools. This triggered the need to find out if that was the case in the public tertiary institutions in Kenya and also on an expanded sample size.

2.5.3 Work Environment

Mutune and Orodho (2014 carried out a study on teachers' turnover: what are the explanatory variables in public secondary schools in Mbeere, Embu, Kenya? It did a combination of purposive and random sampling techniques were used to select 29 principals and 120 teachers yielding a total sample size of 149 participants. A questionnaire was used as the main research instrument. It denoted that along with monetary benefits, teachers felt that non-monetary benefits were the most important issues affecting their career decisions. In general, non-monetary benefits might include support from fellow teachers and administrators, the quality of school facilities and resources available, autonomy in classroom, participation in school decision-making, student learning attitudes, and assigned teaching hours.

Most of the literature referred to these non-monetary benefits as working conditions. It widely agreed that the immediate working conditions would greatly enhance and enrich an employee's job. However, the Kenyan teachers are subjected to very poor physical working conditions. The work environment was also highlighted by many scholars as a key factor is shaping turnover intentions in organizations (Mitchell, Holton, Lee, Sablynski, & Erez, 2001). The fact that work environment is considered to be both the physical space surrounding the employee in everyday duties as well as the psychological space associated with the work, a stressful (ergonomically) work setting has often been cited as a major trigger to employees leaving the organization (Jafari, 2011).

Subsequently employees tend to avoid workplaces that are tiring, poorly lit, hot and overtly unpleasant to work in. Additionally scholars pointed to a breach in the psychological contract by the employer resulting in the employees working in a psychological environment of mistrust, low job security and other psychological shocks. The psychological shocks might also have an effect on employees pondering their future in the organization and therefore considering leaving.

Kuria, Ondigi & Wanderi (2012) in their study; assessment of causes of labour turnover in three and five star-rated hotels in Kenya involved a total of 133 permanently employed staff working in these star-rated hotels. Simple random sampling method was applied to pick hotels as well as the respondents for this study. The employee attitude survey disclosed numerous issues some being; lack of staff involvement in decision making and creativity was (56%) in both set of hotels and poor remuneration with over 60% of the respondents dissatisfied. After the introduction of free secondary school education in 2003, enrolment increased and there was not appropriate infrastructure to accommodate all the pupils. The increase did not match with teacher capability hence over-stretched the human resources available, subsequently, burnout, heavy workloads and probable intentions to leave were experienced (Nyamubarwa, 2013).

In some schools, classrooms were too small to accommodate the large number of pupils because they were packed like sardines in one classroom, as many as 60 pupils faced one teacher, yet the recommended ratio is 1:45. Typically, classrooms were old, dusty and equipped with at most a chalkboard and limited number of desks and chairs. Often, they did not have glasses in the windows, and were vulnerable to prevailing weather conditions: leaky in the rainy season, stifling during hot summer month, and freezing in the cold months. Teachers' housing mirrored this pattern, with teachers frequently inhabiting dwellings that suffered from poor maintenance and infrastructure and lacked electricity; running water, good sanitation and cooking facilities. The negative impact of poor housing could not be underestimated.

Housing conditions have a majority influence on the health, attitudes, opportunities and quality of life of individual and communities. Though not largely supported by studies, it could also be inferred that the teachers' motivation, quality of work and commitment were largely influenced by their housing conditions (Tiony, 2013). A survey on the effects of pay and work environment on employee retention: a study of hotel industry in Mombasa county examined the relationship between pay and employee retention and also the effects of work environment on employee retention It discovered a statistically significant positive relationship between work environment and employee retention and a weak but positive relationship between pay and employee retention (Msengeti & Obwogi, 2015). This laid a good foundation to study the two variables in the public tertiary institutions in Kenya.

2.5.4 Job Design

In a study by Izamoje (2011); reactions to labour mobility in small and medium organisations in Nigeria, the research objectives were analysis of organisational commitment in relation to job enrichment, investigation of tendency towards labour mobility and discussion of strategies for ensuring job stability. It was carried out on a sample of 500 respondents randomly selected. The findings insinuated that majority of the respondents clearly expressed their intention to quit their jobs due to various reasons including biting socio-economic conditions and inadequate opportunities for job enrichment in Nigeria. The findings also revealed that the more the levels of employees' job enrichment the higher their frequency of mobility in SMOs in Nigeria.

These findings concurred with another study by Mohr and Zoghi (2006), in that employees' psychological and social needs can be satisfied through job enrichment practices such as variety, autonomy, job rotation, information sharing, team work, responsibility, recognition and rewards. The findings were however negated by the conclusion reached by Jayawardana and O'Donnell (2013) in their study of job enrichment and workplace performance in Sri Lanka garment industry. It observed that high level of experimentation with job enrichment resulted in increased productivity and reduction in levels of labour mobility and absenteeism.

Teaching profession was losing staff in crisis proportions because of heightened stress and the potential stress factors including: meeting deadlines, workload, limited time, continuous change (current), records of achievement and organizational restructuring. Probably the words by Ruskin are more appropriate to remedy the problem of stress among teachers: that in order that people may be happy in their work, these three things were needed: they must be fit for it; they must not do too much of it, and they must have-a sense of success in it. They continued by giving the example of Portugal where due to work stress less than 50 per cent of those in the teaching profession showed interest of remaining in it (as cited by Tiony, 2013).

Chepkembo *et al.* (2013) in the study; factors influencing teacher's employees, turnover in west Pokot District, Kenya had a sample of 80 respondents which was selected using stratified sampling, simple random sampling and systematic random sampling. The study discovered from evidence deduced from majority of the respondents, there were employees who had left the organization in the last one year. The departures created work overloads for those who remained behind leading to low morale among them. It clear therefore that the majority of the respondents had intentions to quit given an alternative employment. All these studies expounded on within this variable informed the decision to decide on testing whether the variable job design had an influence on LMIs of teachers in public tertiary institutions

2.5.5 Leadership

Maiyo e*t al.* (2014) in the study; management styles and teacher mobility in primary schools in Kakamega central sub-county, Kenya, posited that teacher transfer requests had been notably high. Specifically the study aimed: to assess the school management styles; to examine how management styles they affected teacher mobility and how school management corresponded to the modes of teacher mobility. Systematic random sampling was used to draw 196 teachers including head teachers. The findings indicated that schools still used the traditional authoritarian model of leadership. The school authoritarian management styles in this case were responsible for teacher transfer requests to other schools and also to other jobs.

The study found that the management style applied in the schools were indeed critical to the retention of the teachers in the schools. Mutune and Orodho (2014) in the study "teachers' turnover: what are the explanatory variables in secondary schools in Mbeere south sub-county, Embu County, Kenya?" observed that several teachers become victims to ordeals ranging from insecurity, hostile climates, high workloads and few cases sickness and death. Management policy related issues ranged from signing of performance contracts, intimidation of teachers in pursuit for promotion and challengeable and unwell thought interdiction of teachers.

Nyamubarwa, (2013) in the study "I am considering leaving soon" – turnover intentions of academic librarians in Zimbabwe posited that the nature of leadership influenced and individual's intention to leave or stay in the organization (Gwavuya, 2011; Brown, Gaia & Martin, 2009). A poor relationship with the management could also lead the employees to quitting their jobs. A survey by Chepkemboi *et al.,* (2013) on the factors influencing TSC employees' turnover in West Pokot district examined leadership, remuneration, working conditions and geographical location on TSC employees' turnover in West Pokot district. The results of the study concluded that leadership was not the main factor triggering TSC employees' turnover.

As the Herzberg theory (as cited in Mbah & Ikemefuna, 2011) study postulated, strict employee supervision was an extrinsic factor and a "dissatisfier" as well as a "demotivator". A supervisor's positive attitude toward subordinate employees enhanced the employee's attitude towards work, their leader, and the organization. This consequently led the employees to develop intrinsic motivation and a good match between intrinsic and extrinsic motivation resulted in job satisfaction and a stronger propensity to stay with the employer (Ng'ethe, Namusonge, & Iravo, 2012; Brown, *et al.,* 2009). Another study by Gwavuya (2011) particularly affirmed that incompetent leadership attributed to poor performance, high levels of stress, low commitment, and low job satisfaction and subsequently high turnover intentions.

The study also ascertained that leadership in organizations plays a significant role in employee motivation and retention especially if the employees receive regular positive feedback and recognition (Nyamubarwa, 2013). This review provided a strong basis to test if leadership would have any moderating effect on other variables examined in this study.

2.5.6 Labor Mobility Intentions

The review of the literature shows that turnover intention is defined as employee's willingness or attempts to leave the current workplace voluntarily (Sablynski, Lee, Mitchell, Burton & Holtom; Vigoda-Gadot & Ben-Zion (as cited by Ncede, 2013). The literature review also indicates that turnover intention is a multi-stage process with three components; psychological, cognitive and behavioural in nature. Various forms of adjectives and adverbs were also used to characterize the intensity of turnover intention. The studies discovered that turnover intention had an impact on future turnover intention and actual turnover. For instance, studies showed that the intensity of the initial turnover intention was positively correlated to subsequent turnover intention (Ncede, 2013).

In another study; reactions to labour mobility in small and medium organisations in Nigeria collected data from focus group discussions in ten local government areas of Lagos (Izamoje, 2011). The findings insinuated that most of the respondents exhibited tendency towards labour mobility while most of the respondents mentioned their prior experience of labour mobility. It also asserted that a combination of several factors significantly predicted tendency towards labour mobility among the respondents in SMOs.

Higher salary and better positions elsewhere could motivate many workers to quit their jobs in SMOs in Nigeria. Employers of labour in small and medium organisations should therefore provide adequate rewards with enough opportunities for job enrichment. Tirop (2011) disclosed that teaching was still among the poorest paying jobs in Kenya. Highly qualified teachers could not be retained under such terms and conditions of service.

These teachers felt that they could be remunerated relatively well if they rendered services elsewhere other than with Teachers' Service Commission (Orodho, Waweru, Getange, & Miriti, 2013). Asgharian *et al.* (2013) in their study "examining the effect of workplace friendships and job embeddedness on turnover intention, the case of Mashhad as a tourist destination in Iran" noted that, literatures investigating the correlation of turnover intent and actual turnover were present. Labor turnover was caused by; availability of new employment opportunities in the competitive sector, personality clash between the worker and the supervisor, transfer of organization misfits from one department to another.

It was also triggered by when an organization changes its operation system leading to reduction in manufacturing of a product hence loss of jobs and where the worker decided to take an early retirement. The worker was enticed by the retirement package (Mutune & Orodho, 2014). Chepkemboi *et al.* (2013) in their study factors influencing teacher's employees, turnover in West Pokot District observed that there had been an alarming increase in the rate of TSC employees' turnover in Kenya.

There had been cases of departmental transfers, where employees, especially teachers left the teaching service to join other ministries. The TSC's chairman had said that the first group of employees who were employed under the five year rule had already worked in the areas of initial posting and were requesting to be taken to their home districts. In 5 years, 477 employees had been employed by the TSC in West Pokot district. Out of that, 161 workers left their stations for other places. Therefore the rate of turnover for employees in the district stood at 33.75% (Mutune & Orodho, 2014).

Based on the findings of the study, it could be concluded that most schools in Mbeere Sub-County experienced the problem of high teachers' turnover. The main reasons for teachers' turnover were; job dissatisfaction among teachers, poor remunerations and inadequate support from school administration bodies. In relation to school management policies, the study concluded that professional growth, promotion opportunities and low salaries were the major cause of teachers' turnover.

It also emerged that principals' leadership styles and interpersonal relationship among them and teachers negatively influenced teachers' attitude towards teaching hence quitting their job. This was confirmed by majority of the teachers indicating that they felt they needed to change their career and would take up a job not related to teaching (Mutune & Orodho, 2014).

Hundera (2014) conducted a survey on factors affecting academic staff turnover intentions and the moderating effect of gender discovered that the intention to leave the university is higher among the female academic staff than in the male staff. This was probably because the female academic staff is less satisfied with their supervisors as compared to their male counterparts and also due to the level of role stress is higher among the female academic staff when compared to the male. However the level of satisfaction of the female academic staff in the relationship with coworkers and promotion opportunity also was higher in comparison to male. The results postulated no significant difference in experience.

Maiyo, Siro and Tecla, (2014) in the study; management styles and teacher mobility in primary schools alluded that the increased rate of teacher's mobility was due to perpetual use of the traditional authoritarian model of leadership and this insinuated that the school heads preferred loyalty over broad consultation from the teachers. Another conclusion that was arrived at was the fact that the regular use of authoritative management style led to teacher transfer requests to other schools and also to other jobs where the former was not forthcoming. This was also accelerated by the increasing number of teachers acquiring graduate and post graduate qualifications.

Kabungaidze and Mahlatshana (2013) in the study the impact of job satisfaction and some demographic variables on employee turnover intentions discovered that there was a negative relationship between area of specialization and turnover intentions. Results from the correlation analysis indicated a negative relationship between job satisfaction and turnover intentions, meaning, the more satisfied the teachers were, the less they experienced job turnover intentions. It also revealed that there was a negative relationship between tenure and turnover intentions.

This implied that the greater the number of years of teaching at the same school, the lesser the turnover intentions. Not to mention that there was a negative relationship between age and turnover intentions. Kariuki (2012) in the study perceived factors influencing employee Transami, Kenya, applied simple random sampling and a sample of 96 employees was randomly selected from each of the 17 departments. Respondents who indicated that they would change their job suggested the reason to be progression of their career.

Further, they indicated that a better paying job would make them move from their current jobs. They also inferred that unmet expectations about the job, lack of satisfaction with the job, lack of recognition for work done, lack of flexibility in the job, incentives and rewards, position in the organization triggered turnover. The extensive review of labour mobility intentions laid a ground to delve into labour mobility intentions of teachers in public tertiary intentions.

2.6 Critique of Literature

The reviewed studies were based on secondary data of empirical research and as such the findings can be questionable in terms of applicability. A study was done by Hundera (2014) on factors affecting academic staff turnover intentions and the moderating effect of gender drew data on survey conducted in Haramaya University 2014. It had a 75% response rate. The selection was random for male academic staff and the entire population for female academic staff. Probably the research should have included part timing female staff to balance with the male.

Kabungaidze and Mahlatshana (2013) in their study the impact of job satisfaction and some demographic variables on employee turnover intentions had a population of all teachers in the selected schools in the Eastern Cape province of South Africa. Main data was collected using a structured questionnaire and interview schedules to the national staffing officers. More tools would have been used to gather relatively more objective information. This again limits generalization due to researching on teachers only not to mentions that again limited to South Africa set up only.

More studies should be conducted on other types of human resource in other economic sectors and other countries. Another study by Mosadeghrad (2013) among Iranian six hospitals employees on quality of working life: An antecedent to employee turnover intention, which was a cross-sectional research hence limited inferences concerning causality between the factors researched on (quality working life) and turnover intention. The optimal approach would be longitudinal studies to detect changes in employees' turnover intention due to changes in their quality working life. Interviews with employees on factors influencing quality working life and turnover intention would also be useful.

A study; organizational commitment and job satisfaction among staff of higher learning education institutions in Kelantan in Malaysia was carried out on two public sector universities and two private sector institutions only, the findings could not be generalized to faculty members of higher learning education institutions in Malaysia or elsewhere in the world. It also recommended a longitudinal study so as to establish causal relationship between study variables and show the patterns of a variable over time (Norizan, 2012).

Maiyo *et al.* (2014) in their study management styles and teacher mobility in primary schools in Kakamega central sub-county had the limitation of being done in just one county hence not representative. Waititu (2013) in his study an analysis of factors influencing turnover of teachers in high schools in Limuru district again was not representative enough by the virtue of studying teachers only in a certain sub county.

In yet another study; the factors influencing TSC employees' turnover in West Pokot district explored leadership, remuneration, working conditions and geographical location on TSC employees' turnover in West Pokot district, the limitation was that it was carried out in one county Chepkemboi (2013). These observations shed light to a wider scope, leading this study to conduct a nationwide study. More studies on the same should be done at other educational levels hence the need created for this study to take it to the tertiary level.

Muchemi *et al.* (2014) in their study; influence of organizational support initiatives on teachers' turnover in public secondary schools in Naivasha sub-county, Kenya, applied ex-post-facto research design and had a sample of 75. It used a questionnaire to capture data. The study endeavoured to use a different research design and find out if results would differ. Abraham Maslow's theory of Hierarchy of needs has a number of shortcomings such as; Lawler and Suttle in their study of managers in two companies found little support that a hierarchy of needs existed.

Besides, the assumption that only one level of need is operational at any point in time was challenged. Maslow viewed human needs as being static whereas in reality these needs were dynamic. Robbins, Odendaal, & Roodt (as cited by Ncede, 2013) contended that certain reviews assumed that needs were not necessarily structured along these magnitudes "as people simultaneously moved through several levels in the hierarchy of needs". Another theory used in the study was the Herzberg's two factor theory.

Some of the weaknesses with the theory were; it was conducted on knowledge workers (managers, accountants and engineers) thus scholars criticized its ability to be generalized. Herzberg's theory focused too much attention on "satisfaction"-"dissatisfaction" rather than individual performance. Satisfaction may not be directly related to job performance. It therefore failed to account for differences in individuals. While some human resource is motivated by job context variables, others find favor in job content factors depending on one's particular circumstance.

The study therefore strived to examine if teaching fraternity in the public technical institutions were affected by the satisfiers and dissatisfiers. In another survey by Ncede (2013); factors contributing to employee turnover intention at a selected company in the Cape town clothing industry examined relationships between: turnover intention and perceptions of job mobility; turnover intention and job satisfaction at the clothing company in Cape Town; among other factors. It had a response rate of 40% that may not have been fully sufficient according to Bailey, Singarayer and Rhodes (2000) who advocated for a response rate of 50% as adequate. The study purposed to work towards gathering 50% or more of the response rate.

2.7 Research Gaps

The reviewed literature evidenced need for analysis of factors triggering turnover intentions in the education sector for the public tertiary teaching workforce due to the various limitations as displayed. Izamoje (2011) in the study reactions to labour mobility in small and medium organisations (SMOs) in Nigeria restricted itself to only 10 focus group discussions in ten local government areas of Lagos State, Nigeria. A study on an analysis of factors influencing turnover of teachers in public high schools in Limuru District, Kenya had the following specific objectives; to explore what conditions of workplace influenced teachers' decision to quit the job among others.

It studied public secondary schools in Limuru district; 12 schools, from which 136 teachers were randomly selected to participate in the study. The study recommended other studies to be carried out in other districts to ascertain whether similar results are obtainable (Waititu, 2013). The aforesaid studies created a gap for this study to examine a different level and widening the scope nationwide. The study therefore examined if the same factors affected the teachers in Kenya's public TTIs and TTCs.

Hundera (2014) in the study factors affecting academic staff turnover intentions and the moderating effect of gender noted one of the limitations as generalization since it was based on the conveniently selected sample of university's staff. Duplication would be necessary for the projected conceptual framework in different Ethiopian universities. Since all items were assessed using a common instrument administered to respondents at one point in time. Methodological bias was also a limitation.

This study therefore sampled all TTIs and TTCs older than three years in Kenya and lecturers teaching therein and also used an interview schedule to interview TSC staffing officers in addition to teachers' questionnaires. Kabungaidze and Mahlatshana (2013) in their study the impact of job satisfaction and some demographic variables on employee turnover intentions used Chi-square to analyze data therefore creating gap for further exploration of other methods.

This study used linear regression method. Maiyo *et al*. (2014) in their study on the management styles and teacher mobility in primary schools recommended studies to be carried out in other counties and also in other industries to be able to find out if the findings applied homogeneously. This study therefore purposed to extend the research to education sector and in particular the public tertiary institutions in Kenya. Kariuki (2012) in the study perceived factors influencing employee Transami, Kenya, suggested need for additional research on the role of salary and rewards on job turnover in organizations in Kenya. This necessitated the need to examine LMIs in Kenyan, public tertiary institutions teaching human resource.

Asgharian *et al.,* (2013) conducted a survey on examining the effect of workplace friendships and job embeddedness on turnover intention (the case of Mashhad as a tourist destination in Iran). They did a qualitative method research design which has numerous limitations like, the presence of the researcher influencing the responses of the subjects, anonymity of the subject not been possible, interpretations and analysis being time consuming. This created a need to explore another research designs.

Guided by the thorough review of discussed literature above, this study hence strived to examine if financial compensation, job design, work environment, career progression and leadership were significant factors affecting LMIs among the TVET and TTIs teachers in the 47 counties in Kenya. More so, since most confined themselves to counties, this study was more representative due to the nationwide scope.

2.8 Summary

From the reviewed theoretical framework, various theories were discussed which if applied to by institution managers and the TSC would satisfy the TVET teaching human resource and probably mitigate if not totally stop the high turnover rates experienced in the institutions. Most were capturing motivational aspects to be embraced and hence making the work itself more interesting, autonomous and the work environment mor attractive to retain the staff.

Some of the theories reviewed in the study by Obiero (2011) indicated that there were a number of reasons that contribute to employee turnover in organizations. Employee job satisfaction and motivation were noted to be critical in understanding turnover. All the theorists propounded that once an employee was not satisfied, the intention to quit would be considered which would end up in a separation depending on the availability of suitable alternative employment. A stressful (ergonomically) work setting has oftenwcited as a major factor of employees leaving the organization (Mitchell, *et al.,* 2001).

Chepkemboi *et al.* (2013) in their study; factors influencing teachers' employee's turnover, posited that it was evident from a relatively good number of the respondents that there were employees who had quit the organization in the last one year. The departures created heavy workloads for those who remained behind leading to low morale among them. It was also clear that majority of the respondents would leave TSC given an alternative employment. It was therefore vital to ensure that all the variables cited and probably more should be addressed so as to curb the problem and hence improve on quality training which is key to our Kenyan economic development.

The study had four independent variables namely financial compensation, career progression and recognition, job design, work environment, a moderator; leadership and one dependent variable; LMIs of teachers in the public tertiary institutions in Kenya. The empirical review displayed numerous studies that revealed the need to motivate teachers with a good total reward system to be able to retain them. Financial rewards were also been cited by many scholars as a strong predictor of employee retention and turnover intentions (Gwavuya, 2011; Armstrong, 2012).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

Research methodology is the approach a researcher uses to conduct a study. In Coopers and Schindler (2014) words, research methodology is the plan and structure conceived to obtain answers to research questions. It is the method applied to carry out a research study. It organizes research design, site, population, sampling technique, research instruments, data collection procedures and analysis (Kombo &Tromp, 2013). This chapter describes the research design, study population, sampling technique and procedure, determination of sample sizes, data collection technique, reliability and validity of the research instruments and finally analysis procedure

3.2 Research Design

Research design provides the glue that holds the research project together (Chakraborty, 2010). Dhingra and Dhingra (2012) posit a research design is the strategy for answering the questions or testing the hypothesis that stimulated the research in the first place. Descriptive research is carried out with specific objective and hence it results in definite conclusions.

Dhingra and Dhingra (2012) cited descriptive research as an attempt by the researcher to discover causes even when they cannot control the variables while Chakraborty (2010) expounds on it as designed primarily to describe what is going on or what exists. This study adopted descriptive research design. This is because it understands the characteristics of a group in a given situation, think systematically about aspects in a given situation, offer ideas for further probe and research, and/or help make certain simple decisions (Sekaran, 2013).

3.3 Population of Study

Kothari (2011) describes all items under consideration in any field of inquiry to constitute a universe or a population. A population is the theoretically specified aggregation of study elements. While a study population is a total collection of elements about which inferences are made, all possible cases that are of interest to the study (Sekeran & Bougie, 2013). This study targeted 4848 public tertiary teachers in the TVET and TTCs institutions in Kenya [integrated payroll and personnel database (IPPD) national officer (2016)]. See the sampling frame of all TVET and TTC institutions in appendix v).

