



**EFFECTS OF WELFARE MANAGEMENT ON EMPLOYEE INTENTION TO LEAVE AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA SOUTH SUB COUNTY, KENYA**

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**ABSTRACT**

*This study investigated the effects of welfare management on employee intention to leave among teachers in public secondary schools in Bungoma South sub-county, Kenya. The study adopted a descriptive survey design on a target population of 932. Stratified simple random sampling was used to sample teachers, heads of departments and the principals, while the purposive sampling technique was used to sample the educational officials. A sample size of 100 respondents was selected to participate in the study. The study used primary data with structured questionnaires adopted as the main instrument of collecting data. Data analysis was done using Statistical Package of Social Science (SPSS). Collected data was cleaned and analyzed using both descriptive analysis (means, frequencies, and percentages) and inferential statistics; simple regression analysis was used to test for the research hypothesis. The results indicated that career management had a significant influence on the employee intention to leave among teachers in public secondary schools in Bungoma South Sub County, Kenya. The study recommended that schools should improve on how they manage the teacher's welfare.*

**Key Words:** Retention, Intention to leave, Teachers in Public Secondary Schools

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## INTRODUCTION

Increasing employee retention and/or reducing employee turnover can be obtained when there is a significant fit between a person and the organization (Silversthorne, 2004). We can increase the employee salary and compensation to motivate the employee. A key factor affecting job satisfaction is good pay and this will result in the improvement of service quality and organizational performance. When an employee is motivated towards embracing their work, the intention to remain in the organization increases (Mosammod, 2012). Ananthan Sudheendra Raa (2011) in his research concluded that in retaining employees, orientation and training development strategies obtained maximum points. Rewards recognition strategies were least applied and employee fringe benefits have been moderately utilized. The study revealed that employees stay or leave an organization based on six key reasons. They are; financial rewards, job characteristics, career development, recognition, employee management and work-life balance. (Benjamin 2012).

It is assumed that almost every employee seeks satisfaction in his or her work place. According to a study by Groot and Brink (1999), flexible working arrangements, scope of the job and interpersonal relationships among employees are fundamental variables that determine whether an employee derives the desirable satisfaction. On the flip side, the number of working hours, nature of workload and the style of supervision could negatively affect employee job satisfaction. The Society of Human Resource Management (tS:HRM) in the USA depicts five variables in attaining job satisfaction namely; compensation (pay), benefits, job security, flexibility to balance, work issues and feeling safe in the work environment. According to Mak & Sockel, (1998), job satisfaction is a vital motivator of employee performance and is negatively related to turnover. Labour retention will therefore be achieved if

organizations are able to identify properly and implement the variables that determine job satisfaction. This will be effective on the assumption that employees who are satisfied with their jobs are more likely to remain with the organization longer than those who feel dissatisfied.

Rad and Yarmohammadian (2006) identified some of the factors that might contribute to the job satisfaction which consist of; wages, benefits, accomplishment, independence, acknowledgment, communication, work related conditions, job importance, co-workers, professionalism, organizational climate, relationships, working for a reputable agency, supervisor support, positive feedback, job security, workplace flexibility, team environment and genetic factors. Meanwhile, Vigoda and Cohen (2003) pointed out that job satisfaction and leadership style could improve the relationship between employers and employees. Therefore, it is clearly indicated that leadership styles have influence on the job satisfaction among employees.

### Statement of the Problem

A high level of turnover rates is normally a serious problem for both large and small organizations. It is costly, lowers productivity and morale and tends to get worse if not dealt with sufficiently (Cole, 2002). Workers satisfaction has become an important consideration for management strategy. Lack of proper retention strategies has resulted to adverse effects in public institutions since replacing workers has proved to be disruptive, costly, time consuming and even upsets the stability of an organization. IMA (2008) reckons that organizations struggling with retention challenges should have plans to counter the problems adequately. Reasons such as inability to motivate the employees, lack of promotion based on merit, poor remuneration and compensation, heavy workload, lack of proper training and development initiatives among others have been cited to be the major causes of the immense migration of employees from education sector to private sector. Nevertheless,

IDS (2004) suggests that where there is a general turnover problem within the organization, employers often take an all-inclusive approach aimed at fully engaging with staff. This study therefore endeavoured to analyse how welfare management affect employee job satisfaction among teachers in public secondary schools in Bungoma South sub county, Kenya.

