

# Influence of Teacher Professional Growth Expectations on Transfer Intentions in Public Primary Schools in Turkana County in Kenya

Peter Kijana Wamalwa

Kibabii University, P. O. Box 1699 - 50200, Bungoma - Kenya  
epmkibabii[at]gmail.com

**Abstract:** *The success of any learning institution depends on its teachers. However, retaining qualified teachers especially in Arid and semi - Arid Lands remains a major challenge. Therefore, the purpose of this study was to evaluate the influence of teacher professional growth expectations on transfer intentions in public primary schools in Turkana County in Kenya. The study was anchored on job embeddedness theory. The study concluded that teacher progression growth expectations influence transfer intentions among the non - resident teachers in public primary schools in Turkana County.*

**Keywords:** Expectations, Professional Growth, Teacher, Transfer Intentions

## 1. Introduction

### 1.1. Employee Progression Growth Expectations and Transfer Intentions

Besides fulfilling physiological needs, skillful employees believe that they should prolong their presence for the betterment of the firm as well as to grow within the organization to satisfy the need for development (Bishop, 1998). By giving possible growth opportunities like, training and promotions may show employees concerns and create a feeling that their contributions are being recognized by their organizations (Gramm & Schnell, 2001). This is supported by Mackatiani, Musembi & Gakunga (2018) who alludes that competencies are acquired through professional training. Similarly, Likoko, Mutsotso & Nasongo (2013) refers to teacher professional development as the process that entails empowering teachers with the potential or professional qualities enough to undertake, on a regular basis, the teaching enterprise.

In the past career rested in the hands of an organization, today individuals own their own careers (Savickas, 2011). Therefore, individuals who lack career growth prospects within their current organization may emerge as opportunity seekers in the job market (Biswakarma, 2016). Karavardar (2014) argues that to retain employees, organization should focus on career growth and career concerns policies that could create psychological contract with its employees. Engeda, Birhanu and Alene (2014) assessed intent to stay in the nursing profession and associated factors among nurses working in referral hospitals, Amhara Regional State, Ethiopia. Their findings linked employees' intention to stay in the job with professional opportunities. The main limitations was that, self - administered questionnaire used to collect data could have resulted into biasness from each respondent. Therefore there was need to employ more than one research instruments in future research to fill the gap.

Koech, Koko and Chemwei (2014) explored institutional factors that influence teacher turnover in public secondary schools in Baringo district, Kenya. The study was guided by

the Herzberg's motivation theory. Descriptive survey research design was used. All the 21 public secondary schools in Baringo district were involved. The simple random sampling technique was employed to select 97 teachers out of the total population of the 329 TSC teachers in the district to participate in the study. Data was collected by the use of a questionnaire and the data collected was analyzed using descriptive statistics. Based on the findings of the study, it was concluded that career advancement was responsible for the teacher turnover in Baringo district secondary schools. However, the generalizability of the findings to other populations could be done with a lot caution since Koech, Koko and Chemwei (2014) study was descriptive which may influence the result of the research due to personal opinion or bias towards a particular subject. The current study employed ex post facto research design to fill the gap.

Gaturu (2018) investigated career plateauing and its relationship with turnover intentions and pursuit of postgraduate studies among teachers in Nyandarua and Murang'a Counties in Kenya. The study was based on the Managerial Careers Model by Ference, Stoner and Warren (1977), which sought to provide an understanding for the plateaued employee problem. The study employed the correlational research design. The target population of the study comprised of all the 5, 022 teachers in all the public schools in Nyandarua and Murang'a Counties (3, 581 in Murang'a County and 1, 441 in Nyandarua County) except those which were used in the pilot. From this population, the sample size for each County was computed using the sample size computation formula by Krejcie & Morgan (cited in Cohen, Manion & Morrison, 2007), which gave 304 teachers from Nyandarua County and 348 teachers in Murang'a County. Stratified random sampling was used to select 304 teachers from Nyandarua County and 348 teachers from Murang'a County giving a total of 652 teachers. In Nyandarua County, the sample size was 152 male and 152 female teachers, while in Murang'a County there was 174 male and 174 female teachers. A questionnaire designed for teachers was used as the main tool for data collection. Prior to the actual data collection

Volume 10 Issue 11, November 2021

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

procedure a pilot study was carried out among 15 teachers in Nyandarua county and 15 teachers in Murang'a county to assess reliability and validity of the questionnaires. The study generated quantitative data, which was analyzed using descriptive and inferential statistics. Qualitative data was reported according to themes and involved the use of frequencies and percentages. Pearson Product Moment correlation coefficient, linear regression, Analysis of Variance and chi - square tests were used at the 0.05 level of significance. The study revealed a significant positive relationship between turnover intentions in both types of career plateauing. However, generalizability of research findings could be done with a lot of caution, since Gaturu (2018) focused only on one aspect of career progression. The current study sought address the gap.

