

Influence of School Climate on Teachers' Turnover Intention in Public and Private Primary Schools, Ikeja City, Lagos, Nigeria

**Ittai Joy
Ogunji James**

Department of Education, Babcock University,
Ilishan-Remo, Ogun State, Nigeria

[Doi:10.19044/esj.2025.v21n7p103](https://doi.org/10.19044/esj.2025.v21n7p103)

Submitted: 24 July 2024

Accepted: 27 February 2025

Published: 31 March 2025

Copyright 2025 Author(s)

Under Creative Commons CC-BY 4.0

OPEN ACCESS

Cite As:

Ittai J. & Ogunji J. (2025). *Influence of School Climate on Teachers' Turnover Intention in Public and Private Primary Schools, Ikeja City, Lagos, Nigeria*. European Scientific Journal, ESJ, 21 (7), 103. <https://doi.org/10.19044/esj.2025.v21n7p103>

Abstract

Teacher career turnover is a serious global occupational hazard, with the estimated teacher turnover rate ranging from 13 to 15% annually. Even countries with the best educational systems are not insulated in this regard. There cannot be actual turnover without turnover intentions, which are a key precursor. Being a multilevel structured phenomenon, several school variables could be implicated, such as school climate and job satisfaction. The Nigerian education system is portrayed as an environment where turnover intention thrives. Due to the dearth of literature on this regard in Lagos state, Nigeria, this research work utilized a survey research design to study the phenomenon in public and private primary schools. A total of 373 teachers were sampled using a simple random technique, and data was collected through a structured questionnaire. Appropriate descriptive and inferential statistics, such as Pearson product moment correlations, simple linear regression, and Independent t-tests, were used to analyze the data. The findings revealed that there was a moderate negative significant influence of school climate of public and private primary schools' teachers on turnover intention. This means as school climate improves, the turnover intention goes down. School climate measures (safety, academic climate, community climate and organizational environment) jointly influenced teachers' thinking of quitting their current job.

There was a significant difference between public and private primary schools' teachers' turnover intentions. The study concluded that school type (public or private primary schools' climate) has a significant, moderating effect on teachers' turnover intention. Teachers' turnover intention was higher in private schools. It is recommended that public and private primary schools in Ikeja City should intentionally improve school climate by improving safety, academic climate, community climate, and organizational environment to reduce teacher turnover intention.

Keywords: School Climate, Teachers Turnover Intention, Public and Private Primary Schools

Introduction

Turnover intention is used to measure people's intention to resign from their current job, look for another job, and follow through on resigning. Interest in the study of turnover intention as a proxy for actual turnover has gained much popularity among researchers and academics in industrial-organizational psychology (Griffeth, Hom & Gaertner, 2000). Turnover intention is the relative strength or desire of a person to voluntarily withdraw from an organization. Intention is the reason, and turnover is the result. High turnover intention predicts a greater likelihood of a person actually leaving a job. For several decades, the turnover intention has received extra attention from teachers and practitioners, including education practitioners, because its existence is suspected of disrupting organizational conduciveness. Teacher turnover intention has severe consequences for the quality of instruction, for students and their learning, and, more broadly, for the school community. A school loses institutional memory due to significant staff changes. Changes in staff raise the need for additional resources for recruiting and familiarizing new members with the everyday practices adopted by that school community (Ronfeldt, Leob & Wyckoff, 2013). Ekabu and Arnoux-Nicola et al. (2018) opined that teacher turnover intentions are influenced by certain working conditions that teachers are not comfortable with. They agree that adverse working conditions are positively and significantly associated with turnover intentions. Working conditions, such as physical and psychological factors within a school or work organization, are strong motivators that keep employees on their job. Park and Shaw (2013) conducted a meta-analysis of the relationship between turnover rates and organizational performance. The results show that the relationship between total turnover rates and organizational performance is significant and negative. Similarly, in a quantitative correlational study to determine the extent to which organizational climate and teacher stress predict teacher turnover intention, Roebuck (2023) found that the Organizational Climate Index achievement

press subscale score (OCI-AP; $B = -.356$, $p = .028$) and total Teacher Stress Inventory score ($B = .014$, $p = .000$) were statistically significant predictors of turnover intention. An increase in achievement press resulted in a decrease in turnover intention, while an increase in total score predicted an increase in turnover intention.

