

# **A Logit Test of Turnover Intentions of Teachers Professionals. The Role of HRM Practices and Community Embeddedness in Public Secondary Schools in Murang'a County Kenya**

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## **Abstract**

The problem of turnover intentions has continued to draw the interest of researchers, HR practitioners and employers. However the moderating role of community embeddedness in the relationship between Human Resource Management (HRM) practices and turnover intentions has received little attention. The study thus sought to investigate the moderating effect of community embeddedness in the relationship between HRM practices and turnover intention of teachers in public secondary schools in Murang'a county Kenya. The study was guided by the Social Exchange, Theory (SET) and Job Embeddedness Theory. The target population was 3752 Teachers Service Commission (TSC) teachers in 304 public secondary schools in Murang'a county Kenya. The study used multi stage random and purposive sampling methods to select a sample size of 400 teachers. A self-administered semi-structured questionnaire was used to collect data. The quantitative data was analysed using descriptive and inferential statistics. The findings of the study indicated that community embeddedness moderates the relationship between HRM Practices and turnover intentions of teachers in public secondary schools in Murang'a county Kenya. The study thus concluded that community embeddedness plays an important role in turnover intentions decision of teachers.

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**Keywords:** Human Resource Management Practices, Community Embeddedness, Public Secondary Schools, Turnover Intentions, Teachers

## **1.0. Introduction**

Teachers play an important role in education by supporting the teaching learning process and fostering learners' discipline thus improving the quality of life, consequently benefiting both individuals and the society as a whole. However these benefits are usually reduced through teachers' turnover since according to Allensworth, Penscia and Mazenzo (2009) teacher turnover compromises learning process by diverting resources from the classroom.

Waititu, (2013) asserts that teacher turnover is a global challenge and a situation that is complex and has been mostly suggested to be either caused by poor workforce planning, or as an indicator of lack of teacher morale and motivation. According to Kaur, Mohindru and Pankaj (2013) employees would leave organisations due to a number of reasons such as lack of job satisfaction, not satisfied with the employer, inadequate promotion and growth opportunities, and availability of greener pastures outside among others.

According to Takase (2010) turnover intentions (intention to leave) is a complicated process which emerges from a negative psychological response to specific occupational or organisational conditions. The author further states that this response develops either into the decision to leave or resulting into withdrawal behaviours which may eventually lead to leaving the current job. Thus employees' negative perception of organisation conditions may trigger intention to leave and eventually actual turnover. According to Currie and Hill (2012) turnover intentions just like actual turnover manifests itself in two ways; first, an employee (teacher) intention to leave the employer within the same profession and second, an employee (teacher) intention to change the profession altogether.

It has been asserted that although measurement of actual turnover and turnover intention can be done separately, the usual expectation is that as the intention increases actual turnover would increase (Perez, 2008). Park and Kim (2009) assert that employee turnover intention is usually the last step in employee decision process before quitting his or her job. Thus turnover intention is usually considered as the last signal to quitting.

The government of Kenya through TSC in its endeavours to make teaching attractive and also to ensure teachers retention has developed various policies. Besides these policies the TSC has also delocalise some of the Human Resource (HR) functions to the counties thus bringing them closer to teachers (Manthi, Kilika & Kimencu, 2018). Despite the Government intervention through various policies the problem of teacher turnover intention still exists.

Just like actual turnover intention (intention to leave) has negative effects. Chughtai (2013) asserts that when employees have thoughts of quitting it affects their loyalty to the organisation and it may finally lead to the

actual quitting of the valuable employee. Also according to Tarmizi (2008) intention to leave also affects other employees as it reduces their commitment within the organisation. Krishan and Sigh (2010) assert that teachers' turnover intention (intention to leave) leads to reduced motivation hence hindering achievement of schools' goals. It is therefore important to enhance teachers' retention by reducing intention to leave so as to improve teaching and learning processes in schools.

It has been suggested that proper implementation of HRM practices can lead to reduction of intention to leave of employees. According to Armstrong and Stephen (2014) it is important for organisation to be consistent in implementing HRM practices since it provides to employees proof that the organisation is concerned about them. On the other hand Kinnie, Hutchinson, Purcell, Rayton and Swart (2005) opined that employees attitudes tend to be less affected by the way the practices are implemented but by how on a daily basis managers implement. Thus how HRM Practices are operationalised tends to affect employees' attitude towards the organisation and consequently their turnover intentions.