3.4 Sampling Frame

A sampling frame is a list containing all sampling units from which the sample is to be drawn. It contains names of all items of a universe. It should be reliable, comprehensive, correct and appropriate (Kothari, 2011). While Sekaran and Bougie (2013) described it as a physical representation of all the elements in the population from which the sample is drawn. This study used a sampling frame of all the public tertiary institutions from the national TVET and TTCs staffing officers.

3.5 Sampling Technique and Sample Size

Sample is a number of items selected from the universe and should neither be too large nor too small (Kothari, 2011). Leedy and Ormrod (2010) denoted that particular entities selected comprise a sample. Sampling unit maybe a geographical one like a state, district, provinces or counties (Kothari, 2011). This study categorized the institutions into the former eight provinces since the counties are too many (47). It also considered those that had been in existence for more than three years before data was collected so as to get representative perceptions tested over reasonable time. While sampling is the process of selecting units from a population of interest so that by studying the sample it

is possible to generalize results back to the population from which they were chosen (Chakraborty, 2010).

A sampling plan is a mechanism by which the sampling units of a study are selected from the sampling frame of the population. It can be classified into probability sampling plans and non-probability sampling plan for example stratified random sampling among other methods (Panneerselvam, 2010). This study used purposive sampling through research assistants to assist collect data.

The study did a 10 % stratified random sampling of the tertiary institutions and also sampled the teachers to ensure that every county and the individuals were fairly represented. Stratified random sampling minimizes sample selection bias and ensuring certain segments of the population are not overrepresented or underrepresented (Investopedia, 2017). Cooper and Schindler (2014) and Mugenda (2012) posit that a sample of at least 10% of the population is usually acceptable in study. More specifically, according to Mugenda (2012) the sample size of a particular study is calculated as follows:

$$n_0 = \frac{Z^2 p q}{d^2} \quad \text{..... formula (i)}$$

Where:

$\mathbf{n_0}$ is desired sample size when target population is greater than10, 000.

$\mathbf{Z^2}$ is the standard normal deviation at required confidence level of 95% in which is set to 1.96.

p is the proportion in the target population estimated to have the characteristics being measured when one is not sure, so one takes the middle ground (= 0.5).

q = 1 – p (= 0.5), statistically.

d is the margin of error at α (0.05)

Therefore $n_0 = \frac{Z^2pq}{d^2} = \frac{(1.96)^2 (0.5) (0.5)}{(0.05)^2} = 384.16$

This gives a sample size of 384 employees which can be adjusted when the population is less than 10,000 using the relationship below.

$$n = \frac{n_0N}{n_{0+}N} \quad \text{..... formulae (ii)}$$

n is the desired sample for small population.

n_0 is the desired sample size when population is big.

N is the population size.

$$n = \frac{(384)\ (4848)}{384+4848} = \frac{1,861,632}{5232} = 355.82$$

$$\simeq 356$$

The sample size was 356 lecturers. To determine the sample size of teachers per the eight regions, proportionate stratified sampling was done as displayed by Table 3.5 below. Sample size should be increased when using stratified samples to maintain necessary precision. Therefore, the study administered slightly more than 356 questionnaires in the field to carter for discrepancies such as uncollected or incomplete questionnaire (Salant & Dillman, 1994).

Table 3.1: The Sampling Table (Public Tertiary Institutions as Per Eight Regions)

Region	No. of Teachers	Proportionate Share To Each Region	Percentage
CENTRAL	866	64	18
COAST	156	11	3
EASTERN	775	57	16
NAIROBI	531	39	11
N.EAST'N	79	6	2
R. VALLEY	1105	81	23
NYANZA	744	55	15
WESTERN	592	43	12
TOTAL	4848	356	100

3.6 Pilot Study

A pilot study was conducted before actual data collection to test the validity and reliability of the questionnaire. Questionnaires were used to carry out pilot study so as to test clarity by the respondents. The rule of thumb is that 10% of the sample should constitute the pilot test and hence about 36 questionnaires were used for the pilot study (Cooper & Schindler, 2014). Those were shelved. The other questionnaires were adjusted to ensure that they clearly communicated to the respondent to render the expected response.

3.6.1 Validity Test

Research validity in surveys relates to the extent at which the survey measures right elements that need to be measured. Validity therefore refers to how well an instrument as measures what it is intended to measure. Validity is the strength of our conclusions, inferences or propositions. Validity is the extent to which differences found with a measuring instrument reflects true difference among those begin tested (Kothari, 2011). Measurement was done through content and criterion validity (Oso & Onen, 2005).

A variable is considered to have content validity if there is general agreement from the literature that the independent variables have measurement items that cover all aspects of the variable being measured. Criterion validity is also known as predictive validity or external validity. It is concerned with the extent to which a particular variable predicts or relates to other variables. In this study, the criterion related validity of the conceptual framework was determined by examining the Bivariate Pearson Correlation Coefficients computed for all the independent variables and labour turnover intentions. Content validity was determined by seeking expert views of the study supervisors.

3.6.2 Reliability Test

A measuring instrument is reliable if it provides consistent results (Kothari, 2011). Reliability refers to the consistency of the measure of concept (Bryman, 2012). Research reliability is the degree to which research method produces stable and consistent results. A specific measure is considered to be reliable if its application on the same object of measurement number of times produces the same results. The measurement was carried out using a statistical coefficient; Cronbach's Alpha (α) which is recognized as a good direct measure of internal reliability.

The formula was: Total scale variance = sum of item variances and all item co variances

[k/(k-1)]* [1- (sum of item variances/total scale variance)]

Where k = number of items

Cronbach's alpha (α) is a coefficient (a number between 0 and 1) that is used to rate the internal consistency (homogeneity) or the correlation of items in a test (Sushil & Verma, 2010). Criteria for assessment ≥ 0.70 = adequate reliability for group comparisons, ≥ 0.90 = adequate reliability for individual monitoring. The acceptable value for test variable ranged from 0.7 to 0.9 (Kimtai, 2014). The questions in the pilot questionnaire that met the threshold of 0.7 and above were retained while the others were discarded.

3.7 Data Collection Technique

Data are the basic input to any decision making process in a business (Panneerselvam, 2010). Two tools were used in the study; the main one being a questionnaire and the other being an interview schedule for preliminary certification of some crucial LMIs data needed.

3.7.1 Questionnaire

A questionnaire is collection of information by way of investigator's own observation without interviewing the respondents. It is not complicated by either the past behavior or future intentions or attitudes of respondent (Kothari, 2011). A questionnaire consists of a set of well- formulated questions to probe and obtain responses from respondents (Panneerselvam, 2010). Self administered questionnaires are suitable for many respondents due to time efficiency, they are free of bias since they are respondent-only based, increase rate of response and help the researcher accumulate and summarize responses easily (Kimtai, 2014).

Primary data was collected by use of structured questionnaires which were the main tools for this survey because they enabled collection a lot of information within a short time from numerous respondents. The questionnaire contained closed ended questions primarily for quantitative analysis as well as a few open ended questions which were analyzed qualitatively.

A modified five point Likert scale was used to measure interval data where 'one point' score meant that the respondent strongly disagreed with the question statement and a five point score meant that the respondent strongly agreed with the question statements (Kimtai, 2014). Likert-type of scale is considered more reliable since respondents answer all statements in it (Wanjau, 2010). Likert-style rating scale was also chosen because it communicates interval properties to respondents and therefore to produce data that can be assumed to be related to an interval scale.

Questionnaire items were formulated from literature review and also from standardized previously used questionnaires. It had eight sections; two on introduction and six representing the six study variables. The questionnaire items per variable ranged from three to ten. LMIs was measured using five and was deemed sufficient since studies like that of Mosadeghrad (2013) and Tuzun and Kalemci (2012) (which was developed from Mobley *et al.,)* had one and three respectively.

Data collection was done through research assistants since it was nationwide who went to the institutions after permission was sort from institutions' management. They would either wait for them to be filled or they went back for them upon an agreed date. Other respondents were consulted through email addresses and responses given within a period of a week or two.

3.7.2 Interview schedules

An interview schedule is a set of questions that the interviewer asks when interviewing (Cooper & Schindler, 2014). It makes it possible to obtain data required to meet specific objectives of the study. According to Kothari, (2011) semi-structured interviews, some structured questions are asked together with open ended ones. Interviews are particularly useful for getting the story behind a participant's experiences and the interviewer can pursue in-depth information around the topic (Magero, 2014).

A semi structured interview schedules were also used to conduct in-depth face-to-face interviews with the national staffing officers to determine the rate of teachers' mobility intentions through filled transfer records. Secondary data involves information from published materials and other sources. It is easily available, convenient and cost-effective (Kimtai, 2014). Secondary data was collected through a review of literature on mobility intentions gathered from academic journals, books, staff records in institutions and at the TSC and other related online searches.

3.8 Data Analysis and Presentation

Data analysis is extracting significant variables and detecting anomalies and testing any assumptions (Kombo & Tromp, 2013). Qualitative research is used to inform business decisions, policy formation, communication and research (Kimtai, 2014). Content analysis was done which involved cleaning, coding and classifying data, also referred to as categorizing and indexing so as to make sense of the data collected and to highlight the important messages, features or findings. This was through descriptive account of the data collected.

The data was then entered into statistical package for social sciences (SPSS) version 23.0 since it has the ability to analyze data easily. Qualitative data from other studies was used to corroborate this study to communicate findings and make recommendations. Correlation analysis was carried out so as to understand the relationship between variables. Moderated multiple regression analysis was conducted so as to evaluate the effect of drivers on labour mobility intentions as moderated by leadership. Quantitative data was presented through descriptive and inferential statistics and displayed through frequency distribution tables, pie charts and bar graphs to show percentages.

Specifically the following variables were considered as displayed in the equation:

$Y = \beta 0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$ .....equation (i)

Y representing labor mobility intentions (LMIs) which is the dependent variable

X represented the independent variables as follows:

X_1 = Financial compensation (FC)

X_2 = Career progression (CP)

X_3 = Work environment (WE)

X_4 = Job design (JD)

β represents Beta while ε represents the error margin. β_0 is they-intercept (constant) whose influence on the model is insignificant, β_1, β_2, β_3 β_4 and β_5 are the model coefficients.

3.8.1. Testing effect of independent variables on LMIs (*hypothesis 1 – 4*)

In order to estimate population parameter, i.e. population mean, and also to test hypothesis for population mean, the study used T test.

$$\text{t test} = \frac{B_i}{\hat{} \quad SE(B_i)}$$

Where:

B_i is the estimate of the regression coefficient ($_i$ = 1, 2,…….5)

SE is the standard error

3.8.2 Testing all variables collectively and their effect on LMIs (*hypothesis 6*)

In order to identify the model that best fits the population from which the data were sampled, the study used F test.

$$F = \frac{R^2/k - 1}{(1-R^2)/n-k}$$

Where:

R^2 is the coefficient of determination.

k is the degree of freedom

n is the sample size

3.8.3 Testing the moderating variable and effect on other variables (*hypothesis 5*)

To test the moderating effect of leadership, moderated multiple regression (MMR) analysis which is an inferential procedure consisting of comparing two different least-squares regression equations will be utilized (Kimtai, 2014). Using the MMR analysis, the moderating effect of the variable (product term) was analyzed by interpreting the R^2 change in the models obtained from the model summaries, and the regressions coefficients for the product term obtained from the coefficients tables.

Prior to conducting the MMR analysis, preliminary analyses were conducted to ensure that there was no violation of the assumptions of normality, linearity and homogeneity of error variance (Sazali *et al.,* 2009). The population data was carefully examined to avoid the occurrence of Type 1 error which is the error of rejecting the true null hypotheses at a specified level of significance and Type 2 error (β) which is the error of failing to reject a false null hypotheses at a specified power (Kimtai, 2014). In this study, the researcher used equation (ii) below to represent the variables in the ordinary least-squares (OLS) model as displayed:

OLS model:

$Y = \beta_0 + \beta_1 X + \beta_2 Z + \varepsilon$ (1)……………………………..........................equation (ii)

To determine the presence of moderating effect, the OLS model was then compared with the MMR model below:

MMR model:

$Y = \beta_0 + \beta_1 X + \beta_2 Z + \beta_3 X*Z + \varepsilon$ (2)…….equation (iii)

Where,

Y = Labor mobility intentions (Occupational mobility, Geographical mobility and Industrial mobility)

X = Drivers (Financial Compensation, Career Progression, Work Environment, Job Design),

Z = a hypothesized binary grouping moderator (Leadership i.e. Inspired team**,** Proper and adequate communication**,** Leadership style)

X*Z = the product between the predictors (Drivers * Leadership),

β_0 = the intercept of the line-of-best-of-fit which represents the value of Y when X = 0,

β_1 = the least-squares estimate of the population regression coefficient for X,

β_2 = the least-squares estimate of the population regression coefficient for Z,

β_3 = the sample-base least-squares estimates of the population regression coefficient for the product term, and

ε = the error term.

The moderating variable (product term) is a binary grouping moderator; where the moderating variable (leadership). This was done due to its simplicity and ease of interpretation of results when making comparisons between different groups (Kimtai, 2014).

3.9 Measure of Dependent and Independent Variables

In the study the dependent variable was tested using three predictive variables; geographical, occupational and industrial mobility among employees. Correlation analysis was used to establish whether there was correlation between labor mobility intentions and their drivers. Regression analysis was used to investigate the relationship between a set of predictor variables (financial compensation, career progression, work environment and job design) and labor mobility intentions to ascertain if there was causal effect.

For the purpose of conducting the analysis of this study four independent variables were taken into account namely; financial compensation, career progression, work environment and job design. Each of the variables and their sub variable were used (see appendix iv). The independent variables in the study were analyzed to test their discriminate validity. The average of each group was used to compute the aggregate variable.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter displays research findings, the analysis and interpretation of results. The study examined the precursors of LMIs of the teachers in public tertiary institutions in Kenya. The correlation of the dependent variable; LMIs with the independent variables: financial compensation career progression, working environment job design and how the moderating variable leadership impacts them.

4.2 Response Rate

A total of 360 questionnaires were administered, the sample size being 356. Due to the research being nationwide, it was a challenge to get back all questionnaires. However a considerable number, 286 questionnaires were returned which amounted to 80%. According to Bailey, Singarayer and Rhodes (2000), a response rate of 50% is adequate, while a response rate greater than 70% is very good. Based on this assertion, the response rate in this case of 80% is therefore adequate for analysis. After cleaning, some had small portions unfilled especially pertaining to the major research variables where midpoint in the scale was assigned as the response to those particular items as recommended (Sekeran, 2013).

4.3 Reliability and Validity

A pilot study was conducted before actual data collection to test the validity and reliability of the questionnaire. Test of reliability; a measuring instrument is reliable if it provides consistent results. A variable was considered to have content validity if there is general agreement from the literature that the independent variables have measurement items that cover all aspects of the variable being measured. Content validity was

determined by seeking expert views of the study supervisors (as discussed in detail in chapter three).

4.3.1 Cronbach's Alpha Test

Reliability of the measures through Crobach's Alpha test for all the variables was also carried out (Sekeran, 2013). The test is generally used as a measure of internal consistency or reliability of a psychometric instrument, in other words, it measures how well a set of variables or items measures a single, one-dimensional latent aspect of individuals. Mugenda (2012) noted an Alpha of 0.7 and below is considered to be poor. This study therefore found it fit to adopt a Cronbach's Alpha of 0.7 and above. Table 4.1 displays what the aggregated six variables revealed. Financial compensation variable had three sub variables which were measured using five, two and two items anchored on a five point Likert scale.

Therefore the aggregated financial compensation variable had a Cronbach Alpha (α) of 0.865. Career progression variable on the other hand had three sub variables which were measured using three, two and one items anchored on a five point Likert scale. It had a Cronbach Alpha (α) of 0.779. While work environment variable had three sub variables which were measured using four, three and three items anchored on a five point likert scale. Therefore the aggregated work environment variable had a Cronbach Alpha (α) of 0.783. Job design (variable had three sub variable which were measured using one, one and one items anchored on a five point Likert scale.

Therefore the aggregated job design variable had a Cronbach Alpha (α) of 0.743. Leadership the moderating variable had three sub variables which were measured using three, three and three items anchored on a five point Likert scale. Leadership had a Cronbach Alpha (α) of 0.905. LMIs the dependent variable had three sub variables which were measured using two, two and one items anchored on a five point Likert scale. Therefore the aggregated LMIs variable had a Cronbach Alpha (α) of 0.701.

Table 4.1 Cronbach Alpha for All the Variables

Variable	Items Dropped	Items Retained	Aggregated Cronbach Alpha
Financial compensation (FC)	0	9	0.865
Career progression (CP)	7	6	0.779
Work environment (WE)	2	10	0.783
Job design (JD)	0	3	0.743
Leadership (L)	0	9	0.905
Labour mobility intentions (LMI)	2	5	0.701

4.3.2 Factor Analysis

Factor analysis is an independence technique whose primary purpose is to define the underlying structure among the variables in an analysis (Ncede, 2013). According to Kimtai (2014) factor loadings greater than 0.30 are considered to meet the minimal level; loadings of 0.40 are considered more important; if the loadings are 0.50 or greater, then they are considered highly significant.

This study hence adopted 0.5 and above factor loading. Uni dimensionality testing, for each of the sub variables was done and they were subjected to confirmatory factor analysis (CFA). An empirical study by Ncede (2013) 'factors contributing to employee turnover intention at a selected company in the Cape Town clothing industry' used confirmatory factor analysis to determine construct validity of the questionnaire instrument items.

The uni - dimensionality results were as shown in the appendix (vii). CFA was used to measure the uni - dimensionality and goodness of fit of each of the precursors of labour mobility intentions. CFA is widely used for examining hypothesized relations among ordinal variables like Likert-type items. Several studies prefer to use CFA to check for uni dimensionality because CFA offers a better interpretation of uni dimensionality in relation to other methods (Kimtai, 2014). The variables and sub variables displayed the following measurement after exploratory factor analysis (EFA) in the pilot study and also in the CFA which affirmed to the researcher the suitability of the tool.

It also helped to place some sub variables appropriately under different variables when they loaded there as opposed to where the researcher thought they ought to be. Financial compensation variable had three sub variables which were measured using five, two and two items anchored on a five point Likert scale. It had factor loading of the items in the questionnaire as displayed chronologically. For career progression variable had three sub variables which were measured using three, two and one items anchored on a five point Likert scale. The factor loading of the items in the questionnaire were as displayed chronologically. With respect to work environment, variable had three sub variables which were measured using four, three and three items anchored on a five point likert scale. It revealed a factor loading as displayed chronologically.

Job design variable on the other hand had three sub variables which were measured using one, one and one items anchored on a five point Likert scale. It had a factor loading of the items in the questionnaire as displayed chronologically. Leadership, the moderating variable had three sub variables which were measured using three, three and three items anchored on a five point Likert scale. Leadership had a factor loading of the items in the questionnaire as displayed chronologically. LMIs, the dependent variable had three sub variables which were measured using four, three and three items anchored on a five point Likert scale. The factor loading of the items in the questionnaire were as displayed chronologically.

4.4 Descriptive Statistics of Demographic Information

Demographic variables also known as personal characteristics constitute the background information of the respondents. This particular study sought to identify the respondents' personal characteristics because it has some direct or indirect impact to the variables discussed. These included; age, work experience, level education, job group, area of specialization.

4.4.1 Duration of Stay of Respondents in the Institution

The results displayed by the table 4.2 respondents who had stayed for less than one year were 3.8%, those who had stayed for 1 - 3, 4 -7 and 8 -12 years were 23.4%, 28.7% and 26.2% respectively. While those who had stayed for 13 - 16, over 17 years were 9.8% and 8.0% respectively. This implied therefore that most lecturers stayed in a station between 4 - 12 years and left to other geographical areas either in the same industry or different. This could be due to in spite the need to want to move sooner, one was bound by the policy that bound one to a station for a minimum of 5 years.

Kabungaidze and Mahlatshana (2013) in a study concluded that demographic variables had a direct effect to employee turnover intentions ($r = -0.206$, $p=0.002$). This meant that, the greater the number of years teaching at the same school, the lesser the turnover intentions. This is slightly in contrast with the results of this study. While in another study by Blood, Ridenour, Thomas, Qualls & Hammer, posited that there was a correlation between long tenure and high job satisfaction and reduced turnover intentions (as cited by Kabungaidze & Mahlatshana, 2013).

This study observed that the highest representation was by the respondents who stayed 4 - 7 years and 8 - 12 years which was 28.7% and 26.2% respectively. This could probably insinuate that as one advanced career wise, they developed a need for change. Only 17.8 had stayed for a period longer than 13 and more years in a station. All these findings were in congruence with those of this study and it was hence interpreted to mean most lecturers did not stay for more than 10 years in a station.

Table 4.2 Duration of stay of respondents in the institution

		Frequency	Percent
Valid	less than one year	11	3.8
	1 - 3 years	67	23.4
	4 - 7 years	82	28.7
	8 - 12 years	75	26.2
	13 - 16 years	28	9.8
	over 17 years	23	8.0
	Total	286	100.0

4.4.2 Age of the Respondents

The results shown in the figure 4.1 unveiled that the respondents constituted of a high percentage of lecturers/tutors as 45.10% for those within the range of 36 to 45 age bracket followed by those within the age of 46 to 55 years at 29.02% and 19.93% being those within age bracket of 25 – 35 and the lowest being that of the oldest within age bracket of 56 years and above. This implies that probably the older gender retires early or had left to other areas. Kabungaidze and Mahlatshana (2013) in a study discovered that there is a correlation between age and turnover. The study also observed that the older the staff, the less turnover intentions they had as displayed by $r = -0.183$, $p = 0.006$ in the study.

In another study, it was established that the younger the employee, the higher turnover intentions they had in relation to older teachers. This was in line with other studies which reported that employee turnover lowers with a rise in age Guarino, Santibañez, & Daley (as cited by Waititu, 2013). In yet another study, similar findings were deduced in that, relatively young people at their prime have certain expectations and if they are not met, they leave to seek them elsewhere (Kuria, Wanderi & Ondigi 2011). All these findings corroborated those of this study since the highest percentages were 45.1% (36 to 45 years) and 29% (46 to 55 years).

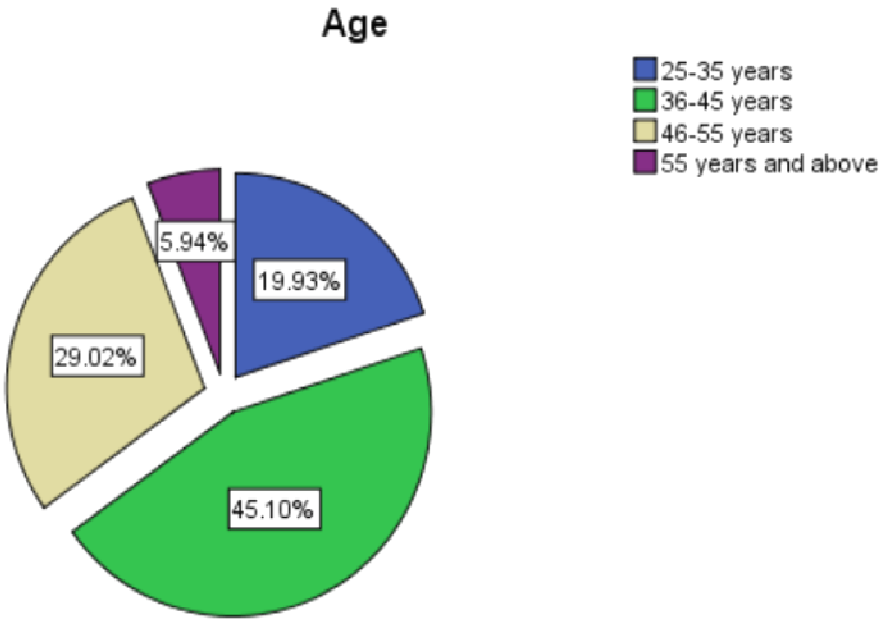

Figure 4.1: Age of the Respondents

4.4.3 Work Experience of the Respondents

Figure 4.4.2 shows that most (31.1%) respondents had worked for over 20 years, while 20.3% and 21.7% had worked for 16 -20 years and 6 - 10 years respectively. Those who had worked for 11 - 15 were 15.7% and for those who worked for the least time 1 - 5 years were 11.2%. This might allude to the fact that most do not stay in one station for too long. These study findings were in tandem with those of a study which established that teachers with more years of teaching were unlikely to leave the teaching profession unlike those with fewer years in the job (Waititu, 2013).