Where such motivating factors do not exist, turnover intention among employees is inevitable. Bauer (2012) found it perplexing that employees were voluntarily willing to face the uncertainty of a new place of employment instead of accepting their current work situation. In many countries, the estimated teacher turnover rate ranges from 13 to 15% annually (Nissinen & Välijärvi, 2011). Even in Finland, where the teaching profession has traditionally been highly appreciated and where teachers have been committed to their profession, there is a rising concern about teacher job-satisfaction, the attractiveness of the teaching career, and an increase in turnover (VAKAVA Statistics, 2017). No doubt, the high rate of teacher turnover intention is a global phenomenon. In Kenya, for example, despite government intervention through various policies, the problem of teacher turnover intention persists (Kamau, Muathe & Wainaina, 2020). Another study by Ekabu, Kalau, and Nyagah (2019) revealed that 64.2% of the respondents intended to leave teaching in secondary schools in Meru County, Kenya.

These statistics thus indicate a high rate of intention to leave among public school teachers in Kenya. A study by Ajayi and Olatunji (2017 & 2018) portrays the Nigerian education system as an environment where turnover intention thrives. They implicated many variables, such as job satisfaction and other school-related factors. However, research on teacher turnover in Nigeria seems to be limited. A healthy school climate promotes job satisfaction, which in turn brings forth the low staff turnover intentions, leading to high service delivery. If turnover intention is not adequately addressed, academic staff may constantly seek to move from a stagnant and unhealthy school climate to healthier ones. While organizations expect or even desire some level of voluntary employee turnover (e.g., to promote innovation or avoid stagnation), they are motivated to prevent it from becoming excessive due to its cost (Dess & Shaw, 2001). Such costs include losing specialized human capital, replacing personnel, and training new or reassigned personnel. Minimizing turnover intention in this multilevel phenomenon is the focus of this study. It is with this objective that this research on influence of school climate on academic staff turnover intention is conceptualized.

The following research hypotheses were tested;

H0₁. There is no significant relationship between school climate and teacher's turnover intention in public and private primary schools in Ikeja City, Lagos State.

H0₂: There is no significant influence of school climate on teacher's turnover intention in public and private primary schools in Ikeja City, Lagos State.

H0₃: There is no significant moderating influence of school type on school climate and teacher's turnover intention in public and private primary schools in Ikeja City, Lagos State.

Method and Materials

A survey research design was used in the study. All the public and private primary schools in Ikeja City, Lagos State, formed the population of the study. In total, there were 98 primary schools and 1281 teachers in both private and public primary schools. Following the sampling formula of Taro Yemane, a sample size of 305 teachers formed part of the study drawn through simple random sampling technique.

This sample consisted of 18 private primary schools and 5 public nursery and primary schools.

The school climate questionnaire covered four major aspects of the school climate: safety, academic climate, community climate, and the organizational environment. The school safety questionnaire contained 11 items, the academic climate section contained 13 items, the community climate section contained 18 items, and the organizational environment section contained 14 items. All Items were measured using a scale of 1 to 4. A four-point Likert scale was used to rate the items, ranging from 1 (strongly disagree) to 4 (strongly agree).