### **Research Objectives**

The objective of this study was to establish the effects of welfare management on employee intention to leave among teachers in public secondary schools in Bungoma South sub county, Kenya. The null hypothesis for the study was:-

H<sub>0</sub>: Welfare management has no significant influence on employee intention to leave among teachers in public secondary schools in Bungoma South sub county, Kenya.

### **LITERATURE REVIEW**

#### **Equity Theory**

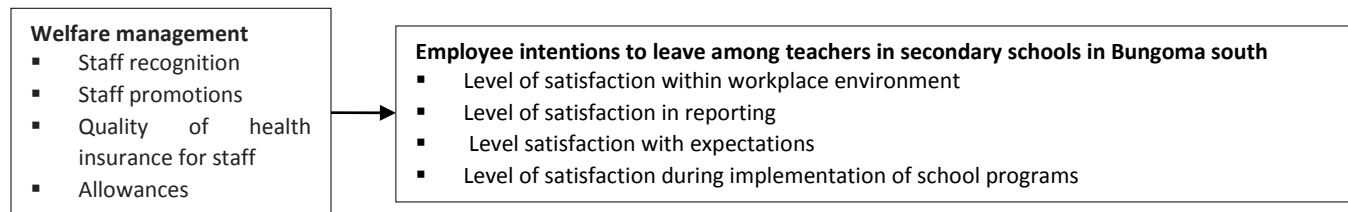
According to Adams' (1963), theory of equity, individuals seek a fair balance between what they put into their job and what they get out of it. Adams used the terms "inputs" and "outputs" to refer to the two respectively. Adams stated that inputs typically include effort, loyalty, hard work, commitment, skills and ability. Others were adaptability, flexibility, tolerance, determination, heart and soul. He further added to inputs, the enthusiasm, trust in our boss and superiors, support of colleagues and subordinates, and personal sacrifice. He put across that outputs are typically financial rewards (pay, salary, expenses, perks, benefits, pension arrangements, bonus and commission) plus intangibles (such as recognition, reputation, praise and thanks, interest, responsibility, stimulus, travel, training, development, sense of achievement, advancement/growth, and promotion). Equity theory concerns the worker's perception of how he/she is being treated (Essay, 2012). To form perceptions of what constitutes a fair balance or trade of inputs and outputs, individuals compare their

own situation with other 'referents' (such as colleagues, friends, or partners) in the market place (Kerry, 2015). If individuals feel that their inputs are fairly and adequately rewarded by outputs (or are equal to other employee outcomes over inputs) they experience justice and are therefore happy in their work and motivated to continue contributing to the organization at the same level. On the contrary, if individuals perceive that their inputs out-weigh the outputs (or are unequal to other employee outcomes over inputs) then they experience injustice and thus become demotivated in relation to their job and employer (Susanne, 2011). It is realized that dissatisfaction results from the discrepancy between the expectations and reality, although it could also be said that those expectations relate to a person's needs. This stream of thought, also mentioned by Tiwari (2014), encompasses the wide variety of social judgment theories, equity theory, social comparison and the judgments people make based on values of fairness or justice and the perceived distribution of equities in a group, as well as social judgment encountered in reference group studies.

