



Selected organizational factors and teacher turnover intention in private secondary schools in northern Tanzania

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ABSTRACT

The study investigated the impact of selected organizational factors on teacher turnover intentions among teachers employed in private secondary schools in Northern Tanzania. Following the positivism paradigm, a quantitative research design was applied. This study employed Social Cognitive Theory. The targeted population was classroom teachers who work in private secondary schools in Arusha, Kilimanjaro, Tanga, and Manyara regions. Teachers were selected via stratified random sampling. Explanatory cross-sectional survey method was used where data were gathered from 384 classroom teachers working in the four regions (Arusha, Kilimanjaro, Tanga, and Manyara) through structured questionnaires. Descriptive statistics, Pearson correlation coefficient, and multiple regression analyses were performed. Organizational factors had a high mean value ($M=3.8978$, $SD = 0.3176$). There was a very strong positive correlation between organizational factors and teacher turnover intentions ($r = 0.838$, $p < 0.01$). Though the regression model was statistically significant ($R^2 = 0.884$, $p < 0.001$), organizational factors did not have a statistically significant impact on teacher turnover intentions after individual and external factors were controlled ($\beta = 0.017$, $p = 0.729$). However, external factors showed to be the best predictors of teacher turnover intentions. In conclusion, this study revealed that organizational factors impacted teacher turnover intentions. The problem with the research was that it failed to show whether organizational factors have a distinct effect on teachers' turnover intentions due to the connection between organizational factors and other individual and environmental factors. The recommendations from the research were that private schools should ensure that they have strong organizational systems while at the same time improving their environment.

Keywords: Organizational Factors, Private Secondary Schools, Social Cognitive Theory, Tanzania, Teacher Turnover Intention

I. INTRODUCTION

The phenomenon of teacher turnover intention is among the most consistent problems faced by educational establishments in all countries. The stability of teachers is an essential condition for the effective operation and performance of educational institutions and ensures the continuity of education. At the same time, an ever-increasing number of teachers demonstrate the intention to change schools or quit working as educators because of different workplace-related issues. It is established that turnover intention is a prelude to the actual occurrence of turnover and can serve as a reliable predictor of it (Nguyen et al., 2022; Li & Yao, 2022). In this respect, it is crucial to know the factors of turnover intention that affect the decision of the personnel.

Among the predictors of teacher turnover intention, organizational factors play an important role. This group includes various organizational conditions that shape employees' perceptions and experience of work within the organization. Within the educational context, organizational factors may be regarded as the presence of specific leadership styles, the efficiency of the internal communication structure, job satisfaction, professional development programs, involvement in decision-making, provision of necessary teaching materials, organizational justice, and administrative support (Zhou & Ma, 2022; Kamau et al., 2021). If any of these aspects are perceived negatively, it may result in withdrawal and turnover intentions.

Studies have found that the organizational environment has played an important role in shaping teachers' intention to leave. As Zhou and Ma (2022) report, organizational justice and salary management were important predictors of teachers' turnover intentions in China. In a similar study by Arnold and Rahimi (2025), unfavorable working conditions, professional support and organizational resource were found to be associated with teachers' turnover intentions. Studies in Australia have also found that institutional support, effective leadership and employees' well-being can determine teachers' intention to continue teaching or leave education (Collie, 2023).

Organizational challenges are considered one of the major determinants of teachers' turnover intentions in Africa. Several studies done in Kenya, Uganda, Ethiopia, and South Africa found that low remuneration, lack of administrative support, professional development opportunities, poor leadership practices, and unsupportive school culture have played



important roles in forming teachers' intention to leave the teaching profession (Ayall et al., 2022; Mohammed & Abdulai, 2022; Getahun & G/Slassie, 2020; Odongo et al., 2025). Similar problems exist in Tanzania with teachers employed in different types of private schools characterized by various management and employment systems (Edema, 2023).

Teacher turnover intention problem exists particularly in Tanzanian private secondary schools. According to reports by Amir (2024) and Edema (2023), many teachers at private secondary schools are faced with various organizational challenges that make them feel dissatisfied about their job, including compensation scheme, workload distribution, administration practices, and lack of career advancement. Although there have been increasing concerns about teacher turnover, the available research literature is insufficient with respect to organizational factors affecting teacher turnover intention in particular.

