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RESEARCH ARTICLE

Evaluation of the Relationship Between Human Resource Management Practices and Retention of Teachers in Public Secondary Schools in Kilolo District

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Author's Contributions

All authors contributed equally to this research.

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ABSTRACT

The study evaluated the relationship between human resources management practices and teacher retention in public secondary schools in Kilolo District Council, Iringa– Tanzania. The study employed Herzberg's Motivation Theory. The research employed a mixed research approach where the targeted population was 658 and the sample size was 89 respondents. Data was collected through questionnaires and interviews and were analyzed through SPSS Version 20 and a thematic analysis strategy. The findings of this study show that there is relationship between human resource management practices and retention of teachers, the presence of work-life balance increases teacher retention in public secondary schools. The result also shows that Training and Development were also found to be significant to the retention of teachers this mean that teacher's retention is positive and significant. On the other hand, Leadership Style shows that there is a positive and significant relationship between leadership style and retention of employees in public secondary schools. Moreover, employee motivation was found to have a positive and significant relationship between employee motivation and retention of teachers in public secondary schools. Lastly, the results show that teachers' engagement had a positive and significant relationship between teachers' engagement and teachers' retention in public secondary schools. Thus based on the results obtained in this study concluded that there is a positive and significant relationship between human resource management practices and retention of teachers in public secondary school. Based on the results the researcher recommends that the school administration should consider the changing nature of work, and adoption of technology in the work process to increase job satisfaction.

Keywords: Human Resource Management; HRM; Public Secondary School; Practices; Retention of Teachers.

INTRODUCTION

It is universally agreed that Human resources (HR) are undisputedly one of the key resources in any form of organization. This is because (HR) encompasses knowledge, abilities, and general participation that improve an organization's success. For (HR) to carry out management procedures and accomplish the targeted goals inside the company (Boxall & Purcell,

2022). Human resource management is the term used to describe organizational activities on selecting, recruiting, planning, developing, assessing, and rewarding people as well as managing, motivating, and supervising them (Leila & Manjokava, 2022). Like employees in other organizations, the success of teachers in performing their duties depends on implementing HRM strategies that guarantee teachers'

inspiration to carry out their daily tasks of instruction and teaching (Runhaar, 2017). Hence, this poses the need to assess the views of teachers on the human resource management practices used in secondary school. (Shmeleva, 2020).

In developed countries such as Australia, the number of newly qualified researchers was sufficient to meet only 30% of the projected demand (Anastasiou, 2020). In Finland, there were difficulties in meeting the enrolment target and hence retention since teachers turned to other occupations (Fumasoli, 2015). In the United States of America, the projected output of newly qualified teachers decreased to 8%, which is reflected in entry requirements for teacher training courses, increasing student/teacher ratios and increasing teacher turnover (Runhaar, 2017). New Zealand, Luxembourg and Mexico have a turnover of approximately 8% of full-time teachers in secondary schools, while other OECD member countries experience an increasing trend of teachers leaving their profession for other job preferences (Wilton, 2019).

In the sub-Saharan African countries, a teacher survey conducted in six countries revealed that 66.7% of African countries have a shortage of qualified teachers. While the available population of teachers encounters several challenges, such as teachers' salaries being low and below the poverty datum, the conditions of services are also poor, and many schools do not have accommodations for teachers (Fessehatsion & Peng, 2021). According to Sakwa (2022), unqualified teachers face an even more dire situation, with the majority of them earning merely 40–60% of what qualified teachers with the lowest incomes make. Zambia's high turnover rate has been attributed in part to low salaries and subpar service conditions. Half of Lesotho and Namibia were found to have serious teacher absenteeism. Teachers in rural areas typically have to travel to urban or district centers to pick up their pay, which can take several days, especially if the processing of salaries is delayed. As a result, there is a low teacher retention rate in secondary schools (Maganga, 2016).

In Tanzania, teachers are the heart of the academic development of students in the country because they offer the expertise, knowledge and abilities to ensure that they equip students with learning skills (Boniface, 2016). Even though teachers play a substantial role in the teaching process, they still encounter challenges associated with overcrowded classrooms, less promotion, and inadequate appraisal and recognition of their positive efforts. This causes them to quit their jobs