The scale includes a total of 56 items, divided into two factors: hygiene factors (safety and academic climate) and motivational factors (community climate and organizational environment). Turnover intention was measured using a modified version of a turnover intention assessment scale, which consist of 6 items. The six-item turnover intention scale (TIS-6), developed by Michaels and Spector (1982), was used. A four-point Likert scale was used to rate the items, ranging from 1 (never, or strongly impossible) to 4 (always, or very possible). The total score of the six items were computed as the score for turnover intention, ranging from 6 to 30. A high score suggests a greater turnover intention (" ≤ 15 " comprised the "low" group and "> 15" comprised the "high" group). The scale includes a total of six items, divided into three dimensions: thinking of quitting a current job (turnover intention I, items 1 and 2), searching for another job (turnover intention II, items 3 and 4), and obtaining the employment letter for another work (turnover intention III, items 5 and 6). Four major aspects of the school climate safety, academic climate, community climate, and the organizational environment were tested upon collection of data. The questionnaires were tested for validity and reliability. Face validity, content validity, and construct validity methods were used in

the process. The Cronbach's alpha coefficient test for internal consistency and reliability showed values higher than 0.70 alpha benchmark and composite reliability (CR) greater than 0.6.

Specifically, the Cronbach's alpha reliability test showed an alpha of 0.817 for the independent variable, school climate, and 0.723 for the dependent variable, teacher's turnover intention.

Findings

H0₁. There is no significant relationship between school climate and teacher's turnover intention in public and private primary schools in Ikeja City, Lagos State.

Table 1. Correlation Analysis of the Relationship between School Climate and Teacher's Turnover Intention

		Thinking of Quitting current job	Searching for another job	Obtaining employment letter or another job
Safety related statements	Pearson			
	Correlation	-.499**	-.587**	-.627**
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369
Academic climate related statements	Pearson			
	Correlation	-.481**	-.577**	-.620**
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369
Community climate related statements	Pearson			
	Correlation	-.587**	-.610**	-.653**
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369
Organizational environment related statements	Pearson			
	Correlation	-.527**	-.582**	-.640**
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369

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

The safety climate of a school has moderate, negative, and significant relationship with thinking of quitting current job ($r = -.499$, $p < 0.05$). It also has moderate, negative, and significant relationship with searching for another job ($r = -.387$, $p < 0.05$) and with obtaining employment letter for another job ($r = -.627$, $p < 0.05$). This implies that when safety improves, thinking of quitting current job, searching for another job, and obtaining employment letter for another job decreases.

The academic climate has a moderate, negative, and significant relationship with thinking of quitting current job ($r = -.481$, $p < 0.05$). It also has a moderate, negative, and significant relationship with searching for another

job ($r=-.577$, $p<0.05$) and with obtaining employment letter for another job ($r=-.620$, $p<0.05$).

This implies that when the community climate improves, thinking of quitting current job, searching for another job, and obtaining employment letter for another job decreases.

The community climate has a moderate, negative, and significant relationship with thinking of quitting current job ($r=-.587$, $p<0.05$). It also has a moderate, negative, and significant relationship with searching for another job ($r=-.610$, $p<0.05$) and with obtaining employment letter for another job ($r=-.653$, $p<0.05$). This implies that when the community climate improves, thinking of quitting current job, searching for another job, and obtaining an employment letter for another job decrease.

The organizational environment has a moderate, negative, and significant relationship with thinking of quitting current job ($r=-.527$, $p<0.05$). It also has a moderate, negative, and significant relationship with searching for another job ($r=-.582$, $p<0.05$) and with obtaining employment letter for another job ($r=-.640$, $p<0.05$). This implies that when the organizational environment improves, thinking of quitting current job, searching for another job, and obtaining an employment letter for another job decrease. Through these findings, light is shed on the alternative hypothesis (H_{11}) that there is no positive relationship between school climate and teacher's turnover intention in public and private primary schools in Ikeja City, Lagos State.

H02. There is no significant influence of school climate on teacher's turnover intention in public and private primary schools in Ikeja City, Lagos State.