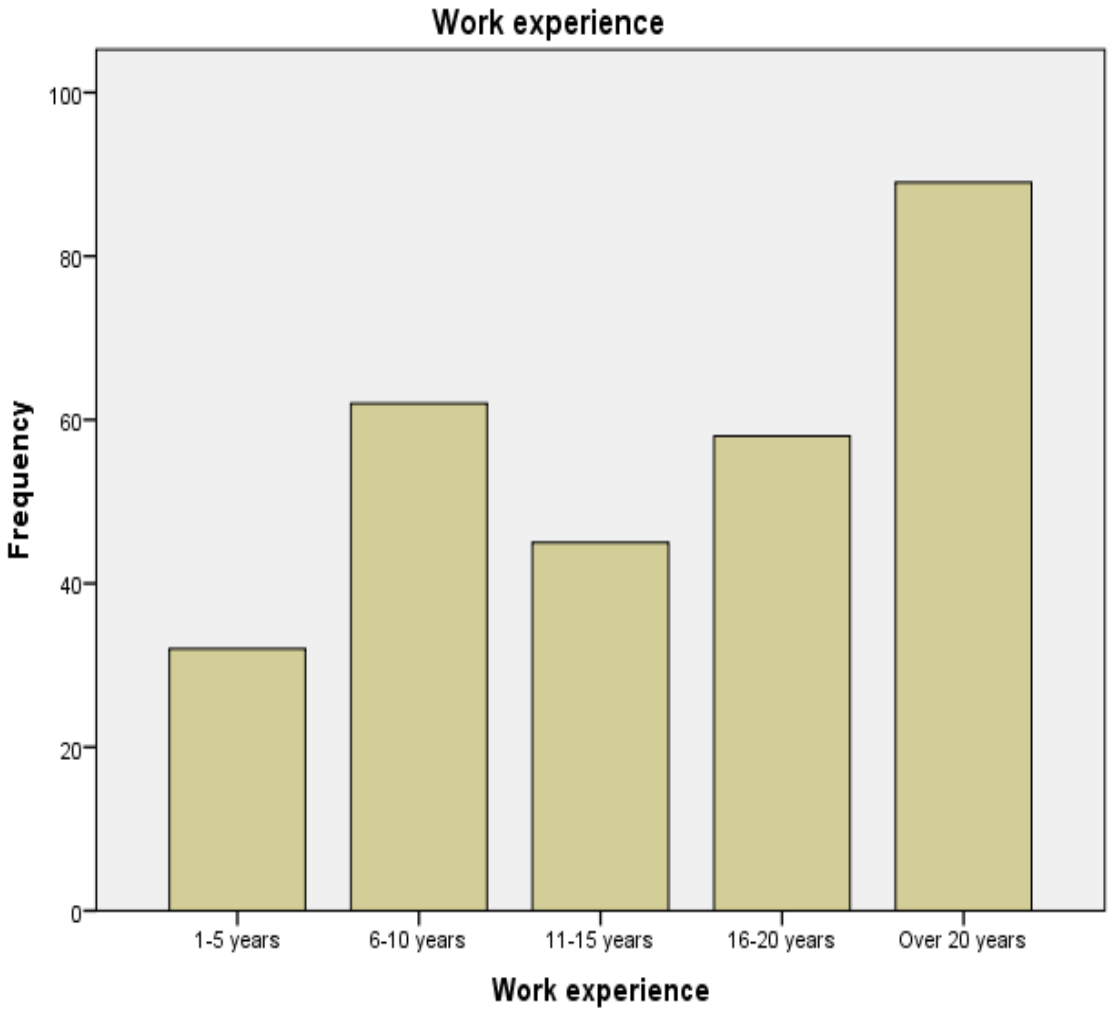

Figure 4.2: Work Experience of the Respondents

4.4.2 Level of Education of the Respondents

Figure 4.4.3 revealed the respondents data on academic achievement. It was observed that most had acquired bachelors and masters degrees as displayed by 47.2% and 36.4% respectively. Those who had diplomas were 13.3% and those who had managed to acquire Phd level were 9%.

This could probably be interpreted that the highest percentage had acquired qualifications which gave them an upper hand to compete relatively well in other careers or prevailing opportunities hence triggering quits. This study results confirms those of the study that teachers holding higher qualifications such as masters degree and Phd had higher turnover intentions than those with lower academic qualifications (Waititu, 2013).

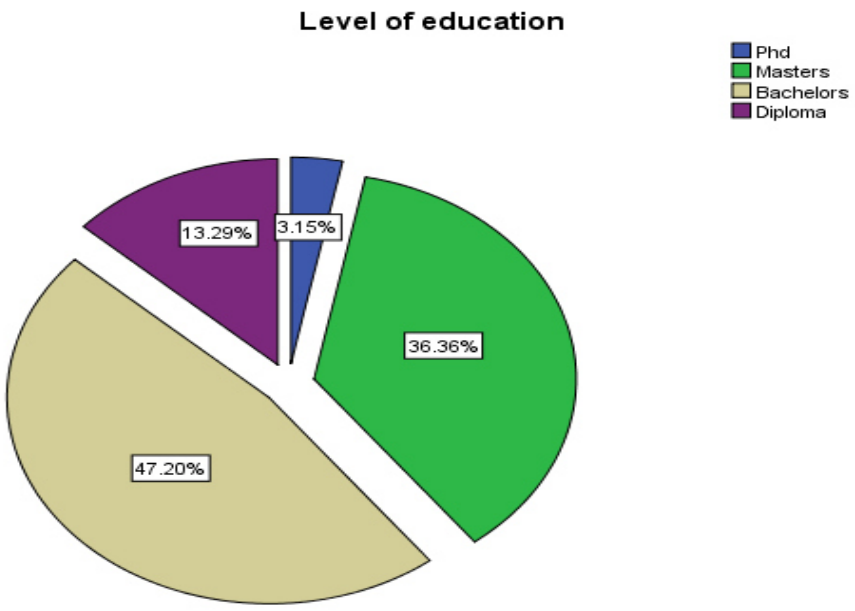

Figure 4.3: Level of Education of the Respondents

4.4.5 Respondents' Job Group

Figure 4.4.4 illustrates that 20.2% , 25.5% and 30.5%, had attained job group 'K', 'L' and 'M' respectively. Only a few (19.5%) had rose to job group 'N' most holding administrative roles or those who taught subjects like music and subsequently participated in co curricular activities which the recognizes and promotes. This infers that most lecturers were still yearning to get promoted and could have mark timed in one job group for too long nudging dissatisfaction.

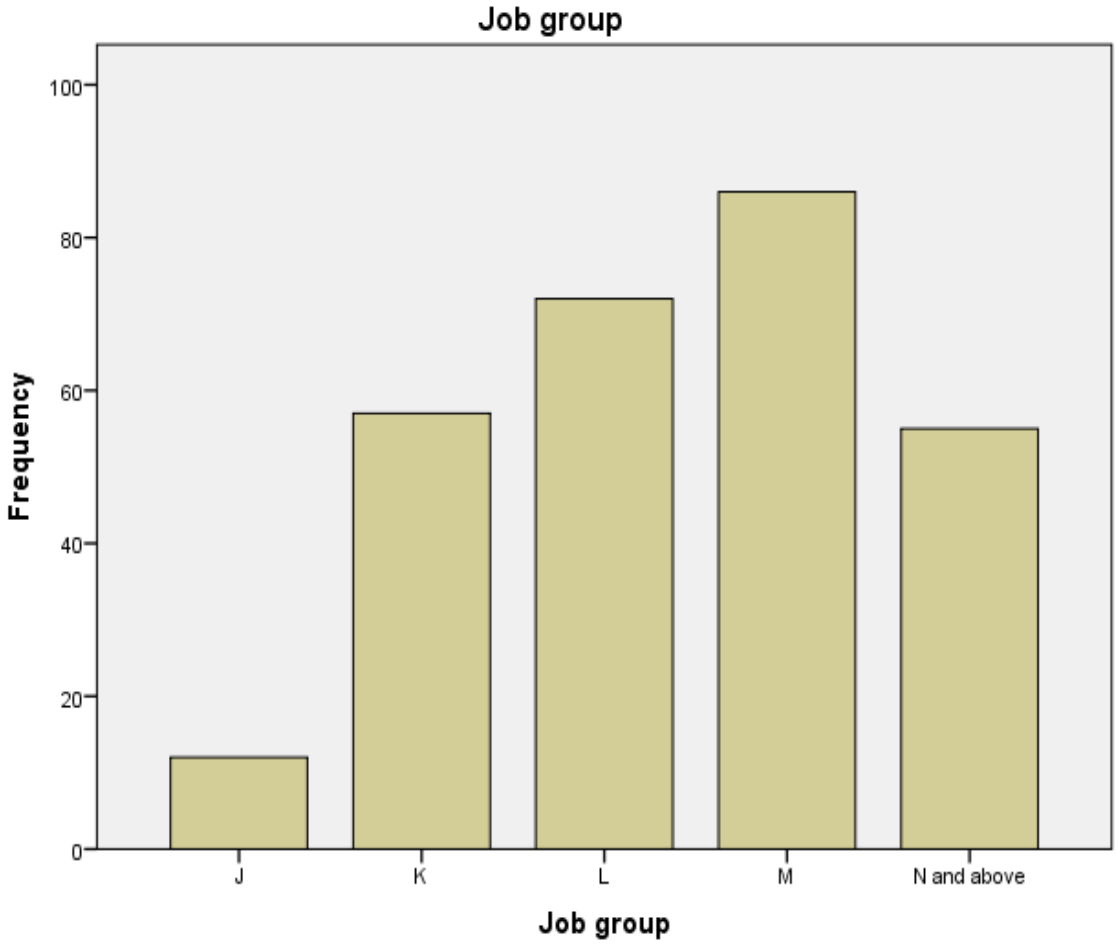

Figure 4.4: Job Group

4.4.6 Area of Specialization of Respondents and Labour Mobility Intentions

With respect to area of specialization, figure 4.4.5 shows that most (77.6%) of the respondents specialized in the subjects taught while only (22.4%) did not specialize. This implies therefore that most were satisfied. Kabungaidze and Mahlatshana (2013) in their study posited that there was a correlation between specialization and turnover intentions as denoted by r=-0.095, p=0.016 with high turnover intentions being attributed to the fact that they possess a skill which is in high demand (science) and hence making the employee highly marketable. This study therefore, confirms the research findings by Scafidi, Sjoquist & Stinebrickner that teaching personnel felt job dissatisfaction was the most important factor that could lead to teacher turnover (as cited

by Waititu, 2013). This was hence interpreted to mean that, the more one became specialized, the more job satisfaction and ultimate retention in the work station.

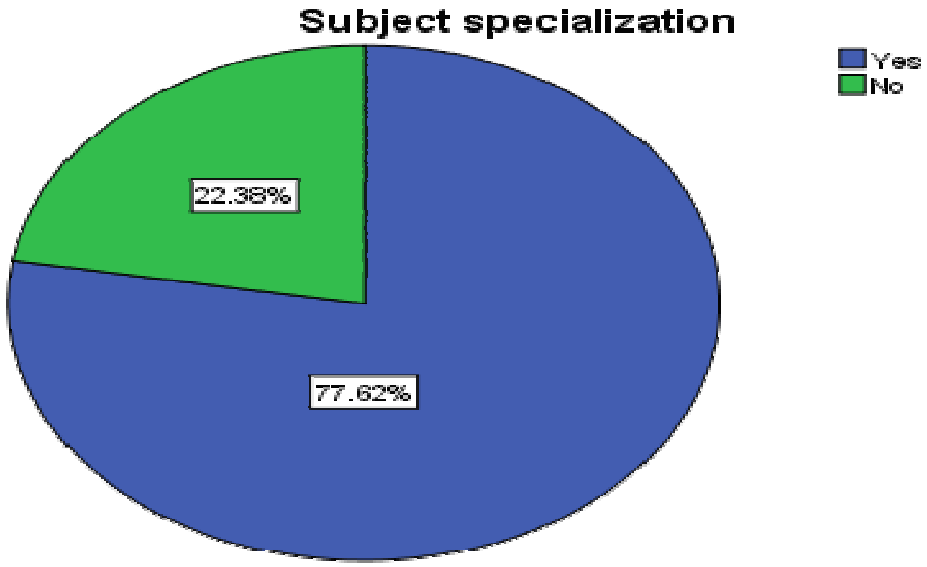

Figure 4.5: Area of specialization of respondents and LMIs

4.5 Descriptive Statistics of Main Variables

4.5.1 Financial Compensation

The study sought to establish how financial compensation influenced LMIs of teachers in public tertiary institutions in Kenya. This was operationalized through three sub variables; salary, performance based awards and free residential accommodation which were further itemized by the data collection tool as the three tables below display the results. This was done on a five-point likert scale.

1. Salary and Wages

On whether the pay adequately rewards one for their contributions, 81.1% disagreed while 11.5% were neutral and 7.3% agreed as displayed by table 4.3A. When queried on whether the annual increment is good enough, 80.8% disagreed, 12.6 remained neutral while only 6.6% agreed. On whether the salary is equitable in comparison to other professionals with similar qualifications in other fields, 78% disagreed, 14.3% were neutral and 7.7% agreed. If the salary compared relatively well with the market, 78% disagreed, 16.1% were neutral, while only 5.9% agreed. 74.5% disagreed that the pay is adequate, 14.7% were neutral while 10.8% agreed.

The intimation here is that majority, (78.5%) were dissatisfied with the pay given with it being inadequate, and not comparatively good market wise. In congruence with a study whose findings revealed that, remuneration and merit increase practice offered did not suffice as per most of the respondents (Kariuki, 2012). Another study's findings also alluded to the fact that labour mobility could be attributed to monetary reasons (Izamoje, 2011). This study was also in agreement with the findings of other scholars that low pay triggers turnover (Waititu, 2013; Vandenberghe & Tremblay, 2008). The study consequently affirmed that, inadequate salary indeed leads to high labour mobility intentions. The TSC might want to review the teachers' salaries and not allowances so as to retain teachers in the industry

Table 4.3A: Response on Financial Compensation; Salary

Salary Items	SD	D	N	A	SA	Total
	%	%	%	%	%	
My pay (salary) adequately rewards me for my contributions.	42.3	38.8	11.5	5.6	1.7	100
The annual increment is good enough.	42.3	38.5	12.6	5.2	1.4	100
The salary is equitable compared to other people with similar qualifications in other professions.	47.9	30.1	14.3	7.0	0.7	100
The salary compares relatively well with the other attractive competitors.	44.4	33.6	16.1	4.5	1.4	100
My pay is adequate	35.3	39.2	14.7	8.4	2.4	100
Average %	78.5		13.8		7.7	

2. Performance Based Awards

With regard to being happy with other incentives offered by the employer, 69.6% disagreed while 17.5% remained neutral and 12.9% agreed as table 4.3B shows. Regarding being rewarded financially and being recognized when students perform exceptionally well 75.6% disagreed, 10.1% were neutral and 14.3% agreed. On average 72.6% disagreed, 13.8% were of no opinion while 13.6% agreed. This insinuated that majority was dissatisfied with incentives offered by the employer and even rewards given on merit were not adequate.

This concurred with a study which made observations that the pay was inadequate and not commensurate to tasks done or even with the market rates. It further found out that the increment and benefits offered were relatively lower than what others were offered elsewhere (Chepkemboi*, et al.,* 2013). It was hence concluded that performance based awards and other incentives or benefits are also important. Therefore institutions'

management should endeavour to motivate their teachers with them and make sure they compare relatively well or better with the market rates.

Table 4.3B: Response on Financial Compensation; Performance Based Awards

Performance Based Awards Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
Am happy with other incentives offered by my employer like medical, travel and hardship allowances	32.9	36.7	17.5	11.5	1.4	100
When my students perform exceptionally well l am recognized and rewarded financially	48.3	27.3	10.1	11.5	2.8	100
Average %	72.6		13.8		13.6	

3. Free Residential Accommodation

In relation to whether allowances are sufficient, 78.4% disagreed, while 14.0% remained neutral and 7.7% agreed as shown by table 4.3C. If fringe benefits like housing, transport among others are enjoyed 62.2% disagreed, 14.7% were neutral and 23% agreed. On average 70.3% disagreed, 14.4% remained neutral while 15.3% agreed. This infers that most respondents did not enjoy fringe benefits.

The study was in agreement with the findings by (Mutune and Orodho, 2014; Drucker, 1999) that teachers' turnover was due to poor remuneration - very low wage or salary causing search for greener pastures; lack of job security leading to personnel looking for other opportunities. The study therefore suggested that a good remuneration package including incentives like free accommodation or at subsidized rates among other things could be put into consideration by institution managers. This will also act as a great motivator.

Table 4.3C: Response on Financial Compensation; Free Residential Accommodation

Free Residential Accommodation Items	SD %	D %	N %	A %	SA %	Total
Allowances are sufficient	37.1	41.3	14.0	7.0	0.7	100
Enjoy fringe benefits like housing, transport	35.3	26.9	14.7	19.2	3.8	100
Average %	70.3		14.4		15.3	

4.5.2 Career Progression (CP)

Secondly, it also sort to find out how career progression influenced LMIs of teachers in public tertiary institutions in Kenya. This was operationalized through three sub variables; training and development, praise and promotion and opportunity to moving up the rank, which were further itemized by the data collection, tool as the three tables below display the results. This was done on a five-point likert scale.

1. **Training and Development**

In reference to whether there exists impartial professional advancement, 61.5% of the respondents as displayed by table 4.3D disagreed, while 16.8% remained neutral and 21.7% agreed. In regard to training opportunities being communicated and sufficient facilitation done, 63.3% disagreed, 14.3% were neutral and 22.4% agreed. On training opportunities offering relevant teachings, 36.4% disagreed, 23.8% were neutral and 39.9% agreed. On average 53.7% disagreed, 18.3% were neutral while 28% agreed. This alluded to the fact that training offered was not sufficiently facilitated and that there was impartial professional advancement.

The study was in agreement with the findings of other scholars (Ncede, 2013; Smith, 2010) in that perpetual training and development of the employees leads to increased productivity. Training and development especially if offered by the organization where the teacher works also boosted the skills of the workers and subsequently reduced their need to leave since they felt motivated. In yet another study, with regard to career path development, it inferred that lack of a clear professional advancement leads teacher turnover (Waititu, 2013).

According to Mobley, factors such as added responsibilities, staff training, performance and evaluation as well as the company's succession plans are suggested to reduce labour mobility (Kuria *et al*, 2011). All these studies were in harmony with the findings of this study. It was clear therefore that institution managers should offer training and development regularly so as to enhance teachers' job satisfaction, higher productivity in the organization and hence curb labour mobility intentions.

Table 4.3D: Response on Career Progression; Training and Development

Training and Development Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
Training opportunities for all teachers in all departments	26.9	34.6	16.8	17.5	4.2	100
Training opportunities communicated and sufficient facilitation done	24.1	39.2	14.3	17.5	4.9	100
Training opportunities offer relevant teachings	11.2	25.2	23.8	33.6	6.3	100
Average %	53.7		18.3		28	

2. Praise and Promotion

With regard to promotion opportunities being fairly allocated and on meritocracy as displayed by table 4.3E, 62.9% disagreed, 20.3% were neutral and 16.7% agreed. On whether TSC promotion method and process is impartial, 50% disagreed, 26.2% were neutral and 23.8 % agreed. On average 56.4% disagreed, 23.3% were neutral while 20.3% agreed. This implied that majority of the respondents were discontent with their promotion status.

This study was in congruence with findings of a study which posited that majority of the respondents proposed issues that would cause teacher turnover were promotion opportunities available among others (Mutune & Orodho, 2014). It also agreed with another study in that lack of career growth in the profession was why some staff was considering leaving the profession (Nyamubarwa, 2013). It was hence concluded that the TSC needs to avail sufficient and timely promotion vacancies to teachers. Some even confessed to have stayed in the same job group for over ten and fifteen years.

Table 4.3E: Response on Career Progression; Praise and Promotion

Praise and Promotion Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
Promotion opportunities fairly allocated and on meritocracy	31.8	31.1	20.3	13.6	3.1	100
Impartial promotion method and process	21.7	28.3	26.2	17.5	6.3	100
Average %	56.4		23.3		20.3	

3. Opportunity to Move up the Rank

With regard to impartial professional advancement, 50.7% disagreed, 22% were neutral while 27.2% agreed (table 4.3F). This suggested that most of the respondents had not had a chance to rise up the rank. The study results concurred with the findings that career satisfaction has a direct influence on employee turnover intentions (Ongori, 2007). It was also in agreement with the findings that, the main issues likely to trigger turnover included; the opportunity available for them to grow professionally among others (Mutune & Orodho, 2014). It was therefore intimated that opportunities to allow career progression should be availed to teachers.

Table 4.3F: Response on Career Progression; Opportunity to Moving Up the Rank

Moving Up the Rank Item	SD	D	N	A	SA	Total
	%	%	%	%	%	
Impartial professional advancement (climbing up the ladder)	20.3	30.4	22.0	21.3	5.9	100

4.5.3 Work Environment

Thirdly, it needed to determine how work environment affects LMIs of teachers in public tertiary institutions in Kenya. This was operationalized through three sub variables; workload, personal and professional safety and relationship with supervisors and colleagues, which were further itemized by the data collection tool as the three tables below display the results. This was done on a five-point likert scale.

1. **Workload Allocation**

On workload being fairly assigned in relation to members in the department, 22.3% disagreed as displayed by table 4.3G, 16.8% were neutral and 60.8 % agreed. With regard to workload allocation according to area of qualification, 26.6% disagreed, 13.3% were neutral and 60.1% agreed. On whether there was no work overload stress, 31.5% disagreed, 16.1% were neutral and 52.4 % agreed.

Finally with regard to no work under load stress, 31.1% disagreed, 18.2% were neutral while 50.7% agreed. On average 27.9% disagreed, 16.1% were neutral while 56% agreed. This insinuated that most respondents were happy with the workload assigned. The study findings conflicted with those of a study by (Hundera, 2014) which intimated that the level of role stress is greater among the female academic staff.

Besides, intention to leave is more among female staff, and significantly influenced by role conflict in addition to the overall satisfaction. This lead to the suggestion that workload at the workplace should be shared out fairly and purely on the basis of qualifications to prevent workload stressors which consequently lead to the staff developing intentions to leave.

Table 4.3G: Response on Work Environment; Workload

Workload Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
Workload is fairly assigned in relation to members in dept	7.3	15.0	16.8	46.5	14.3	100
Workload assigned according to area of qualification	7.0	19.6	13.3	45.1	15.0	100
No work overload stress	9.8	21.7	16.1	37.4	15.0	100
No work under load stress	12.6	18.5	18.2	34.6	16.1	100
Average %	27.9		16.1		56	

2. Personal and Professional Safety

With regard to proper ventilation, 16.4% disagreed as displayed by table 4.6H, 17.5% remained neutral while 66.1% agreed. With regard to low noise levels, 11.5% disagreed, 16.4% were neutral while 72% agreed and regarding ample rest time, 25.1% disagreed, 14% were neutral while 60.9% agreed.

On average 17.7% disagreed, 16% were neutral while 66.3% agreed. This inferred that the work premises were safe. This study was in congruence with the study by Leblebici (2012), which reported that, it is the responsibility of the employer to provide safe, healthy, friendly working conditions. It further stressed that lightning, ventilation, heating, ergonomics are crucial factors for the workforce .All these findings were in tandem with those of other scholars (Smith, 2010; Ncede, 2013) a positive or a conducive work environment breeds job satisfaction.