The current study was undertaken with the purpose of establishing the extent to which selected organizational factors affect the teachers' turnover intention among private secondary school teachers in northern Tanzania. Therefore, the following research question was used in the study: to what extent do organizational factors affect teacher turnover intention? The objective of the study was to examine the relationship between organizational factors and teacher turnover intention and determine whether organizational factors significantly predict turnover intention after controlling for individual and external factors.

1.1 Research Objective

To assess the influence of selected organizational factors on teacher turnover intention among teachers working in private secondary schools in Northern Tanzania.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study employed Social Cognitive Theory by Bandura (1986). Social Cognitive Theory provides an understanding of human behaviors in relation to the interactions between personal factors, the environment, and behavioral outcomes. In the case of this study, Social Cognitive Theory posits that individuals are continually observing, interpreting, and reacting to situations in their environment. Thus, the work environment influences employee attitudes, beliefs, motivation, and behavioral intentions through the cognitive process. This means that behavior is a result of the interaction between the individual and his/her organizational environment as stated in the Social Cognitive Theory.

Considering the phenomenon being investigated, which entails teacher turnover intention, organizational factors such as leadership support, communication channels, recognition, participation in decision-making processes, and work environment serve as environmental influences that may shape teachers' perceptions and behavioral intentions. Organizational factors provide favorable conditions for teachers to feel more empowered, committed, and attached to their organizations. However, when the organizational conditions are not favorable, they are likely to demotivate the individuals and make them more prone to leaving their jobs (Granziera & Perera, 2019; Fischbach & Yauney, 2023).

2.2 Empirical Review

Globally, there is substantial evidence indicating that organizational environment plays a critical part in determining turnover intentions among teachers. For instance, Zhou and Ma (2022) noted that organizational justice and job satisfaction with respect to salaries played a significant role in decreasing teachers' turnover intentions in China. In the same vein, Collie (2023) indicated that professional autonomy, supportive leadership and wellbeing at workplace were negative predictors of turnover intentions among teachers in Australia. According to Li and Yao's (2022) meta-analysis, organizational, school-level, and administrative support was found to be significantly associated with higher turnover intentions among teachers.

In Africa, researchers also point out the critical role of organizational factors in influencing teacher turnover intentions. Ayall et al. (2022) observed that inadequate institutional support and poor working conditions resulted in high turnover intentions among secondary school teachers in Kenya. In a study carried out in South Africa, Mohammed and Abdulai (2022) observed that motivational systems as well as lack of opportunities for professional development and organizational support significantly contributed to high turnover rates among teachers. Similar findings were reported by Getahun and G/Slassie (2020), who pointed out that insufficient administrative support and poor workplace conditions contributed to teachers leaving their jobs in Ethiopia.

In Tanzania, organizational issues also become critical for teachers in terms of turnover intentions. For example, according to Edema (2023), poor salaries, inadequate administrative support, unfavorable school cultures, and difficult working conditions played a significant role in the process of turnover among secondary school teachers employed in private institutions. Furthermore, Mkoma (2022) notes that managers significantly influenced the level of turnover intentions among teachers in Itigi District, in which they worked in primary schools. Moreover, Charles (2023) points out that teachers were highly dissatisfied with administrative issues and working conditions at institutions in Geita District.



Although earlier studies looked at organizational factors and teacher turnover, several gaps still exist. First, many studies focused on public schools instead of private secondary schools. Second, most relied on qualitative methods or looked at actual turnover rather than the intention to leave. Third, there is little evidence on how organizational factors affect turnover intention among teachers in private secondary schools in Northern Tanzania. Additionally, past studies often examined organizational factors alone without considering other influences. This study aimed to fill these gaps by quantitatively assessing the impact of specific organizational factors on teacher turnover intention using multiple regression analysis among teachers in private secondary schools in Northern Tanzania.