and find other opportunities to improve their social well-being (Boniface, 2019). Tandika et al., (2020) emphasized the relationship between human resource management practices and the quality of service delivery in government schools in Tanzania. Sikawa (2020) conducted additional research and found that to provide high-quality services, appropriate management practices about staff welfare, safety, and health as well as performance management, training and development, and proper compensation must be prioritized. However, Chikoyo et al., (2019) noted that private secondary school teachers were incentivized to put forth more effort through their reward and pay plans. Thus, policies related to human resources, such as teacher pay, incentive pay, democratic leadership, employee security, and teamwork, have a favorable impact on teachers' efficiency (Mkisi, 2020). The trend of teacher availability in Kilolo District shows that there are 24 public secondary schools in the whole district council. The number of employed teachers in Kilolo district from 2000 to 2023 was 442 male teachers and 191 female teachers. Recent statistics show that more than 56 teachers have left teaching in public secondary schools and have turned to private schools, approximately 65 teachers have left teaching in public secondary schools and have turned to business and entrepreneurship activities, and more than 20 teachers have left without any justification and gone to other places (Morgan, 2023). Therefore, this trend shows that a high number of teachers who are located in the Kilolo district do not stay longer in their posts; they leave immediately or after some time; hence, teacher retention in the Kilolo district is still a problem. Therefore, this study was conducted to evaluate the relationship between human resource management practices and retention of teachers in public secondary schools in Kilolo District.

- i. To evaluate the relationship between human resource management practices on teachers' retention in public secondary school.

LITERATURE REVIEW

Theoretical Framework

Herzberg Two Factor Motivation theory

The two-factor theory was developed by Herzberg in 1959. According to Malik and Naeem (2013), Herzberg's two-factor theory of motivation suggests that job satisfaction and discontent among employees are influenced by two types of elements: motivators and hygiene factors. Similar to compensation and working

conditions, hygiene issues are basic needs that, if not satisfied, might cause unhappiness. Having strong hygiene elements and motivators at work also increases the likelihood that employees will be extremely engaged and motivated. In contrast, employees display a combination of motivating and hygienic factors together with low levels of hygienic factors (Gawel, 2019). This concept emphasizes factors that motivate employees and prevent them from becoming dissatisfied on an individual level, as opposed to highlighting external reasons. Accordingly, by using the Herzberg–Hygiene hypothesis, businesses may immediately improve worker motivation and the workplace. As a result, employee turnover will decline, and staff will be motivated to deliver better work (Osemeke et al, 2017). Since Herzberg's theory outlines a variety of factors, including those that impact motivation and hygiene and that may contribute to employee discontent; a business focuses on resolving employee difficulties (Sanjeev & Surya, 2016). When unsatisfactory variables are eliminated and pleasing variables are implemented, employee interest for work will increase. Furthermore, Herzberg found that motivation for purposes other than financial gain might exist (Hur, 2018). Additionally, Herzberg's theory highlights the importance of intrinsic motivators, in driving job satisfaction and retention this aligns with research showing that teachers are often motivated by factors beyond financial incentives, by incorporating these intrinsic motivators into human resource management practices, organizations can create a more fulfilling work environment that foster teachers' engagement and loyalty. Herzberg's theory states that these factors boost employee motivation and engagement at work. (Herzberg, 2015).

Herzberg's theory ignores external factors that might influence employees' motivation. For example, people with similar positions at competing companies may be paid more (Sobaih et al., 2020). If the company does not address this issue, workers may become dissatisfied and lose interest in their jobs. Even when all the elements of the business's theory are completely implemented, such as a combination of high cleanliness and high motivational factors, companies cannot guarantee that employees will become more efficient and productive at work (Yusoff et al., 2013). In other words, the theory does not offer a clear path for increasing worker productivity. The theory does not take this into account. People have diverse priorities, which mean that they are motivated by different sources. The

idea does not take into account differences in people's social and cultural backgrounds (Alshmemri et al., 2017). Herzberg's theory has been criticized for placing too much emphasis on job happiness, which is one of the elements determining employee retention, but despite these criticisms, it is useful to this research because it is predicated on the idea that all employees have similar requirements. Additionally, achievement and recognition contribute to enhancing the prestige of the job for the teachers. Furthermore, this theory is relevant since it suggests that motivational variables are necessary to increase employee satisfaction and, eventually, improve teacher's retention within the organization.

Expectancy Theory

The expectancy theory by Victor Vroom created the notion of expectation in 1964. According to Vroom's theory, actions come from deliberate decisions made between options to maximize pleasure and minimize pain. Vroom saw that individual characteristics such as personality, aptitude, and expertise all have a role in an employee's performance. Suci et al., (2013) propose that managers can apply expectation theory to encourage employment by demonstrating confidence in their capacity to perform their responsibilities, even in the face of perceived control and difficulty. Expectancy theory can be used in career planning by assisting people in understanding the relationships among effort, performance, and desired career goals. Rewards high-performing team members and motivates others to improve their effort and performance (Lloyd & Mertens, 2018).