The implication of this theory in management is that the manager must always ensure that he is fair and equitable. This calls for a more dynamic approach to the problem of employee motivation in an organization. The notice of equity is the major force. When there is an unequal comparison of ratios, the person experiences a sense of inequity. The feeling of inequity might arise when an individual's ratio of outcomes to inputs is either less than, or greater than, that of other people (Carrel & Ditrlich, 2009). For example, workers prefer equitable pay to overpayment. A feeling of inequity causes tension, which is an unpleasant experience. The single most important idea for managers to remember about equity theory is that if rewards are to motivate employees, they must be perceived as being equitable and fair. However, different employees have different sense towards the basis for a reward

and this may result in problems. This theory supports the variable on workers compensation saying that

organizations should consider employees' equal opportunities.



**Independent Variable**

**Dependent Variable**

**Figure 1: Conceptual Framework**

### Literature Review

Organizations provide welfare facilities to their workforce to keep to motivate them. The employees' welfare schemes can be classified into two categories namely statutory and non-statutory welfare schemes. The statutory schemes are those schemes that are compulsory to provide by an organization as compliance to the laws governing employee health and safety. In India, these provisions are provided in Industrial Acts like Factories Act 1948, Dock Workers Act (Safety, Health and Welfare) 2000 and Mines Act 1962. The non-statutory schemes differ from organization to organization and from industry to industry (Tiwari, 2014).

Welfare programme is a globally broad concept referring to a state of living of an individual or a group, in a desirable relationship with the total environment i.e. ecological, economic and social. Staff welfare includes both social and economic content of welfare. Social welfare is primarily concerned with the solution of various problems of the weaker section of society like prevention of destitution and poverty. It aims at social development by such means as social legislation, social reforms, social service, social work or social action (Luthans, 2012). Employees are a valuable resource that may contribute in several different ways to an organization's activities if the organization gives them an appropriate chance. Staff welfare among civil servants is very critical and important for quality

service delivery to the public. These services if inadequate, will negatively affect the performance of service delivery in the public sector. Hence, the need to put in place proper mechanisms in order to ensure provision of welfare programmes for employees in the public service. Banu and Ashifa (2012) asserted that improvement of employee morale and spirit is achieved by addressing factors that affect morale. Attitude survey, welfare measures, salary addition from time to time can be some other ways of improving institutional performance and thus reducing employee turnover.

Employee welfare measures related to certain additional activities, which an organization may provide like housing facilities, transportation facilities, medical facilities, recreational facilities, cultural facilities, libraries, gyms and health clubs etc. Employers offer these in the hope of winning the satisfaction index of an employee. In Nigeria, interest in effective use of rewards to influence workers performance to motivate them began in the 1970's. The performance of workers has become important due to the increased concern of human resources and personnel experts about the level of output obtained from workers due to poor remuneration. This attitude is also a social concern and is very important to identify problems that in industrial setting lead to nonchalant attitudes of managers to manage their workers by rewarding them well to maximize their productivity. The structure of the Nigerian public

sector changed significantly since 2005 due to regulatory induced consolidation by the Nigerian Government. These reforms were coupled with the global trend that provided compelling reasons for major organizational changes to retain staff. In Kenya, some staff welfare programmes are mandatory, as per the existing laws while others are optional. The legally required benefits include health insurance, social security contributions and workers compensation (Keitany, 2014).

Today, every employee is entitled to medical insurance whether in formal or informal employment (Chapter 4: Articles 42 & 43) on the Bills of Rights). According to Okumbe (2010), the workers compensation insurance is mandatory as it provides coverage for an employee injured while on duty. The disability allowance is also required to provide at least some income for a worker who developed disability due to work-related injury. According to Arero (2013), the cost of employee benefits has been rising in developing world. Due to the magnitude of the expenditure incurred in most organizations, the provision of these benefits has gone down. Progressive organizations have consequently turned to the concept of total remuneration that combines basic salary and employee benefits to attract and retain senior managers (Otieno, 2010). Organizations without remuneration face threats of employee exits leading to high staff turnover thereby increasing operating costs and undermining performance.