III. METHODOLOGY

3.1 Research Design

This study employed a positivist model and a quantitative approach to conduct an explanatory cross-sectional survey. Given its purpose of examining the connection between organizational factors and teacher turnover intention statistically, a positivist model was deemed appropriate (Park et al., 2020; Ali, 2024). Also, since the researcher sought to identify how much the level of organizational factors accounts for the variation in turnover intention among teachers in private secondary schools, an explanatory survey design was used. Also, given that cross-sectional surveys are commonly applied in turnover intention studies as they enable the collection of data from a larger sample of teachers at a point in time, facilitating statistical analyses such as correlations and regression (Creswell, 2014; Saunders et al., 2019), the design was adopted.

This was particularly suitable as the study aimed to determine whether or not organizational factors such as leadership support, communication systems, salary satisfaction, professional development opportunities, availability of teaching resources, participation in decision making and work environment have important effects on the turnover intention of teachers. Similar explanatory surveys were conducted on the determinants of teacher turnover intentions in China, Kenya, Uganda and Tanzania (Kamau et al., 2021; Zhou & Ma, 2022; Edema, 2023; Odongo et al., 2025).

3.2 Study Area

This study was carried out in private secondary schools in Arusha, Kilimanjaro, Tanga, and Manyara regions in Northern Tanzania. The four regions were chosen due to the availability of many registered private secondary schools, together with the high number of teachers working in the private sector, as indicated by President's Office – Regional Administration and Local Government [PO-RALG], (2023). Northern Tanzania is considered as one of the learning centers in Tanzania where the role of private schools in education provision has been supplementary to the work of the government. Furthermore, in the Northern Tanzania region, there are cases of teacher turnover, teacher mobility, teacher dissatisfaction, and school instability.

Table 1

Regional Distribution of Respondents

Region	Frequency	Percent (%)
Arusha	132	34.4
Kilimanjaro	164	42.7
Tanga	60	15.6
Manyara	28	7.3
Total	384	100.0

It is clear that the samples were drawn from all the four selected regions with Kilimanjaro being the most represented region (42.7%). While the participation of all the four regions increased the geographical representativeness of Northern Tanzania, the unequal representation across the regions cannot be ignored during data interpretation.

3.3 Target Population

The targeted population was classroom teachers who work in private secondary schools in Arusha, Kilimanjaro, Tanga, and Manyara regions. The sample of teachers was selected since they are most exposed to the organizational events in their schools and can offer knowledge about factors that affect their intentions to leave their schools. It did not matter whether teachers were young or old, male or female, experienced or less experienced, qualified or less qualified, and specialized in certain subjects. This decision was made considering the fact that teachers are the largest group of employees in any private secondary school.

3.4 Sampling Technique and Sample Size

Teachers were selected via stratified random sampling. The stratification was done to ensure that there would be sufficient number of participants from four predetermined regions. From participating schools, teachers were selected



by using simple random sampling. 384 teachers were selected based on Cochran's formula for determining sample size for populations that are perceived as large and for survey research, as suggested by Cohen et al. (2018).

Table 2

Response Rate

Category	Frequency	Percent (%)
Distributed	384	100.0
Returned	384	100.0
Not Returned	0	0.0
Total	384	100.0

All distributed questionnaires were successfully retrieved during the data collection period because the questionnaires were administered physically and collected directly from respondents during scheduled school visits. Nevertheless, the unusually high response rate should be interpreted cautiously when comparing the findings with studies conducted under different survey conditions.

3.5 Data Collection Instruments and Variables

Collection of primary data was done by means of a structured questionnaire that used closed-ended Likert scale questions from 1 (Strongly Disagree) to 5 (Strongly Agree). The questions in the questionnaire covered demographic information, organizational factors, and teacher turnover intention. The independent variable in this study was organizational factors, which included various indicators like organizational leaders' support, communication systems, job satisfaction related to salary, professional development, work environment, availability of teaching resources, institutional support, and involvement in decision making. On the other hand, teacher turnover intention was the dependent variable in this research.

