

UNIVERSITY OF EDUCATION, WINNEBA

TEACHER TURNOVER IN PUBLIC BASIC SCHOOLS AT SUAMAN DISTRICT  
IN THE WESTERN NORTH REGION OF GHANA

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Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the  
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## DECLARATION

### STUDENT'S DECLARATION

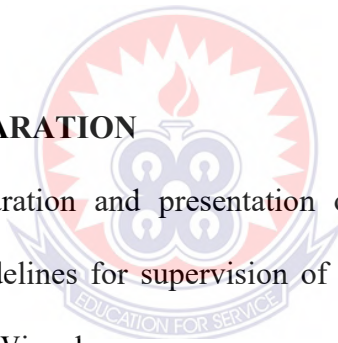
I, BISMARK ADJEI, declare that this dissertation, with the exception of quotations and references contained in published works, which all have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or completely, for another degree elsewhere.

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### SUPERVISORS DECLARATION

I, hereby that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.



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DATE.....

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## **DEDICATION**

To my children; Esther Afia Agyeiwaa, Rhoda Adjei, Oswald Larbi, Elvis Kwame Oduro and my wife Felicia Larbi and all my loved ones



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## ABSTRACT

Teacher turnover is a phenomenon that has assumed a global dimension thus, requiring critical attention from all stakeholders of education. The study investigated teacher turnover in public basic schools at Suaman district in the Western North region of Ghana. The objectives of the study were to examine the factors that cause teacher turnover, to find out the effects of teachers' turnover and to identify strategies to manage teacher turnover. The study employed purposive sampling to select the public basic schools. Simple random technique was used to select the teachers. The data collected were analysed using descriptive statistics. The study revealed that lack of some social amenities causes turnover of school teachers. Also, teachers turnover leads to disruption of learning. It is therefore recommended that, the Ministry of Education and the Ghana Education Service should institute an incentive scheme for teachers in remote district and areas that lack some social amenities as a form of motivation to encourage them to stay in those areas. It is again recommended that Ghana Education Service and the Ministry of Education should provide the basic facilities needed by the schools to make teaching and learning effective.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives, research questions and the delimitation (Scope). It further outlines the definition of terms and organization of the rest of the text.

#### **1.1 Background to the Study**

Formal education plays an enormous role in socio-economic development of nations because it leads to knowledge acquisition and technological skills which have become key tools in leveraging competitive advantage. According to Caffarella and Baumgartner (2007), education has an immense impact on the human society and that, one can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think and take the right decision. In other words, man becomes a rational animal when he is educated (Antone, Gamlin & Provost-Turchetti, 2004).

Baah, Otoo, and Osei-Boateng (2009) found that the quality of a country's stock of human capital directly influences the extent to which knowledge and technology can enhance productivity and improve the well-being of citizens. Salah and Aminu's (2010) study concluded that education has become the most important social service in the world today, and without it, no nation can develop.

Teacher turnover is a phenomenon that has assumed a global dimension thus, requiring critical attention from all stakeholders of education. It is a problem not only in developing countries such as Ghana but in advanced countries like United States of America and Britain as well (Sam, Effah & Osei-Owusu, 2014). The British Broadcasting Corporation described teacher attrition and turnover as having become a

national crisis (BBC News Online, 2001) as reported in Xaba (2003). Additionally, the National Commission on Teachings and Americas Future (NCTAF) in 2011, revealed that almost a third of all new teachers leave the classroom after three years and close to fifty percent leave after five years.

A survey commissioned by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) on teacher attrition in 2009, revealed a very high teacher attrition rate in the country. The findings showed that Ghana Education Service (GES) estimated that about 10,000 teachers leave the classroom every year for other professions (GNAT & TEWU, 2010). While some leave with permission for study with or without pay, others go on secondment, retire or just leave to take up non-teaching jobs. According to the report, about 3,000 teachers leave the classroom annually to pursue further studies. About 9,000 teachers come out from the Colleges of Education every year to join the Service (GNAT & TEWU, 2010).