The two main construct of career progression; promotional opportunities, adequacy of training programmes and are discussed below.

## 2. Methodology

Ex post facto study was found the most appropriate research design to adopt in order to test the hypotheses (Likoko, Ndiku and Mutsotso, 2018). This research design allowed the researcher to collect both quantitative and qualitative data separately and also compare their results. The study population was 640 non - resident teachers. Using Yamane (1967) formula, a sample of 246 (38.4%) respondents was drawn. According to Mugenda (2003) a sample size of 10 - 50% is a good representative of the target population. A questionnaire and interview schedule were used in soliciting information from the respondents.

## 3. Results and Discussion

### 3.1. Teacher Professional Growth Expectations and Transfer Intentions

The objective of the study was to assess the influence of teacher expectations about opportunities for professional growth on transfer intentions among non - resident teachers in public primary schools in Turkana County. The study considered expectations about internal and external opportunities for promotion, teacher access to training, in service and workshop opportunities and future academic and professional development.

In order to determine the influence of teacher professional growth expectations, the study set out to verify the hypothesis stated as below:

**H<sub>0</sub>2:** Teacher professional growth expectations have no statistically significant influence on transfer intentions among the non - resident teachers in Turkana County.

To determine the extent to which teacher expectations about opportunities for professional growth affected their intentions to transfer, the non - resident teachers were required to rate their opinions against six statements on a five point likert scale with a score of 1 indicating 'Not Important' and 5 indicating 'Most Important'. The ratings were analysed as frequencies and weighted averages. The results were presented in Table 4.31 below:

(MI - Most Important, I - Important, FI - Fairly Important, LI - Least Important, NI - Not Important)

**Table 1:** Teacher Ratings for Teacher Expectations about Professional Growth

Statement	MI	I	FI	LI	NI	$\Sigma fi$	$\Sigma fiwi$	$\frac{\Sigma fiwi}{\Sigma fi}$
Not happy with internal promotion practices	66	38	26	20	32	182	632	3.472527
Internal promotions are not done onmerit in my school	56	41	22	45	18	182	618	3.395604
There is no fairness in promotion opportunities	50	23	62	16	31	182	591	3.247253
Am not satisfied withtraining opportunities available in this County	45	37	38	36	26	182	585	3.214286
To further my studies from this County is difficult	54	44	36	25	23	182	627	3.445055
There is minimum support for workshops	48	47	44	30	13	182	633	3.478022

Source: Field Data, 2019

When the teachers were required to rate the statement that they were not happy with internal promotion practices, 104 (57.2%) indicated that it was an important or most important factor while 52 (28.6%) indicated that it was a least important on not important factor while 26 (14.3%) felt it was fairly important. The weighted average for the statement was 3.473 (3dp) which implies that the teachers' average ratings were that dissatisfaction with internal promotions was important factor.

On whether Internal promotions not being done on merit in their school was an important push factor, 97 (53.3%) indicated that it was a Most important or Important factor while 63 (25.8%) indicated that it was Least Important or Not Important. Only 22 (12.1%) felt uncooperative pupils was a fairly important push factor. The weighted average for the statement was 3.396 (3dp) which indicates that the average rating of the teachers was that inability to consider

external promotions on merit in the county was an important push factor.

The teachers were also required to rate opinions on whether there was limited fairness in promotion opportunities in the county for them like the other resident teachers was an important push factor. Majority of the teachers represented by 73 (40.1%) indicated that it was an Important or Most Important factor while 47 (25.8%) felt it was Least Important or Not Important factor and a fair proportion of 62 (34.1%) indicated that it was a Fairly Important factor. The statement had a weighted average of 3.247 (3dp) which implies that on average, the factor was rated as important.

On professional advancement, the teachers were required to rate opinion on the statement that they were not satisfied with training opportunities available in this county on which 82 (45%) indicated that this was a Most Important or

Important factor while 62 (34.1%) indicated that it was a Least Important or Not Important factor. With a weighted average of 3.214, the results show that the teachers rate the difficulties of furthering studies in the county as important an important factor.