Employee welfare programmes help significantly in enhancing the self-confidence and intellectual level of an employee. This eventually increases employee productivity in the workplace leading to improved motivation making the employee to be challenged to take on more challenging tasks and responsibilities. Munyoki (2010) posited that welfare programmes are essential to all employees and in this case the public sector. Welfare includes on the humanitarian perspective, fair treatment and respect for the people. Job satisfaction is the reflection of good

treatment and is considered as an indicator of emotional well-being or psychological health (Spector, 2011). On the other hand, the utilitarian perspective is that job satisfaction can lead to behaviour by employees that affect organizational functioning through strikes, absenteeism or quitting. According to Manzini and Gwandure (2014), differences among organizational units in job satisfaction can be diagnostic of potential trouble spots such as low commitment as well as non-attachment to work. Public sector has witnessed considerable human capital flight (PWC, 2013). The survey report released on business daily noted increased competition for qualified, trained and experienced staff. However, a mismatch in compensation and disparity in disposable income rewards, bonuses and allowances for employees is unrepresentative in the public sector (PWC, 2013).

#### **METHODOLOGY**

The study employed a descriptive survey research design. The target population for this research was 932 participants, which was inclusive of 58 principals/deputy, 406 heads of subject in schools, 58 board of management 4 educational officials, and 406 teachers. The study used a sample size of 100 participants and utilized both probability and non-probability sampling methods. Questionnaires were used in collecting data from the respondents. Pilot study was conducted to standardize the instruments before the instruments were used for actual data collection. The study assessed validity of the research instrument through construct validity and content validity. Data was cleaned/edited, coded, entered into computer SPSS software, then, analyzed and interpreted using descriptive and inferential techniques. The descriptive statistics are used to describe the basic features of the data in a study; they provide simple summaries about the sample and the measures (Kombo and Tromp, 2006). The study adopted use of Pearson Moment Correlation Coefficient and Linear Regression analysis.

## RESULTS

### Employee intentions to leave

The study sought to determine the level of satisfaction in the job among the employees of the

public secondary schools in Bungoma South Sub County. The respondents were asked to state if teaching was initially their passion in life and the responses were as shown in table 1.

**Table 1: Passion towards teaching**

Was teaching your passion even before you joined the profession?	Response	% Response
Yes	190	90%
No	22	10%
Total	212	100%

Most of the teachers in secondary schools in Bungoma South Sub-County seemed to have had a passion in teaching profession even before they joined it as indicated by majority of the respondents, 90% as shown in table 1. This indicated that most of the teachers were comfortable in teaching as a

profession and therefore enjoying it (Bogler, 2002). The study sought to understand if the teachers were enjoying their current job of teaching in their respective secondary schools and the responses were as shown in table 2.

**Table 2: Passion towards teaching**

Do you enjoy teaching in the current secondary school that you're teaching?	Response	% Response
Yes	118	56%
No	94	44%
Total	212	100%

Approximately half of the teachers in secondary schools in Bungoma South sub-county seemed not to be enjoying their teaching career in their current secondary schools as indicated by 44% of the

respondents; this was a clear indication that some of the teachers were not satisfied with the teaching conditions in their schools.

**Table 3: Descriptive Statistics for Employee intentions to leave among teachers**

Statement	VD	D	SS	S	VS
The cleanliness and safety of the working environment	5 2%	17 8%	30 15%	122 60%	30 15%
The current teaching profession compared to other professions	2 1%	91 46%	42 21%	25 13%	40 20%
The implementation of the school programmes	11 5%	14 7%	123 61%	43 21%	12 6%
The present teaching assignment	7 3%	11 5%	106 52%	37 18%	43 21%
Your workload	4 2%	103 50%	31 15%	32 15%	37 18%
Your salary/benefits	86 42%	21 10%	30 14%	46 22%	24 12%
	Mean	% Mean	Std. Deviation	Std. Error of Mean	
Average Job Satisfaction level	3.1529	63%	.79271	.05496	

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

From the results of table 3, majority of the respondents, 60% were satisfied with the cleanliness and safety of the working environment, 46% were somewhat dissatisfied with the teaching profession compared to other professions, 60% were somewhat satisfied with their teaching assignment, 50% were dissatisfied with their workload and 42% were somewhat dissatisfied with their salary/benefits.