According to expectation theory, sometimes referred to as the expectancy theory of motivation, people choose their actions based on what they believe will have the greatest positive impact. This concept depends on how much weight each person gives different incentives (Chiang et al., 2008). They therefore make a decision based on what they think would maximize their return on investment. Expectancy is what motivates people to acquire the resources and raw materials needed to perform the activity, as well as the skills required to perform the job, knowledge, and supervisor assistance. An individual's reward may increase in tandem with their increased effort. In 2018, Prabhakar and Kumar. The idea addresses the most prevalent elements linked to expectancy, such as the conviction that one's degree of motivation can be influenced by one's capacity for effective performance. Furthermore, the degree of difficulty of the objective may have an impact on the

results anticipated from the task; ultimately, an employee's degree of control over his or her performance may have an impact on his or her efforts. Expectancy theory emphasizes that individuals have different expectations and beliefs about the relationship between efforts and performance, performance and outcomes, outcome and rewards. This individualized approach can help human resource managers tailor retention strategies to meet the unique needs and preferences of teachers, leading to higher levels of job satisfaction and commitment (Min et al., 2020).

Moreover, it emphasizes the importance of clear communication about performance expectations and rewards. Human resource managers can use this principle to ensure that teachers understand the criteria for success, the potential rewards for higher performance and pathways for training and development which can increase their motivation and retention (Chopra, 2019). Therefore, Expectancy theory highlights the role of goals in motivating individuals to achieve desired outcomes. Achievable goals provide feedback on their progress and offer support to help them reach their goals can enhance their motivation and job satisfaction, leading to improved retention rates. The simplicity of expectancy theory is said to be misleading since it assumes that employees will work harder to achieve rewards such as promotions or cash bonuses if they are made sufficiently alluring by their employers. This only functions; however, if the staff members feel that the benefits would meet their immediate demands. Likewise, employees who value spending time with their family on weekends and in the evenings may be discouraged from accepting a promotion that offers a higher status but calls for more work. Furthermore, it has been noted that the expectancy model can be improved because of the numerous advancements in expectancy theory since 1964.

The expectancy theory, a motivational theory in psychology, posits that individuals are motivated to act in a certain way based on their expectations of the outcome of their actions. In the context of human resource management practices and teachers' retention, this theory suggests that teachers' decisions to stay or leave an organization are influenced by their expectations of their outcomes related to their employment. For instance, if teachers believe that their effort led to a positive outcome such as job satisfaction, recognition they are more likely to be motivated to stay

in their current position. On the other hand, if they experience a negative outcome such as limited training and development, lack of motivation, lack of work-life balance they may be more inclined to seek employment elsewhere. For this reason, this theory was applied to evaluate variables related to employee retention.

Empirical Literature Review

Relationship between Human Resource Management Practices and Retention of Teachers Leadership Style

Transformational leaders are characterized by enthusiasm, energy and passion. They aim at transforming subordinates' capabilities, skills, beliefs, and values. Transformational leaders always make an effort to ensure that followers are motivated by influencing their assumptions and attitudes towards work (Beatty & Aigbogun, 2022). Transactional leadership is based on the exchange process where the leader administrators' rewards and sanctions. Mitchell, (2021) evaluated the principal leadership style on teachers' retention, using a Likert scale of 45 questionnaires. The study revealed that subcomponents of transformational leadership were significant predictors of teachers' retention in a priority school. Likewise, the results also revealed that subcomponents of contingent rewards were also a significant predictor for teachers' retention in a priority school. The last results from the study revealed that laissez-faire and management by exception leadership style did not show evidence of being significant predictors of teachers in priority schools. Hence it can be concluded that leadership style is a necessary and important aspect in managing human resource and ensuring retention.

Williams (2018) on the relationship between leadership style and teachers' retention in public secondary schools is a critical area as it highlights the impacts of leadership on educational outcomes. Transformational leadership, characterized by focus on inspiring and motivating teachers has been shown to significantly enhance retention rates. Transformational leaders foster an environment of collaboration and professional growth, encouraging a growth atmosphere to engage in contributions learning and development. This supportive atmosphere not only increases job satisfaction but also creates a sense of belonging among teachers, making them more likely to stay at their schools. Owusu, (2020) contends that when teachers feel valued and supported by their leaders they are more inclined to commit to their roles and

invest in their students' success, ultimately leading to lower turnover rates and improved educational outcomes. Teacher retention may suffer under authoritarian or transactional leadership styles, which place more emphasis on control and obedience than on cooperation and empowerment. Valdes-Gonzalez, (2024) opines that teachers' work satisfaction tends to suffer in settings where they feel micromanaged or underappreciated, which raises turnover rates. Teachers may feel their professional autonomy is limited and their contributions are not acknowledged in an environment of fear or disengagement brought on by such leadership philosophies (Chauke, 2021). Because of this, skilled teachers could go for work elsewhere, creating a staff turnover that compromises the stability and general efficacy of the institution. As a result, maintaining competent teachers and creating a supportive school climate that encourages student success depend on strong school leadership that adopts transformational techniques (Turner, 2021).