The respondents were also required to rate the importance of the factor that it was difficult to further my studies from the County. A very large proportion of 98 (53.9%) rated the factor as Most Important while 48 (26.3%) rated the factor as Least Important and Not Important and 36 (19.8%) rated the factor as fairly important. The weighted average was at 3.445 implying that the respondents were generally of the opinion that the factor was important in determining their transfer Intentions.

Similarly, when they were required to rate the statement that there was minimum support for workshops, a large proportion of 95 (52.2%) rated the factor as Important and Most Important while 33 (23.6%) rated it as Least and Not Important which was a lower proportion than those who rated the factor as fairly important who were 44 (24.2%). The responses posted a high weighted average of 3.478 from which it can be concluded that difficulties in socializing with resident teachers who could be having negative ethnic attitudes.

### 3.2. Aggregation of Variables of Teacher Professional Growth Expectations

The rating for each item that measured the two variables of teacher prospects for professional growth were summed up in order to develop indices that could measure expectations about promotion and training. The indices had values ranging from 3 to 15. Values above 9 imply that the factor was highly rated as important while values lower than 9 imply the factor was rated less important. The descriptive statistics for the variables are presented in Table 2.

**Table 2:** Descriptive Statistics for Variables of Teacher Expectations on Professional Growth

	N	Min.	Max	Mean	Std. Dev
TPromoIndex	182	4	15	10.1154	3.7715
TTrainindIndex	182	4	15	10.1374	3.35354

Source: SPSS Output

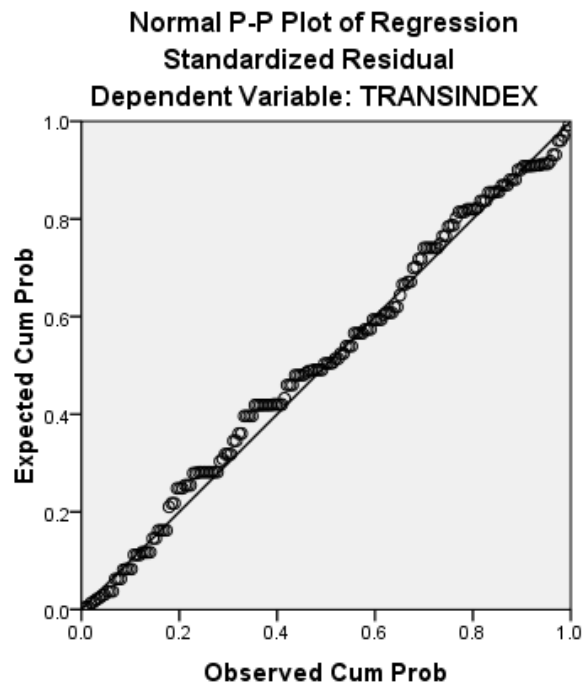
Table 2 shows that the mean rating for the two variables was above 9.00 which imply the factors of expectations about promotions and training opportunities were all rated as important determinants of transfer intentions among the teachers included in the study. Expectations about training opportunities was rated highly with a mean of 10.1374, standard deviation of 3.35354 followed by expectations about Training opportunities ( $m= 10.1154, sd= 3.77150$ ).

### 3.3 Multiple Regression Analysis of the Influence of Teacher Progression Growth Expectations on Teacher Transfer Intentions

In order to run a multiple regression of teacher progression growth expectations, the study had to check for assumptions of the regression model about normality of the dependent variable and multicollinearity of the independent variables.

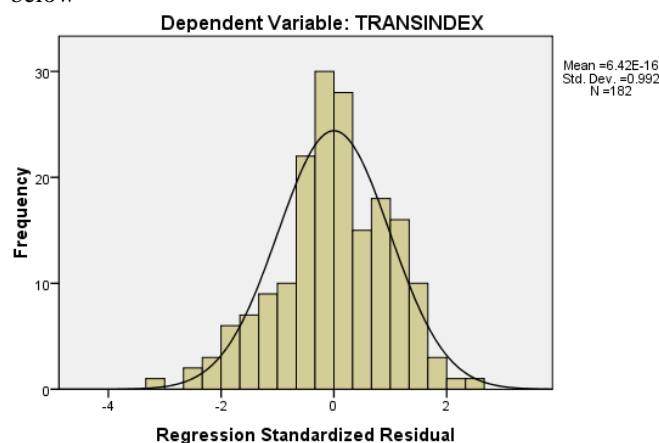
### 3.4 Test for Normality of the Dependent Variable