The use of structured questionnaires was deemed appropriate because the tool is helpful in obtaining standardized data from samples, increasing reliability and ease of statistical analysis (Kumar, 2018). Besides the organizational factors, the study incorporated individual factors and external factors as control variables in the regression model. Individual factors were personal factors affecting teacher intentions of quitting their jobs such as stress, burnout, emotional exhaustion, imbalance between work and personal life, job dissatisfaction, and frustration in careers. The external factors were other factors outside the school that influenced teacher quitting intentions. These included economical pressure, availability of jobs elsewhere, government policies, family obligations, and perceptions about the teaching profession in the community. Each of the factors was measured using eight items on the Likert scale, with ratings of one (strongly disagree) to five (strongly agree).

3.6 Data Validity and Reliability

Data validity will be ensured by developing questionnaire items from previous related literature on turnover intention and making sure that the items will be consistent with the purpose of the study. Content validation was made to check the content relevance, clarity, and appropriateness of the measurement items. In general, reliability is defined as the consistency of the measurement among respondents (Babbie, 2010). The internal consistency reliability was measured through the use of Cronbach's Alpha coefficient. As recommended, Cronbach's Alpha should have a value of at least 0.70 for reliable measurement (Cohen et al., 2018). Internal consistency reliability will be assessed for all study constructs through the use of Cronbach's Alpha coefficient. As recommended, Cronbach's Alpha should have a value of at least 0.70 for reliable measurement (Cohen et al., 2018).

3.7 Data Analysis Plan

Data were analyzed using IBM SPSS Statistics Version 25. Descriptive statistics including frequencies, percentages, means, and standard deviations were used to summarize respondents' characteristics and organizational factor perceptions. Inferential statistics were employed to examine relationships between variables. Pearson correlation analysis was conducted to determine the strength and direction of association between organizational factors and turnover intention. Multiple linear regression analysis was then used to determine whether organizational factors significantly predict turnover intention when controlling for other variables included in the broader study model. Statistical significance was assessed at the 5% significance level ($p < 0.05$).

3.8 Ethical Considerations

Ethical principles were observed throughout the research process. Participation was voluntary, and respondents were informed about the purpose of the study before completing questionnaires. Confidentiality and anonymity were maintained by ensuring that respondents' names and personal identifiers were not included in the dataset. Participants were assured that information provided would be used solely for academic purposes and reported in aggregate form. In



addition, permission was obtained from relevant educational authorities and school administrations before data collection commenced.

IV. FINDINGS & DISCUSSION

4.1 Reliability Analysis

Reliability tests for all constructs in the study were carried out using Cronbach's Alpha. Table 3 shows the results of reliability test for all constructs used in the study.

Table 3

Reliability Analysis

Construct	Items	Cronbach's Alpha
Individual Factors	8	0.795
Organizational Factors	8	0.770
External Factors	8	0.775

The reliability analysis revealed an adequate level of internal consistency among all study variables. The Cronbach Alpha coefficients ranged between 0.770 and 0.795, exceeding the acceptable lower limit of 0.70 (Cohen et al., 2018). This suggests that all measurement scales used in the study can be considered as reliable ones.

To measure the level of central tendency and distribution of the study variables, descriptive statistics have been calculated. The results are presented in Table 4 below.

Table 4

Descriptive Statistics

Variable	Mean	Std Dev	Skewness	Kurtosis
Individual Factors	3.9036	0.3225	-3.292	15.389
Organizational Factors	3.8978	0.3176	-3.246	15.818
External Factors	3.8796	0.3392	-2.844	11.748
Turnover Intention	3.8620	0.3480	-2.647	10.111

From the descriptive statistics, it becomes clear that there were higher mean scores for each of the variables under consideration in the study, suggesting that there was a level of agreement among the participants about the existence of barriers to turnover intention on the part of the personal, organizational, and environmental variables. With regard to the negative values for skewness, it becomes obvious that there were higher values for the scores along the higher end of the Likert scale. With regard to the high value for kurtosis, it suggests that there was clustering around the mean score, suggesting lower variability. Thus, the participants had similar attitudes towards the organizational environment and turnover intention.