A motivating working atmosphere entails going over and beyond the call of duty and providing for the necessities of the worker. Another study alluded to the fact that aspects of workplaces like administrative problems, heavy workload and lack of involvement in decision making do indeed trigger dissatisfaction eventually leading to turnover (Waititu, 2013). This study therefore proposed that institution managers should endeavor to provide a conducive work environment in terms of ensuring that it is well ventilated, low noise levels.

Table 4.3H: Response on Work Environment; Personal and Professional Safety

Personal and Professional Safety Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	*%*	*%*	*%*	*%*	
Proper ventilation	3.5	12.9	17.5	43.4	22.7	100
Low noise levels	3.8	7.7	16.4	52.4	19.6	100
Ample rest time	8.7	16.4	14.0	43.4	17.5	100
Average %	17.1		16		66.3	

3. Relationship with Supervisors and Colleagues

Concerning being involved in departmental decision making, 23.8% disagreed as displayed by table 4.3I, 11.2% were neutral and 65 % agreed. Concerning having good interpersonal relation with coworkers, 4.9% disagreed, 8.7% were neutral and 86.4% agreed. On whether students have readiness to learn and are responsive, 17.8% disagreed, 23.1% were neutral and 59.1 % agreed. On average 15.5% disagreed, 14.3% were neutral while 70.2% agreed. This implied that majority of the respondents were satisfied with the relations at the work place and decision making was participative. These findings echoed those of Leblebici (2012) in that a supervisor support is crucial for employees to complete the job.

They were also in congruence with those in another study that people are more committed and have higher levels of employee engagement when there is a process for them to contribute their ideas and employee suggestions (Ncede, 2013). These findings however conflicted with those of a study by Munga (2013) which observed that most of the respondents reported not to have ever been involved in decision making. This demeaned them and hence triggering need to leave their work stations. It was therefore suggested that good interpersonal relations with supervisor, fellow colleagues and students is key towards preventing the teaching staff from leaving an institution.

Table 4.3I: Response on Work Environment; Relationship with Supervisors and Colleagues

Relationship with Supervisors and Colleagues Items	SD %	D %	N %	A %	SA %	Total
Involved in departmental decision making	7.7	16.1	11.2	50.7	14.3	100
Good interpersonal relations with co workers	1.4	3.5	8.7	49.7	36.7	100
Students have readiness to learn and are responsive	4.9	12.9	23.1	42.7	16.4	100
Average %	15.5		14.3		70.2	

4.5.4 Job Design (JD)

The fourth independent variable was to determine the role of job design on LMIs of teachers in public tertiary institutions in Kenya. This was operationalized through three sub variables; job enrichment, job rotation and job enlargement. This was done on a five-point likert scale. Table 4.3J displays 40.6% disagreed with job enrichment, 24.1% remained neutral while 35.3% agreed. With regard to job rotation, 66.1% disagreed, 12.2% were neutral while 21.6% agreed and concerning job enlargement 46.1% disagreed, 23.1% were neutral while 30.8% agreed.

On average 50.9% disagreed, 19.8% were neutral while 29.2% agreed. The intimation was that most respondents neither enjoyed diverse roles nor delegation of responsibilities. The findings of this study were in congruence with those of other scholars such as; there was no clear job descriptions hence employees considered quiting (Kariuki, 2012). They also confirm results of another study, which posited overall satisfaction has significant effect on the intention to leave among both female and male academic staff, the effect being stronger among the female staff (Hundera, 2014).

Additionally, another scholar's findings observed 63.8% of the respondents expressing their intention to quit their jobs due to various reasons such as biting socio-economic conditions and insufficient opportunities for job enrichment. The study hence concluded that there is dire need for institution managers to redesign jobs and allow for enrichment, enlargement and rotation among other job designs and subsequently motivate workers reducing the need to want to leave.

Table 4.3J: Response on Job Design Items

Job Design Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
Job enrichment	14.7	25.9	24.1	28.0	7.3	100
Job rotation	28.0	38.1	12.2	16.4	5.2	100
Job enlargement	17.8	28.3	23.1	25.9	4.9	100
Average %	50.9		19.8		29.2	

4.5.5 Labour Mobility Intentions (LMIs)

Finally the study needed to examine whether all independent variables affect significantly the dependent variable of teachers in public tertiary institutions in Kenya. This was operationalized through three sub variables; geographical mobility, industrial mobility and occupational mobility, which were further itemized by the data collection tool as the three tables below display the results. This was done on a five-point likert scale.

1. **Geographical Mobility**

Table 4.3K displayed that, 31.5% disagreed with need to move to home area if given an option, 17.8% were neutral while 50.7% agreed. In regard to whether one would like to relocate to where the family is, 21.6% disagreed, 19.2% were neutral while 59.1% agreed. On average 26.6% disagreed, 18.5% were neutral while 54.9% agreed.

This emphasized on the fact that most respondents would want to render services in their home areas given an opportunity. The findings were however not in total agreement with those of a study by Chepkemboi *et al.* (2013) which suggested that majority of the respondents cited to have been comfortable with geographical location of their organizations irrespective of being home area. This study therefore in conclusion proposed to the TSC, if and when possible to try and post the teaching personnel especially those who have need to be near their families there so as to reduce the moderate need to want to move there.

Table 4.3K: Response on LMIs; Geographical Mobility

Geographical Mobility Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
mobility to home area if given an option	6.3	25.2	17.8	27.6	23.1	100
Relocate to where family is	10.1	11.5	19.2	36.7	22.4	100
Average %	26.6		18.5		54.9	

2. Industrial Mobility

In reference to occupational mobility if opportunities present themselves, 7.6% disagreed, 8.7% were neutral while 83.6% agreed. In regard to whether one would like to change the industry, 15% disagreed, 14.3% were neutral while 70.6% agreed. On average 11.3% disagreed, 11.5% were neutral while 77.1% agreed (Table 4.3L). The interpretation herein was that most respondents would quit due to reasons alluded to before if they would present themselves. The findings confirmed those in the study in that; those who highlighted that they would consider changing their jobs, would do so because of numerous reasons like; fringe benefits, there were no clear job descriptions, poor pay increase and merit guidelines, long working hours, lack of flexibility on the job and lack of job security.

Further, they contended that a better paying job and opportunities for personal growth would make them move from their current jobs (Kariuki, 2012). This study findings were also in tandem with those of Mosadeghrad (2013) carried out on hospitals staff in Iran, whose average of the respondents (40.4%) declared they would leave their job if another opportunity availed itself. It was further corroborate by yet another study by Chepkemboi *et al*. (2013) which posited that some respondents declared that they would leave TSC given an alternative employment. The study hence suggested that, TSC might want to listen keenly and probably provide adequate remuneration and all other incentives that motivated teachers so as to curb industrial mobility.

Table 4.3L: Response on LMIs; Industrial Mobility

Industrial Mobility Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
Occupational mobility if opportunities present themselves	2.4	5.2	8.7	41.3	42.3	100
Industrial change	4.5	10.5	14.3	40.9	29.7	100
Average %	11.3		11.5		77.1	

3. Occupational Mobility

Concerning rising to higher status than where one began, 26.9% disagreed as displayed in table 4.3M, 16.1% were neutral and 57% agreed. This insinuated that most respondents had been accorded opportunities to rise to higher status either within where they initially worked or elsewhere subsequently necessitating movement. These findings were partially in tandem with those advanced by Hundera (2014) which revealed that the level of commitment in the university was moderate for both genders and that the intention to leave the university was higher with the female gender.

The findings also partially agreed with those of another study which reported that majority of the respondents did not consider quitting their current job (Kariuki, 2012). This lead to the study inferring that the TSC should used diverse ways to prevent the teaching personnel from being attracted elsewhere, like timely and impartial promotions opportunities.

Table 4.3M: Response on LMIs Occupational Mobility

Occupational Mobility Item	SD	D	N	A	SA	Total
	%	%	%	%	%	
Rise to higher status than where began	9.4	17.5	16.1	38.5	18.5	100

4.5.6 Analysis of Leadership (L) (The Moderator)

The study sought to establish the moderating role of leadership in the relationship between drivers and LMIs of teachers in public tertiary institutions in Kenya. This was operationalized through three sub variables; leadership styles, inspired team and proper and adequate communication, which were further itemized by the data collection tool as the three tables below display the results. This was done on a five-point likert scale.

1. **Leadership style**

Concerning leadership style being conducive, 24.4% disagreed as displayed by table 4.3N, 21.3% remained neutral while 54.2% agreed. With regard to not having double standards, 34.9% disagreed, 25.2% were neutral while 39.9% agreed and in reference to professionalism in leadership, 33.9% disagreed, 22.4% were neutral while 43.7% agreed. On average 31.1% disagreed, 23% were neutral while 45.9% agreed. This extrapolated that the leadership style used was relatively good. These results conflicted with the findings by Mutune and Orodho (2014) which reported that the principals' leadership styles as the leading factor of teacher turnover.

It also differed with yet another study by Mayo *et al.* (2014) which denoted that schools still used the traditional authoritarian model of leadership, and hence were responsible for teacher transfer requests to other schools or to other jobs. This study therefore made a proposal that TSC impressed on institution managers to offer conducive leadership style which exercises impartial practices.

Table 4.3N: Response on Leadership; Leadership Style Items

Leadership Style Items	**SD** %	**D** %	**N** %	**A** %	**SA** %	**Total**
Leadership style is conducive	8.0	16.4	21.3	40.9	13.3	100
No double standards	12.2	22.7	25.2	31.5	8.4	100
Professionalism in leadership style	10.5	23.4	22.4	35.7	8.0	100
Average %	31.1		23		45.9	

2. Inspired team

In regard to fair allocation of duties and incentives given when deserved, 42.3% disagreed as displayed by table 4.3O, 23.1% remained neutral while 34.6% agreed. In reference to performance appraisal being administered fairly, 27.3% disagreed, 26.2% were neutral while 46.5% agreed and concerning discipline administration impartiality, 28.3% disagreed, 26.9% were neutral while 44.7% agreed. On average 32.6% disagreed, 25.4% were neutral while 41.9% agreed.

This deduced that a moderate number of respondents were satisfied with impartial administration of various work practices. The findings confirmed those of Leblebici (2012) which found that, the feeling of being treated impartially as vital for all employees at the workplace. 'Impartial treatment inspires all employees to do and develop their tasks with full enthusiasm'.

In the same study, 94% of the workers were in agreement that fair treatment plays a crucial role in employee motivation which would subsequently retain them in the organization as opposed to leaving. The study affirmed also what another study reported that the manner in which staff appraisal was conducted by principals somewhat influenced teachers' turn over (Mutune and Orodho, 2014). The study hence proposed that there is need for the institution management to be fair in duty allocation, conduct performance appraisals and administer all discipline issues objectively

Table 4.3O: Response on Leadership; Inspired Team Items

Inspired Team Items	**SD**	**D**	**N**	**A**	**SA**	**Total**
	%	%	%	%	%	
Fair allocation of duties and incentivesgiven when deserved	14.7	27.6	23.1	27.3	7.3	100
Performance appraisal fairly done	7.0	20.3	26.2	37.1	9.4	100
Discipline administered impartially	10.1	18.2	26.9	34.6	10.1	100
Average %	32.6		25.4		41.9	

3. Proper and Adequate Communication

In reference to recognition from immediate supervisor 24.8% disagreed as displayed by table 4.3P, 17.1% remained neutral while 58.1% agreed. With regard to there been downward and upward communication, 23% disagreed, 20.6% were neutral while 56.3% agreed and concerning exercise of open door policy, 34.6% disagreed, 20.6% were neutral while 44.7% agreed. On average 27.5% disagreed, 19.4% were neutral while 53% agreed. This inferred that majority of respondents were elated with communication avenues exercised at the workplace. The findings were consistent with those advanced by Leblebici (2012) that good communication enhances trust and loyalty among the employees and encourages better team spirit at the workplace.

Further by the same study, majority of the respondents agreed with the communication being vital at the workplace. The study also corroborated another study in that, employees contented with the communication at the workplace are less likely to quit, even though alternative job opportunities are perceived to be favorable (Hofaidhllaoui, & Nguyen-Thi, 2013). This lead to this study suggesting that, proper and adequate communication with is vital. The institution management should also exercise open door policy so as to know exactly what goes on and curb problems before they explode.

Table 4.3P: Response on Leadership; Proper and Adequate Communication Items

Proper and Adequate Communication Items	**SD** *%*	**D** *%*	**N** *%*	**A** *%*	**SA** *%*	**Total**
Recognition from immediate supervisor	7.7	17.1	17.1	45.5	12.6	100
There is downward and upward communication	8.0	15.0	20.6	41.6	14.7	100
Exercise of open door policy	11.9	22.7	20.6	33.9	10.8	100
Average %	27.5		19.4		53	

4.6 Statistical Modeling

4.6.1 Research Hypotheses Testing

Hypothesis testing determines the validity of the assumption (technically described as alternative or research hypothesis) with a view to choose between two conflicting hypotheses about the value of a population parameter. Hypothesis testing helps to decide on the basis of a sample data, whether a hypothesis about the population is likely to be true or false (Kothari, 2011).

a) Financial Compensation

The first study hypothesis stated: H_a*: There is a significant relationship between financial compensation and LMIs of teachers in public tertiary institutions in Kenya.* To test this hypothesis, linear regression was conducted to determine the level of significance of the relationship between financial compensation and LMIs of the teachers in Kenya's public tertiary institutions. As shown in table 4.4A $\beta_1 = -0.783$, $p = 0.000$. Since p-value was less than 0.05 ($0.000 < 0.05$), the null hypothesis was rejected and therefore concluded that the research hypothesis was true and that, there was a significant negative relationship between financial compensation and LMIs of the teachers in Kenya's public tertiary institutions.

This results tallied with those of the study by Msengeti and Obwogi, (2015) which revealed that there was an overall weak but positive relationship between pay and employee retention at ($\beta = 0.098$, $p > 0.05$). They also corresponded to the findings advanced by another study established that pay had only a relatively low influence on the staff leaving previous employers (Kimungu & Maringa, 2010). To test whether the regression relationship was not negative, the β value was subjected to a t-test. Calculated t-value was compared with the critical t-value. For financial compensation, t_{calc} (285) was -20.561 while $t_{0.975}$ (285) was -1.96 at 5% level of significance.

This therefore led to rejection of the null hypothesis and conclusion that the research hypothesis was true since the calculated t-value was less than the critical t-value. This was further interpreted as a highly significant negative relationship between financial compensation and LMIs. This study however disagreed with findings of other studies which reported salary as an independent variable indicated a coefficient value of 0.08 which was not significant. Thus showing that salary level of hotel employees will not significantly affect turnover, Lee, Huang & Zhao (2012) just like in Msengeti and Obwogi (2015) whose study discovered a relatively weak relationship between pay and employee retention.

Table 4.4A: Beta Coefficient of Financial Compensation

Model	**unstandardized coeffiecients**		**standardized coefficients**		
	β	**Std. Error**	**Beta**	**t**	**Sig.**
1 (Constant)	19.203	0.817		23.504	0.000
WSFC	- 0.783	0.038	- 0.439	- 20.561	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSFC is financial compensation

b) Career Progression

The second study hypothesis stated: H_a: *There is a significant relationship between career progression and LMIs of teachers in public tertiary institutions in Kenya.* To test this hypothesis, linear regression was conducted to determine the level of significance of the relationship between career progression and LMIs of the teachers in Kenya's public tertiary institutions. As shown in table 4.6B, $\beta_2 = -0.692$, $p = 0.000$.

Since p-value was less than 0.05 (0.000 < 0.05), the null hypothesis was rejected and therefore concluded that the research hypothesis was true and that, there was a significant negative relationship between career progression and LMIs of the teachers in Kenya's public tertiary institutions. This corresponded with findings advanced by another study which established that career advancement had 22.9 percent influence on staff leaving previous employers (Kimungu & Maringa, 2010).

To test whether the regression relationship was not negative, the β value as displayed on table 4.4B was subjected to a t-test. Calculated t-value was compared with the critical t-value. For career progression, t_{calc} (285) was -19.222 while $t_{0.975}$ (285) was -1.96 at 5% level of significance. This therefore led to rejection of the null hypothesis and conclusion that the research hypothesis was true since the calculated t-value was less than the critical t-value. This was further interpreted as a highly significant negative relationship between career progression and LMIs.

This study is in congruence with the findings of another study that there existed a moderately strong and positive relationship ($r = 0.310$; $p < 0.05$) between career development opportunities and teachers' turnover. In other words, the more teachers are availed with career development opportunities, the more they are likely to leave the teaching profession especially in secondary schools. The study findings may be explained by the allusion that career development increase the teaching personnel skills subsequently leading them to the likelihood of leaving for other organizations where their qualifications will be commensurate to the new job demands and remuneration (Muchemi *et al.,* 2014).

Table 4.4B: Beta Coefficient of Career Progression

Model	unstandardized coeffiecients		standardized coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	9.451	0.788		11.985	0.000
WSCP	- 0.692	0.036	- 0.754	-19.222	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSCP is career progression

c) Work Environment

The third study hypothesis stated: H_a: *There is a significant relationship between work environment and LMIs of teachers in public tertiary institutions in Kenya.* To test this hypothesis, linear regression was conducted to determine the level of significance of the relationship between work envrionment and LMIs of the teachers in Kenya's public tertiary institutions. As shown in table 4.4C, $\beta_3 = -0.163$, $p = 0.000$. Since p-value was less than 0.05, ($0.000 < 0.05$) the null hypothesis was rejected and therefore conclude that the research hypothesis was true and that, there was a highly significant negative relationship between work environment and LMIs of the teachersin Kenya's public tertiary institutions.

This study's results tallied with those of a study by Msengeti, and Obwogi, (2015) in that there was a relationship albeit this was weak and positive relationship with employee retention at ($\beta = 0.098$, $p > 0.05$). The findings were also in tandem with another scholars' study which revealed a statistically significant positive relationship between work environment and employee retention ($\beta = -0.163$, p- value = 0.05). It however disagreed with the findings advanced by another study established that working conditions had a relatively low influence on turnover (Kimungu & Maringa, 2010).

To test whether the regression relationship was not negative, the β value in table 4.4C was subjected to a t-test. Calculated t-value was compared with the critical t-value. For work environment, t_{calc} (285) was - 14.818 while $t_{0.975}$ (285) was -1.96 at 5% level of significance. This therefore led to rejection of the null hypothesis and conclusion that the research hypothesis was true since the calculated t-value was less than the critical t-value. This was further interpreted as a highly significant negative relationship between work environment and LMIs**.**The study results corresponded with those of a study which asserted that there is a direct relationship between workplace friendships and turnover intentions among other factors (Asgharian *et al.,* 2013).

This study results were also consistent with yet other studies (Msengeti and Obwogi, 2015; Huang, Lawler & Lei, 2007; May, Lau & Johnson, 1999) whose finding were; that environment had strong and positive effect on employee retention with a beta factor of β = 0.456, that an improved work-life balance lowers intention of turnover of auditors and that organizations offering good quality work life would have a leverage when hiring and retaining productive employees respectively.

Table 4.4C: Beta Coefficient of Work Environment

Model	**unstandardized coeffiecients**		**standardized coefficients**		
	β	**Std. Error**	**Beta**	**t**	**Sig.**
1 (Constant)	5.623	0.281		20.010	0.000
WSCP	- 0.163	0.011	- 0.250	-14.818	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSWE is work environment

d) Job Design

The fourth study hypothesis stated: H_a: *There is a significant relationship between job design and LMIs of teachers in public tertiary institutions in Kenya.* To test this hypothesis, linear regression was conducted to determine the level of significance of the relationship between job design and LMIs of the teachers in Kenya's public tertiary institutions. As shown in table 4.6D β_4 -0.820, p = 0.000. Since p-value was less than 0.05, (0.000 < 0.05) the null hypothesis was rejected and therefore concluded that the research hypothesis was true and that, there was a highly significant negative relationship between job design and LMIs of the teachers in Kenya's public tertiary institutions.

To test whether the regression relationship was not positive, the β value in table 4.6.4 was subjected to a t-test. Calculated t-value was compared with the critical t-value. Job design, t_{calc} (285) was -27.270 while $t_{0.975}$ (285) was -1.96 at 5% level of significance. This therefore led to rejection of the null hypothesis and conclusion that the research hypothesis was true since the calculated t-value was less than the critical t-value. This was further interpreted as a highly significant negative relationship between job design and LMIs.

Table 4.4D: Beta Coefficient of Job Design

Model	**unstandardized coeffiecients**		**standardized coeffiecients**		
	β	**Std. Error**	**Beta**	**t**	**Sig.**
1 (Constant)	13.563	0.835		16.243	0.000
WSJD	-0.820	0.070	- 0.791	-27.270	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSJD is job design

4.7 Financial Compensation (FC)

4.7.1 Tests for Normality

The most fundamental assumption in regression analysis is normality of the residuals in the dependent variable so as to enable generalization of the results of analysis beyond the sample collected (Kimtai, 2014). Some pre requisite tests like normality tests were done before data was analyzed further so as to ensure that the variables used met the required criteria and gave reliable results.

Kolmogorov - Smirnov and Shapiro Wilk Test for Normality

The Kolmogorov - Smirnov and Shapiro Wilk test was used to test the normality of the dependent variable. According to table 4.5A the findings for Kolmogorov - Smirnov displayed that, the p - values were greater than 0.05 for both test hence extrapolated as the distributions being normally distributed.

Table 4.5A: Kolmogorov - Smirnov and Shapiro Wilk Test

	Kolmogorov-Smirno			**Shapiro-Wilk**		
	Statistic	df	sig.	statistic	df	sig.
WSLMI	0.003	286	0.230	0.001	286	0.523

a. Lilliefors Significance Correction

Histogram Normality Test

Although it is assumed in multiple linear regressions that the residuals are distributed normally it is a good idea before drawing final conclusions, to review the distributions of major variables of interest. Histograms are a good way of getting an instant picture of the distribution of data.

Therefore a histogram was also employed in the study to test the normality of the dependent variable as shown in Figure 4.6 since t test, regression and ANOVA are based on the assumption that the data were sampled from a Gaussian distribution (Warui, 2016).

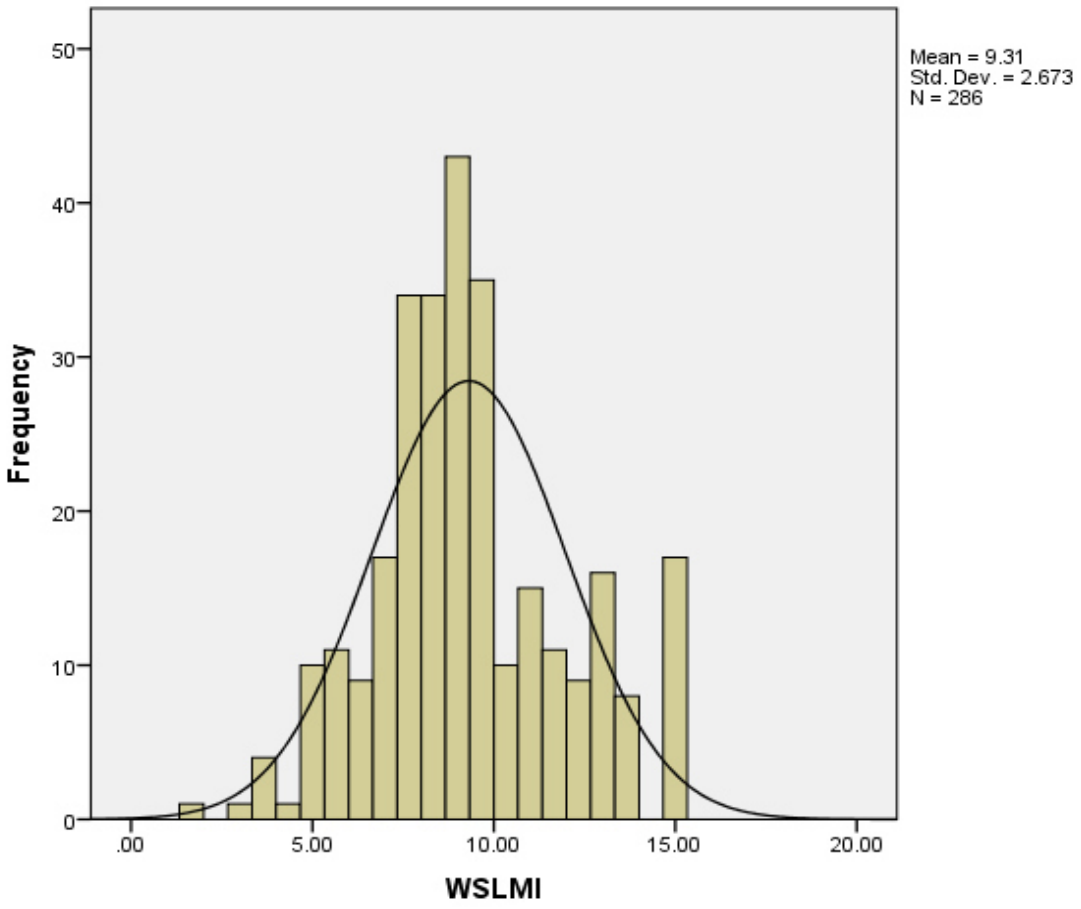

Figure 4.6 Histogram Normality Test

Normality using Q -Q plot

Graphical analysis (normal probability plot) was used to assess the actual degree of departure from normality. The graphical analysis results showed that the line representing the actual-data distribution closely follow the diagonal in the normal Q-Q plot as shown in figure 4.7, which suggests a normal distribution (Kimtai, 2014; Hair Black, Babin, & Anderson,

2010).