According to the director of Labour Research and Policy Institute of the Trades Union Congress (TUC) of Ghana, 50 percent of the teachers that were interviewed expressed the intention to quit teaching before they retire. Among the sampled respondents, about 24.8 percent of those who expressed the intention to quit said so for reasons of higher pay. Another, 59.8 per cent expressed the intention to quit in order to seek improved conditions of service while, 6.5 per cent) of teachers expressed the intent of changing their profession. Above all, nearly another tenth (8.9 per cent) of teachers just wished to quit the profession for other reasons.

Wonyor (2006) found that the challenge of teachers' turnover in Ghana's education system grew from worse to worst when Dr. Nkrumah extended the fee-free compulsory education to all parts of the country in 1961. This decision called for the extension of free compulsory education, which resulted in many children enrolling in

schools, and thus increasing the need for more teachers. To increase teacher supply, government recruited untrained teachers to fill the gap, leading to too many children supposedly educated, but in reality, these children lacked quality education. Besides, the more government recruited more teachers, Wonyor claimed, the more the experienced ones left the profession.

The Suaman District Director of Education in his address at the Best Teacher Award ceremony held in 2015 at Dadieso stated that the Suaman District is facing a high rate of teacher attrition. According to the Director, there are also a number of allegations by the community about the teachers not willing to stay in the villages in the District for more than one year. Against this background, the study investigated teacher turnover in public basic schools at Suaman district in the Western North Region of Ghana.

## **1.2 Statement of the Problem**

The high rate of teacher turnover impacts negatively on overall school performance. The schools in the district seem to have a number of teachers yet the very few that accepts postings spend few years and leave. Lawrence (1999) as cited in Sam, Effah and Osei-Owusu (2014) made the argument that teaching has traditionally been characterized as an occupation with a very high turnover rate. Sam, Effah and Osei-Owusu (2014) argued that the high rate of teacher turnover affects school improvement efforts and eventually distorts the stability and continuity of teaching.

A study by Baah, Otoo and Osei-Boateng (2009) discovered that about two-thirds of teachers in all sectors of education in Ghana were dissatisfied and often abandoned their posts. The study by Ingersoll (2003) reported that annually, 15.7% of teachers stop teaching to join other professions.

Based on these issues, the study sought to investigate the factors influencing teacher turnover in public basic schools at Suaman district in the Western North Region of Ghana.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the factors that influence turnover of public basic school teachers at the Suaman District in the Western North Region of Ghana.

### **1.4 Objectives**

The following objective guided the study.

1. to examine the factors that cause teacher turnover in public basic schools at the Suaman District in the Western North Region of Ghana.
2. to find out how teachers' turnover in public basic schools at the Suaman District affects instructional activities, schools and the district.
3. to identify strategies to manage teacher turnover in public basic schools at Suaman District in the Western North Region of Ghana.

### **1.5 Research Questions**

1. What factors cause turnover of teachers in public basic schools in Suaman District in the Western North Region of Ghana?
2. How do teacher turnover in public basic schools at the Suaman District affect instructional activities in schools and the district?
3. What strategies could be adopted to manage teacher turnover in public basic schools at Suaman District in the Western North Region of Ghana?

## **1.6 Delimitation**

The study was restricted to the Suaman District in the Western North Region of Ghana. Public basic schools were used for the study. The study was delimited to factors influencing turnover. Only teachers were used for the study.

## **1.7 Significance of the study**

The findings of the study would uncover the factors influencing turnover of teachers in the basic schools in the Suaman District in the Western North Region of Ghana. This study will also help policy makers to come out with policy to control turnover rates. Also, the study will help the Ghana Education Service to get information on teacher turnover so that appropriate solutions will be used to solve related problem. Again, the study will also add up to the existing body of knowledge and serves as a reference material for other research works in this area of study.

## **1.8 Definition of Terms**

**Turnover:** “The proportion of staff leaving in a given period” (Loquercio et al., 2006).

## **1.10 Organization of the Study**

The study is organized into five chapters. Chapters one contains the background of the study, problem statement, purpose of the study, objectives, research questions, significance of the study, limitations and delimitation and definition of terms.