On average, the job satisfaction level among the teachers in Bungoma South sub-county secondary schools was 63% (mean = 3.1529, Std. Dev. = 0.79271), rated moderate; this indicates that most of the teachers were not adequately satisfied with their teaching profession. One of the educational officials as key informant in the study claimed some of the teachers were not satisfied with the current terms in teaching career, especially in terms of salary which they perceive to be insufficient as indicated in his quote: *“Some of our teachers in Bungoma South sub county are not happy with their current job as they*

*claim the salary is not proportional to the work they do, some of them feel the workload is too much...”*

The study analysis concurred with earlier studies by (Okoth 2003) who did a survey of factors that determine the level of job satisfaction among teachers in top ranking secondary schools in Kenya. He argues that recognition, pay, promotion, good working condition and supervision determined their level of Job satisfaction. Therefore, welfare management could lead to improvement in the level their level of job satisfaction.

**Normality test for Job Satisfaction scores**

To determine if the job satisfaction scores were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; job satisfaction scores were not significantly different from a normal distribution. The findings were as shown in table 4 below.

**Table 4: Distribution of the Intention to leave scores**

	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Intention to Leave	.895	208	0.865

The p-value for the test (as shown in table 4) was greater than 0.05 level of significance;  $W = 0.8957$ ,  $p\text{-value} = 0.865 > 0.05$ . Based on the research findings by Bogler (2002), we therefore rejected the null hypothesis and conclude that the scores for job satisfaction latent variable were significantly normally distributed.

**Welfare Management and its influence on the Employee intentions to leave among teachers in Secondary Schools of Bungoma South Sub-County**

The objective of this study was to determine the influence of welfare management on the Employee

intentions to leave among the teachers in secondary schools of Bungoma South sub-county. The study first described the extent to which secondary schools had managed the welfare of their teachers as. Determination of the influence of welfare management on the job satisfaction among the teachers was also done.

**Descriptive Statistics for Welfare Management**

The respondents were asked to rate how their respective schools were managing their welfare while at school and the response was as shown in table 5.

**Table 5: Descriptive Statistics for Welfare Management**

Statement	VD	D	SS	S	VS
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Flexible working hours	7	31	105	36	25
	3%	15%	51%	18%	12%
Accommodation and transport allowances	11	96	41	42	12
	5%	48%	20%	21%	6%
Meals at work	12	104	49	31	9
	6%	51%	24%	15%	4%
End of year welfare package	11	22	112	40	21
	5%	11%	54%	19%	10%
Health and accident insurance	6	19	89	73	16
	3%	9%	44%	36%	8%
Availability of soft loans	6	43	55	79	19
	3%	21%	27%	39%	9%
	Mean	% Mean	Std. Deviation	Std. Error of Mean	
Average level of satisfaction in welfare management in the schools	3.0725	61%	.61600	.04271	

KEY: VD = Very Dissatisfied, D = Dissatisfied, SS = Somewhat Satisfied, S= Satisfied, VS = Very Satisfied

From the descriptive results of Table 5, majority of the respondents, 51% were satisfied with flexible working hours, 48% were satisfied with accommodation and transport allowances, 51% were satisfied with meals at work, 54% were satisfied with end of year welfare package, 44% were satisfied with the health and accident insurance and 39% were satisfied with availability of soft loans

On average, the level of satisfaction among the teachers of Bungoma South sub-county secondary schools on the welfare management in their schools was 61% (mean = 3.0725, Std. Dev. = 0.61600), rated

moderate as shown in table 5. This indicated that most of the teachers of the secondary schools of Bungoma South sub-county were not satisfied with the way their respective schools manage their welfare and therefore need for improvement.

#### Normality test for scores for Welfare Management

To determine if the scores for welfare management were normally distributed, the study used the Shapiro-Wilk test. The null hypothesis was that; welfare management scores were not significantly different from a normal distribution. The findings were as shown in table 6.