Table 2a. Regression Analysis of School Climate on Teachers Thinking of Leaving Current Job

	Model	Sum of Squares	Df	Mean Square	F()	Sig.(P)
1	Regression	469.658	4	117.415	53.336	.000 ^b
	Residual	807.920	367	2.201		
	Total	1277.578	371			

R = .606; $R^2 = .368$; Adjusted $R^2 = .361$; Standard Error of the Estimate = 1.48372;

b. Predictors: (Constant), Organizational Environment-related statements, Safety- related statements, Community Climate-related statements, Academic Climate- related statements

Table 2a indicates that the predictors (organizational climate, safety, community climate, and academic climate) have a significant positive influence on thinking of quitting current job ($F_{(4, 367)} = 53.336$, $p < 0.05$). The predictor variables have a moderate negative significant influence on thinking of quitting the current job. The school climate, which included the hygiene factors, safety and academic climate, and the motivational factors, community

climate and organizational environment, all have a moderate, negative, and significant relationship with teachers thinking of quitting current job. They account for 36.1% of the criterion variable (thinking of quitting the current job) ($R = .606$, $Adj. R^2 = .361$). They can only explain 36.1% of the variations in dependent variable (turnover intention); however, 64% remains unexplained in this study. In other words, there are additional variables that are important in explaining turnover intention that have not been considered in this study.

Table 2b. Coefficient of Regression Analysis of School Climate on Teachers Thinking of Leaving Current Job

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.799	.396		22.200	.000
	Safety related statements	-.036	.025	-.152	-1.450	.148
	Academic climate related statements	.108	.030	.483	-3.583	.000
	Community climate related statements	-.122	.018	-.777	-6.764	.000
	Organizational environment related statements	-.022	.021	-.129	-1.081	.280

a. Dependent Variable: Thinking of Quitting current job

The coefficient table indicates the contribution of each predictor variable. The table shows that safety has no significant effect on thinking of quitting the current job ($B = .036$, $t = -1.450$, $p > .05$). Academic climate has a significant negative influence on thinking of quitting current job ($B = .108$, $t = -3.583$, $p < .05$). Community climate has a significant negative influence on thinking of quitting current job ($B = -.122$, $t = -6.764$, $p < .05$). Organizational environment has an insignificant effect on thinking of quitting current job ($B = -.022$, $t = -1.081$, $p > .05$). Generally, the community climate ($Beta = -.777$) has the most influence on thinking of quitting the job compared to the other independent variable. This is followed by academic climate ($Beta = .483$).

Table 2c. Regression Analysis of School Climate on Teachers Searching for Job

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	509.183	4	127.296	58.024	.000 ^b
	Residual	807.332	368	2.194		
	Total	1316.515	372			
R = .622; R2 = .387; Adjusted R2 = .380; Standard Error of the Estimate = 1.48116;						

a. Dependent Variable: Searching for another job

b. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements

The table indicates that the predictors (organizational climate, safety, community climate, and academic climate) have a moderate negative significant effect on searching for another job ($F_{(4, 368)} = 58.024$, $p < 0.05$). The predictor variables and the dependent variable, turnover intention, which is searching for another job, have a correlation coefficient ($R = .622$), indicating a moderate positive relationship. The predictors (organizational climate, safety, community climate, and academic climate) account for 38.0% ($R^2 = .380$) of the variance in the criterion variable (searching for another job).

Table 2d. Regression Analysis Coefficient of School Climate on Teachers Searching for Another Job

		Coefficients^a			
		Unstandardized Coefficients		Standardized Coefficients	
	Model	B	Std. Error	Beta	T Sig.
1	(Constant)	9.510	.395		24.057.000
	Safety related statements	-.060	.024	-.251	-2.438.015
	Academic climate related statements	.021	.030	.094	.707 .480
	Community climate related statements	-.064	.018	-.401	-3.557.000
	Organizational environment related statements	-.015	.021	-.083	-.706 .481

a. Dependent Variable: searching for another job

The coefficient table indicates the contribution of each predictor variable. The table shows that safety has a significant negative effect on searching for another job ($B = -.060$, $t = -2.44$, $p < .05$). Academic climate has no significant effect on searching for another job ($B = .021$, $t = .707$, $p > .05$). Community climate has a significant effect on searching for another job ($B = -.064$, $t = -3.557$, $p < .05$). Organizational environment has an insignificant effect on searching for another job ($B = -.015$, $t = -0.481$, $p > .05$).