Chapter two looked at the theoretical and empirical studies on the teacher turnover in basic Schools. Chapter three discusses the research methodology. These included the research design, population of the study, sample and sampling procedures, research instruments administration and data analysis. Chapter four focused on results and discussion. In chapter five, summary of the study, findings, conclusions, recommendations are suggestion for further studies are discussed.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter describes the related literature for the research. The narrative literature review was used. The literature covered the following headings;

1. Concepts of Turnover
2. The Teacher and his working Environment
3. Teacher Turnover in Public Basic Schools
4. Factors influencing teacher turnover
5. Effect of turnover
6. Strategies to control teacher turnover

#### **2.2 Concept of employee turnover**

There are myriad definitions of turnover. Amstrong and Stephens (2005) referred to it as the rate of movement of individuals across the membership periphery of an organisation. Adam, Sameena and Puja (2012) contended that in the turnover process every employee points out one reason of an organization. Salaries and conditions of service, job performance, career growth, work environment, job satisfaction, supervisory style, promotional opportunities, employee commitment and many other factors play a significant role in shaping employee turnover.

Employee turnover refers to the rate of movement of employees in and out of an organization (Amstrong & Stephens, 2005). Salaries and conditions of service, job performance, career growth, work environment, job satisfaction, supervisory style, promotional opportunities, employee commitment and many other factors play a significant role in shaping employee turnover. Employee turnover is the outcomes of a

number of push and pull factors that come into play during the course of employment relationship. As noted by Adam et. al (2012) “in the turnover process everyone usually points out one factor for their turnover choice, but there are always more factors that work as push-cart or driving force for turnover intentions”.

The prevalence of employee turnover is global and no different in West Africa and other parts of the continent. For instance, report on private sector demand for youth labour in Ghana and Senegal from the Youth Employment Network confirmed that high personnel turnover rates remained a major concern in the banking sector and other financial services in Ghana (The Youth Employment Network, 2009). Also, a study conducted by Amediku (2008) on employment and labour cost in Ghanaian banking sector indicated that employee turnover has serious cost implications for the industry. Even though the term turnover intention has been accepted as a proxy construct for measuring actual turnover, it is still imperious to differentiate between these two constructs to facilitate a better appreciation of the terms. According to Loquercio, Hammersly and Emmemns (2006), staff turnover could be defined as the proportion of staff leaving in a given period but prior to the anticipated end of their contract of employment. Turnover could either be voluntary or involuntary.

Voluntary turnover describes the amount of employee turnover that occurs due to the decision of employees to resign from their positions and voluntarily leave their employers. This is in contrast to involuntary turnover, which is turnover that occurs without the consent of the employee. Thus, whereas involuntary turnover may be due to long term sickness, death, travel, or employer-initiated termination, voluntary turnover focuses mainly on situations in which employees elect to tender in resignations for various reasons, rather than their appointment being terminated at the discretion of



an employer. As indicated by Vance (2006), employee turnover can never be underestimated giving the cost organisations incur as a result.

Najm (2010) however, suggests that employee turnover may be substantially reduced if leaders exhibit behaviours which reflect employees' expectations of quality leadership. Notwithstanding, that significant numbers of these studies established a significant negative relationship between leadership styles and employee turnover; there is not much in the literature to suggest how the relationship may be altered, positively or negatively, by alternative job opportunity given the rate of unemployment (12.5%) in Ghana. It is on this premise that this paper sought to investigate the moderating role of alternative job opportunity in the leadership-turnover nexus in the Ghanaian banking industry. Extant literature has indicated turnover intention as a major concern for organisations. For instance, Kumar, Ramendran, and Yacob (2012) contended that turnover causes organisations to lose sales due to the amounts involved in recruiting and selecting new employees not alienating the cost of training the new employees to acquire the requisite skills and expertise. This statement is not different from the assertions of several authors in the turnover literature (Vance, 2006) and this indicates the critical implications that turnover has on organisations. Turnover rates for employees can be measured and compared over time and across companies using what is commonly referred to as the employee turnover index.