Though there are many HRM practices the current study focused on four practices namely compensation, career development, performance appraisal and training. The choice of these HRM Practices is because of having been suggested to possess the potential to motivate employees alongside offering them recognition, and improved self-worth (Döckell, Basson & Coetzee, 2006; Mensah, 2014).

Majority of studies have considered community embeddedness as either predictor or mediating variable. However its role as a moderating variable has not been given much consideration. According to Mitchel, Holtom, Lee, Sabynski and Erez (2001) through their theory of job embeddedness people remain with their jobs because of the attachment they have with their community. That is there are community related factors that bind an individual to his or her current job. This implies that there are other forces besides the employees' perception of HRM practices that may influence employee when thinking about whether to stay or leave the organisation. Thus this study was out to establish the moderating effect of community embeddedness in the relationship between HRM practices and turnover intentions.

## **1.2 Community Embeddedness**

The concept of community embeddedness which is also referred to as the off-the- job factors is drawn from the works of Mitchel, *et.al.* (2001) through their theory of job embeddedness. According to Job embeddedness theory people remain with their jobs because of the attachment they have with their community. That is there are factors within the community that bind

individuals to their current job. According to Mitchel, *et.al.* (2001) the main concerns of job embeddedness are the degree of the connections people have with others or activities; the degree to which ones job and community is related or the way individuals fit with other aspects in their life and how the connections can be broken i.e., what individuals are willing to give up if they will have to leave their current jobs. These three dimensions were categorised into links, fit and sacrifice and so from this we have community links, community fit and community sacrifice.

Community links entails the official and non-official attachments that an individual has in the community in which he or she works. It is suggested that in embeddedness several strands connect an employee with his and her family in a social and psychological web which includes the community and the physical environment which one lives. It has also been suggested that the more the community links one has the more attached an employee is to his or her job and the organisation (Mitchel, *et.al.*, 2001). The community links include marriage, tenure, children requiring care (Abelson, 1987), hobbies and church related activities (Cohen, 1995). Mitchel, *et.al.* (2001) suggests that since in various aspects of lives people have links, when they have to leave their jobs and their homes it will require rearrangement of some of the links.

Community fit refers to the way in which an employee feels comfortable and compatible with his or her environment (Mitchel, *et.al.*, 2001). According to job embeddedness theory how well an employee fits in the community and the environment determines whether one will stay in the organisation. This therefore means that the level of comfort an individual has with the community and environment will influence his or her embeddedness with the organisation and the job. The community dimension of fit includes weather, amenities, political and religious climates and entertainment activities.

Community sacrifice entails what one may forfeit from the community as a result of leaving his or her current job. Community sacrifices include getting out of a safe and desirable community where one is liked or respected, nearness to social amenities and leadership position in the community (Mitchel, *et.al.*, 2001; Young, Stone, Aliaga, & Shuck, 2018). Mitchel, *et.al.* (2001) argued that even when one does not relocate in changing jobs one may lose various conveniences like easy travelling to and from home or being able to make it home when one wishes. Young, *et.al.* (2018) asserts that even though one may have minimal links to the organisation, one may be unwilling to bear these losses through change of job.

From this discourse it is evident that there are other forces besides the employees' perception of HRM practices that may influence employee when thinking about whether to stay or leave the organisation. Mitchel, *et.al.* (2001) indicated that their focus was more on the totality of embedding forces that

keep a person on the job than the negative attitude that leads one to quit his or her job. Therefore, the current study considered the moderating effect of Community embeddedness in the relationship between HRM practices and turnover intention.

## **2.0 Review of Literature**

### **2.1 Theoretical Review**

SET is built on the principle that in organisations relationships advance with time through trust, loyalty and mutual commitments the rules of exchange are respected (Crospranzano & Mitchel, 2005). By abiding to these rules each party feels obligated to each other. From the SET perspective, employees tend to examine the quality of their relationship with their organisation and when they find presence of quality relationship, they get motivated on the other hand absence of quality relationship leads to negative behaviour such as poor performance and intention to leave. Social relationship are based on sense of reciprocity between the parties involved such that individuals have expectations from the organisation which may include fair and adequate rewards, career opportunities, job security and emotional support (Eisenberger, Huntington, Hutchinson, & Sowa, 1986). Thus SET explains the relationships between HRM Practices and turnover intention.