Based on the standardized coefficient, community climate ($Beta = -.401$) is the largest predictor variable, followed by safety ($Beta = -.251$).

Table 2e. Regression Analysis of School Climate on Teachers Obtaining Employment Letter for Another Job

ANOVA^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	809.531	4	202.383	73.476	.000 ^b
	Residual	1002.604	364	2.754		
	Total	1812.136	368			
R = .668 ; R ² = .447; Adjusted R ² = .441; Standard Error of the Estimate = 1.65964;						

a. Dependent Variable: Obtaining employment letter for another job

b. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements

The table indicates that predictors (organizational climate, safety, community climate, and academic climate) have significant negative effect on teacher's intention of obtaining an employment letter for another job ($F_{(4, 364)} = 73.476$, $p < 0.05$). Teacher's turnover intention, which is obtaining an employment letter for another job, has a moderate relationship ($R = .668$) with the predictors variables, accounting for 44.1% ($R^2 = .441$) of the criterion variable (obtaining an employment letter for another job).

Table 2f. Regression Analysis Coefficient of School Climate on Teachers Thinking of Leaving Current Job Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
	G Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	11.086	.446		24.876	.000
	Safety related statements	-.065	.028	-.233	-2.376	.018
	Academic climate related statements	.033	.034	.123	.975	.330
	Community climate related statements	-.067	.020	-.357	-3.303	.001
	Organizational environment related statements	-.047	.023	-.225	-2.020	.044

a. Dependent Variable: Obtaining employment letter for another job

The coefficient table indicates the contribution of each predictor variable. The table shows that safety has a negative significant influence on obtaining an employment letter for another job ($B = -.065$, $t = 2.376$, $p < .05$). Academic climate has no significant effect on obtaining an employment letter for another job ($B = .033$, $t = .975$, $p > .05$). Community climate has a negative significant influence on obtaining employment letter for another job ($B = -.067$, $t = -3.303$, $p < .05$). Organizational environment has a significant negative influence on obtaining an employment letter for another job ($B = -.047$, $t = -2.020$, $p < .05$). From the table above, it can be seen that community climate is the greatest contributor to the variance of the dependent variable, followed by safety and organizational environment.

H0₃. There is no significant moderating influence of school type on school climate and teachers' turnover intention in public and private primary schools in Ikeja City, Lagos State.

Table 3a. Multiple Regression Analysis of the Moderating Influence of School Type on School Climate and Teachers' Thinking of Quitting Current Job (Turnover intention I)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
Public	Regression	469.658	4	117.415	53.336	.000 ^b
	Residual	807.920	367	2.201		
	Total	1277.578	371			
Private	Regression	489.338	5	97.868	45.442	.000 ^c
	Residual	788.240	366	2.154		
	Total	1277.578	371			
Public: R = .606; R ² (Adjusted) = .361; Standard error estimate = 1.48372; R ² (Change) = .368; Sig. F(Change) = .000; Private: R = .619; R ² (Adjusted) = .375; Standard error estimate = 1.46754.; R ² (Change) = .015; Sig. F(Change) = .003;						

a. Dependent Variable: Thinking of quitting current job

b. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements

c. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements, Is the school a public or private school

The table shows that the school type has a significant negative moderating effect on school climate and teacher's turnover intention ($R^2 = 0.368$ $F_{(5, 366)} = 45.442$, $p < 0.05$). This implies that being a teacher in either a private or public primary school influences school climate and teachers' turnover intention regarding quitting the current job. The school climate in public schools is better than in private schools, and the better the school climate, the lower the turnover intention. The turnover intention in private schools is higher than in public schools.