### **2.3 Types of staff turnover**

According to Mullins (2005), staff turnover can also be observed in terms of positive and negative influences. While positive turnover involves the creation of new jobs in recognition of a company's expansion, negative turnover demonstrates a contraction of company finances due to hard times. Positive staff turnover typically

takes place on an individual or small group basis (Swanepoel, *et al.*, 2003). This type of turnover involves individual consultations to inform personnel of their promotions, pay raises and additional responsibilities. These conversations are designed to keep personnel moves confidential while reducing frustration by workers who were not promoted. According to Steers (2002), negative staff turnover typically takes place on a larger scale with mass layoffs and firings common in the corporate world. While worker morale takes a negative consequence with sizable layoffs. Investors and owners who are concerned about a company's bottom line may regain confidence with negative staff turnover (Bittel & Newstrom, 2002). McConnell (2004) states that whether it is positive or negative turnover, a company will experience some consequences by shifting personnel.

An organisation has to plan promotions and layoffs carefully to reduce the impact on daily productivity. Productivity will take a dive as new employees undergo job training and newly promoted personnel learn their job responsibilities. Mathis and Jackson (2007) state that if staff turnover is controlled poorly, an employer may begin to notice lower morale among workers from top to bottom. According to Cohen (2000), a business that earns a reputation for turning staff over frequently will find it difficult to recruit entry-level workers and executives alike. According to Kreitner and Kinicki (2007), the process of staff turnover can take up to a year for completion depending on the depth of the turnover and it begins with discussions by board members and executives about necessary personnel changes. Hamermesh (2001) states that organisations that are affected by negative staff turnover need to provide sufficient notice to workers, conduct exit interviews and reassign responsibilities to remaining personnel.

## 2.4 Causes of employee turnover

Employee turnover is a much-studied phenomenon. There is a vast literature on the causes of voluntary employee turnover dating back to the 1950s. Moyinhan and Pandey (2008) have revealed that the gamut of factors that influence turnover intentions in organizations can be categorized into three distinct categories. External environmental factors—this is where economic conditions are responsible for driving and shaping employee turnover across the labour industry. Individual factors—employee specific factors that shape turnover decisions. Examples include age, length of service with the organization, gender, race, family responsibilities, education, personality, and other personal considerations. Organizational factors - these refers to organizational policies and practices such as opportunities for progress, supportive management, supportive human resource policies, organizational culture and other factors.

Philips and Connell (2003) put forward a recommendation on giving special priority to the provision of learning opportunities aimed at developing the skills, knowledge and capabilities of employees at work. He believes that, there should also be room for career growth and advancement within the organization so as to encourage employees' retention. From his contribution it is realized that employees can only stay with an organization that provides them with opportunities for learning, growth and development. As Smith (2001) unambiguously states: "Make no mistake about it: all organizations will do a better retention job by spending more resources on training and development. A business that provides education and training will be more competitive and productive and will win the loyalty of its workforce". The fact that training and development are so enthusiastically embraced as key factors to good retention is no doubt due to the fact that well-developed training programs are becoming ever more essential to the ongoing survival of most modern companies, whether or not retention

is an important issue to that company. To the extent that operational paradigms such as “The Learning Organization” or the “Knowledge-Based Organization” continue to take hold in the contemporary business world, training is only likely to become more important. Meyer et al (2003) suggest that employee learning which encompasses training and development but is also related to socialization within the workplace contributes to retention by building employee commitment through a show of support, providing employees with the means to deal with stress related to job demands and change, serving as an incentive to stay, and creating a culture of caring.

Martin (2003) detected a complex relationship between turnover and training. He suggested that establishments that enhance the skills of existing workers have lower turnover rates. The means that if employees are not properly trained and given career development, then they are likely to leave the organization. However, turnover is higher when workers are trained to be multi-skilled, which may imply that this type of training enhances the prospects of workers to find work elsewhere. The literature on the link between lower turnover and training has found that off-the job training is associated with higher turnover presumably because this type of training imparts more general skills (Martin, 2003).