Job Embeddedness theory developed from the field theory and the psychological concept of embedded figures by Lewin, (1951). Field theory proposes that aspects of people's lives are represented by proximal and distal connections with their perceptual life space. Mitchell, Holtom, Lee, and Erez (2001) proposed the job embeddedness construct which describes forces that keep a person from leaving his or her job'' (Lee, Mitchell, Burton & Sablynski, 2004). According to Mitchel *et al.* (2001) job embeddedness represents a broad constellation of influence on employee retention. It is concerned with what factors make employees remain in their jobs. These factors are either on-the job (organizational) or off-the job (community) factors.

According to this theory there are three dimensions which determine an individual continued stay in the organisation. These dimensions are links, fit and sacrifice. The three dimensions have both organisational and community aspects. Thus in this study, this theory helps to explain the relationship between HRM practices, community embeddedness and turnover intention.

### **2.2 Empirical Review**

Ghosh and Gurunathan (2013) did a study among employees of banks in India. The target population was 501 managers. The study revealed the off the job embeddedness (community embeddedness) did not mediate the

relationship between HRM practices and turnover intentions. This study by Ghosh and Gurunathan (2013) had a biased gender makeup towards women. Male's representation was 81.8% while that of females was 18.8%. This representation may have affected the effect of community embeddedness on turnover intention among females since it has been found that the community embeddedness reduces employee turnover in females (Holtom, Mitchel, Lee & Eberly, 2008). This study examined mediating effect of community embeddedness while the current study sought to determine whether community embeddedness will moderate the relationship between HRM practices and turnover intentions.

Young, Stone, Aliaga and Shuck (2013) census survey study among 454 extension agents in two states. Correlation analyses revealed both community fit and sacrifice had a correlation with intention to stay while community link did not correlate. However, regression analysis showed both dimensions of community embeddedness were not significant but only organisation link and organisation sacrifice components were significant. The current study considered community embeddedness as a moderator as opposed to an explanatory variable.

Meirun, Sin and Wei (2018) did a study in a manufacturing firm among Chinese new generation of rural migrant workers. The study found out community embeddedness and turnover intention related negatively and outcome was significant. The study considered rural immigrant workers who were involved in short term employment trend while the current study focused on teachers who are on permanent employment. The study also considered the direct effect while the current study considered moderating effect of community embeddedness on HRM practices and turnover intentions relationship

From the review of literature no study has been identified that has tested the effect of community embeddedness as a moderator among teachers in Kenya and this is why this current study was out to establish whether community embeddedness will moderate HRM practices and turnover intentions among teachers in public secondary schools in Murang'a County Kenya. Therefore based on the literature reviewed the study hypothesised that: H0: Community embeddedness does not moderate the relationship between HRM practices and turnover intentions of teachers in public secondary schools in Murang'a County Kenya.

### **3.0 Research Methodology**

This study adopted both descriptive and explanatory research design. The use of descriptive design in this study facilitated the researcher to vividly describe the characteristics of the participants and nature of their responses to the research questions (Kothari, 2004). Explanatory design helped to explain

how the independent and the dependent variables relate (Firebaugh, 2008). The dependent variable in this study which was considered a dichotomous binary variable was turnover intentions and was indicated by intention to leave or stay. The binary logistic regression was therefore used since it is suitable where one wants to show presence or absence of a particular attribute of interest (Rodriguez, 2007).

The target population was 3752 teachers from 304 public secondary schools in Murang'a County, Kenya. The study used multi stage random sampling method to select the 400 teachers from 40 schools in the county. The researchers used the Yamane (1967) formula to obtain a representative sample size of teachers from the county.

$$n = \frac{N}{1 + N(e^2)} \quad (3752) \div 1 + 3752(0.05^2) = 400.$$

**Source: Yamane (1967)**

Where n = sample size, N= Entire Population, e=level of precision.

Data from teachers was collected through a self-administered semi-structured questionnaire. The questionnaire was developed from review of previous studies. For instance compensation scale was adapted from Guest, (2002), career development from Delery and Doty, (1996) and Rainlall, (2004). Training was adapted from Boselie *et al.*, (2001) and Rainlall, (2004). Turnover intention scale was adopted from Mensah (2014).