Work-Life Balance

Lebag and Ardityi (2020) when investigating the relationship between work-life balance and work stress on turnover intention and the effect of job satisfaction in mediating relationships between these variables among employees of deputy for Enforcement of Anti-Corruption Institutions in Indonesia using structural equation modelling (SEM) to test hypotheses revealed positive influences on the relationships between work-life balance and turnover intention, both directly and indirectly through the mediation of job satisfaction. Flexible working arrangement (also known as 'flextime') represents a formal WLB demission and refers to the flexibility granted to employees in choosing their venue as well as starting and finishing times usually around a band of core hours where each employee must be present (Khateeb 2021). On the other hand, Oteng, (2017) pinpoints that because work-life balance has a direct influence on stress levels, job satisfaction, and general well-being, it is important for teacher retention in public secondary schools. If not adequately handled, teachers' heavy workloads which sometimes include class planning, grading, and extracurricular activities can result in burnout.

Moreover, Johari, et al (2018) observed that teachers feel supported in both their personal and professional lives when their leaders value work-life balance. Flexible scheduling, manageable workloads, and the provision of stress-reduction tools can all help achieve this. Promoting a good work-life balance among

educators increases their likelihood of job satisfaction, lowers stress levels, and strengthens their feeling of school loyalty, all of which enhance retention rates. According to Edwards & Oteng, (2019), a culture of respect and gratitude is also fostered by effective leadership that prioritizes work-life balance and shows a dedication to teachers' welfare. For example, principals are likely to observe higher teacher morale and retention rates if they establish rules that allow for collaborative planning time or professional development opportunities that take into account teachers' personal responsibilities. Kaur and Randhawa, (2021), suggested that schools that fail to recognize the significance of work-life balance may have high turnover rates as a result of teachers feeling overburdened and underappreciated. School administrators may improve teacher retention and foster a more pleasant and productive learning environment that benefits students and the larger school community by fostering a work climate that values balance (Eghan, 2020).

Training and Development

The study was conducted by Mampuru et al (2024) to assess the training and development impact on job satisfaction, loyalty and retention among academics. This study used a quantitative research methodology with a non-probability sampling of 270 of academic within the selected universities utilizing a self-administered questionnaire to collect data. The results of regression analysis revealed a predictive relationship between training and development programs and job satisfaction, loyalty and retention among academic staff. The study recommended that training interventions can foster a positive work environment and enhance staff members' commitment and long-term engagement, ultimately improving the overall quality and reputation of the institution. The study conducted by Mengjun, (2018) examined the relationship between training and employee retention. Training is beneficial to the organization's performance and specifically, it is a core organizational strategy influencing employee retention and human capital growth. However, there is not enough investment in training activities because some employers view training as an expensive risk, hence, training is positively related to trust in management and reduces employee turnover. The study recommended on the enhancement of training programs to teachers as it brings more efficiency and cooperation between teachers and the administration to foster employee retention.

According to Unachukwu & Nwanga, (2021) suggested that since training and development directly affects teachers' professional development, self-esteem, and work happiness, they are important elements affecting teacher retention in public secondary schools. Good professional development programs provide educators the chance to improve their abilities, keep current with best practices in education, and pick up creative teaching techniques. Delva, (2023), suggested that culture of continuous improvement is fostered when school administrators place a high priority on continuing training and development because it shows that they care about the success of their instructors. Because they perceive a clear route for progress and a dedication to their work, teachers who feel prepared and supported in their professional development are more likely to stay at their schools. Additionally, Sikawa, (2020) pinpointed that teachers' efficiency in the classroom may be greatly increased by receiving training that is pertinent to their requirements and customized to meet those needs.

Additionally, faculty connections may be strengthened through training programs that offer mentorship and cooperation opportunities, fostering a community of support that values shared learning experiences. Moreover, Hashim, (2023) suggested that teachers who participate in collaborative professional development not only improve their abilities but also form deep bonds with their peers, which can strengthen their feeling of dedication to the school and belonging. On the other hand, Pangle, (2024), schools that disregard training and development could have greater turnover rates because instructors might feel unprepared to handle the demands of their jobs and feel stagnant in their responsibilities. In order to retain bright teachers and foster a climate that supports their professional development, school administrators must invest in strong training and development programs.