Salary is important but it is not the only reason why people quit and if there is no opportunity for advancement they will also walk. According to a Gallup poll, 32% cited lack of promotional opportunities as one of the main reasons for leaving. Employees want to develop professionally, gaining more skills and moving up the company ladder so make sure you have training programmes in place and an opportunity for them to advance (Jones, 2018).

The nature of supervision at the workplace has implications on employee turnover. According to Debrah (1993) a supervisor with poor interpersonal skills and

who is also inflexible very quickly drives employees away. Various findings clearly demonstrate an area of opportunity for the company to provide support and trainings to their managers to better manage their work force. Lindgren and Togerö (1997) distinguish a number of reasons for employees leaving organizations.

One main reason is that people retire on a regular basis. This is unavoidable by its nature and knowledge disappears unless the organization chooses and is able to retain that knowledge in some repository. Stories are often possessed by the organization's veteran and transferred to other individuals by storytelling. Further, people leave organizations due to down-sizing. Business process re-engineering and other attempts to streamline organizations have triggered many organizations to sack employees. The use of information systems has made access to top management easier and hence a lot of middle managers have been found redundant. The loss of middle managers may be a problem since these people often have important knowledge about past experiences and how to put people together. Employees also leave because they find other jobs more attractive. This attractiveness can be caused by better benefits and salary or a better work culture. It is often the most competent and socially able people that leave, in worst-case to a competitor's organization.

As the employees develop, they change, as does the organization. Sometimes the job requirements change from what was originally required. If the individuals do not find any challenges in their job they are likely to find it boring and quit. According to Rampur (2009) the most common reason for employee turnover rate being so high is the salary scale because employees are usually in search of jobs that pay well. Those who are desperate for a job may take the first one that comes along to carry them through while searching for better paying employment. Also, employees tend to leave

a company because of unsatisfactory performance appraisals. Low pay is good reason as to why an employee may be lacking in performance (Rampur, 2009).

Robbins (2003) states that individuals at all levels of the organisation want to be recognised for their achievements on the job. Their successes do not have to be monumental before they deserve recognition, but the praise should be sincere. Steers (2002) states that one premise inherent in Herzberg's theory (1959) is that most individuals sincerely want to do a good job. To help them, they should be placed in positions that use their talents to an optimal level and where they are not set up for failure (Mathis & Jackson, 2007). Clear, achievable goals and standards for each position should be set and should be known to employees. Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Individuals should not be overloaded with challenges that are too difficult or impossible (Tyani, 2001).

There are factors specific to the individual that can influence turnover. These include both personal and trait-based factors. Robbins and Decenzo (2001) state that personal factors include issues such as changes in family situation, a desire to learn a new skill or trade or an unsolicited job offer. In addition to these personal factors, there are also trait-based or personality features that are associated with staff turnover. These traits include behaviours such as loafing, absenteeism, theft, substance abuse on the job and sabotage of employer's equipment or production (Page, 2001).

According to Russell and Bvuma (2001), in every organisation there are managers who manage the day to day running of the business. But do managers ever know the problems and grievances of the staff and the way they feel if they only talk to them or when they follow up on duties assigned to staff members? The managers only see the employees whose performance is declining but sometimes they do not realize

that the performance is affected by social problems or they do not care as long as the cause is not work related. If employees feel that the organisation does not help them when they have social problems like financial assistance or counselling, they may leave the organisation (Erasmus, et al., 2003).

The introduction of EAP in organisations is of vital importance whereby troubled employees could get in-house assistance in order to be able to cope with problems that have a negative impact on their performance that may affect service delivery. EAP is a health management intervention which at first was linked to alcohol abuse, but it now covers a variety of other psychosocial problems. Therapy, rehabilitation and counselling are offered to all affected employees including any other personal problems that bring about stress and depression to employees (Ichniowski, 2004). Russell and Bvuma (2001) state that organisations that take care of their employee become productive compared to those who do not care because they do not experience a high staff turnover rate.