**Table 6: Distribution of the Welfare Management scores**

	Shapiro-Wilk test		
	Statistic (W)	Df	p-value
Welfare Management	.934	208	0.781

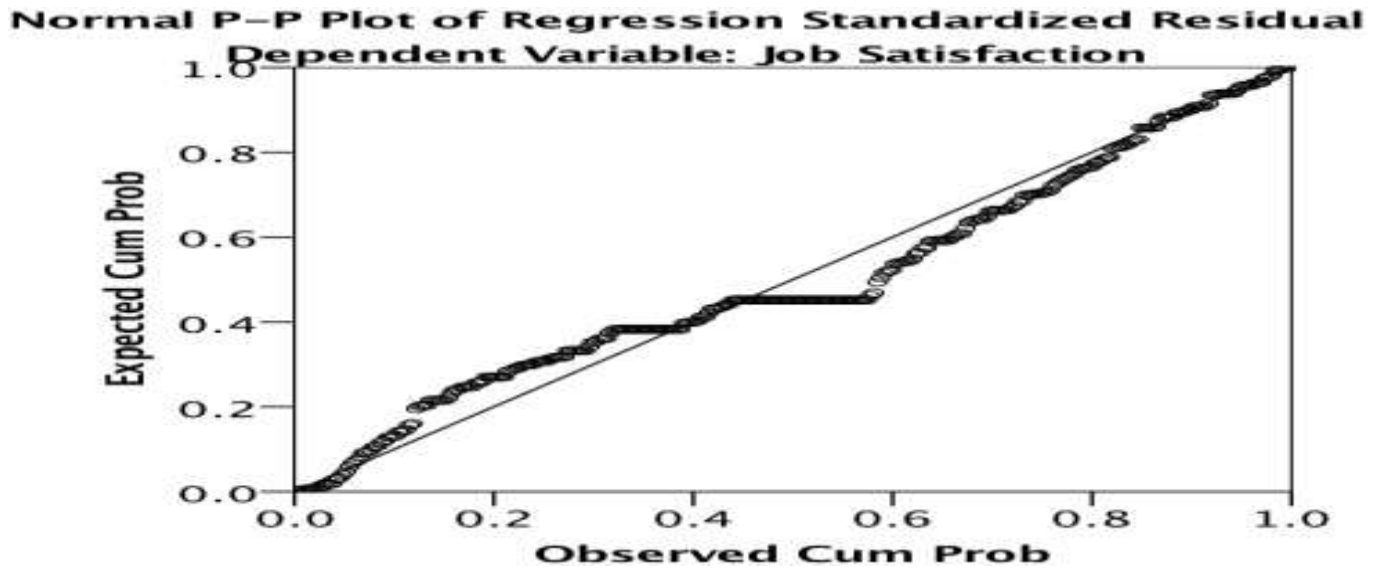
The p-value for the test was greater than 0.05 level of significance;  $W = 0.922$ ,  $p\text{-value} = 0.781 > 0.05$ . Based to the research findings by Bogler (2002), we therefore rejected the null hypothesis and concluded that the scores for Welfare Management latent variable were significantly normally distributed.

#### Diagnostic tests Welfare Management in relation to Employee intentions to leave

The study used linear regression analysis to test for the causal and effect relationship between Welfare Management and Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county. Therefore, the study did some diagnostic tests to meet the assumptions for linear

regression analysis. The diagnostic tests included; Linearity, Homoscedasticity and presence of outliers. To achieve this, the study used Normal p-p plot and