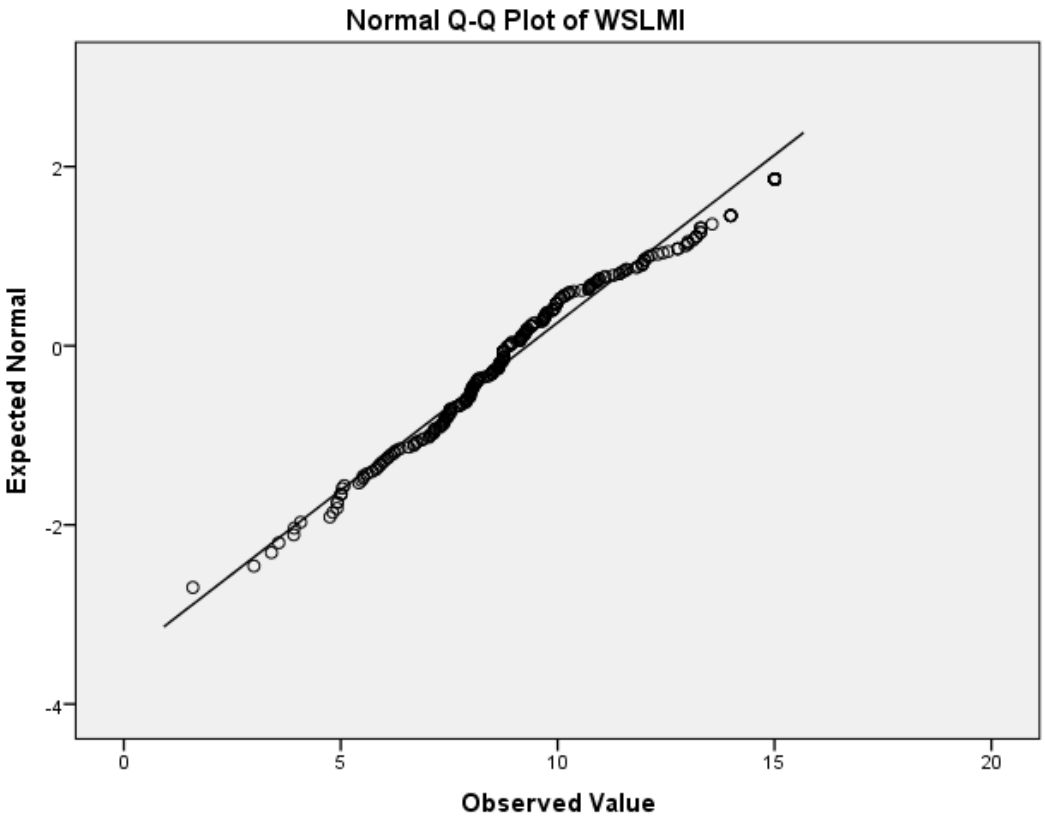

Figure 4.7 Normal Q-Q Plot of Labour Mobility Intentions (WSLMI) (Dependent Variable)

Based on literature review, descriptive analysis and correlation analysis, it is unlikely that financial compensation one of the independent variables was not a significant predictor of labour mobility intentions. The scenario would only arise if multi-co linearity is present. In correlation and regression analysis, it is possible that a linear dependence exists among the independent variables so that the correlation analysis among pairs of predictors becomes limiting. Linear dependence of the independent variables could possibly be present at the correlation and regression levels and remains undetected. This led to doing a variance inflation factor analysis (VIF), a rifely used measure of the degree of multi-co linearity of the independent variables in a regression model (Kimtai, 2014).

4.7.2 Variance Inflation Factor (VIF) Analysis

The VIF analysis indicates whether a predictor has a strong linear relationship with the other predictor(s). Although there are no hard and fast rules about what value of the VIF should cause concern, Myers (1990) suggests that a value of 10 is a good value at which to worry. Related to the VIF is the tolerance statistic, which is its reciprocal (1/VIF). As such, values below 0.1 indicate serious problems. Therefore, VIF analysis was conducted to determine whether any of the predictors had a strong linear relationship with the other predictor(s).

The results of VIF were as tabulated in table 4.5B. The study findings were in tandem with the observations that due to the high correlations between the variables, the study tested the multi-co linearity in the commitment model that includes both human resources practices and job satisfaction as independent variables by examining VIF and since there was no VIF results greater than 10, there was no multi- co linearity between the variables (Tung, Khuong , & Phuong, 2014). From the results in table 4.7B, no VIF was above 10 and no tolerance statistic was below 0.1. It was therefore concluded that no predictor had a strong linear relationship with any of the other predictor(s).

Table 4.5B: Results of VIF Analysis

Model		**Colinearity Statistics**	
		Tolerance	**VIF**
1	WSFC	0.236	4.242
	WSCP	0.131	7.659
	WSWE	0.174	5.762
	WSJD	0.174	5.731

4.7.3 Correlation Analysis of All Independent Variables and LMI

Correlation test shows the strength of the association between variables used. Inter correlations coefficients (*r*) were worked out by the means of Pearson's Product Moment. *R* within 0.10 to 0.29 was regarded as indicating a low degree of correlation, *r* bearing 0.30 to 0.49 was regarded as indicating a moderate degree of correlation and *r* of 0.50 to 1.00 was regarded as a high degree of correlation (Norizan, 2012; Cohen, 1996). Pearson correlation test was conducted to verify existence of relationship between the independent variables (financial compensation, career progression, work environment and job design) and the dependent variable [labour mobility intentions (LMIs)] of teachers in Kenya public tertiary institutions.

The correlation analysis resulted in a strong, negative linear correlation between financial compensation and LMIs ($r = - 0.835^{**}$, $p < 0.01$) as presented in table 4.5C, see also appendix (vi). This suggested that, when the financial compensation increased, the LMIs of the teachers of the Kenya's public tertiary institutions decreased. The findings for all relationships were in congruence with the results of a study by Izamoje (2011), in that there is a relationship (whether positive or negative), a statistically significant positive correlation between employees' levels of job enrichment and frequency of labour mobility ($r = .162$, $P < 0.001$). Thus, the higher the levels of employees' job enrichment the more increased their frequency of mobility in Nigeria.

In relation to career progression and LMIs, there was also a strong and negative linear correlation ($r = - 0.853$ **, $p < 0.002$). This implied that, when the career progression increased, the LMIs of the teachers of the Kenya's public tertiary institutions decreased. The results of this study coincided with those of another study that observed a significant weak positive correlation between job mobility and promotion satisfaction (-0.183^{*}, $p \leq 0.05$) (Ncede, 2013). It however disagreed with the findings which advanced that there exists a moderately strong and positive relationship ($r = 0.310$; $p < 0.05$) between career development opportunities and teachers' turnover (Muchemi *et al.,* 2012).

With regard to work environment, there was a strong, negative linear correlation which is significant between it and LMIs ($r = - 0.930^{**}$, $p < 0.01$). This inferred that, when the work environment improved, the LMIs of the teachers of the Kenya's public tertiary institutions decreased. The findings were also in agreement with a study that observed significantly low negative correlation exists between supervisor appreciation and turnover intention ($r= -0.204^{**}$, $p \leq 0.01$) (Ncede, 2013). While another study by Asgharian, *et al.* (2013) corroborated this one in that most of the respondents affirmed a correlation between workplace friendships and turnover intentions.

As for job design and LMIs, there was a strong and negative linear correlation ($r = - 0.773^{**}$, $p < 0.01$). This denoted that when the job design was enhanced, the LMIs of the teachers of the Kenya's public tertiary institutions decreased. The findings were in congruence with another study which discovered significant weak negative correlation exists between job mobility and meaningful work with a correlation co-efficient of $r = - 0.288^{**}$, ($p \leq 0.01$) (Ncede, 2013). The study also discovered that there was no multi – co linearity between any two independent variables since none of the Pearson figures was more than 0.9 (co linearity < than 0.9).

In reference to means; the mean value of financial compensation was 1.97 which is near to 2 and hence displaying the teachers discontentment with the financial compensation offered in relation to LMIs. Career progression on the other hand had a mean of 2.33 which is near 2, therefore inferring that the teachers were dissatisfied with career progression in relation to LMIs. Concerning work environment, the mean was 4.16 signifying that, the teachers were content with the work environment offered. Lastly on job design, the mean was 2.99, and closer to 3 hence indicating that teachers where neutral about the status of satisfaction or disgruntlement with the job design offered at the work stations.

Table 4.5C: Correlation Analysis of Independent Variables (Drivers) and LMIs

Variables	Pearson correlation	Sig. (2-tailed)	N	Mean
WSLMI and WSFC	- 0.835**	0.000	286	1.97
WSLMI and WSCP	- 0.853**	0.002	286	2.33
WSLMI and WSWE	-0.930**	0.000	286	4.16
WSLMI and WSJD	-0.773**	0.000	286	2.99

Where WSLMI is weighted summation of labour mobility intention, WSFC is weighted summation of financial compensation, WSCP is weighted summation of career progression, WSWE is weighted summation of work environment and WSJD weighted summation of job design variables. See the actual correlation table in appendix (vi)

**. Correlation is significant at the 0.01 level (2-tailed).

4.7.4 Regression Analysis of Financial Compensation against LMIs

As shown in table 4.5D, the adjusted R^2 value of 0.696 shows that 69.6% of the variation in LMIs is explained by the model: - $Y= \beta_0 + \beta_1 X_1 + \varepsilon$.. …… equation (iv) Where Y is LMIs, β_0 is the Y intercept, β_1 is the gradient of the regression line, X_1 is financial compensation and ε is the error term. These results show that an increase in financial compensation accounts for 69.6% of variation in LMIs of teachers in public tertiary institutions in Kenya. Other factors explain 30.4% of variation in LMIs (Sekaran & Bougie, 2013). And further to mean that there is a moderately strong relationship between the two variables.

ANOVA determines the variation within and between groups of data by comparing means (Saunders, *et al*, 2012). It also checks whether the regression model results in significantly better prediction using the 'F' value. The value measures the goodness of

the fit of the model. Table 4.5D also displays the results A, where the F test resulted in [F_{cal} = 422.743] > [F_{crit} = $_{(1, 285)}$ $^{(0.05)}$ which is 3.87]; p = 0.000 <0.05.

This was large enough to support the goodness of fit of the model in explaining the variance in the dependent variables. It denoted financial compensation as a useful predictor of LMIs. This therefore meant that there is a highly significant overall model at p = 0.000 <0.05 (Saunders, *et al.,* 2012). It was then inferred that the linear regression model results in significantly better prediction of LMIs than a model without a regressor.

In equation (iv) the β_0 is the Y intercept and this value is the value β for the constant. B_0 is reflected as 19.203 units to mean that, when there is no financial compensation, i.e. when X_1 = 0, the model predicts LMIs to be at 19.203 units. β - value tells to what degree financial compensation affects LMIs`. In this study financial compensation had a negative β_1-value (-0.783) indicating a significantly negative relationship and therefore, as financial compensation increased, LMIs decreased. In addition, as financial compensation increased by one unit, LMIs decreased by - 0.783 units.

If the β_1 - values are substituted in equation (iv), the model can be defined as follows: - Y= 19.203 - 0.783 (financial compensation). The study was in agreement with the results of a study that purported that pay satisfaction was negatively related to voluntary turnover intention (Kantor, 2013). It also coincided with the findings of that of Mosadeghrad (2013) in that if there is a fair compensation system that rightfully rewards their efforts, employee will have less intentions to leave.

Table 4.5D: Linear Regression Table for Financial Compensation; Model summary, ANOVA and Beta Coefficient

R	R Square	adjusted R Square	Std. Error of the Estimate
- 0.835	0.697	0.696	5.33459

Predictors: (Constant), WSFC

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16015.709	1	16015.709	422.743	0.000
Residual	10797.298	285	37.885		
Total	26813.006	286			

a. Dependent Variable: WSLMI

b. Predictors: (Constant), WSFC

Model	unstandardized coeffiecients		standardized coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	19.203	0.817		23.504	0.000
WSFC	- 0.783	0.038	- 0.439	- 20.561	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSFC is financial compensation

4.8 Career Progression (CP)

4.8.1 Regression analysis of LMIs on career progression

As shown in table 4.5E, the adjusted R^2 value of 0.727 shows that 72.7% of the variation in LMIs is explained by the model: -$Y= \beta_0 + \beta_2 X_2 + \varepsilon$ ……equation (v) Where Y is LMIs, β_0 is the Y intercept, β_2 is the gradient of the regression line, X_2 is career progression and ε is the error term. These results show that an increase in career progression accounts for 72.7% of variation in LMIs of teachers in public tertiary institutions in Kenya. Other factors could explain 27.3% of variation in LMIs (Sekaran & Bougie, 2013). And further to mean that there is a highly strong relationship between the two variables.

ANOVA determines the variation within and between groups of data by comparing means (Saunders, *et al.*, 2012). It also checks whether the regression model results in significantly better prediction using the 'F' value. The value measures the goodness of the fit of the model. Table 4.5E also displays the results of ANOVA, where the F test resulted in $[F_{cal} = 762.845] > [F_{crit} = {}_{(1, 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$. This was large enough to support the goodness of fit of the model in explaining the variation in the dependent variables. It denoted career progression as a useful predictor of LMIs.

This therefore meant that there is a highly significant overall model at $p = 0.000 < 0.05$ (Saunders, *et al.,* 2012). It was then concluded that the linear regression model results in significantly better prediction of LMIs than a model without a regressor. In equation (v) the β_0 is the Y intercept and this value is the value β for the constant. B_0 is reflected as 9.451 units and this means that, when there is no career progression, i.e. when $X_2 = 0$, the model predicts that LMIs will be at 9.451 units.

The β - value tells to what degree career progression affects LMIs. In this study, career progression had a negative β_2 -value (-0.692) inferring a significant negative relationship and therefore, as career progression increased, LMIs decreased. In addition, as career progression increases by one unit, LMIs decreases by -0.692 units. If the β_2 -values are substituted in equation (v), the model can be defined as follows: - Y= 9.451 - 0.692 (career progression). A study by Mosadeghrad (2013) corresponded with these findings in that unfair promotion policies perceived by employees increase turnover intentions.

This study however conflicted with the findings of another study by Obiero (2011) which intimated that the well trained and qualified workers were finding better paid jobs and so they left. Which further alluded that education was positively related to turnover, the higher the level of education an employee had, the higher the turnover tendency of such an employee, if other factors of job satisfaction were not addressed within the organization where they worked.

Table 4.5E: Linear Regression Table for Career Progression; Model summary, ANOVA and Beta Coefficient

R square	adjusted R Square	Std. Error of the Estimate
- 0.853	0.728	0.727	5.05853

a. Predictors: (Constant), WSCP

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	19520.220	1	19520.220	762.845	0.000
Residual	7292.787	285	25.589		
Total	26813.006	286			

a. Dependent Variable: WSLMI
b. Predictors: (Constant), WSCP

Model	unstandardized coeffiecients		standardized coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	9.451	0.788		11.985	0.000
WSCP	- 0.692	0.036	- 0.754	-19.222	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSCP is career progression

4.9 Work Environment

4.9.1 Regression Analysis of LMIs on Work Environment

As shown in table 4.5F the adjusted R^2 value of 0.864 shows that 86.4% of the variation in LMIs is explained by the model: $-Y= \beta_0 + \beta_3X_3+ \varepsilon$…..…… equation (vi) Where Y is LMIs, β_0 is the Y intercept, β_3 is the gradient of the regression line, X_3 is work environment and ε is the error term. These results show that an increase in work environment accounts for 86.4% of variation in LMIs of teachers in public tertiary institutions in Kenya. Other factors explain 13.6% of variation in LMIs (Sekaran & Bougie, 2013). And further to mean that there is a highly strong relationship between the two variables.

ANOVA determines the variation within and between groups of data by comparing means (Saunders, *et al.*, 2012). It also checks whether the regression model results in significantly better prediction using the 'F' value. The value measures the goodness of the fit of the model. Table 4.5F also displays the results of ANOVA, where the F test resulted in $[F_{cal} = 1821.223] > [F_{crit} = {}_{(1, 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$. This was large enough to support the goodness of fit of the model in explaining the variation in the dependent variables. It denoted work environment as a useful predictor of labour mobility intentions.

This therefore meant that there is a highly significant overall model at $p = 0.000 < 0.05$ (Saunders, *et al.*, 2012). It was then concluded that the linear regression model results in significantly better prediction of LMIs than a model without a regressor. In equation (vi) the β_0 is the Y intercept and this value is the value β for the constant. B_0 is reflected as 5.623 units and this means that, when there is no work environment compensation,

i.e. when $X_3 = 0$, the model predicts that LMIs will be at 5.623 units. The β - value tells to what extent work environment impacts LMIs. In this study, work environment had a negative β_3 -value (-0.163) indicating a significant negative relationship and therefore, as work environment improved, LMIs decreased. Additionally as work environment improves by one unit, LMIs decreases by -0.163 units. If the β_3 - values are substituted in equation (vi), the model can be defined as follows: - Y= Y= 5.623 - 0.163 (work environment). The results concurred with those of a study that found a statistically significant positive relationship between work environment and employee retention (β = 0.456, p- value = 0.05) (Msengeti & Obwogi, 2015).

Table 4.5F: Linear Regression Table for Work Environment; Model summary, ANOVA and Beta Coefficient

R	R Square	adjusted R Square	Std. Error of the Estimate
- 0.930	0.865	0.864	6.15510

a. Predictors: (Constant), WSWE

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	23184.850	1	23184.850	1821.223	0.000
Residual	3628.156	285	12.730		
Total	26813.006	286			

a. Dependent Variable: WSLMI
b. Predictors: (Constant), WSWE

Table 4.5F: (continued) Linear Regression Table for Work Environment; Model summary, ANOVA and Beta Coefficient

Model	unstandardized coeffiecients		standardized coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	5.623	0.281		20.010	0.000
WSWE	- 0.163	0.011	- 0.250	-14.818	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSWE is work environment

4.10 Job design (JD)

4.10.1 Regression Analysis of LMIs on Job Design

As shown in table 4.5G, the adjusted R^2 value of 0.596 shows that 59.6% of the variation in LMIs is explained by the model: $-Y= \beta_0 + \beta_4X_4+ \varepsilon$ …… equation (vii) Where Y is LMIs, β_0 is the Y intercept, β_4 is the gradient of the regression line, X_4 is job design and ε is the error term. These results denote that an increase in job design accounts for 59.6% of variation in LMIs of teachers in public tertiary institutions in Kenya. Other factors explain 40.4% of variation in LMIs (Sekaran & Bougie, 2013). And further to mean that there is a moderately strong relationship between the two variables.

ANOVA determines the variation within and between groups of data by comparing means (Saunders, *et al*, 2012). It also checks whether the regression model results in significantly better prediction using the 'F' value. The value measures the goodness of

the fit of the model. Table 4.5G also displays the results of ANOVA, where the F test resulted in [F_{cal} = 657.200] > [F_{crit} = $_{(1, 285)}$ $^{(0.05)}$ which is 3.87]; p = 0.000 <0.05.

This was large enough to support the goodness of fit of the model in explaining the variation in the dependent variables. It denotes job design is a useful predictor of LMIs. This therefore meant that there is a highly significant overall model at p = 0.000 <0.05 (Saunders, et al, 2012). It was then concluded that the linear regression model results in significantly better prediction of LMIs than a model without a regressor. In equation (vii) the β_0 is the Y intercept and this value is the value β for the constant. B_0 is reflected as13.563 units and this means that, when there is no job design, i.e. when X_4 = 0, the model predicts that LMIs will be at 13.563 units.

The β - value tells to what extent job design impacts LMIs. In this study, job design had a negative β_4 -value (-0.820) indicating negative relationship and therefore, as job design gets enhanced, LMIs decreased. Additionally, as job design gets enhanced by one unit, LMIs decreases by -0.820 units. If the β_4 -values are substituted in equation (vii), the model can be defined as follows: - Y= 13.563 - 0.820 (job design).

The study findings concurred with the conclusion reached by Jayawardana and O'Donnell (as cited by Izamoje, 2011) in their study of job enrichment and workplace performance in Sri Lanka garment industry where it was observed that; high level of experimentation with job enrichment resulted in increased productivity and reduction in levels of labour mobility and absenteeism. The study findings also corroborated with another study by Gwavuya (2011) on leadership influences on turnover intentions of academic staff in institutions in Zimbabwer, which identified a causal relationship between job stress and turnover intentions.

Table 4.5G: Linear Regression Table for Job Design; Model summary, ANOVA and Beta Coefficient

R	R Square	adjusted R Square	Std. Error of the Estimate
- 0.773	0.597	0.596	3.56796

a. Predictors: (Constant), WSJD

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	18702.512	1	18702.512	657.200	0000
Residual	8110.495	285	28.458		
Total	26813.006	286			

a. Dependent Variable: WSLMI

b. Predictors: (Constant), WSJD

Model	unstandardized coeffiecients		standardized coeffiecients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	13.563	0.835		16.243	0.000
WSJD	-0.820	0.070	- 0.791	-11.705	0.000

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions and WSJD is job design

4.11 Combined Effect of All Independent Variables on the Dependent Variable

4.11.1 Multiple Regression Analysis of LMIs on All Independent Variables

H_a: *There is a significant relationship between all the independent variables and the dependent variable of teachers in public tertiary institutions in Kenya.* To test this hypothesis, linear regression was conducted to determine the level of significance of the relationship between all independent variables(drivers) and LMIs of the teachers in Kenya's public tertiary institutions. As shown in table 4.6 β_1 = - 0.398 (Financial compensation) - 0.333 (Career progression) - 0.226 (Work environment) - 0.524 (Job design), p = 0.000. Since p-values were less than 0.05 (0.000 < 0.05), the null hypothesis was rejected and therefore concluded that, there was a significant negative relationship between all drivers and LMIs of the teachers in Kenya's public tertiary institutions.

The overall regression model was denoted as: -

$Y= \beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3X_3+ \beta_4X_4+ \varepsilon$ …….equation (vi)

Where, Y is LMIs, X_1 is financial compensation, X_2 is career progression, X_3 is work environment, X_4 is job design, ε is the error component, β_0 is they-intercept (constant) whose influence on the model is insignificant, β_1, β_2, β_3 and β_4 are the model coefficients which are sufficiently large as to have a significant influence on the model. As shown in table 4.6, all independent variables combined explain the R^2 value of 0.867 which shows that the overall model explains 86.7% of the variation in the dependent variable.