Employee Management

The research of Ibrahim et al., (2023) examined factors expected to be effective in employee retention strategy in Malaysian industries. Employ engagement to task identity is tested for their' directed impact on employee retention, while job satisfaction will be examined as a mediator of the relationships between the independent and dependent variables. The study found a direct significant impact on employee engagement, task identity and employee retention and a significant mediating role in the relationship between task identity and employee retention. Barnous (2023) investigated

the views of educators regarding the roles of human resource management in Libyan private secondary schools. The study used a qualitative research methodology. A semi structured interview schedule was used to obtain the data. The conversations were translated and recorded. The study included six teachers as participants. The results demonstrated that the HRM unit's responsibilities included hiring new employees, supervising academic programs, motivating staff members, evaluating the performance of teachers, and assisting instructors by supplying them with the tools they need. They were all in agreement that the unit had improved their professional growth. Thus, the HRM unit was crucial in providing the institution with a competitive advantage. However, one noteworthy shortcoming that has been noted is that the HRM unit tends to focus more on flaws than on positive performance.

Adu-Baffoe & Bonney, (2021) were of the view that since employee management includes the tactics and procedures used by school administrators to encourage, support, and engage their employees, it is a crucial component of teacher retention in public secondary schools. Recognizing and meeting the many needs of educators, encouraging candid communication, and establishing an inclusive workplace are all components of effective staff management. Teachers are more likely to feel appreciated and respected when school administrators manage them in a clear and encouraging manner, which improves their work satisfaction and school loyalty. Additionally, instructors can be empowered to take charge of their own development and improve their teaching methods through frequent performance reviews and comments that emphasize professional development over punitive measures. Furthermore, Sikawa, (2020) contended that effective staff management techniques provide a favorable school climate that encourages cooperation, respect, and teamwork among employees. Teachers are more likely to experience a sense of control over their workplace when they are given the opportunity to share their opinions and participate in decision-making procedures. Muia, (2023) opines that increased motivation and dedication may result from this sense of empowerment, which lowers the risk of turnover. Teachers may get frustrated and disengaged as a result of inadequate staff management, which is typified by a lack of support, poor communication, or a contempt for their opinions. As a result, school administrators that

place a high priority on efficient personnel management will be in a better position to develop a stable and dedicated teaching staff, which will eventually raise the standard of instruction in public secondary schools as supported by Hashim, et al (2023).

Teachers Engagement

Kangas, (2017) assessed teachers' engagement and students' satisfaction with playful learning environment. The study used a mixed –method where the sample size was 331 students and 15 teachers. The data consisted of a student satisfaction survey, teachers' retention interview and the teachers' blog's diaries. The findings indicate that difference in teachers pedagogical and emotional engagement in playful learning can partly explain difference in students' satisfaction with the playful learning environment. On the other hand, Dong et al (2019) explored the effects of contextual factors on in-service teacher's engagement in STEM teaching. This study was based on survey of 458 Chinese teachers. Findings of this study suggested that to enhance teachers' engagement, improvement of teachers' professional development are needed to explore how to enhance teachers pedagogical design competencies and collaboration consciousness. This study provides some implication and recommendations for school administrators and teachers educators. Since it has a direct impact on teachers' motivation, job satisfaction, and dedication, teacher engagement is a critical component in public secondary school retention. According to (Arinaitwe, 2021) it is viewed that actively immersed in their profession, engaged teachers exhibit passion and a close bond with their pupils, coworkers, and the school community. By establishing an atmosphere that promotes cooperation, creativity, and professional development, school administrators may significantly increase teacher engagement.

Teachers' levels of involvement rise when they believe their opinions are heard and that their efforts are valued. Teachers' dedication to the school and its goal is further strengthened by collaborative opportunities including team teaching, professional learning communities, and mentorship programs, which allow them to support and exchange ideas and resources. Kilonzo, et al (2018) contends that teachers' involvement is also greatly increased when their accomplishments, no matter how modest, are acknowledged and celebrated. Teachers' sense of purpose and belonging is strengthened when school administrators take the time to recognize their efforts and offer encouraging remarks. Abid & Akhtar, (2020) suggested that a culture of continual improvement

is also promoted by providing instructors with pertinent professional development that fits with their interests and career objectives. On the other hand, Arinaitwe, G. (2021) was of the view that a lack of involvement might cause instructors to feel alone and unsatisfied, which may drive them to think about quitting their jobs. As a result, school administrators that give priority to methods that increase teacher engagement not only raise retention rates but also establish a lively and productive learning atmosphere that eventually helps students and the school community as a whole (Huang, 2023).