4.1.1 Relationship between Organizational Factors and Turnover Intention

Pearson Product-Moment Correlation analysis was used to identify the level of relationship that exists between organizational characteristics and teachers' turnover intention, and amongst the research variables. The findings are shown in Table 5.



Table 5
Correlation Matrix

		Correlations				
		Respondent Gender	Individual Factors	Organizational Factors	External Factors	Teacher Turnover Intention
Respondent Gender	Pearson Correlation	1	.049	.050	.047	.044
	Sig. (2-tailed)		.335	.332	.358	.385
	N	384	384	384	384	384
Individual Factors	Pearson Correlation	.049	1	.877**	.799**	.752**
	Sig. (2-tailed)	.335		.000	.000	.000
	N	384	384	384	384	384
Organizational Factors	Pearson Correlation	.050	.877**	1	.889**	.838**
	Sig. (2-tailed)	.332	.000		.000	.000
	N	384	384	384	384	384
External Factors	Pearson Correlation	.047	.799**	.889**	1	.940**
	Sig. (2-tailed)	.358	.000	.000		.000
	N	384	384	384	384	384
Teacher Turnover Intention	Pearson Correlation	.044	.752**	.838**	.940**	1
	Sig. (2-tailed)	.385	.000	.000	.000	
	N	384	384	384	384	384

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

As for the correlation analysis results, there existed a statistically significant positive correlation between all independent variables and teacher turnover intention. A very strong positive correlation existed between organizational factors and teacher turnover intention ($r = 0.838$, $p < 0.01$), while the strongest positive correlation existed between external factors and teacher turnover intention ($r = 0.940$, $p < 0.01$). At the same time, a very strong positive correlation exists between individual factors and teacher turnover intention ($r = 0.752$, $p < 0.01$). However, the results also reveal very high correlations between independent variables. A very high correlation between organizational factors and individual factors ($r = 0.877$, $p < 0.01$) and the external factors ($r = 0.889$, $p < 0.01$) exists. These findings align with previous empirical works. Zhou and Ma (2022) noted that organizational justice and pay played a significant role in shaping the intention to quit among Chinese teachers. In the same way, Collie (2023) observed that leadership and organizational support reduced teachers' quitting intentions. Such results have also been obtained from research carried out in African countries where Ayall et al. (2022), Mohammed and Abdulai (2022) and Getahun and G/Slassie (2020) revealed that organizational and work environment dissatisfaction contributed to teachers' intention to quit. In the Tanzanian context, the present study's findings agree with those of Edema (2023), Mkoma (2022) and Charles (2023).

4.2 Regression Assumptions

4.2.1 Multicollinearity Assessment

Before conducting multiple regression analysis, multicollinearity among the independent variables was assessed using Variance Inflation Factor (VIF) and Tolerance statistics. The results are presented in Table 6

Table 6
Collinearity Statistics

Variable	Tolerance	VIF
Individual Factors	0.229	4.361
Organizational Factors	0.133	7.501
External Factors	0.209	4.793

The values of the VIFs were between 4.361 and 7.501 while those of tolerance were between 0.133 and 0.229. Even though all the VIFs values are less than the threshold of 10 that is used to identify presence of multicollinearity, the result shows that there is presence of multicollinearity in the predictors. The predictor whose value of the VIF is the highest is that of organizational factors ($VIF = 7.501$), which indicates that there is considerable similarity with the other independent variables. This means that the predictor is correlated to some extent with the rest of the independent variables. Though there was multicollinearity, the VIF values were less than the acceptable level of 10.



4.2.2 Multiple Regression Analysis

Multiple regression analysis was performed to determine whether organizational factors significantly predict teacher turnover intention after controlling for individual and external factors. The overall fitness of the regression model is presented in Table 7.

Table 7

Model Summary

R	R Square	Adjusted R Square	Std. Error
.940	.884	.883	.11906

Predictors: (Constant), External Factors, Individual Factors, Organizational factors

Dependent Variable: Teacher Turnover Intention

The model explained 88.4% of the variance in teacher turnover intention ($R^2 = 0.884$), indicating substantial explanatory power.