On the other hand the remaining 13.3% can be explained by other factors not included in this study. They can be explored by other researchers who would wish to carry out a study on LMIs (Sekaran & Bougie, 2013). This is validated by another study by Jeen (2014) which affirmed that the R square value was 0.365 therefore confirming that the factor considered had influence on turn over intentions

ANOVA determines the variation within and between groups of data by comparing means (Saunders, *et al*, 2012). It also checks whether the regression model results in significantly better prediction using the 'F' value. The value determines how much variability the model can explain relative to how much it cannot explain, in other words, to measure the goodness of the fit of the model. Table 4.6 displays the results of ANOVA, where the F test resulted in $[F_{cal} = 466.680] > [F_{crit} = {}_{(1,\ 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$.

This was large enough to support the goodness of fit of the model in explaining the variation in the dependent variables. This validates that all the four independent variables [financial compensation (FC), career progression (CP), work environment (WE), job design (JD)] are useful predictors of LMIs of teachers of public tertiary institutions in Kenya. This therefore meant that, there is a highly significant overall model at 0.000 (Saunders, et al, 2009). Although the model is valid, all the predictor together can only explain up to 86.7% of the variation in LMIs. 13.3% would have to be explored by other researchers in other variables.

The results of this study concurred with those of a study by Tariq & Riaz (2013) which concluded that the F-test value was 20.691 which was significant because the significance level was = 0.000 which was less than 0.05. Therefore null hypothesis was rejected and alternative hypothesis was accepted, meaning that inefficient organizational performance was positively associated with employee turnover, work load, work stress, inappropriate salary and family conflict. This also implied that the correlation between dependent variable and independent variables was statistically significant and that the regression model was valid.

Table 4.6 also provides details of the overall regression model parameters (the beta values) and the significance of these values. The β_1, β_2, β_3 and β_4 values represent the gradients of the regression lines. Although these values are the slopes of the regression

lines, it is more useful to think of these values as representing the change in the outcome associated with a unit change in each of the predictors.

In this study, all the four predictors have negative β-values indicating negative relationships. As financial compensation increases, LMIs decrease; as career progression increases, LMIs decreases, as work environment improves LMIs goes down and finally, as job design is enhanced, LMIs decreases. The value β_1 = -0.398, indicates that as financial compensation increases by one unit, LMIs decrease by - 0.398units. This interpretation is true only if the effects of career progression, work environment and job design are held constant. The value β_2 = - 0.333, indicates that as career progression increases by one unit, LMIs decrease by -0.333units.

This interpretation is true only if the effects of financial compensation, work environment and job design are held constant. The value β_3 = -0.226, indicates that as work environment improves by one unit, LMIs goes down by -0.226 units. This interpretation is true only if the effects of financial compensation, career progression and job design are held constant. The value β_4 = -0.524, indicates that as job design is enhanced by one unit, LMIs decreases by -0.524 units. This interpretation is true only if the effects of financial compensation, career progression and work environment are held constant.

For the overall regression model, financial compensation ($t_{calc\ (282)}$ = -2.477), career progression ($t_{calc\ (282)}$ = -4.826,) work environment ($t_{calc\ (282)}$ = -5.016) and job design ($t_{calc\ (282)}$ = -4.670). They were all highly significant predictors of LMIs since their calculated t values were less than the critical t - value of - 1.96 at 5% level of significance. This was further interpreted as a highly significant negative relationship between all the independent variables and LMIs. The results (with specific reference to the financial compensation variable) are in congruence with a study that affirms that the performance of the employee (β_4) = .090 or 9.0 % which means that one percent employee salary creates organization performance by 9 % if other variables are kept constant.

The results were also in tandem with that the regression model was valid. The findings however differ in the t – test with those of the same study, since the t test value from it was 0.859 which is positive but insignificant at 0.373 at significance level P≤.005 since the value was less than 0.005. It implies that the relationship between employee salary level and organizational performance is positive but insignificant (Tariq & Riaz, 2013).

Table 4.6: Multiple Regression Table for all variables; Model summary, ANOVA and Beta Coefficient

R	R Square	adjusted R Square	Std. Error of the Estimate
- 0.932	0.869	0.867	3.53251

a. Predictors: (Constant), WSJD, WSWE, WSFC, WSCP

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	23294.041	4	5823.510	466.680	.000[c]
Residual	3518.966	282	12.479		
Total	26813.006	286			

a. Dependent Variable: WSLMI

b. Predictors: (Constant), WSJD, WSWE, WSFC, WSCP

Table 4.6: (continued) Multiple Regression Table for all variables; Model summary, ANOVA and Beta Coefficient

Model	unstandardized Coeffiecients		standardized coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	14.078	1.650		8.505	0.000
WSFC	-0.398	0.160	-0.294	-2.477	0.005
WSCP	-0.333	0.069	-0.235	-4.826	0.000
WSWE	-0.226	0.045	-0.096	-5.016	0.000
WSJD	-0.524	0.112	-0.453	-4.670	0.019

a. Dependent Variable: WSLMI

Where WSLMI is labour mobility intentions, WSWE represents the work environment, WSJD job design, WSFC financial compensation and WSCP career progression.

The raw overall regression model was as follows: -

$Y= \beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3X_3+ \beta_4X_4+ \varepsilon$ …….equation (vi)

Where: Y is labour mobility intentions, X_1 is financial compensation, X_2 is career progression, X_3 is work environment, X_4 is job design, while ε is the error term, β_0 the y-intercept (constant) whose influence on the model is insignificant. β_1, β_2, β_3 and β_4 are the model coefficients which are sufficiently large as to have a significant influence on the model. Therefore the estimated optimal regression model was given by:

Labour mobility intentions = $\beta_0 + \beta_1$ Financial compensation + β_2 Career progression + β_3 Work environment + β_4 Job design.

Where upon substituting the β values

LMIs = 14.078 - 0.398 (Financial compensation) - 0.333 (Career progression) - 0.226 (Work environment) - 0.524 (Job design).

The model also displays the constant (14.078) as the predicted value LMIs, when all other variables are 0. In identifying the usefulness of the predictors, it is recommended to look for t values that are well below -1.96 or above + 1.96 (Cohen & Cohen, 1983). The results in table 4.22, shows that all variable financial compensation (t = - 2.477), career progression (t = - 4.826) work environment (t = - 5.016) and job design (t = - 4.670) have t-values within that range and in this study's case particularly inclined to the negative end. This hence qualifies all of them as significant predictors LMIs. It also infers that when teachers have an increase in provision of reward systems, their LMIs decrease by those t values respectively.

4.12 Testing of The Moderating Variable to Determine its Effect on the Independent and Dependent Variables

To examine the moderating effects of leadership on the relationship between independent variables (Financial compensation, Career progression, Work environment and Job design) and dependent variable (Labour mobility intentions), a multiple regression analysis was conducted in this study. Leadership interacted with the variables to bring changes in the direction or in the magnitude of the relationship between independent and dependent variables.

H_a: *Leadership does moderate the relationship between reward systems and LMIs of teachers in public tertiary institutions in Kenya.* The study used the moderated multiple

regression (MMR) and ordinary least-squares (OLS) models to find out if this was the case where

OLS model: $Y = \beta_0 + \beta_1 X + \beta_2 Z + \varepsilon$ (1)……..equation (vii)

To determine the presence of moderating effect, the OLS model was then be compared with the MMR model which was represented by equation (viii) below:

MMR model: $Y = \beta_0 + \beta_1 X + \beta_2 Z + \beta_3 X*Z + \varepsilon$ (2)……..equation (viii)

Where,

Y = LMIs (Occupational mobility, Geographical mobility and Industrial mobility)

X = Drivers (Financial Compensation, Career Progression, Work Environment, Job Design),

Z = a hypothesized binary grouping moderator (Leadership i.e. Inspired team**,** Proper and adequate Communication**,** Leadership style)

X*Z = the product between the predictors (Drivers * Leadership),

β_0 = the intercept of the line-of-best-of-fit which represents the value of Y when X = 0,

β_1 = the least-squares estimate of the population regression coefficient for X,

β_2 = the least-squares estimate of the population regression coefficient for Z,

β_3 = the sample-base least-squares estimates of the population regression coefficient for the product term, and

ε = the error term.

4.12.1 Moderating Effect of Leadership in the Relationship between Financial Compensation and LMIs

To explore the moderator effect of a moderator on the relationship between and independent variable and dependent variable, the latter variable should be regressed on the independent variable and the moderator, and then on the interaction of these two predictors. The product of the two predictors carries the interaction effect after these two predictors have been first entered into the regression equation. Evidence for a moderator effect is found when there is a significant increase in the multiple R^2 after entering the interaction term (SreeRekha & Kamalanabhan, 2013).

Tables 4.7A and table 4.7B show the model summary of the *hypothesis that leadership does moderate the relationship between reward systems LMIs of teachers in public tertiary institutions in Kenya.* They further display that for **Model 1**, $R^2 = 0.796$ and [$F_{cal} = 559.521$] >[$F_{crit} = {}_{(1,\ 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.009 < 0.05$. This R^2 means that 79.6% of the variance in LMIs was explained by financial compensation and leadership. **Model 2** shows the results after the interaction term (financial compensation *leadership) was included in the equation. This was in contrast with a study done on the employee turnover intention whose findings showed no significant moderation effect which subsequently led to one of the hypotheses not being supported (SreeRekha & Kamalanabhan, 2013).

The tables also revealed that the inclusion of the interaction term resulted in an R^2 change of 0.057 which was from 0.796 to 0.853 and [$F_{cal} = 553.273$] > [$F_{crit} = {}_{(1,\ 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$. The results showed a significant presence of moderating effect. The moderating effect of leadership explained 5.7% variance in LMIs above and beyond the variance by financial compensation and leadership. Thus, the null hypothesis was rejected and the research hypothesis concluded to be true and hence insinuating; leadership moderates the relationship between financial compensation and LMIs. Tables 4.7A and table 4.7B further depicts the results of coefficients of the regression equations (vii) and (viii) from Model 1 and Model 2 respectively.

Model 1 indicates that leadership was statistically significant (p = 0.000< 0.05; β value = -0.276); financial compensation was statistically significant (p = 0.009< 0.05; β value = -0.125). This shows that for a 1- point increase in financial compensation, LMIs is predicted to have a decrease by -0.125, given that leadership was held constant. The regression coefficient associated with leadership and LMIs is -0.276, given that financial compensation was held constant.

Upon substitution in equation (vii), it displayed: -

Labour mobility intentions = -0.125 (financial compensation) - 0.276) (leadership)……..…equation (ix)

Model 2 shows the results after the interaction term (financial compensation*leadership) was introduced in the equation. Financial compensation was found to be highly significant (p = 0.000 < 0.05, Beta value = -0.565), Leadership was found to be significant (p = 0.000 < 0.05, β value = -0.647), Financial compensation*Leadership was found to be significant (p = 0.000 <0.05, β value = -0.043). Upon substitution in equation (viii), it displayed: -

Labour mobility intentions = -0.565 (Financial compensation) - 0.647 (Leadership) - 0.043 (Financial compensation*Leadership)……....equation (x)

Table 4.7A: Variation in the Moderated Regression Model and Beta Coefficients for Financial Compensation (OLS Model 1)

R	**R^2**	**F – value**	**Constant**	**WSL**	**WSFC**
-0.893	0.796	559.521	10.371		
β coefficient				-0.276	-0.125
P- value		0.000	0.000	0.000	0.009

Dependent variable: WSLMI

Predictors: (Constant), WSL, WSFC

Where WSLMI is labour mobility intentions, WSFC financial compensation and WSL leadership

Table 4.7B: Variation in the Moderated Regression Model and Beta Coefficients for Financial Compensation (MMR Model 2)

R	R^2	F – value	Constant	WSFC	WSL	FCL
-0.924	0.853	553.273	14.028			
β coefficient				-0.565	-0.647	-0.043
P- value		0.000	0.000	0.000	0.000	0.000

Dependent variable: WSLMI

Predictors: (Constant), FCL, WSL, WSFC

Where WSLMI is labour mobility intentions, WSFC financial compensation and WSL leadership and FCL financial compensation *leadership

4.12.2 Moderating Effect of Leadership in the Relationship between Career Progression and LMIs

Tables 4.7C: and table 4.7D: show the model summary of the *hypothesis that leadership does moderate the relationship between reward systems and LMIs of teachers in public tertiary institutions in Kenya.* They further display that for **Model 1**, $R^2 = 0.796$ and [$F_{cal} = 596.459$] >[$F_{crit} = {}_{(1, 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$. This R^2 means that 80.6% of the variance in LMIs was explained by career progression and leadership.

Model 2 shows the results after the interaction term (career progression *leadership) was included in the equation. This was in contrast with a study done on 'a study on the employee turnover intention in ites/bpo sector' whose findings showed no significant moderation effect which subsequently led to one of the hypotheses not being (SreeRekha & Kamalanabhan, 2013).

The tables also revealed that the inclusion of the interaction term resulted in an R^2 change of 0.065 which was from 0.806 to 0.871 and $[F_{cal} = 645.376] > [F_{crit} = {}_{(1,\ 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$. The results showed a significant presence of moderating effect. The moderating effect of leadership explained 6.5% variance in LMIs above and beyond the variance by career progression and leadership.

Thus, the null hypothesis was rejected and therefore concluded that, leadership moderates the relationship between career progression and LMIs. Contrary to the findings of this study, a study by Ncede (2013) found no significant relationship between promotion satisfaction and turnover intention. Tables 4.7C: and table 4.7D: further depicts the results of coefficients of the regression equations (vii) and (viii) from Model 1 and Model 2 respectively.

Model 1 indicates that leadership was statistically significant ($p = 0.000 < 0.05$; β value = -0.387); career progression was statistically significant ($p = 0.009 < 0.05$; β value = -0.323). This shows that for a 1- point increase in career progression, the LMIs is predicted to have a decrease by -0.323, given that leadership was held constant. The regression coefficient associated with leadership and LMIs is - 0.387, given that career progression was held constant.

Upon substitution in equation (vii), it displayed: - Labour mobility intentions = -0.323 (career progression) - 0.387 (leadership)……equation (xi)

Table 4.7C: Variation in the Moderated Regression Model and Beta Coefficients For Career Progression (OLS Model 1)

R	R2	F – Value	Constant	WSL	WSCP
- 0.899	0.806	596.459	11.130		
β coefficient				-0.387	-0.323
P value		0.000	0.000	0.000	0.000

a. Dependent variable: WSLMI
b. Predictors: (Constant), WSL, WSCP

Where WSLMI is labour mobility intentions, WSL is leadership and WSCP career progression

Model 2 shows the results after the interaction term (career progression *leadership) was introduced in the equation. career progression was found to be highly significant ($p = 0.000 < 0.05$, Beta value = -0.647), Leadership was found to be significant ($p = 0.000 < 0.05$, Beta value = -0.432), career progression *Leadership was found to be significant ($p = 0.000 < 0.05$, Beta value = - 0.055).

Upon substitution in equation (viii), it displayed: - Labour mobility intentions = -0.647 (career progression) - 0.432 (Leadership) - 0.055 (Career progression *Leadership)……..…….....equation (xii)

Table 4.7D: Variation in the Moderated Regression Model and Beta Coefficients for Career Progression (MMR Model 2)

R	R^2	F – value	Constant	WSL	CPL	WSCP
-0.934	0.871	645.376	12.084			
β coefficient				-0.432	-0.055	-0.647
P- value		0.000	0.000	0.000	0.000	0.000

a. Dependent variable: WSLMI
b. Predictors: (Constant), CPL, WSL, WSCP

Where WSLMI is labour mobility intentions, WSL is leadership and CPL leadership* career progression and WSCP career progression

4.12.3 Moderating Effect of Leadership in the Relationship between Work Environment and LMIs

Tables 4.7E: and table 4.7F: show the model summary of the *hypothesis that leadership does moderate the relationship between reward systems and LMIs of teachers in public tertiary institutions in Kenya.* They further display that for **Model 1,** $R^2 = 0.866$ and [$F_{cal} = 923.976$] > [$F_{crit} = (1, 285)$ which is 3.87]; $p = 0.000 < 0.05$. This R^2 means that 86.6% of the variance in LMIs was explained by work environment and leadership. **Model 2** shows the results after the interaction term work environment *leadership) was included in the equation.

This was in contrast with a study done on 'a study on the employee turnover intention in ites/bpo sector' whose findings showed no significant moderation effect which subsequently led to one of the hypotheses not being supported (SreeRekha & Kamalanabhan, 2013).

The tables also revealed that the inclusion of the interaction term resulted in an R^2 change of 0.032 which was from 0.866 to 0.898 and [$F_{cal} = 645.376$] > [$F_{crit} = {}_{(1, 285)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$. The results showed a significant presence of moderating effect. The moderating effect of leadership explained 3.2% variance in LMIs above and beyond the variance by work environment and leadership. Thus, the null hypothesis was rejected and therefore concluded that the research hypothesis is true and that, leadership moderates the relationship between work environment and labour mobility intentions.

The results are partially tandem with those or studies on "examining the effect of workplace friendships and job embeddedness on turnover intention, the case of Mashhad as a tourist destination in Iran" which asserted that there is a direct relationship between workplace friendships turnover intention (Asgharian *et al,* 2013). Ncede (2013) also in her study discovered a significantly low negative correlation between supervisor appreciation and turnover intention (r= -0.204**, $p \leq 0.01$).

Tables 4.7E and table 4.7F further depicts the results of coefficients of the regression equations (vii) and (viii) from Model 1 and Model 2 respectively. **Model 1** indicates that leadership was statistically significant ($p = 0.035 < 0.05$; β value = -0.082); work environment was statistically significant ($p = 0.009 < 0.05$; β value = -0.400). This shows that for a 1- point improvement in work environment, the LMIs is predicted to have a decrease by -0.400, given that leadership was held constant. The regression coefficient associated with leadership and LMIs is -0.082, given that work environment was held constant. Upon substitution in equation (vii), it displayed: -

LMIs = -0.400 (work environment) - 0.082 (leadership) ……equation (xiii)

Model 2 shows the results after the interaction term (work environment *leadership) was introduced in the equation. Work environment was found to be highly significant ($p = 0.000 < 0.05$, Beta value = -0.461), Leadership was found to be significant ($p = 0.000 < 0.05$, β value = -0.442), Work environment *Leadership was found to be significant ($p = 0.000 < 0.05$, β value = -0.021).

Upon substitution in equation (viii), it displayed: - LMIs = -0.461 (Work environment) - 0.442(Leadership) - 0.021(Work environment *Leadership)……..equation (xiv)

Table 4.7E: Variation in the Moderated Regression Model and Beta Coefficients for Work Environment (OLS Model 1)

R	R^2	F – value	Constant	WSL	WSWE
-0.931	0.866	923.976	11.987		
β coefficient				-0.082	-0.400
P- value		0.000	0.000	0.035	0.000

a. Dependent variable: WSLMI

b. Predictors: (Constant), WSL, WSWE

Where WSLMI is labour mobility intentions, WSWE is work environment and WSL leadership

Table 4.7F: Variation in the Moderated Regression Model and Beta Coefficients For Work Environment (MMR Model 2)

R	R^2	F – value	Constant	WSL	WEL	WSWE
-0.948	0.898	842.986	15.001			
β coefficient				-0.442	-0.021	-0.461
P- value		0.000	0.000	0.000	0.000	0.000

a. Dependent variable: WSLMI

b. Predictors: (Constant), WEL, WSL, WSWE

Where WSLMI is labour mobility intentions, WSWE is work environment and WSL leadership and WEL work environment *leadership

4.12.4 Moderating Effect of Leadership in the Relationship between Job Design and LMIs

Tables 4.7G and table 4.7H show the model summary of the *hypothesis: leadership does moderate the relationship between drivers and LMIs of teachers in public tertiary institutions in Kenya.* They further display that for **Model 1**, R^2 = 0.801 and [F_{cal} = 575.163] > [$F_{crit} = {}_{(1,\ 285)}{}^{(0.05)}$ which is 3.87]; p = 0.000 < 0.05. This R^2 means that 80.1% of the variance in LMIs was explained by job design and leadership. This was in contrast with a study done on 'a study on the employee turnover intention in ites/bpo sector' whose findings showed no significant moderation effect which subsequently led to one of the hypotheses not being supported (SreeRekha & Kamalanabhan, 2013).

Model 2 shows the results after the interaction term job design *leadership) was included in the equation. The tables also revealed that the inclusion of the interaction term resulted in an R^2 change of 0.056 which was from 0.801 to 0.857 and [F_{cal} = 573.125] > [$F_{crit} = {}_{(1,\ 285)}{}^{(0.05)}$ which is 3.87]; p = 0.000 <0.05. The results showed a significant presence of moderating effect. The moderating effect of leadership explained 5.6% variance in LMIs above and beyond the variance by job design and leadership.

Thus, the null hypothesis was rejected and therefore concluded that, leadership moderates the relationship between job design and LMIs. Tables 4.7G and table 4.7H further depicts the results of coefficients of the regression equations (vii) and (viii) from Model 1 and Model 2 respectively. **Model 1** indicates that leadership was statistically significant (p = 0.035 < 0.05; β value = -0.425); job design **as** statistically significant (p = 0.009 < 0.05; β value = - 0.454).

This shows that for a 1- point enhancement in job design, the LMIs is predicted to have a decrease by - 0.454, given that leadership was held constant. The regression coefficient associated with leadership and LMIs is -0.425, given that job design was held constant. Upon substitution in equation (vii), it displayed: Labour mobility intentions = - 0.454 (job design) - 0.425 (leadership) ……..…… equation (xiii)

Model 2 shows the results after the interaction term (job design *leadership) was introduced in the equation. Job design was found to be highly significant (p = 0.000 < 0.05, β value = -1.687), Leadership was found to be significant (p = 0.000 < 0.05, β value = -0.537), Job design*Leadership was found to be significant (p = 0.000 <0.05, β value = -0.091). Upon substitution in equation (viii), it displayed: -

Labour mobility intentions = -1.687 (Job design) -0.537 (Leadership) - 0.091 (Job design *Leadership)……....equation (xiv)

Table 4.7G: Variation in the Moderated Regression Model and Beta Coefficients for Job Design OLS Model 1

R	R2	F – Value	Constant	WSL	WSJD
- 0.896	0.801	575.163	13.231		
β coefficient				-0.425	-0.454
P value		0.000	0.000	0.000	0.000

a. Dependent variable: WSLMI
b. Predictors: (Constant), WSL, WSJD

Where WSLMI is labour mobility intentions, WSL is leadership and WSJD job design

Table 4.7H: Variation in the Moderated Regression Model and Beta Coefficients for Job Design (MMR Model 2)

R	R^2	F – value	Constant	WSL	WSJD	JDL
-0.927	0.857	573.125	18.608			
β coefficient				-0.537	-1.687	-0.091
P- value		0.000	0.000	0.000	0.000	0.000

a. Dependent variable: WSLMI

c. Predictors: (Constant), JDL, WSL, WSJD

Where WSLMI is labour mobility intentions, WSL is leadership and WSJD job design and JDL job design *leadership

4.12.5 Moderating Effect of Leadership in the Relationship between All Drivers and LMIs

Model 1, $R^2 = 0.868$ and $[F_{cal} = 373.366] > [F_{crit} = {}_{(1, 281)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$ (Table 4.7I and Table 4.7K). This R^2 means that 86.8% of the variance in labour mobility intentions was explained by rewards and leadership. **Model 2** shows the results after the interaction term (rewards *leadership) was included in the equation. The results in the tables also revealed that the inclusion of the interaction term resulted in an R^2 change of 0.033 which was from 0.868 to 0.901 and $[F_{cal} = 281.525] > [F_{crit} = {}_{(1, 281)}{}^{(0.05)}$ which is 3.87]; $p = 0.000 < 0.05$.