To ensure the instruments achieve the objectives with accuracy (internal validity) and that generalising will be beyond the sample (external validity) and that the instrument has both face and content validity, experts' opinions were sought. In order to achieve construct validity, the researcher ensured that the operationalised variables related with constructs reviewed from literature (Nzuki, 2014). Reliability of the instrument was ensured by deriving and adopting from the literature those items that other researchers have tested their reliability (Muathe, 2010). Cronbach's alpha correlation that measures internal consistency was also used to determine reliability where items with Cronbach's alpha of 0.7 and above were deemed reliable.

The quantitative data was analysed using descriptive and inferential statistics. Descriptive statistics were applied to analyse quantitative data in order to generate percentages, means and standard deviation of both dependent, moderating and independent variables. Binary logistic regression analysis was used to test whether the independent and moderating variables had any effect on turnover intentions of teachers in public secondary schools in Murang'a County Kenya. The overall fit of the model was tested by use of log likelihood and the associated Chi-square statistics following Field (2009) recommendation.

The Wald statistics was used to test contribution by each explanatory variable. If the odd ratio value generated by Wald statistics was equal to or

greater than one it indicated positive contribution to the model. Estimation and test of hypothesis was done at 95% confidence interval. If the p-value was less than 0.05 the null hypothesis was rejected otherwise it was not rejected.

#### 4.0 Findings and Discussion

##### 4.1 Pilot Study Results

A pilot study was carried out to test the reliability of the research instruments. Cronbach alpha correlation was used to determine internal consistency where items with Cronbach's alpha of 0.7 were considered reliable. Table 1 shows the results of reliability test.

**Table 1:** Results for Reliability Test

Variables	Number of Items	Cronbach's Alpha	Remarks
Compensation	6	0.860	Scale Reliable
Career Development	8	0.858	Scale Reliable
Performance Appraisal	7	0.753	Scale Reliable
Training	7	0.778	Scale Reliable
Community Embeddedness	10	0.840	Scale Reliable
<b>Overall Reliability</b>	<b>38</b>	<b>0.818</b>	<b>Scale Reliable</b>

As shown in Table 1 all the variables had  $\alpha$  greater than 0.7 while the overall reliability was 0.818 which confirmed that scale used in questionnaire construction was reliable.

##### 4.2. Response Rate

Out of the four hundred (400) teachers who were sampled, two hundred and ninety-eight (298) responded to the questionnaires that were administered, this gave a response rate of 74.5% which according to Mugenda and Mugenda (2003) is satisfactory to conduct data analysis and interpretation of the findings.

##### 4.3 Descriptive analysis

The study sought to establish the moderating effect of community embeddedness on Human Resource Management (HRM) Practices and turnover intention relationship. Therefore respondents were asked to indicate their level of agreement or otherwise on various aspects of community embeddedness and 4 HRM Practices namely compensation, career development, performance appraisal and training. The scale was based on a scale of 1-5 where 1=strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree, 4= agree (A) and 5= strongly agree (SA). The results are presented in table 2.



**Table 2:** Results for Descriptive Analysis

<b>HRM Practices</b>	<b>Aggregate mean</b>	<b>Standard deviation</b>
Compensation	2.17	1.02
Career Development	2.69	1.15
Performance Appraisal	2.69	1.09
Training	2.84	1.18
Community embeddedness	3.33	1.07

From table 2 majority of the respondents disagreed that the employer had done enough to enhance better compensation for their various responsibilities this was indicated by an aggregate score of 2.17. A standard deviation of 1.02 was an indication that the respondents had less varied views concerning compensation. These results concur with findings by Ekabu (2019) which established that majority of teachers were dissatisfied with various aspects of remuneration they get from the employer. The results are also in agreement with findings by Waititu (2013) who found that 45.51% were dissatisfied with the salaries they earn. In addition, the study that study established that 53.36% of teachers indicated that salary which they received was not equivalent to the work they performed, hence leading to them quitting.

In relation to career development the respondents were neutral that various activities and programs by the employer and supervisors enhanced furtherance of their careers as confirmed by an aggregate mean score of 2.69 and a standard deviation of 1.15. These findings were in contrast to findings by Manthi, *et.al.* (2018) whereby on average the respondents disagreed on various aspects of career development.