The overall significance of the regression model was evaluated using analysis of variance (ANOVA). The results are presented in Table 8.

Table 8

ANOVA Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.017	3	13.672	964.515	.000
	Residual	5.387	380	.014		
	Total	46.404	383			

a. Dependent Variable: Teacher Turnover Intention

b. Predictors: (Constant), External Factors, Individual Factors, Organizational Factors

Regression analysis was found to be significant ($F = 964.515$, $p < 0.001$), suggesting that the predictor variables have significantly explained variation in the turnover intention.

The coefficients of regression are shown in Table 9 below and indicate the unique contributions of the predictor variables to teacher turnover intention.

Table 9

Regression Coefficients

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.113	.077		1.471	.142		
	Individual Factors	-.006	.039	-.005	-.146	.884	.229	4.361
	Organizational Factors	.018	.052	.017	.347	.729	.133	7.501
	External Factors	.954	.039	.930	24.295	.000	.209	4.793

a. Dependent Variable: Teacher Turnover Intention

From the regression results, external variables emerged as the only significant predictor of the teachers' turnover intention ($\beta = 0.930$, $p < 0.001$). In this connection, individual variables ($\beta = -0.005$, $p = 0.884$) and organizational variables ($\beta = 0.017$, $p = 0.729$) were found to have insignificant impacts. In this respect, the high correlation between organizational factors and turnover intention ($r = 0.838$) and the non-significant regression coefficient of the organizational factors can be explained by the high overlap in the variances of the predictors. While the correlation coefficient estimates the association between two variables ignoring the third party, the regression coefficient estimates the impact of the predictor variable. According to the correlation matrix, it is clear that organizational factors correlated highly with individual factors ($r = 0.877$) and external factors ($r = 0.889$). Consequently, the high variance previously associated with organizational factors overlapped with those of the other predictors particularly with the external factors. Thus, it can be concluded that while organizational factors increase turnover intention, they do so through interactions with other environmental and individual factors. In this study, external factors are the main determinants.



The regression results partially contradict past empirical research that showed organizational variables to be statistically significant determinants of teachers' turnover intention (Zhou & Ma, 2022; Collie, 2023; Ayall et al., 2022; Edema, 2023). In contrast to the above-mentioned research, the current study revealed that the role of organizational factors became insignificant when other factors were taken into account. The reasons behind this difference might lie in the high degree of overlapping between the predictors, which is evidenced by the high intercorrelations and moderate multicollinearity detected in the data. It should be admitted that even though organizational variables are associated with turnover intention, their effect takes place within the context of broader personal and environmental variables. Consequently, external variables proved to be the most powerful determinant of turnover intention.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

A strong positive relationship between organizational factors and turnover intention amongst teachers was demonstrated ($r = 0.838$, $p < 0.01$). However, organizational factors were found to be insignificant predictors of turnover intention after controlling for individual and external factors ($\beta = 0.017$, $p = 0.729$). This suggests that the influence of organizational factors is related to that of individual and external factors, with external factors being the most significant one.

5.2 Recommendations

Suggestions for Private Secondary School Owners and Managers: First of all, the managers of the private secondary schools have to concentrate more on developing leadership qualities and communication skills along with using participative decision making. They have to ensure the presence of equity, recognition, training programs, and good working atmosphere in the organization to ensure the commitment of teachers towards their profession. Suggestions for Educational Management Authorities: There should be some policies formulated by the educational management authorities that will encourage the development of work environment in the private institutions. Such monitoring system could be ensured through ensuring professional assistance, proper employment practices, and work environment.

The mediating role of such variables that mediate organizational factors and turnover intentions should be further investigated by future research. In the present paper, there is a strong and positive relationship between organizational factors and turnover intentions at the bivariate level; yet, taking into account individual and external factors, the impact of organizational factors turns out to be statistically insignificant in the regression analysis. That is to say that the effect of organizational factors can occur in an indirect way and through some variables that have not been controlled for. Future studies need to use mediation analysis in order to verify whether job satisfaction, organizational commitment, well-being of teachers, work engagement or leadership are acting as mediating variables.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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