Table 3b. Multiple Regression Analysis of the Moderating Influence of School Type on School Climate and Teachers' Searching for Another Job (Turnover intention II)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
Public	Regression	509.183	4	127.296	58.024	.000 ^b
	Residual	807.332	368	2.194		
	Total	1316.515	372			
Private	Regression	520.729	5	104.146	48.030	.000 ^c
	Residual	795.786	367	2.168		
	Total	1316.515	372			
Public: R = .622; R ² (Adjusted) = .380; Standard error estimate = 1.48116; R ² (Change) = .387; Sig. F(Change) = .000; Private: R = .629; R ² (Adjusted) = .387; Standard error estimate = 1.47253.; R ² (Change) = .009; Sig. F(Change) = .022;						

a. Dependent Variable: Searching for another job

b. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements

c. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements, Is the school a public or private school

This table shows that school type has a significant moderating influence on the relationship between school climate and teacher's turnover intention ($R^2 = 0.387$ $F_{(5, 367)} = 48.030$, $p < 0.05$). This implies that school climate in private and public primary schools differ in its influence on teachers' turnover intention regarding searching for another job (Turnover intention II). The school climate in public schools is better than in private schools, and the better the school climate, the lower the turnover intention. The turnover intention in private schools is higher than in public schools.

Table 3c. Multiple Regression Analysis of the Moderating Influence of School Type on School Climate and Teachers' Obtaining Employment Letter for Another Job (Turnover intention III)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
Public	Regression	809.531	4	202.383	73.476	.000b
	Residual	1002.604	364	2.754		
	Total	1812.136	368			
Private	Regression	813.758	5	162.752	59.175	.000c
	Residual	998.378	363	2.750		
	Total	1812.136	368			
Public: $R = .668$; R^2 (Adjusted) = .441; Standard error estimate = 1.65864; R^2 (Change) = .447; Sig. F(Change) = .000;						
Private: $R = .670$; R^2 (Adjusted) = .441; Standard error estimate = 1.65842.; R^2 (Change) = .002; Sig. F(Change) = .216;						

a. Dependent Variable: Obtaining employment letter for another job

b. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements

c. Predictors: (Constant), Organizational environment related statements, Safety related statements, Community climate related statements, Academic climate related statements, Is the school a public or private school

Table 3c clearly indicates that the school type has a significant moderating influence on school climate and academic staff turnover intention ($R^2 = 0.447$ $F_{(5, 363)} = 59.175$, $p < 0.05$). This implies that being a teacher in either a private or public primary school impacts the school climate and teachers' turnover intention regarding obtaining an employment letter for another job (Turnover intention III).

School type yielded a coefficient of multiple regression change (R^2) ranging from .368 to .447. This shows that 36.81% to 44.7% of the total variance in school climate is accounted for by school type in the relationship between academic climate and turnover intention. The table also indicates that the analysis of variance of the multiple regression data produced an F-ratio value significant at the .000 level. Therefore, school type has a significant moderating effect on the relationship between public and private primary schools' climate and teachers' turnover intention. As such, the hypothesis that "There is no significant moderating influence of school type on school climate and academic staff turnover intention in Ikeja City, Lagos State" was rejected.

Conclusion

School climate factors have a moderate, negative, and significant relationship with, and influence on, teachers' turnover intention items. When the academic climate improves, the likelihood of thinking of quitting current job, searching for another job, and obtaining employment letter for another job decreases. School climate influenced teachers' turnover intention in public and private primary schools in Ikeja City, Lagos State. A total variance of 34.9% in school climate is accounted for by teachers thinking of leaving current job, searching for another job, and obtaining an employment letter for another job. The analysis of variance of the regression data showed that school climate had a significantly negative influence on teachers' turnover intention in primary schools in Ikeja City, Lagos State. Regarding the moderating influence of school type on school climate and teachers' turnover intention in public and private primary schools in Ikeja City, Lagos State, school type (private or public) had a significantly moderating effect on schools' climate and teachers' turnover intention. Private schools had significantly higher mean scores in Turnover Intention I, Turnover Intention II, and Turnover Intention III than public schools. There is significant difference between public and private primary schools' teachers' turnover intention in Ikeja City, Lagos State. Public schools had significantly higher mean scores in school climate than private schools. Hence, private nursery and primary schools in Ikeja City should intentionally improve their safety, academic climate, community climate, and organizational environment to reduce teacher turnover intention in private nursery and primary schools in Ikeja City, Lagos, Nigeria.