METHODOLOGY

The mixed approach was used because it aims to collect both quantitative data, which was quantified into numerical data, and qualitative data, which were presented through qualitative techniques such as thematic procedures. The research design in this study was a convergent parallel design. This study was conducted in Kilolo District, which has 24 secondary schools. Kilolo District is one of the four protectorates that make up the Iringa region. The district borders the Mpuwapwa and Kilosa districts of the Morogoro district to the north, the Kilombero district to the east, the Iringa District Council to the west and the Mufundi district to the south. The population of this study included 633 secondary school teachers from 24 public secondary schools in the Kilolo District Council. However, the researcher targeted only 6 public secondary schools for this study. The targeted population is 633 teachers, 24 heads of schools and 1 district secondary educational officer. The researcher used two distinct sampling approaches in this study: purposive sampling and simple random sampling. Moreover, Questionnaires and interviews were the methods utilized to collect data for this investigation. The researcher conducted a pilot study in order to check validity and reliability of the data collection instrument. The data collected through questionnaires were analyzed using SPSS software, while data collected through interview was analyzing using thematic analysis strategy.

FINDINGS AND DISCUSSION

Under this section the researcher provides a detailed analysis of the data collected, presentation and the discussion.

Response Rate

This is a critical component of the study as it impacts the validity and reliability of the research results; the results obtained for the response rate were as presented in Table 2.

Table 1. Sample Size Distribution.

Category	Population	Sample	Sampling Technique
Teachers	633	82	Simple Random Sampling
Heads of school	24	6	Purposive Sampling
District Secondary Educational Officer (DSEO)	1	1	Purposive Sampling
Total	658	89	

Table 2. Response Rate.

Category	Intended Respondents	Available Responses	Percentage
Teachers	82	77	93.9
Heads of School	6	6	100
DSEO	1	1	100

Source: Field Data (2024).

Table 2 shows that the response rate for teachers was 93.9% equivalent to 94%, on the other hand response rate for heads of school was 100 and also DSEO was 100%. As stipulated above, response is an important aspect of the researcher since it helps the researcher to determine the sufficiency of data collected before analysis process. That means the data was sufficient for analysis process. According to Baruch and Holton (2008), the average level of response rate is 52.7% which is regarded as a good response rate. Similarly, according to Bruce (2018) a response rate of 50% or more in a survey is considered excellent. Therefore, this

response rate enables the researcher to proceed with further data analysis process.

Demographic Characteristics

The demographic characteristics of the respondents refer to the specific attribute that are used to characterize and analyses the composition of the population. These characteristics are crucial for research as they help in ensuring the accuracy and consistency of the obtained for research study. The researcher evaluated the characteristics of the participants as presented in Table 3.

Table 3. Demographic Characteristics.

Character	Category	Frequency	Per cent
	Total	77	100
Gender	Male	53	68.8
	Female	24	31.2
	Total	77	100.0
Age	18-28	12	15.6
	29-39	48	62.3
	40+	17	22.1
	Total	77	100.0
Level of Education	Masters	2	2.6
	Bachelor	60	77.9
	Diploma	15	19.5
	Total	77	100.0
Work Experience	1-3	14	18.2
	4-7	15	19.5
	8-10	25	32.5
	11+	23	29.9
	Total	77	100.0

Source: Field Data (2024).

Table 3 shows that, 68.8% of the respondents were male, while 31.2% of the respondents who participated in this study were female. The results show some difference on the level of participation between male and female respondents for about 37.6%, this difference existed because of the presence of high number of male teachers compared to female teachers in secondary school. Table 3 shows that 15.6% of the respondents aged between 18 – 28 years, also 62.3% of the respondents aged between 29 – 39 years. On the other hand, 22.1% of the respondents aged 40 years and above. Table 3 shows that, 2.6% of the respondents had Masters Level of education, 77.9% of the respondents had bachelor level of education and lastly 19.5% of the respondents had diploma level of education. Based on these findings it can be established that the respondents who participated in this study have higher education qualification for their

job, the level of education helps them to undertake various duties and responsibilities. Table 3 also shows that 18.2% of the respondents had the experience of between 1 – 3 years, also 19.5% of the respondents had 4 – 7 years of experience, 32.5% of the respondents had 8 – 10 years of experience and lastly 29.9% of the respondents had the experience of 11 years and above in their work as teachers.

Relationship Between Human Resource Management Practices and Teachers Retention

The correlation analysis determines the presence of a linear relationship between independent variables namely Work-Life Balance (WLB), Training and Development (TD), Leadership Style (LS), Employee Motivation (EM) and Teachers Engagement (TE). On the other hand, the dependent variable was Teachers Retentions (TR).

Table 4. Correlation Analysis.