The results also showed a significant presence of moderating effect. The moderating effect of leadership explained 3.3% variance in LMIs above and beyond the variance by drivers and leadership (Table 4.7J and Table 4.7L). Thus, the null hypothesis was rejected and therefore concluded that, leadership moderates the relationship between drivers and LMIs. Tables 4.7M and table 4.7N further depict the results of coefficients from Model 1 and Model 2 respectively.

The raw regression equation model used in the study was;

OLS Model 1: $Y = \beta_0 + \beta_1 X + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_2 Z + \varepsilon$ (1)……equation (ii)

and

MMR model 2: $Y = \beta_0 + \beta_1 X + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_2 Z + \beta_3 X*Z + \varepsilon$ (2)…… equation (iii)

Model 1 shows the results after the interaction of all the variables.

Financial compensation was found to be significant (p = 0.000 < 0.05, β value = -0.467),

Career progression was found to be significant (p = 0.000 < 0.05, β value = -0.402),

Work environment was found to be highly significant (p = 0.000 < 0.05, β value = -0.243) and

Job design was found to be significant (p = 0.000 < 0.05, β value = -0.522), while

Leadership was found to be significant (p = 0.000 < 0.05, β value = -0.201).

This shows that for a 1 point enhancement in financial compensation, career progression, work environment or job design, the LMIs is predicted to have a decrease by - 0.467, - 0.402, - 0.423. – 0.522 respectively given that LMIs were held constant. These findings concurred with those of a study that discovered a direct negative relationship between leadership behaviors (transformational and transactional) and voluntary organizational turnover intentions (Wells & Peachey, 2011).

Findings in table 4.7M revealed the result of the coefficient of the OLS regression analysis, financial compensation (β = - 0.467, p < 0.001), career progression (β = - 0.402, p < 0.001), work environment (β = - 0.243, p < 0.001) and job design (β = - 0.522, p < 0.001) had a negative effect on LMIs, indicating that the teachers who get adequate access to the mentioned rewards, reduce their need to leave the public tertiary institutions.

Upon substitution in equation (xv), it displayed: -

LMIs = 16.124 -0.467 (financial compensation) - 0.402 (Career progression) - 0.243 (Work environment) - 0.522 (Job design) - 0.201(Leadership) …….. equation (xv)

Findings in table 4.7N revealed the results of the coefficients of the MMR regression (Model 2) analysis,

financial compensation (β = - 0.513, p < 0.030), career progression (β = - 0.483, p < 0.003), work environment (β = - 0.301, p < 0.001), job design (β = - 0.698, p < 0.032), leadership (β = - 0.261, p < 0.001), work environment*leadership (β = - 0.250, p < 0.000), career progression* leadership (β = - 0.268, p < 0.002), financial compensation*leadership (β = - 0.278, p < 0.007), job design*leadership (β = - 0.289, p < 0.005).

Upon substitution in equation (xv), it displayed: -

Labour mobility intentions = 9.078 + (-0.301*WE) + (-0.483*CP) + (-0.513*FC) + (-0.698*JD) + (-0.261*L) + (-0.0250*WEL) + (-0.268*CPL) + (-0.278*FCL) + (-0.289*JDL) ……...……....equation (xv)

Table 4.7I: Variation of the Overall Regression Model 1 (OLS)

R	R Square	adjusted R Square	Std. Error of the Estimate
- 0.932	0.868	0.869	3.53324

a. Predictors: (Constant), WSL, WSJD, WSWE, WSFC, WSCP

Table 4.7J: Variation of the Overall Regression Model 2 (MMR)

R	R Square	adjusted R Square	Std. Error of the Estimate
- 0.949	0.901	0.898	3.08862

a. Predictors: (Constant), JDL, CPL, WSL, FCL, WEL, WSL, WSJD, WSWE, WSFC, WSCP

Table 4.7K: Significance of the Overall Regression Model 1 (OLS) in Prediction of LMIs

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	23305.068	5	4661.014	373.366	0.000
Residual	3507.938	281	12.484		
Total	26813.006	286			

a. Dependent Variable: WSLMI

b. Predictors: (Constant), WSL, WSJD, WSWE, WSFC, WSCP

Table 4.7L: Significance of the Overall Regression Model 2 (MMR) in Prediction of LMIs

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	24170.553	9	2685.617	281.525	0.000
Residual	2642.454	277	9.540		
Total	26813.006	286			

a. Dependent Variable: WSLMI

b. Predictors: (Constant), JDL, CPL, WSL, FCL, WEL, WSL, WSJD, WSWE, WSFC, WSCP

Table 4.7M: Overall Regression Model 1 (OLS) Beta Coefficients

Model	unstandardized Coeffiecients		standardized coefficients		
	β	**Std. Error**	**Beta**	**t**	**Sig.**
1 (Constant)	16.124	1.298		12.420	0.000
WSFC	-0.467	0.157	-0.932	-2.971	0.035
WSCP	-0.402	0.250	-0.148	-1.608	0.018
WSWE	-0.243	0.032	-0.132	-7591	0.001
WSJD	-0.522	0.101	-0.354	-5.165	0.004
WSL	-0.201	0.098	-0.431	-2.051	0.000

a. Dependent Variable: WSLMI

Table 4.7N: Overall Regression Model 2 (MMR) Beta Coefficients

Model	unstandardized Coeffiecients		standardized coefficients		
	β	Std. Error	Beta	t	Sig.
1 (Constant)	9.078	1.186		7.650	0.000
WSFC	-0.513	0.149	-0.256	-3.443	0.030
WSCP	-0.483	0.122	-0.401	-3.959	0.003
WSWE	-0.301	0.098	-0.107	-3.071	0.001
WSJD	-0.698	0.275	-0.576	-2.538	0.032
WSL	-0.261	0.125	-0.711	-2.088	0.001
FCL	-0.278	0.098	-0.023	-2.837	0.007
CPL	-0.268	0.081	-0.632	-3.307	0.002
WEL	-0.250	0.113	-0.662	-2.212	0.000
JDL	-0.289	0.065	-0.019	-4.583	0.005

a. Dependent Variable: WSLMI

Optimal model

From the findings in this chapter, the revised model based on multiple moderated regression (MMR) analysis with leadership as a moderator is

Optimal model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 Z + \beta_6 X_6 * Z + \beta_7 X_7 * Z + \beta_8 X_8 * Z + \beta_9 X_9 * Z + \varepsilon$$

Upon substitution:

$$Y = 9.078 - (0.301*WE) - (0.483*CP) - (0.513*FC) - (0.698*JD) - (0.261*L) - (0.0250*WEL) - (0.268*CPL) - (0.278*FCL) - (0.289*JDL) + \varepsilon$$

Where

Y = Labour mobility intentions

WE = Work environment

CP = Career progression

FC = Financial compensation

JD = Job design

L = Leadership

WEL = Work environment * Leadership

CPL = Career progression * Leadership

FCL = Financial compensation * Leadership

JDL = Job design * Leadership

The findings reported work environment as the most significant variable since it had a P - value that was most significant at 0.05 level of significance (P: 0.001<0.05), before a moderator was applied and even with the inclusion of leadership as a moderator, it still emerged the best of all other variables with a P - value of 0.000 (p: 0.000<0.05).The least significant variable without the moderator was job design with a P - value of (p:

0.032<0.05) and with the effect of a moderator, financial compensation emerged the least significant with a P - value of 0.007 (p: 0.007<0.05).

All the independent variables were negatively related to the dependent variable having significantly strong relationships. The t-test statistic also showed that all the β coefficients were significant (since p: 0.000<0.05). The revised conceptual framework hence showed that financial compensation, career progression, work environment and job design can be moderated by good leadership to control LMIs. Institution managers might want to exercise impartial leadership and allow adequate and proper communication, fair distribution of resources, among other leadership aspects to retain their teaching human resource.

H_a: *Leadership does moderate significantly the relationship between drivers and LMIs of teachers in public tertiary institutions in Kenya.*

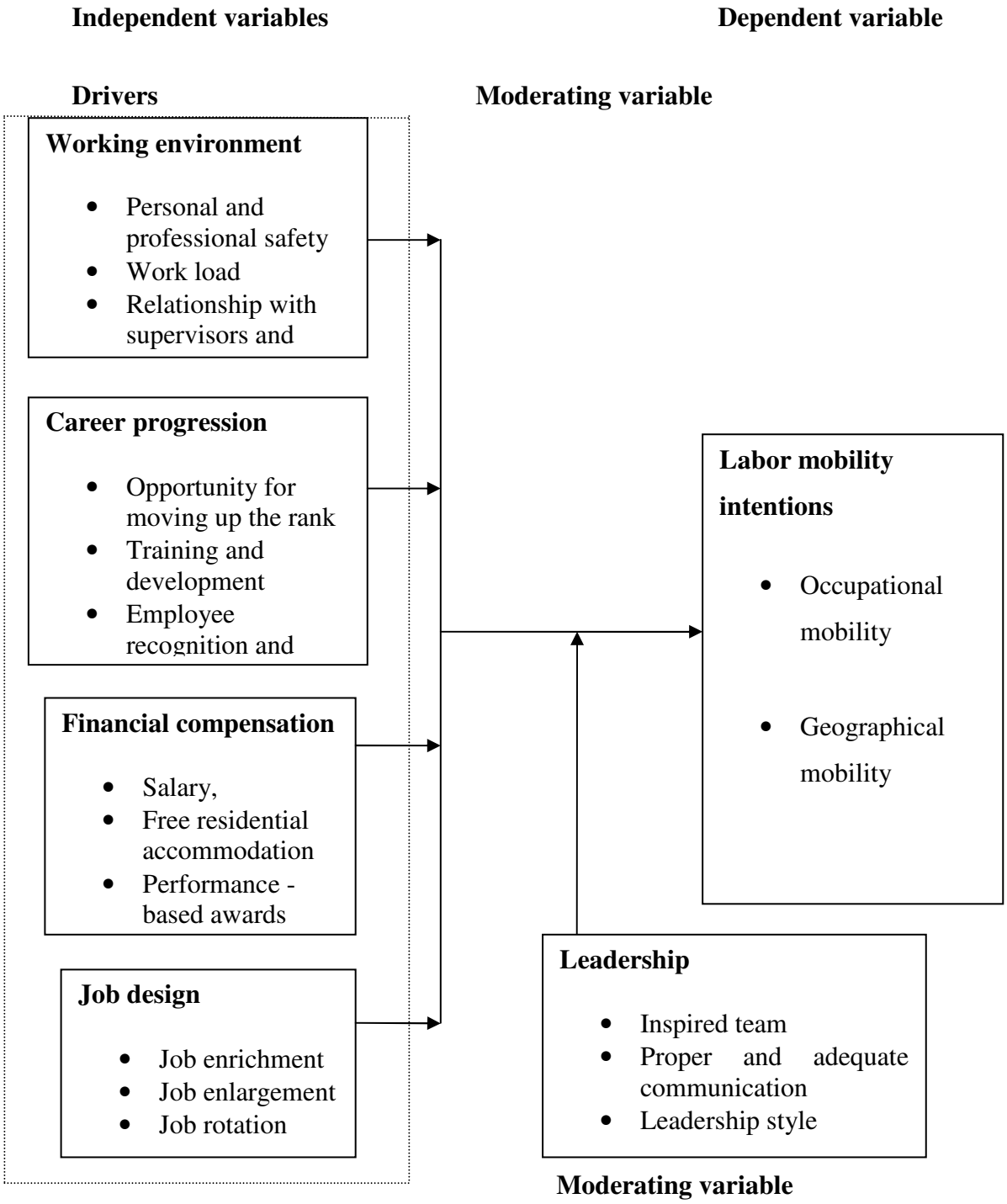
Independent variables
Dependent variable
Drivers
Moderating variable
Working environment
Personal and professional safety
Work load
Relationship with supervisors and
Career progression
Opportunity for moving up the rank
Training and development
Employee recognition and
Financial compensation
Salary,
Free residential accommodation
Performance - based awards
Job design
Job enrichment
Job enlargement
Job rotation
Labor mobility intentions
Occupational mobility
Geographical mobility
Leadership
Inspired team
Proper and adequate communication
Leadership style
Moderating variable

Figure 4.12 Revised conceptual framework

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study endeavored to evaluate the drivers of LMIs of teachers in public tertiary institutions in Kenya. Data collected was analyzed and quantitative and qualitative decisions drawn though various methods and models illustrated. This chapter summarizes the findings, makes conclusions and highlights some recommendations. It herein contributes to the growing body of knowledge of Human Resource Management according to the variables tested.

5.2 Summary of Findings

The response rate was 80% where the majority of the respondents were male. Most of the variables met the recommended threshold of 0.7 and above for the Cronbach Alpha and after factor loading analysis, items with less than 0.5 where rejected and the main data collection tool adjusted accordingly. This hence ensured that the retained items in all variables would be reliable and consistent. Labour Mobility Intentions as the dependent variable was regressed against financial compensation, career progression, work environment and job design with leadership used as a moderator.

The descriptive statistics observed that most respondents would want to render services in their home areas given an opportunity. The findings also inferred that most respondents would quit due to inadequate financial compensation or lack of poor career progression or maybe if jobs were not properly designed and or lacked autonomy. The findings confirmed those in another study in that; those who would consider changing their jobs, would do so because of numerous reasons like; their medical cover which

might not include their nuclear family, transportation of workers was a problem in some areas, there were no clear job descriptions, poor pay increase and merit guidelines, long working hours, lack of flexibility on the job and lack of job security.

The theory organizational equilibrium echoes the study findings in that, an organization is highly dependent on the retention of the workers, and organizations have to offer equitable inducements in order to retain them. This lead to the study inferring that the TSC might be required to diversify motivation methods to prevent the teaching personnel from being attracted elsewhere, like timely and impartial promotions opportunities among other things.

5.2.1 Financial Compensation

The first objective was *to establish the influence of financial compensation on* LMIs of teachers in public tertiary *institutions in Kenya.* The descriptive statistics reported that majority were dissatisfied with incentives offered by the employer and even rewards given on merit were not adequate, majority were also discontented with the pay given due to inadequacy, and not comparatively good market wise not to mention that most respondents did not enjoy fringe benefits. The adjusted R^2 displayed that an increase in financial compensation accounted for a large percentage of variation in LMIs of teachers in public tertiary institutions in Kenya. The equity theory validates the findings since employees appreciate if their pay is commensurate to tasks assigned and the feeling of equity in terms of compensation with their in other sectors in the labour market.

This concurred with a study discussed in empirical review which made observations that the pay was inadequate and not commensurate to tasks done or even with the market rates. The study consequently affirmed that, inadequate salary indeed leads to high LMIs. Therefore institutions' management might want to endeavour in motivating their teaching personnel with performance based awards and other incentives and make sure they compare relatively well or better with the market rates. The TSC and the institution management in the case of board of directors lecturers could possibly offer a relatively good remuneration package including incentives like accommodation at subsidized rates

among other things. This will also act as a great motivator especially where staff houses are not already established or not sufficient.

5.2.2. Career Progression

The second objective was *to find out how career progression influenced LMIs of teachers in public tertiary institutions in Kenya.* The descriptive statistics deduced that training offered was not sufficiently facilitated and that there was impartial professional advancement. Majority of the respondents were also discontented with their promotion status and that most of the respondents had not had a chance to rise up the rank. The adjusted R^2 showed that an increase in career progression accounted for a relatively high percentage of variation in LMIs of teachers in public tertiary institutions in Kenya. This study was in congruence with findings of other studies which posited that majority of the respondents cited that lack of promotion opportunities among others reasons had high probability of causing teacher turnover.

It was evident therefore that training and development is essential for employees' job satisfaction, higher productivity in the organization and ultimately curbing labour mobility intentions. TSC might need to avail sufficient and timely promotion vacancies to teachers. Some even confessed to have stayed in the same job group for over ten and fifteen years. Opportunities to allow career progression too should be availed to teachers.

5.2.3 Work Environment

The third objective was *to determine how work environment affects LMIs of teachers in public tertiary institutions in Kenya.* The descriptive statistics interpreted that most respondents were happy with the workload assigned, work premises were safe and that majority of the respondents were satisfied with the relations at the work place and decision making was participative. The adjusted R^2 displayed that an increase in work environment accounted for a relatively high percentage of variation in LMIs of teachers in public tertiary institutions in Kenya. These findings echoed other studies in that a

supervisor support is crucial for employees to complete the job and that it is the responsibility of the employer to provide safe, healthy, friendly working conditions.

The findings approbate the theory by Fredrick Herzberg to provide satisfiers and hygiene factors so as to make the work environment conducive and ultimately nudge high levels of productivity. This led to the suggestion that workload at the workplace should be shared out fairly and purely on the basis of qualifications to prevent workload stressors which consequently lead to the staff developing intentions to leave.

It was also proposed that institution managers should endeavor to provide an ample workplace environment through well ventilated atmosphere, low noise levels among other things. It was also suggested that good interpersonal relations with supervisor, fellow colleagues and students is key towards preventing the teaching staff from leaving an institution

5.2.4 Job Design

The fourth objective was *to determine the role of job design in LMIs of teachers in public tertiary institutions in Kenya.* The descriptive statistics posited that most respondents neither enjoyed diverse roles nor delegation of responsibilities opportunities at the workplace. The adjusted R^2 showed that an increase in job design accounted for a moderately large percentage of variation in LMIs of teachers in public tertiary institutions in Kenya. It was hence suggested that there might be need to redesign jobs occasionally and appropriately to allow for enrichment, enlargement and rotation among other job designs and subsequently motivate workers reducing the need to want to leave.

5.2.5 Leadership

The fifth objective was **t***o establish the moderating role of leadership on the relationship between drivers and LMIs of teachers in public tertiary institutions in Kenya.* Descriptive statistics highlighted that leadership style used was relatively good, a moderate number of respondents were satisfied with impartial administration of various work practices and a majority of respondents were elated with communication avenues

exercised at the workplace. This study was in congruence with findings of other studies. More importantly, it was discovered that leadership moderates the influence of the drivers on LMIs.

The study hence impressed on institution managers to offer conducive leadership style which exercises impartial practices. It also proposed that there is need for the institution management to be fair in duty allocation, conduct performance appraisals and administer all discipline issues objectively. It also advanced that proper and adequate communication might be an important consideration. The institution management could consider exercising open door policy occasionally so as to know what exactly goes on and curb problems before they explode.

5.3 Conclusion

The last objective stated**:** *To examine whether all independent variables affect significantly the LMIs of teachers in public tertiary institutions in Kenya.* The conclusion drawn from the study is that the reward systems (drivers) had a significant negative effect on LMIs of teachers in public tertiary institutions in Kenya. This can be interpreted to denote, if they were all enhanced, then the intentions to move would be extenuated among the public tertiary institutions teaching human resource. This was corroborated by many other studies as indicated in the empirical review.

More specifically, the findings attested that there was a significantly strong negative relation between financial compensation and LMIs within the teaching human resource in public tertiary institutions in Kenya. This was corroborated other previously done studies. It can hence be concluded that, good and varied financial compensation will go a long way towards retaining teachers in their current stations.

Similarly career progression emerged a significant determinant of LMIs of teachers in public tertiary institutions in Kenya. Institution managers and the TSC should device ways to encourage their teaching staff to take up administrative roles and minimize impartial promotions processes respectively. Institution managers should also not shy

away from delegating roles to the teachers and most importantly to those who qualify. Work environment emerged as the most significant variable besides also displaying a significant negative relationship with LMIs of teachers in public tertiary institutions.

It verified what other studies which had discovered the same in many other sectors. It was also discovered that job design had a negative relationship with LMIs of teachers in public tertiary institutions. Therefore the institutions managers might want to take keen interest in helping the employees to develop positive work attitudes through redesigning jobs, empowering the employees to make independent decisions and to enjoy more autonomy in carrying out their tasks. The study also attested that leadership plays a vital role in influencing a comprehensive reward system in an institution.

This was ascertained since leadership moderated all the hypothesized relationships. With good and adequate communications, proper leadership style and an inspired team, the drivers of LMIs can be mitigated. Institution managers together with TSC should endeavour to enhance financial compensation, career progression, work environment and job design. Most gaps identified by other regional and international studies reviewed were significantly filled by this study through carrying out a nationwide study and doing it in the public tertiary institutions in Kenya.

Lastly the overall model of all independent variables against the LMIs validated work environment as the most significant variable since it had a P - value that was most significant with the inclusion of leadership as a moderator. The least important predictor among the four variables with leadership moderating was financial compensation. The variables tested did not have multi co linearity amongst themselves based on the correlation and VIF tests results. The study also formulated a valid conceptual framework that can be used by other researchers for future studies.

5.4 Recommendations

In view of the study findings and the conclusions arrived at, the observations present several recommendations on theory, policy, and practice. The study therefore

recommended that: Concerning financial compensation, there might be need too for the TSC to want to listen and provide adequate remuneration and all other incentives which motivate teachers so as to curb industrial mobility. This could be done by rewarding performance, praising good workers not to mention paying them market-rated salaries.

In regard to career progression, the TSC might want to use diverse ways to prevent the teaching personnel from being attracted elsewhere, like timely and impartial promotions opportunities. In addition promotions and particularly those given to individuals who head institutions should only be given to deserving persons, who are visionary, selfless, impartial and most importantly those that have learners at heart not to mention those who have excelled in performance so as to help oversee curriculum implementation effectively.

TSC might also want to enhance training programmes through giving more study leaves, so as to enhance the career progression or growth need among the teachers. It should also remunerate well those who have acquired extra skills like masters and PhD studies among other things in order to differentiate itself as an organization and gain a competitive advantage through retention of skilled employees. As far as work environment is concerned, the TSC should ensure that it has recruited adequate teachers per department to avoid work overload or under load.

The institution managers can enhance the working conditions through allowing enough working space and ventilation in the office, old and obsolete equipment should be replaced and environment should be conducive to work in. There should also be proper and adequate sanitation facilities and clean drinking water. In reference to job design, roles should be clearly defined and assigned on qualification basis, they should be varied to break monotony and delegation should be exercised by the supervisors without fear of being out shone.

Institution management could commit itself to using impartial administrative practices and exercise employee participative management which will go a long way in boosting the morale of teachers and subsequent retention. There has been a paradigm shift from

colonial style of leadership which a few still embrace. Communication with teachers should be two way and adequate. Supervisors should be adequately trained on how to handle the subordinates, provide any needed support and solve grievances amicably. If all the above would be adhered to, it would act as ideal retention strategies.

The TSC if and when possible might want to post the teachers especially those who need to be near their families there so as to reduce the moderate need to do so. The TSC and school managers might also want to device exit interview schedules to find out why teachers voluntarily leave and use the same to formulate measures to formulate human resource retention strategies.

5.5 Suggestions for Further Research

The study successfully examined the variables; financial compensation, career progression, work environment, job design, leadership and LMIs as it also developed literature for several other research areas in the future. Future research in the area of actual labour turnover instead of intentions of the teachers in the public tertiary institutions in Kenya can be explored. Other moderators besides leadership can be used to evaluate their effect on the tested independent and dependent variables

This study also provides a basis for future studies on drivers of LMIs of other staff besides the teaching human resource in public tertiary institutions since no studies had been carried out before. This study can also be done in other industries and particularly on LMIs since the study limited itself to teachers in public (TSC) tertiary institutions.

When other scholars conduct further research, there need is of inclusion of other independent variables versus LMIs other than the four independent variables used in the study to see if they would led to the same results. The results of the overall model showed that the reward systems (drivers) combined explained a large percentage of the variation in LMIs of teachers in public tertiary institutions in Kenya. This subsequently creates a gap for other scholars to explore those other factors in the remaining percentage influencing LMIs of teachers in public tertiary institutions in Kenya.

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APPENDICES

Appendix i: Introduction Letter to Respondents

ALICE N. MIRING'U
P. O. BOX 209 - 01001,
KALIMONI.
0720 647 510 nmiringu@gmail.com
13/05/15.