Conflict of Interest: The authors reported no conflict of interest.

Data Availability: All data are included in the content of the paper.

Funding Statement: The authors did not obtain any funding for this research.

References:

1. Ajayi, S. O. & Olatunji, O. A. (2017). Demographic analysis of turnover intentions amongst Nigerian High School Teachers. *Australian and International Journal of Rural Education*, 27(1),6287. <https://api.semanticscholar.org/CorpusID:149183908>
2. Ajayi, S.O. & Olatunji, A.O. (2018). Turnover causation amongst high school teachers in Nigeria, *Africa Education Review*, volume16,pages1-15. <https://api.semanticscholar.org/CorpusID:150361578>

3. Arnoux-Nicolas, C., Sovet, L., Lhotellier, L., Di Fabio, A., & Bernaud, J. L. (2016). Perceived work conditions and turnover intentions: The mediating role of meaning of work. *Frontiers in Psychology*, 7, Article 704. <https://doi.org/10.3389/fpsyg.2016.00704>
4. Bauer, T. N. & Erdogan, B. (2012). Organizational socialization outcomes: Now and into the future. In C. R. Wanberg (Ed.), *The Oxford handbook of organizational socialization* (pp. 97–112). Oxford University Press.
5. Dess, G.G. & Shaw, D. J. (2001). Turnover, Social Capital, and Organizational Performance July 2001 Academy of Management Review 26(3):446 26(3):446 DOI:[10.2307/259187](https://doi.org/10.2307/259187)
6. Ekabu, P.K. (2019). The level of remuneration and turnover intention of public secondary school teachers in Meru county: A mixed method study. *European Scientific Journal*, 15(13),1-18.
7. Ekabu, P.K., Nyagah, G., & Kalai, J. M. (2018). Influence of promotional prospects on turnover intentions of public secondary school teachers in Meru county. *European Scientific Journal*, 14(25),17-36, <http://doi.org/10.19044/esj.2018.v14n25p17>
8. Griffeth, R.W., Hom, P.W., & Gaertner, S. (2000). A Meta analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26(3), 463-477.
9. Kamau, O. M., Muathe, S. M. A., & Wainaina, L. (2020). HRM Practices Employee Engagement and Teachers Turnover Intentions: A Cross- Sectional Study from Public Secondary Schools in Kenya. *International Journal of Academic Research in Business and Social Sciences*,10(9),257-271
10. Michaels, C. E. & Spector, P. E. (1982). Causes of employee turnover: A test of the Mobley, Griffeth, Hand, and Meglino model. *Journal of Applied Psychology*, 67(1), 53-59. doi:<http://dx.doi.org/10.1037/0021-9010.67.1.53>
11. Nissinen, K. & Välijärvi, J. (2011). Forecasts for teacher demand and teacher training needs in Finland. University of Jyväskylä. *Finnish Institute for Educational Research. Occasional Papers* 43 <https://jyx.jyu.fi/bitstream/handle/123456789/37587/978-951-39-4622-7.pdf?sequence=1>.
12. Park, T.-Y. & Shaw, J. D. (2013). Turnover rates and organizational performance: A meta-analysis. *Journal of Applied Psychology*, 98(2), 268–309. <https://doi.org/10.1037/a0030723>
13. Roebuck, S.L. (2023). "Predictive Relationships Between Organizational Climate, Teacher Stress, and Teacher Turnover

- Intention". *Walden Dissertations and Doctoral Studies*. 14471.
<https://scholarworks.waldenu.edu/dissertations/14471>
14. Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–6. <https://doi.org/10.3102/0002831212463813>.
15. VAKAVA Statistics (2017). Retrieved February 2018, from <https://www.helsinki.fi/fi/verkostot/vakava/vakava-koe/tilastoja>.