		TR	WLB	TD	LS	EM	TE
TR	Pearson (r)	1					
	Sig. (2-tailed)						
	N	77					
WLB	Pearson (r)	.972	1				
	Sig. (2-tailed)	.004					
	N	77	77				
TD	Pearson (r)	.200	.937	1			
	Sig. (2-tailed)	.081	.003				
	N	77	77	77			
LS	Pearson (r)	.451**	-.059	.184	1		
	Sig. (2-tailed)	.000	.608	.000			
	N	77	77	77	77		
EM	Pearson (r)	.366**	-.130	.637**	.389**	1	
	Sig. (2-tailed)	.001	.259	.000	.000		
	N	77	77	77	77	77	
TE	Pearson (r)	.200	-.009	1.000**	.184	.637**	1
	Sig. (2-tailed)	.081	.937	.000	.110	.000	
	N	77	77	77	77	77	77

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

Table 4 shows that Work-Life Balance (WLB) was correlated at (r (77)>.972 p<.004) which shows that there is a positive and significant relationship between work-life balance and employee retention. This means that the extent to which work-life balance helps to ensure employee retention. Also, Training and Development (TD) was correlated at (r (77)>.937, p<.003) which also means that there is a positive and

significant relationship between training and development on teacher retention. On the other hand, Leadership Style (r (77)>.184, p<.000) also shows that there is a positive correlation between leadership style and teacher retention. Not only that but also Employee Motivation (EM) was correlated to (r (77)> .389, p<.000), meaning that there is a positive and significant relationship between employee motivation

and teacher retention in secondary schools. Lastly, Teacher Engagement (TE) was correlated at ($r(r) > .637, p < .000$) showing that there is a positive and significant correlation between teacher engagement and Teacher retention. Thus based on these findings it can be established that there is a positive and significant correlation between human resource management practices such as Work-Life Balance, Training and Development, Leadership Style, Employee Motivation and teacher engagement on employee retention.

Regression Analysis

The researcher also ran a regression to confirm the most significant human resource management practices on the retention of teachers in public secondary schools. The study considered main variables such as Work-Life Balance, Training and Development, Leadership Style, Employee Motivation and Teachers Engagement. On the other hand, the dependent variable was Teachers Retentions. The results of Regression Model Summary, ANOVA Test and Coefficients.

Table 5 Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin – Watson
1	.718 ^a	.643	.628	.572	1.662

a. Predictors: (Constant), Teacher Engagement, Work-life Balance, Leadership Style, Training and Development, Employee Motivation

The initial regression results usually have the intention to confirm the model acceptance of the variables if they measure the dependent variables (Hair et al., 2010). Table 4.9 above shows that the five independent variables namely Work-Life Balance, Training and Development, Leadership Style, Employee Motivation and Teacher Engagement. Have a combined factor

loading of .718 (approximately 71.8%) which is the explanation of the regression equation. The R square value was loaded at .643 (64.3%) and adjusted R square of .628 (62.8%) which means that the remaining percentage could be explained by additional other factors which are outside the suggested ones.

Table 6 ANOVA^a.

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87.882	5	17.576	53.808	.000 ^b
	Residual	16.333	50	.327		
	Total	104.214	55			

a. Dependent Variable: Teacher Retention

b. Predictors: (Constant), Teacher Engagement, Work-life Balance, Leadership Style, Training and Development, Employee Motivation

The F-test (Table 4.10) was also run concurrently in the SPSS to confirm further analysis on and within the group of variables (Malhotra, 2009). In other words, an Analysis of Variances (ANOVA) was performed. In essence, ANOVA testifies the interaction effects between variables, between and within the groups; to confirm and to relate the mean values between variables (Malhotra, 2009). The F-test was 53.808 which was significant as the p-value was .000. The final regression analysis presents the results on the relationship between predictors of human resource management and retention of teachers in public secondary schools. The specific results show that Work-Life Balance showed a significant association with employee retention (Beta

=.082, $p < .004$) meaning that the presence of work-life balance increases researchers' retention in public secondary schools. The results also show that Training and Development were also found to be significant to the retention of teachers (Beta = .094, $p < .001$), this means that teachers retention is positive and significant. On the other hand, Leadership Style had (Beta = .100, $p < .002$), which also shows that there is a positive and significant relationship between leadership style and retention of employees in public secondary schools. Moreover, employee motivation was found to have (Beta = .714, $p < .000$), which means that there is a positive and significant relationship between employee motivation and retention of teachers in public secondary schools.