Dear respondent ,

RE: DATA COLLECTION

I am a Doctoral student at Jomo Kenyatta University of agriculture and technology, pursuing a Degree; Doctor of Philosophy in Human Resource Management, registration **number HD412 – C004/2565/2010**. I am carrying a survey on a topic **Drivers of labor mobility intentions of Teachers in Public Tertiary Institutions in Kenya** as partial fulfillment of the requirement of the degree.

As a teacher, you have been selected to provide information related to your work, motivation and **labor mobility intentions.** Your participation in this exercise will be highly appreciated as an integral part of the study. The information provided will be treated with utmost confidence and used purely for academic purposes. The findings will be presented in aggregate with no allusion to any particular individual or institution. Thank you for your co – operation and participation in this academic endeavor.

Yours Sincerely,

Alice N. Miring'u

Appendix ii: Teachers' Questionnaire

This questionnaire is to collect data purely for academic purpose only. The study seeks to DRIVERS OF LABOR MOBILITY INTENTIONS OF TEACHERS IN PUBLIC TERTIARY INSTITUTIONS IN KENYA. All information will be treated with strict confidence. **Do not put any name or identification on this questionnaire.** The findings will be presented in aggregate with no allusion to any particular individual. *Kindly answer all questions as indicated by either filling in the blank or ticking the option that apply*

SECTION A: General: Please fill in the blanks.

Name of the institution the respondent works in …… Number of teachers in your institution…….. County……

How long have you been in your current teaching institution …….

Months /……..years.

SECTION B: Bio data of the respondent. Kindly tick one option.

1. Gender	Male	[1	]
	Female	[2	]
2. Age	25 – 35 years	[1	]
	36 – 45 years	[2	]
	46 – 55 years	[3	]
	56 years and above	[3	]
3. Work experience	1- 5 years	[1	]

		6 -10 years	[2	]
		11 – 15 years	[3	]
		16 – 20 years	[4	]
		Over 20 years	[5	]
4.	Level of education	PhD	[1	]
		Masters	[2	]
		Bachelor's degree	[3	]
		Diploma	[4	]
5.	Job group	J	[1	]
		K	[2	]
		L	[3	]
		M	[4	]
		N and above	[5	]
6.	Employer	T.S.C.	[1	]
		B. O. M.	[2	]
7.	What is your current position	Lecturer/Tutor	[1	]
		H.O.D	[2	]
		Registrar/Dean of curriculum	[3	]
		Dean of students	[4	]
		Deputy Principal	[5	]

Principal [6]

Other (Please specify)……

8. Do you specialize in teaching a particular subject/(s)? Kindly tick the appropriate option.

   Yes [1] No [2]

9. If no to 9 above, please mention them…….
10. Are you fully satisfied with the job you are doing? Kindly tick the appropriate option.

    Yes [1] No [2]

11. If no in 11 above, what are some of the reasons? Please state them here below

    ……

    ……

Section C: This section looks at the influence of **financial compensation** on teaching personnel labor mobility intentions. Kindly indicate the extent to which you agree or disagree with each of the statement given below, by **ticking** on the appropriate column.

SA – Strongly agree A – Agree N – Neutral D – Disagree SD – Strongly disagree

STATEMENTS ON FINANCIAL COMPENSATION (FC)	**SA (5)**	**A (4)**	**N (3)**	**D (2)**	**SD (1)**
Salary					
12. My pay (salary) adequately rewards me for my contributions.					
13. The annual increment is good enough.					
14. The salary is equitable compared to other people with similar qualifications in other professions.					
15. The salary compare relatively well with the other attractive competitors.					
16. My pay is adequate					
Performance Based Awards					
17. Am happy with other incentives offered by my employer like medical, travel and hardship allowances					
18. When my students perform exceptionally well I am recognized and rewarded financially					
Free Residential Accommodation					
19. The allowances are sufficient.					
20. I enjoy fringe benefits like housing, transport					

Section D: This section looks at the effect of **career progression** on teaching personnel labor mobility intentions. Kindly, indicate the extent to which you agree or disagree with each of the statement given below, by **ticking** in the appropriate column.

SA – Strongly agree A – Agree N – Neutral D – Disagree SD – Strongly disagree

STATEMENTS ON CAREER PROGRESSION (CP)	**SA (5)**	**A (4)**	**N (3)**	**D (2)**	**SD (1)**
Training And Development					
21. There are sufficient job related training opportunities to all teachers in all departments					
22. The training opportunities are properly communicated and facilitation of necessary resources accorded to all teachers.					
23. The training opportunities are offering relevant teachings.					
Praise And Promotion					
24. The promotion opportunities available are fairly allocated on meritocracy.					
25. Method and process of teachers' promotion is impartial					
Moving Up the Rank					
26. There is a clear and objective professional advancement					

Section E: This section looks at how **working environment** affects teaching personnel labor mobility intentions. Kindly, indicated the extent to which you agree or disagree with each of the statement given below, by **ticking** in the appropriate column.

SA – Strongly agree A – Agree N – Neutral D – Disagree SD – Strongly disagree

STATEMENTS ON WORKING ENVRONMENT (WE)	**SA (5)**	**A (4)**	**N (3)**	**D (2)**	**SD (1)**
Workload					
27. I am not stressed by my job due to work overload					
28. My workload is fairly assigned in relation to other members in the department in terms of working hours.					
29. My workload is fairly assigned in relation to area of qualification.					
30. I am not stressed by my job due to work under load					
Personal And Professional Safety					
31. There is proper ventilation at the workplace					
32. The noise levels are low					
33. There is enough rest time and lunch break					
Relationship With Supervisor And Colleagues					
34. I have a good relationship with my co workers					
35. Am involved in decision making in the department.					
36. Students have readiness to learn and are responsive					

Section F: This section looks at the role of **job design** in teachers' labor mobility intentions. Kindly, indicated the extent to which you agree or disagree with each of the statement given below, by **tickin**g in the appropriate column.

SA – Strongly agree A – Agree N – Neutral D – Disagree SD – Strongly disagree

STATEMENTS ON JOB DESIGN (JD)	**SA(5)**	**A(4)**	**N(3)**	**D(2)**	**SD(1)**
37. There is job enlargement (Various activities are combined in the same hierarchical level and added to the same job so as to increase the interest of the job and to maximize the use of one's skills).					
38. There is job rotation (Sometimes l find myself working temporarily in other departments in order to acquire a variety of skills and gain experience in different fields to remove boredom)					
39. There is job enrichment (Jobs are redesigned so as to make them more challenging and less repetitive. The tasks assigned bring job satisfaction due to increased level of responsibility and autonomy)					

Section G: This section looks at the effect of **leadership** as the moderating variable on the relationship between precursors and teaching personnel labor mobility intentions. Kindly, indicated the extent to which you agree or disagree with each of the statement given below, by **ticking** in the appropriate column.

SA – Strongly agree A – Agree N – Neutral D – Disagree SD – Strongly disagree

STATEMENTS ON LEADERSHIP (L)	**SA (5)**	**A (4)**	**N (3)**	**D (2)**	**SD (1)**
Leadership Style					
40. There is professionalism observed in the leadership style exercised.					
41. The management does not exercise double standards.					
42. The leadership style is conducive.					
Proper and Adequate Communication					
43. The leadership style allows for downward and upward communication too.					
44. Management exercises open door policy.					
45. There is recognition from my immediate supervisor.					
Inspired Team					
46. There is fair allocation of duties and incentives are given fairly and when deserved.					
47. Performance appraisal is fairly done.					

48. Discipline is administered impartially.					

Section H: This section looks at the **labor mobility intentions** as the dependent variable on the relationship between precursors and teaching personnel labor mobility intentions. Kindly, indicated the extent to which you agree or disagree with each of the statement given below, by **ticking** in the appropriate column.

SA – Strongly agree A – Agree N – Neutral D – Disagree SD – Strongly disagree

STATEMENTS ON LABOR MOBILITY INTENTIONS (LMI)	**SA (5)**	**A (4)**	**N (3)**	**D (2)**	**SD (1)**
Industrial Mobility					
49. l would not hesitate to move to another industry if the terms were better than what am getting					
50. I would want to move to another job if l would get the opportunity.					
Geographical Mobility					
51. I would gladly move to my home area given a chance.					
52. I have filled transfer forms numerously to join my family					
Occupational Mobility					
53. I have had an opportunity/ies to rise to higher status/position than where l started.					

Thank you very much for your cooperation

Appendix iii: Staffing Officers Interview Schedule

This questionnaire is to collect data purely for academic purpose only. The study seeks to DRIVERS OF LABOR MOBILITY INTENTIONS OF TEACHERS IN PUBLIC TERTIARY INSTITUTIONS IN KENYA. All information will be treated with strict confidence. **Do not put any name or identification on this questionnaire.** The findings will be presented in aggregate with no allusion to any particular individual. *Kindly answer all questions as indicated by either filling in the blank or ticking the option that apply*

PLEASE FILL IN THE BLANKS.

1. Name of the county (ies)/regions the officer/respondent works for ……
2. Sub county/counties……..……..
3. Number of teachers in your county/region (for TTIs)…….…….
4. How many teachers have applied for transfers to exit the county to other counties in the last three/five years …….....
5. How many teachers have exited the county to other counties in the last three/five years…….. against a population of? .....
6. What are some of the reasons given as would be captured in the transfer forms by the teachers ……

7. How many teachers have applied for transfers to exit county to other industries / universities in the last three/five years ……

8. How many teachers have exited the county to other industries/universities in the last three/five years ……against a population of? .....

9. What are some of the reasons given as would be captured in the transfer forms filled by the teachers ……..

Appendix iv: Operationalization of Variables Table

Independent variables	Objectives	Indicators/Measure Source:	Scale	Questionnaire Item
Financial Compensation	To establish the influence of financial rewards on teaching personnel labor mobility intentions in TVET institutions in Kenya	• Salary, • Free residential accommodation • Performance - based awards	5 point likert scale, 3 sub variables.	Section C Question 14 - 22
Career Progression	To determine the effect of career progression in teaching personnel labor mobility intentions in TVET institutions in Kenya.	• Opportunity for moving up the rank • Training and development • Praise and promotion	5 point likert scale, 3 sub variables	Section D Question 23 - 35
Work Environment	To determine how work environment affects teaching personnel labor mobility intentions in TVET institutions in Kenya.	• Personal and professional safety • Work load • Relationship with supervisors and colleagues	5 point likert scale, 3 sub variables	Section E Question 36 -47
Job Design	To determine the role of job design in teachers' labor mobility intentions in TVET institutions in Kenya.	• Job enrichment • Job enlargement • Job rotation	5 point likert scale, composite of 3 sub-variables	Section F Question 48 - 50
Moderating Variable Leadership	To establish the moderating effect of corporate governance on the relationship between precursors and teaching personnel labor mobility intentions in TVET institutions in Kenya	• Inspired team • Proper and adequate communication • Leadership style	5 point likert scale, composite of 3 sub-variables	Section G Question 51 - 58
Dependent Variable **Labor Mobility Intentions**	**Main objective:** To carry out an evaluation on the precursors of labor mobility intentions of teaching personnel in TVET institutions in Kenya.	• Occupational mobility • Geographical mobility • Industrial mobility	5 point likert scale, 3 sub variables	Section H Question 58 - 65

Appendix v: Number of Teachers per Institution

S/No.	Institution	COUNTY	REGION	NO. OF TRS
1.	Kiambu institute of science & technology	Kiambu	Central	138
2.	Thogoto teachers training college	Kiambu	Central	61
3.	Murang'a teachers training college	Maragua	Central	55
4.	Michuki technical institute	Muranga	Central	57
5.	Mathenge institute of technology	Nyeri	Central	67
6.	Nyeri technical institute	Nyeri	Central	131
7.	Kamwenja teachers t. college	Nyeri	Central	72
8.	Thika tech. & trade t. institute	Thika	Central	157
9.	Kilimambogo teachers t. college	Thika	Central	72
10.	Nyandarua inst. of sc. & tech.	Nyandarua	Central	56
				866
11.	Mombasa technical t. institute	Mombasa	Coast	98
12.	Shanzu teachers training college	Mombasa	Coast	58

156

13.	Kitui teachers training college	Kitui	Eastern	60
14.	Katine technical t. institute	Machakos	Eastern	13
15.	Machakos teachers' t. college	Machakos	Eastern	73
16.	Wote technical training institute	Makueni	Eastern	51
17.	Rwika institute of technology	Mbeere	Eastern	114
18.	Kiirua technical training institute	Meru central	Eastern	31
19.	Meru technical institute	Meru central	Eastern	130
20.	Mukiria technical training institute	Meru central	Eastern	21
21.	Nkabune technical t. institute	Meru central	Eastern	59
22.	Egoji teachers training college	Meru central	Eastern	79

S/No.	**Institution**	**COUNTY**	**REGION**	**NO. OF TRS**
23.	Meru teachers training college	Meru central	Eastern	66
24.	Kigari teachers training college	Embu	Eastern	78

775

25.		Nairobi	Nairobi	150
	Kabete technical training institute			
26.		Nairobi	Nairobi	58
	Karen tech training inst for the deaf			
27.		Nairobi	Nairobi	103
	Kenya technical teachers college			
28.		Nairobi	Nairobi	79
	Kinyanjui technical institute			
29.		Nairobi	Nairobi	141
	Nairobi technical training institute			
				531
30.		Garissa	N Eastern	38
	N e p technical institute			
31.		Garissa	N Eastern	41
	Garissa teachers t college			
				79
32.		Baringo	R .Valley	20
	Baringo technical t. college			
33.		Baringo	R .Valley	43
	Baringo teachers training college			
34.		Bomet	R .Valley	1
	Sot technical training institute			
35.		Keiyo	R .Valley	64
	Tambach teachers training college			
36.		Kericho	R .Valley	62
	Kericho teacher t. college			
37.		Koibatek	R. Valley	19
	Emining technical training institute			
38.		Nakuru	R .Valley	184
	R. valley inst. of sc & technology			

39.	Kaiboi technical institute	Nandi north	R .Valley	72
40.	Mosoriot ttc	Nandi north	R .Valley	61
41.	Ollessos technical institute	Nandi south	R .Valley	75
42.	Narok teachers training college	Narok	R .Valley	36
43.	Kitale technical institute	Transzoia	R .Valley	107
44.	Eldoret polytechnic	Uasin gishu	R .Valley	131
S/No.	**Institution**	**COUNTY**	**REGION**	**NO. OF TRS**
45.	Rift valley technical t. institute	Uasin gishu	R. Valley	115
46.	Ziwa technical training institute	Uasin gishu	R.Valley	3
47.	Chesta teachers training college	West pokot	R. Valley	24
48.	Masai technical institute	Kajiado	R.Valley	88
				1105
49.	Bondo teachers training college	Bondo	Nyanza	47
50.	Gusii insitute of techn.	Kisii central	Nyanza	125

51.	Keroka youth t.t inst	Kisii-central	Nyanza	22
52.	Kisumu polytechnic	Kisumu	Nyanza	142
53.	Moi institute of technology	Migori	Nyanza	5
54.	Migori teachers training college	Migori	Nyanza	51
55.	Kenyenya teachers t. college	Gucha kisii	Nyanza	20
56.	Asumbi ttc	Homa bay	Nyanza	66
57.	Ekerubo gietai technical t. inst	Nyamira	Nyanza	2
58.	Keroka technical t. institute	Nyamira k. n	Nyanza	24
59.	Mawego technical institute	Rachuonyo	Nyanza	67
60.	Siaya institute of techn.	Siaya	Nyanza	64
61.	Ramogi inst.of technology	Kisumu	Nyanza	109
				744
62.	Kibabii dip. teacher's t. college	Bungoma	Western	70
63.	Kisiwa technical training institute	Bungoma	Western	33
64.	Matili technical training institute	Bungoma	Western	38

65.	Musakasa technical t. institute	Bungoma	Western	9
66.	Sangalo institute of technology	Bungoma	Western	85
67.	Bumbe technical training institute	Busia	Western	43
68.	Bushiangala youth training college	Kakamega	Western	26
69.	Lugari teachers training college	Kakamega	Western	6
70.	Shamberere technical t. institute	Kakamega	Western	32
S/No.	**Institution**	**COUNTY**	**REGION**	**NO. OF TRS**
71.	Sigalagala technical t. institute	Kakamega	Western	75
72.	Eregi teachers training college	Kakamega	Western	58
73.	Karumo technical training institute	Nyambene	Central	3
74.	Ugenya teachers training college	Siaya	Western	15
75.	Friends c. inst of tech kaimosi	Vihiga	Western	48
76.	Kaimosi teachers training college	Vihiga	Western	51
				592
				4848

		WSLMI	WSJD	WSWE	WSCP	WSFC	MEAN
WSLMI	Pearson Correlation	1	-.773*	-.930	-.853	-.835	
	Sig. (2-tailed)		.004	.000	.002	.002	
	N	286	286	286	286	286	
WSJD	Pearson Correlation	-.773*	1	.237**	.410**	.362**	
	Sig. (2-tailed)	.004		.000	.000	.000	
	N	286	286	286	286	286	
WSWE	Pearson Correlation	-.930	.237**	1	.211**	.159**	
	Sig. (2-tailed)	.000	.000		.000	.007	
	N	286	286	286	286	286	
WSCP	Pearson Correlation	-.853	.410**	.211**	1	.400**	
	Sig. (2-tailed)	.002	.000	.000		.000	
	N	286	286	286	286	286	
WSFC	Pearson Correlation	-.835	.362**	.159**	.400**	1	
	Sig. (2-tailed)	.002	.000	.007	.000		
	N	286	286	286	286	286	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed)

Appendix vi: Correlation analysis

`Appendix vii: Factor analysis measures for all the variables

Variable	factor loading	for the items
Financial compensation		
FC 1	0.821	(Salary)
FC 2	0.800	(Salary)
FC 3	0.791	(Free residential accommodation)
FC 4	0.767	(Salary)
FC 5	0.728	(Salary)
FC 6	0.702	(Salary)
FC 7	0.637	(Performance based awards)
FC 8	0.536	(Performance based awards)
FC 9	0.536	(Free residential accommodation)
Career progression		
CP 1	0.802	(Training and development)
CP 2	0.792	(Training and development)
CP 3	0.732	(Moving up the rank)
CP 4	0.609	(Praise and promotion)
CP 5	0.599	(Praise and promotion)
CP 6	0.588	(Training and development)
Work environment		
WE 1	0.656	(Personal and professional safety)
WE 2	0.656	(Personal and professional safety)
WE 3	0.616	(Workload)
WE 4	0.605	(Relationship with supervisor and colleagues)

WE 5	0.596 (Relationship with supervisor and colleagues)

Variable	factor loading	for the items
WE 6	0.595 (Workload)	
WE 7	0.579 (Workload)	
WE 8	0.545 (Personal and professional safety)	
WE 9	0.507 (Workload)	
WE 10	0.496 (Relationship with supervisor and colleagues)	
Job design		
JD 1	0.852 (Job enlargement)	
JD 2	0.823 (Job rotation)	
JD 3	0.763 (Job enrichment)	
Leadership		
L 1	0.856 (leadership style)	
L 2	0.825 (leadership style)	
L 3	0.820 (leadership style)	
L 4	0.818 (Inspired team)	
L 5	0.791 (Proper and adequate communication)	
L 6	0.763 (Proper and adequate communication)	
L 7	0.705 (Inspired team)	
L 8	0.648 (Inspired team)	
L 9	0.541 (Proper and adequate communication)	
Labour mobility intentions		
LMI 1	0.746 (Industrial mobility)	
LMI 2	0.709 (Industrial mobility)	

LMI 3	0.589 (Geographical mobility)

Variable	factor loading	for the items
LMI 4	0.506	(Geographical mobility)
LMI 5	0.501	(Occupational mobility)

Appendix viii: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
professionalism in leadership style	.856	.113	.134	.036	.013	-.017
no double standards	.825	.067	.168	.000	.088	-.132
leadership style is conduicive	.820	.155	.155	-.046	.085	-.100
fair allocation of duties and incentives given when deserved	.818	.136	.220	.090	.071	-.039
there is downward and upward communication	7.91	.086	.165	.140	.200	-.027
exercise of open door policy	.763	.129	-.008	.040	.013	.034
perfomance appraisal fairly done	.705	.057	.085	.156	-.029	.141
discipline administered impartially	.648	.023	.072	.093	-.040	.136
recognition from immediate supervisor	.541	.104	.273	.010	.083	.251
some younger colleagues promoted before older ones	.610	-.079	-.165	.101	.084	-.192
annual increment	.119	.821	-.080	.152	-.040	.058
equitable salary to the job	.141	.800	-.032	.059	-.115	.006
sufficient allowances	.083	.791	.012	.041	.045	.009
satisfactory salary	.009	.767	-.038	-.020	-.126	.052
equitable salary to people with same qualifications	.068	.728	-.011	.117	-.077	.022
salary comparable to market rates	.166	.702	-.023	.118	-.138	-.064
satisfied with other incentives e.g. medical, travel, hardship allowances	.085	.637	.207	.191	.042	-.058
enjoy frige benefits like housing, transport	-.041	.536	.241	.055	.077	-.080
recognition and rewarding for performance	.162	.536	.065	.276	.041	.198
ample rest time	.033	.074	.656	.059	-.064	-.141

proper ventilation	.146	.041	.656	-.058	.121	.162
low noise levels	.065	-.161	.616	-.050	.100	.303
no work underload stress	.142	.107	.605	.003	-.072	-.024
workloade is fairly assigned in relation to members in dept	.341	.168	.596	-.008	-.149	-.032
workload assigned according to area of qualification	.240	-.011	.595	.026	.015	.048
no work overload stress	.320	.208	.579	-.002	.041	-.045
students have readiness to learn and are reponsive	.159	-.048	.545	.070	.040	.038
involved in departmental decision making	.388	.145	.507	-.109	-.056	.399
good interpersonal relations with co workers	.219	-.189	.496	-.065	-.035	.347
have ever self funded for professional development	-.077	-.132	.271	.082	-.188	.087
no institution funded professional development course since employment	.138	-.007	-.267	-.059	-.035	-.162
promotion opportunities fairly allocated and on meritocracy	.181	.316	.030	.802	-.062	.031
impartial TSC promotion method and process	.239	.161	.201	.792	.175	-.089
sufficient job related training opportunities for all teachers in all departments	.168	.324	-.059	.732	.294	.234
training opportunities communicated and sufficient facilitation done	.295	.302	.050	.609	.289	.252
training opportunities offer relevant teachings	.196	.256	.116	.599	.220	.269
impartial professional advancement (climbing up the ladder)	.038	.254	.047	.588	.165	.246
promotion opportunities available	.029	.134	.096	.205	-.376	-.126
promotion opportunities sufficiency	.063	.273	.079	.386	-.259	.020

live with family in same workplace	.093	.112	.095	-.425	.119	.162
time in current grade	-.069	.070	.124	-.383	-.169	.153
have requested for transfers many times	.047	-.019	.073	.026	.433	.046
taught in numerous station	.085	-.030	-.060	.044	.219	.032
invitation for promotion interview	-.044	.022	.162	-.044	.341	-.050
job enrichment	.248	.278	.388	.164	.852	-.030
job enlargement	.251	.298	.284	.145	.823	-.193
job rotation	.069	.420	.205	.058	.763	-.192
mobility to home area if given an option	-.180	-.028	.133	-.030	.052	.746
relocate to where family is	-.137	.038	.020	.210	.330	.709
upward mobility gradewise in the last 5 years	.100	.091	-.107	.004	.425	.589
occupational change	.033	-.237	-.045	-.242	-.133	.506
occupational mobility if opportunities present themselves	.001	-.132	.036	-.061	.128	.501
rise to higher status than where began	.076	.263	-.059	-.190	-.151	.408
automatic promotion to the next job group after serving time	-.105	.093	-.094	.277	.160	.403
Occupational change	-.113	.036	.036	.104	-.142	.285

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 8 iterations.