In order to ascertain whether the dependent variable which is the transfer Intentions among the non - resident teachers in the Turkana county was normally distributed, the researcher run a Normal P - P plot and a histogram plot as proposed by (Field, 2013). The normal P - P plot for the transfer intentions is illustrated in Fig.1. below



**Figure 1:** Normal P - P plot for Teacher Transfer Intentions

Fig.1 shows that the residuals for the dependent variable were normally distributed since they are all very close to the line of goodness of fit. The researcher further tested for the distribution of the dependent variable on a histogram plot, assuming the residual were normally distributed with a mean of 0 and a variance of 1. The plot is illustrated in fig.4.4 below



**Figure 4.5:** Histogram plot for standardized residuals for Transfer Intentions

Fig.4.4 reveals a mean value of the error variable as  $6.42 \times 10^{-16} \approx 0$  and a standard deviation of  $sd= 0.992 \approx 1$ . Hence the dependent variable was normally distributed.

3.5 The Regression Model

A multiple regression was conducted to determine the influence of teacher progression growth expectations which was measured by variables teacher promotion expectations and teacher training opportunities. Hence the regression model for this objective can be presented in the form below:

$$T_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where  $T_i$  - denotes the Teacher transfer intentions which is the dependent variable

While the independent variables (Predictors) are

$X_1$ - Teacher Promotion Expectations

$X_2$ - Teacher Training Opportunities

$\epsilon$  - Error term

$\beta_1$  and  $\beta_2$ , are the regression coefficients for the predictor variables while  $\beta_0$  and  $\epsilon$  are the constant and error term respectively. In interpreting the results of multiple regression analysis, the major elements considered were the Coefficient of multiple determination (R - squared), the F - statistic in the ANOVA Table, the regression coefficients and beta values.

In order to assess the proportion of variation in teacher transfer intentions that can be explained by variations in teacher professional growth expectations, the researcher used the Coefficient of multiple correlations and the coefficient of determination. The results are presented in Table 4.34

**Table 3:** Model Summary for regression of Teacher Professional Growth Expectations on Teacher Transfer Intentions

Model	R	R Square	Adjusted R Square	Std. Err
1	.763 <sup>a</sup>	0.582	0.578	2.52419

a. Predictors: (Constant), T Training Index, TPromoIndex

b. Dependent Variable: TRANSINDEX

Source: Spss Output

**Table 5:** Regression Coefficients and Collinearity Statistics for Independent Variables (N=182)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.124	.619		6.667	.000		
	TPromoIndex	.532	.068	.517	7.860	.000	.540	1.853
	TTrainingIndex	.361	.076	.311	4.736	.000	.540	1.853
a. Dependent Variable: TRANSINDEX								

Source: SPSS Output

Table 5 reveals that a test for multicollinearity among the three independent variables could not be of concern due to low values of VIF (Teacher Promotion expectations, Tolerance=0.540, VIF=1.853; Teacher Training Opportunities, Tolerance= 0.540, VIF=1.853)

The Table 5 also shows the test for significance of the coefficients  $\beta_0$ ,  $\beta_1$  and  $\beta_2$ , using the t - statistic at a significance level of 0.05.

The Coefficient for Teacher promotion expectation ( $\beta_1$ ) was

The result in Table 3 reveals a strong correlation between teacher prospects for professional growth and teacher transfer Intentions (R=0.763). The model also has a coefficient of determination,  $R^2=0.582$  which indicates that the independent variable (Teacher Professional Growth Expectations) explain up to 58.2% of the variations in Teacher Transfer Intentions. This implies that the model satisfactorily fits the data.

The study set to determine whether the two independent variables for teacher progression growth expectations can significantly predict variations in the teacher transfer intentions. The One way ANOVA and F - statistic were used. The results are presented in Table 4.35 below.

**Table 4:** Model ANOVA Test (N=182)

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	1590.546	2	795.273	124.816	.000 <sup>a</sup>
	Residual	1140.509	179	6.372		
	<b>Total</b>	<b>2731.055</b>	<b>181</b>			

a. Predictors: (Constant), TTrainindIndex, TPromoIndex

b. Dependent Variable: TRANSINDEX

Source: SPSS Output

Table 4 shows that the independent variables of teacher promotion expectations and teacher Training opportunities significantly predict the variations in Teacher Transfer Intentions ( $F_{(2,179)} = 124.816, p < 0.05$ ).