Mullins (2001) states that mentoring in the work place is a necessity, to assist employees with their social problems. These problems range from divorce proceedings or losing their loved ones, alcohol addiction and dealing with terminal diseases like aids and cancer. Depression caused by divorce, illness and death of a family member can be so acute that an employee dies (Carrel, et al., 2000).

Van Wyk, Erasmus and Schenk (2003) state that lack of staff involvement may be one of the causes of staff turnover. If staff members are involved in any changes or decisions that directly affect employees, it is seldom that they will be against the changes and decisions. By not involving them and not including their inputs they feel betrayed. Normally when they are told about a change which might affect their jobs or

the way they are used to doing their work; without having been involved beforehand then they are likely to resist (Hopkins, 2005).

Harisson and Kessels (2004) state that one of the human resource functions is to produce an added value by producing and implementing policies that could harmonise pay conditions to the re-engagement and redeployment of people and to the team building and multiskilling environment. It is not everybody who is in management can foresee problems and able to solve them on a day to day running of the organisation. Mathis and Jackson (2007) reviewed a number of theories related to staff involvement and why organisations that involve staff are more effective than organisations with vertical structures. Ichniowski (2004) divides these theories into basic groups, namely: Those that focus on the effort and motivation of workers and work group suggest that people work harder. Those that focus on changes in the structure of organisations are more likely to stay as it produces improvements in efficiency.

Mullins (2001) states that empowerment does appear to have a radical effect on the way people work. Grobler, Warnich, Carrell, Elbert and Hartfield (2002) describe an improved job satisfaction and the changing attitude of staff arising from the introduction of empowerment. No organisation can perform at its best unless each employee is committed to the corporate objectives and works as an effective team member.

According to Nel, Van Dyk, Haasbroek, Schulltz, Sono and Werner, (2004), work content refers to the amount of work which is performed by the employee at any given time. Mouton (2001) states that quantitative overload involves having too much work to do in the time available and has been associated with stress related ailments such as coronary heart disease and finally staff turnover. Qualitative overload involves work that is too difficult (Page, 2001). In the context of voluntary staff turnover, when



the employee relates the work load with pay and benefits which may be perceived to be lower than the amount of work performed, work overload may then incite staff turnover intention (George & Jones, 2002). According to Habeck, Kroger and Tram, (2000), work content at the organisation is divided among the team and each team consists of team leaders and team leaders give each team member a quota to work on.

According to Smit and de Cronje (2003), if a job is complex or boring, is physically demanding and tiring and does not promote something valued by the worker, the employee becomes discontented and may eventually leave the job. Job design provides for the specification of the tasks that constitute a job for an individual or group. Job design defines the way work will be performed and the tasks that will be required in a given job (Grobler, *et al.*, 2002). According to Heizer and Render (2006), four job characteristics model for the motivation of employees through the design of work are: Skill Variety, requiring the employee to use a variety of skills and talents; Job identity, allowing the employee to perceive the job as a whole from start to finish; Autonomy, offering freedom, independence and direction; and Feedback, providing clear, timely information about performance.

These core job dimensions determine whether the employee experiences meaningfulness of the work performed and responsibility for the outcomes of the work and knowledge of the actual results of the work activities. If these psychological states are fulfilled, the employee will experience motivation, job satisfaction, improved productivity and work effectiveness (Bittel & Newstrom, 2002). Tasks and roles in job profiles are outlined by key performance areas. The job profiles are a challenge because employees of different categories in the organisation have identified that there is an overlap of key performance areas. According to Harrison and Kessels (2004),

employees leave the organisation because of tasks and role that puts physical strain and exertion on them or may be due to roles and tasks that are not well clarified.

## **2.5 Teacher Turnover in Public Basic Schools**

Wilson (1969) states that between 1959 and 1960 more women teachers than men teachers entered and left the public-school system. In a survey, he declares, it was indicated that among men teachers there existed definite relationship between the size of school and the rate of teacher turnover. For women teachers on the other hand, school district size appears to be related to turnover only in the system with fewer than 600 students.