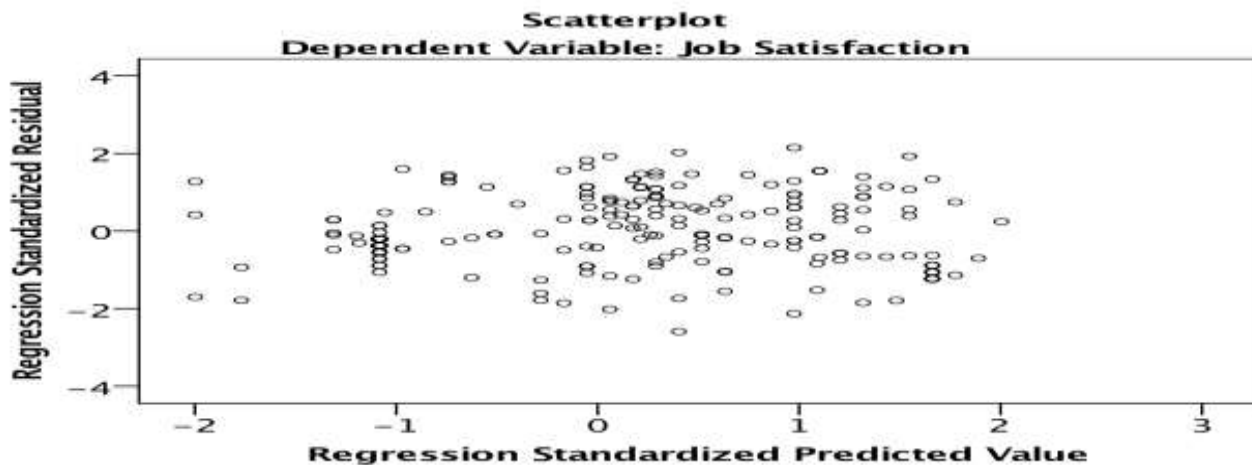
Scatter plot of the standardized residuals as shown in figure 2 and 3.



**Figure 2: Normal p-p plot for Welfare Management**

The Normal P-P plot as shown in figure 2, showed that the points lie in a reasonably diagonal line from bottom left to top right; this indicated that there was

a linear relationship between welfare management and Employee Intentions to leave among teachers of secondary schools in Bungoma south sub-county.



**Figure 3: Scatter plot of the standardized residuals for Welfare Management**

Tabachnick and Fidell (2001) described homoscedasticity as the phenomenon where dependent variable exhibited similar amounts of variance across the range of values for an independent variable. For our study, the Scatterplot shown in figure 3 displayed residuals being roughly

distributed with no specific shape, with most of the scores concentrated in the centre; this indicated that the assumption of homoscedasticity held.

According to Tabachnick and Fidell (2001), outliers are points with standardized residual values above

3.3 or less than -3.3. From the scatterplot of residual, all the residuals were within the range of 3.3 and -3.3; an indication that there were no outliers among the scores of our dataset.

### Correlation between Welfare Management and Employee Intentions to Leave

From the descriptive statistics, the study revealed that most of the teachers were not really satisfied with their teaching profession. The study revealed that some of the teachers were dissatisfied with the way their respective schools were managing their

welfare in the schools. Therefore, the study sought to find out if lack of effective welfare management in the schools had contributed to job dissatisfaction among some of the teachers of the secondary schools in Bungoma South sub-county. The study used Pearson Moment Correlation (r) to determine the strength and direction of the relationship between welfare management and job satisfaction among teachers of secondary schools in Bungoma South sub-county. The findings on the correlation were as shown in table 7.

**Table 7: Correlation between Welfare Management and Employee Intentions**

		Job Satisfaction
Welfare Management	Pearson Correlation Coefficient (r)	.479**
	Sig. (2-tailed)	.000
	N	204

Welfare Management had a significantly positive relationship with the job satisfaction among teachers of secondary schools in Bungoma South sub-county as indicated by the significant correlation coefficient,  $r = 0.479$ ,  $p = 0.000 < 0.05$ .

### Regression Analysis between Welfare Management and job satisfaction

The third objective of the study was to assess the influence of Welfare Management on job satisfaction among teachers of secondary schools in Bungoma South sub-county. The respective null hypothesis was:

*H<sub>0</sub>: Welfare Management has no significant influence on Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county.*

To achieve the third objective, the study used Simple Linear Regression analysis to assess the influence of Welfare Management on Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county. The results were as shown in table 8.