Performance appraisal had also an aggregate score of 2.69 and a standard deviation of 1.09. This implied that respondents were also neutral on various aspects of the appraisal system. The respondents were also neutral on various issues concerning training represented by an aggregate score of 2.84 and a standard deviation of 1.18. However these results also did not agree with the findings by Manthi, *et.al.* (2018) among tutors in teachers training colleges who on average disagreed on various aspects of training offered.

On average the participants were neutral on the issue of being attached to the community in which they worked/lived as shown by an aggregate score of 3.33 with a standard deviation 1.07 implying the respondents opinions were less varied. These findings are in agreement with findings by Manthi, *et.al.* (2018) whereby the respondents were neutral on various aspects of community embeddedness.

Turnover intention which was the dependent variable of the study was considered as a binary variable. Respondents were asked whether they will leave if they get a better job. The findings are presented in table 3.

**Table 3:** Results for Turnover Intentions

<b>Whether will leave if get a better job</b>	<b>Frequency</b>	<b>Percent</b>
No	51	17.1
Yes	247	82.9
<b>Total</b>	<b>298</b>	<b>100</b>

As shown in table 3, 82.9% (247) of the teachers had the intention to leave. However, 17.1% (51) of them intend to stay. The findings provide a clear indication that those public secondary schools in Murang'a County Kenya who were the respondents of the study that intend to leave are more than those that want to stay. There is therefore need for the employer to address high intention to leave by teachers to avoid compromising quality of education. This because when the employees' trust that the employer appreciates their inputs to the organisational goals and is concerned about their well-being, employees will give their whole and intention to leave will reduce (Rhoades & Eisenberger, 2002; Ng & Sorensen, 2008).

#### 4.4 Inferential Statistics

In order to establish the moderation effect of community embeddedness, a base model with the relationship between HRM practices and turnover intention was examined followed by inclusion of the moderating variable as explanatory variable after which moderation was estimated. The index of HRM practices was computed and used in test for moderating effect. In the first step, community embeddedness and HRM practices index are fitted in the model to test whether community embeddedness directly predict turnover intentions. In the second step, an interaction (HRM Index\*Community Embeddedness) was introduced in the model to test for moderation effect.

##### Step One: Community Embeddedness as a Predictor variable

A base model was used to establish the relationship between HRM practices and turnover intention of teachers in public secondary schools in Murang'a county Kenya. The first model examined the relationship between HRM practices and turnover intentions teachers in public secondary schools whereby community embeddedness was used as an explanatory variable. The model fitted was:

Logit (Y) =  $\beta_0 + \beta_1X + \beta_2Z + \varepsilon$  Where: Y = Turnover Intention; X = HRM practices Index

Z= Community embeddedness

Table 4 presents the results.

**Table 4:** Community Embeddedness as a Predictor Variable

Variables in the Equation	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.(EXP(B))	
							Lower	Upper
HRM Practices composite	0.011	0.002	21.159	1	0.000	1.012	2.354	7.817
community embeddedness	0.699	0.27	6.714	1	0.010	2.011	1.093	3.177
Constant	-4.79	0.984	23.684	1	0.000	0.008		
Model X2 34.701, P<0.05								
-2 Log likelihood 236.048a								
Nagelkerke R Square = 0.193								

The results in table 4 indicate that the model is significant ( $P < 0.05$ ) and Nagelkerke R Square value is 0.193 which is an indication that HRM practices and community embeddedness predict 19.3% variations in turnover intention. Further, the coefficients of HRM practices and community embeddedness (moderator) were significant ( $P = 0.000$  and  $0.01$  respectively) at 95% confidence interval. The Wald statistics are greater than one indicating the two variables contribute positively to the model. These findings implied that community embeddedness could act both as moderating variables and predictor variables of turnover intention of teachers in public secondary schools in Murang'a county Kenya.

### **Step Two: Community Embeddedness as a Moderating variable**

In the second step, an interaction (HRM Index\*Community Embeddedness) was introduced in the model to test for moderation effect. The significance of the interaction variables (HRM Index\*Community Embeddedness) was used as the criteria to test for the significance of the moderation effect. The results are presented in table 5.