The other part of the regression analysis consisted of analysis of multiple regression coefficients as well as an assessment of the collinearity of the independent variable. The values are presented in Table 5 below

statistically significant with a  $t_{(2,182)} = 7.860, p < 0.05$ . The coefficient for Teacher Training opportunities ( $\beta_2$ ) was also significant with a  $t_{(2,182)} = 4.736, p < 0.05$

Based in Table 5, the study rejects the Null hypothesis ( $H_02$ ) that 'Teacher Professional Growth Expectations have no statistically significant influence on transfer intentions among the non - resident teachers in Turkana County'. A multiple linear regression calculated to predict Teacher transfer Intentions based on teacher professional growth expectations found a significant regression equation  $t_{(2,179)} =$



124.816,  $p < 0.05$  with  $R^2 = 0.582$ . The prediction equation for transfer Intentions in Turkana County was:

$$T_i = 4.124 + 0.517 X_1 + 0.311 X_2$$

which imply that other factors held constant, 51.7% of Teacher Transfer Intentions can be attributed to teacher expectations about promotion opportunities in the county while 31.1% can be attributed to expectations about teacher training opportunities in the county.

The findings in Table 5, however contradicted interview data from interviews held with head teachers. When asked if non - resident teachers ever express dissatisfaction with internal promotions, one of the head teachers' remarked:

"..... Some of them decline to pick up responsibilities. They feel that it wastes their time and they hold them longer....."

Another head teacher noted the following:

"..... we don't discriminate our teachers. Internal appointments are fair and transparent but some of the non - resident teachers are usually not willing to take up responsibilities..."

The findings in Table 5 and interview data concurs with Likoko, Ndiku & Mutsotso (2018) who concluded career progression has a significant influence on retention among the academic staff. Although there was similarities in the findings, Likoko, Ndiku & Mutsotso (2018) focused on teacher training colleges, where learning conditions are different from basic education institutions. Therefore, generalizability of the findings to other populations was limited.

Furthermore, the findings in Table 5 support the arguments of job embeddedness theory which posits that, the closer one's personal values and goals are aligned with those of the organization, the higher the likelihood that an employee will feel professionally and personally embedded (Mitchel *et al.*, 2001). This probably could imply that, when non - resident teachers in Turkana County are considered for internal promotions and trainings favourably, they become attached to the schools.

#### 4. Conclusions

Based on the findings, the study concludes that professional growth expectations among the teachers are the key determinants of intentions to transfer out of Turkana and other ASAL regions in Kenya.

#### 5. Recommendations

In view of the study findings and the conclusions arrived at, the following recommendation on theory, policy, and practice was made.

- 1) Teachers Service Commission needs to be fair and considerate during teacher promotion exercise so that all deserving are considered without favour, as this motivates them.

- 2) Teachers Service Commission to adopt induction as well as mentoring programmes to teachers for they require serious orientation and induction before reporting for duty in ASAL regions for this will minimize teacher's transfer intentions.

#### References

- [1] Biswakarma, G. (2016). Organizational Career Growth and Employees' Turnover Intentions: An empirical evidence from Nepalese Private Commercial Banks. *International Academic Journal of Organizational Behavior and Human Resource Management*, Vol.3, No.2, 2016, pp.10 - 26. ISSN 2454 - 2210
- [2] Engedo., H., Birhanu, K. A. (2014). Intent to stay in the Nursing Profession and Associated factors among Nurses working in Amhara Regional State Referral Hospitals, Ethiopia. *BMS Nursing* 13; 24. doi, 10.1186/1472 - 6955 - 13 - 24.
- [3] Field, A. (2013). *Discovering Statistics using IBM SPSS statistics* (4th Ed.). Thousand Oaks, CA sage.
- [4] Likoko, S., Mutsotso, S., & Nasongo, J. (2013). Tutor Competence and its Effect on Quality of Teacher Preparation in Emerging Private Primary Teacher Training Colleges in Bungoma County - Kenya. *Journal of Education and Practice*, Vol.4, No.2, 2013. www.iiste. org ISSN 2222 - 1735 (Paper) ISSN 2222 - 288X
- [5] Likoko, S., Ndiku, J., & Mutsotso, S. (2018). Influence of career progression on retention among the academic staff in public diploma teacher training colleges in Kenya. Kibabii University Institutional Repository
- [6] Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablynski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44 (6), 1102 - 1121.
- [7] Mackatiani, C. I., Musembi, N. J., & Gakunga, D. K. (2018). Learning Achievement: Illusions of Teacher - Centered Approaches in Primary Schools in Kenya. *Journal of Education and Practice*, Vol.9, No.18, 2018. www.iiste. org. ISSN 2222 - 1735 (Paper) ISSN 2222 - 288X (Online)