**Table 8: Linear regression Analysis between Welfare Management and employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 <sup>a</sup>	.229	.226	.70204

*a. Predictors: (Constant), Welfare Management*

ANOVA <sup>a</sup>						
Model		Sum of Squares	df.	Mean Square	F	Sig.
1	Regression	29.627	1	29.627	60.113	.000 <sup>b</sup>
	Residual	99.557	202	.493		
	Total	129.184	203			

*a. Dependent Variable: Job Satisfaction*

*b. Predictors: (Constant), Welfare Management*

## Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	$\beta$	Std. Error	Beta	t	Sig.
1 (Constant)	1.234	.253		4.880	.000
<i>Welfare Management</i>	.625	.081	.479	7.753	.000

The study findings of ANOVA as shown in table 8 [F (1, 202) = 60.113, P = 0.000 < 0.05] showed that the p-value was significant (p-value = 0.000 < 0.05); an indication that the model was a good fit for our research data. The model (Welfare Management) explained 22.6% of the variation in Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county as indicated by the Adjusted R Square = 0.226 as shown in the model summary. The regression coefficients results showed that the unstandardized beta coefficient for the Welfare Management was significant [ $\beta = 0.625$ ,  $t = 7.753$ ,  $p=0.000<0.05$ ]; therefore, the study rejected the null hypothesis and concluded that Welfare Management had a statistically significant influence on the job satisfaction Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county. Welfare Management had a positive standardized beta coefficient = 0.479 as shown in the coefficients results; this was an indication that a unit improvement in the teachers' Welfare Management by the schools was likely to result to an improvement in the Employee Intentions to leave among teachers of secondary schools in Bungoma South sub-county by 47.9%. To predict the job satisfaction among teachers of secondary schools in Bungoma South sub-county given the level of effectiveness in welfare management, the study suggested the use of the following linear regression model:

Job Satisfaction = 1.234 + 0.625 Welfare Management

The study analysis concurs with (Otieno, 2010) who reckons that progressive organizations have consequently turned to the concept of total remuneration that combines basic salary and

employee benefits to attract and retain senior managers. Organizations without remuneration face threats of employee exits leading to high staff turnover thereby increasing operating costs and undermining performance.

## CONCLUSIONS AND RECOMMENDATIONS

Welfare management and its effect on employee intentions to leave was the objective of this study. Staff recognition, staff promotions, quality of health insurance for staff, allowances were used to welfare management, and respondents were to show their level of satisfaction with these measures. Job satisfaction was measured using productivity.

The study found a positive relationship between welfare management and job satisfaction. The Pearson correlation coefficient was  $r= 0.479$ , indicated a positive relationship between welfare management and employee intentions to leave. The significant unstandardized regression beta value of 0.625 ( $t = 7.753$ ,  $p=0.000<0.05$ ) meant that welfare management had a considerable significant influence on job satisfaction such that a one Unit improvement in the welfare management was likely to result in an improvement in the job satisfaction among teachers of secondary schools in Bungoma South sub-county by 47.9% as indicated by the standardized beta coefficient value of 0.479. The findings, therefore, did not support the hypothesis that welfare Management has no significant influence on employee intentions to leave among teachers.

On average, the level of satisfaction among the teachers of Bungoma South sub-county secondary schools on the welfare management in their schools indicated that most of the teachers of the secondary

schools of Bungoma South sub-county were not much satisfied in the way their respective schools manage their welfare; that is, they felt that the schools should improve on how they manage the teacher's welfare.

### **Suggestion for Further Research**

This study recommended that another study is done to augment findings in this study. In future, there is need to include more schools (private & public) to

strengthen the results of this research further and to generalise the results to the whole education sector. Specifically, demographic characteristics considered in the study may not be exhaustive to explain all the demographic factors that influence employee job satisfaction. A comparative study across different counties might also be a more valuable contribution to this area of research.

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