**Table 5: Moderating Effect of Community Embeddedness**

Variables in the Equation	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.(EXP(B))	
							Lower	Upper
HRM Index	0.014	0.018	0.599	1	0.439	0.986	0.014	11.791
community embeddedness	0.243	0.405	0.361	1	0.548	1.275	0.014	4.436
HRM Index*Community Embeddedness	0.224	0.091	6.084	1	0.014	1.251	0.747	5.24
Constant	3.211	1.412	5.171	1	0.023	0.04		
Model X2 36.928 P<0.05								
-2 Log likelihood 235.856								
Nagelkerke R Square = 0.203								

The results presented in Table 5 show that interaction variable (HRM Index\*Community Embeddedness) had a  $\beta=0.224$ ,  $p=0.014<0.05$  and Wald statistic of 6.084. These findings confirmed Community Embeddedness significantly moderated the relationship between HRM practices and turnover intentions of teachers in public secondary schools in Murang'a county Kenya. The -2 Log likelihood value reduced from 236.048 (table 4) to 235.856 implying that the model is better. Nagelkerke R Square is 0.203 indicating that community embeddedness explains 20.3% variations in turnover intentions. The hypothesis that community embeddedness does not moderate the relationship between HRM practices and turnover intentions of teachers in public secondary schools in Murang'a county Kenya was therefore rejected.

This shows that community embeddedness plays an important role in the decision of public secondary school teachers in Murang'a County intention to stay. Therefore, community embeddedness significantly enhances the relationship between HRM practice and turnover intentions. The results are consistent with Treuren and Fein, (2018)) which confirmed the moderating effect of community embeddedness on the relationship between work and life conflict and turnover intention. This study also confirms Ellis (2013) assertion that the role of non-work factors shaping attachment to jobs has been overlooked yet previous studies have indicated that these factors are critical to the attitudes and attachment employees feel towards their jobs.

## Conclusion

The findings of this study indicate that teachers are not satisfied with various aspects of compensation offered by the employer. However, they are

neutral on various aspects of performance appraisal, career development and training by the employer. The study also established that a large number of teachers (82.9%) have intention to leave. The study thus concluded that HRM Practices influences turnover intentions of teachers in public secondary schools in Kenya. It has been suggested that teachers' turnover intention (intention to leave) leads to reduced motivation hence hindering achievement of schools goals. It is therefore important to enhance teachers' retention by reducing intention to leave so as to improve teaching and learning processes in schools. This may be done through proper implementation of HRM practices through adopting a participatory approach by the employer and management. This will not only reduce intention to leave among teachers but also make teachers own the practices being implemented, leading to realisation of the intended goals.

This study has also been able to establish that community embeddedness can act both as a predictor variable, and a moderating variable. Therefore in reference to the objective of the study it is thus concluded that community embeddedness moderates the relationship between HRM practices and turnover intentions of teachers in public secondary schools in Murang'a County. In this regard, despite their perception on the HRM practices implemented by the employer how teachers are attached to the community influences their intention to stay or quit. This implies that those who are more attached to the community will have high intention to stay compared to those who are not attached to their community.

The findings imply that employers can realise increased intention to stay through their employees' increased participation in community activities, such as employee voluntary financial contributions, participating in community leadership and involvement in community events. The study thus recommends, first, so long as the community activities do not interfere with employees work performance employers and management should support the employees in these activities. Secondly TSC should approach its policy on delocalisation of teachers with this understanding that community embeddedness affects turnover intentions, since implementation without this consideration, may lead to intention to leave, affecting teachers' motivation and hence negatively affecting their discharge of duties.

This study therefore contributes to the HRM literature by providing evidence that community embeddedness can moderate the relationship between HRM practices and employees' turnover intentions. It thus supports the assertion that off the job factors has a role to play in the retention of employees in organisations. The study also contributes to HRM literature by considering turnover intentions as a dichotomous variable as opposed to a continuous variable as it has been the case with the majority of turnover

intentions studies. This allowed the use of logistic regression which provides a basis which can be used to build turnover intentions prediction models.

This study had some limitations which can be addressed by other future studies. The study considered only four HRM practices which indicated a low variation in turnover intentions. Thus it is recommended that future studies should focus in establishing other factors that account in the variation of turnover intentions of teachers in public secondary schools. The study also considered total effect of community embeddedness thus future studies can consider the moderating effect of the individual components of community embeddedness to establish which component has more effect than the other. Other studies should also focus on other sectors, both public and private, as this study predominantly focused on the education sector. This study was a cross sectional research and therefore it could not establish cause and effect relationship for the variables considered. It is therefore suggested other studies can consider a longitudinal study.

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