Table 7 Coefficients^a.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.956	.380		2.516	.015
Work-life Balance	.069	.056	.082	1.232	.004
Training and Development	.097	.069	.094	1.396	.001
Leadership Style	.094	.081	.100	1.166	.002
Employee Motivation	.699	.090	.714	.801	.000
Teacher Engagement	.073	.059	.081	1.236	.001

a. Dependent Variable: Teacher Retention

Lastly, the results show that Teachers' engagement had (Beta = .081, $p < .001$), meaning that there is a positive and significant relationship between teachers' engagement and teachers' retention in public secondary schools. Thus based on the results obtained in this study it can be established that there is a positive and significant relationship between human resource management practices and retention of retention of teachers in public secondary school. These results are also supported by Khan's (2019) a high teacher retention rate was correlated with increased teacher recognition by the principal ($r = .604$, $n = 422$, $p < .05$). In the same way Kondo (2022) revealed a strong positive correlation coefficient of 0.7 was found, supporting the notion that staff retention is motivated by rewards and endorsed by 88% of respondents. Furthermore, given that 90% of respondents supported reward systems, it was evident that there were issues with them, while Manundu (2023) teachers continued in their careers as a result of the beneficial effects the incentive system had on their professional growth. While the use of instructional resources does not enhance the probability of teacher retention, having a decent supply of study and instructional materials helps provide a healthy work environment.

The results of this study also confirm the expectancy theory, a motivational theory in psychology, that posits that individuals are motivated to act in a certain way based on their expectations of the outcome of their actions. In the context of human resource management practices and teachers' retention, this theory suggests that teachers' decisions to stay or leave an organization are influenced by their expectations of the outcomes related to their employment. For instance, if teachers believe that their effort will lead to positive outcomes such as job satisfaction, and recognition they are more likely to be motivated to stay in their current position. On the other hand, if they have passive negative outcomes

such as limited training and development, lack of motivation, and lack of work-life balance they may be more inclined to seek employment elsewhere. Also based on Herzberg's theory outlines a variety of factors, including those that impact motivation and hygiene and that may contribute to employee discontent, a business focuses on resolving employee difficulties (Sanjeev & Surya, 2016). When unsatisfactory variables are eliminated and pleasing variables are implemented, employee interest in work will increase. Furthermore, Herzberg found that motivation for purposes other than financial gain might exist (Hur, 2018). Additionally, Herzberg's theory highlights the importance of intrinsic motivators, in driving job satisfaction and retention this aligns with research showing that teachers are often motivated by factors beyond financial incentives, by incorporating these intrinsic motivators into human resource management practices, organizations can create a more fulfilling work environment that fosters teachers' engagement and loyalty.

CONCLUSION

These results support the conceptual framework which predicted the relationship between independent variables namely Work-Life Balance, Training and Development, Leadership Style, Employee Motivation and Teachers Engagement. On the other hand, the dependent variables are Teachers Retentions. Therefore, if teachers are effectively trained, and motivated, establishing good leadership and well adequate work-life balance leads to an increase in teachers' morale, retention rate, and greater commitment and loyalty which are the catalysts to teachers' retention. However, this will be achieved if there are employee codes of ethics, employment standards and management perception. But, when there is a rundown and scarcity of employee code of ethics, employment standards, and management

perception it will result in many teachers leaving their profession or in their posted areas. Human resource management (HRM) methods, which include tactics that improve staff management, training and development, work-life balance, leadership styles, and teacher engagement, have a significant impact on teacher retention in public secondary schools. Good employee management encourages honest communication and acknowledgment, establishing a trusting environment that boosts dedication and job happiness. Possibilities for ongoing professional development enable educators to further their careers and demonstrate that their progress is appreciated, which boost employee loyalty. Furthermore, HRM procedures that support work-life balance reduce stress and burnout, increasing the likelihood that instructors will remain. Teachers who experience transformational leadership are more engaged and invested in their job because they are inspired and motivated. All of these HRM techniques work together to create a stable learning environment that eventually helps both educators and learners.

RECOMMENDATIONS

Based on the findings regarding the influence of human resource management practices on teachers' retention in public secondary schools, the following practical recommendations were proposed.

The schools should establish ongoing professional development opportunities that are relevant to teachers' interests and career goals. These programs should include workshops, collaborative training sessions and mentorship initiatives that foster skill enhancement and professional growth. Moreover, the research recommends that schools leaders should adopt transformational leadership style that prioritize open communication, collaboration and empowerment. Leaders should actively involve teachers in decision – making processes and provide regular feedback, creating an environment, where teachers feel valued and respected. The study also recommends on the provision of support for new teachers, this should be done by establishing mentorship that pair experienced educators with new teachers to provide support and resources. This will help new teachers acclimate to the school environment and enhance their confidence and retention.

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