According to Richey (1963) it is estimated that the annual turnover of public-school teachers throughout the United States is approximately 12% of the total number of teachers that leave the profession each year, one-third (1/3) leave for marriage and for family reasons. Chapman (1994) further enumerated other causes of teachers' turnover as policies that inadvertently encourage turnover; poor working condition, limited alternative access to higher education, the quality and relevance of teacher training and community apathy.

Hallack (1990), writing about teachers' attitude towards rural communities, noted that teachers refuse recruitment to rural areas due to lack of school infrastructure and other basic and learning materials such as textbooks that will facilitate effective teaching and learning. He was therefore of the view that the high rate of teacher turnover in rural districts might be due to frustrations teachers face when they are unable to put into practice their skills and experience as a result of lack of a conducive environment, good teaching and learning materials.

Chamberlain and Kindred (1966) observed that both economy and efficiency increase when the rate of employee turnover is kept at a minimum. According to them, there is a close relationship between stability and employment and instructional efficiency. Chamberlain and Kindred noted that it may be logically assumed that a large turnover produces poor education products. Frequent teacher turnover within the teaching profession leads to some loss of efficiency because of demand for meeting a new situation. They observed that teachers who move from one position to another within the field of education are motivated by: Opportunities for promotion that include higher salaries or opportunities for salary increases, lower living cost, reduced teaching loads, better opportunities for professional improvement, greater security, more desirable living conditions or better instructional facilities. Dissatisfaction with their present positions because of a desire to teach near home, failure to receive a satisfactory salary increase. Desire for new contacts or unwillingness to meet higher professional standards. Dismissal for reasons of inefficiency, insubordination, misconduct, staff reduction or unfair administrative practices.

Murphy and Angelski (1997) state that the principal reasons why teachers leave rural areas is isolation: - social, cultural and professional factors. They mention that a survey on teacher mobility on 94 parts and current teachers in rural British Columbia School District found out that teachers leave rural areas because of geographical isolation, weather, distance from large communities and family as well as inadequate shopping.

Adesina (1990) noted that teachers leave one school for another for higher earnings or school facilities that promote instructional effectiveness and efficiency. Disagreement with administrative policies and personal inability to meet higher professional standards are other factors, which according to him contribute to teacher

turnover. Gelb (200) stated that, in California, about one-third (1/3) of population of teachers have no intention of being career teachers and leave the profession on the least opportunity. Others may have been hired from traditional occupations in preparation of programmes by desperate rural schools districts that need emergency and temporal teachers.

Additionally, some of the teachers may want to teach some specific subjects but might not have demonstrated sufficient capabilities in the areas and therefore but might not have demonstrated sufficient capabilities in the subject areas and therefore leave the classroom out of frustration. Antwi (1992) shared his ideas on teacher turnover by establishing the fact that in the colonial days Ghanaian held teachers in high esteem especially in the rural areas. He stated that teachers were generally satisfied with their status in those days but the attitude reversed after independence compelling some teachers to leave the field for more lucrative jobs in the civil service and corporations. Others also left and entered politics to become parliamentarians and cabinet ministers. Antwi substantiated his observations by using available figures from reports indicating teacher turnover in Ghanaian schools. He quoted 22nd November, 1978 edition of the “Ghanaian Times” report that about 4, 000 teachers left the teaching service between August, 1977 and September, 1978 to seek employment in other countries. Analyzing the turnover syndrome further, Antwi looks at the situation around the same period under consideration and states that though about 70% of new university graduates undertook their national service as teachers every year, about 90% if this number opted out of the teaching profession at the end of their service.

According to Price (1977), turnover can voluntary or involuntary. Voluntary turnover frequently refers to quits or resignations initiated by employee while involuntary refers to terminations such as dismissals initiated by the employer. Most

researches on turnover focus on voluntary and avoid the latter because they are more subjected to control by management. Purtuphy (1981) cited a study by Willie (1964) on a group of teachers who were receiving further studies in the University of Education, Winneba and University of Cape Coast. The study reveals that 46.6 percent of the teachers did not intend to make teaching a long-term career. The researcher concludes that a high rate of turnover among teachers might remain a serious problem in Ghana, especially of schools in the rural setting for some time to come. He further observed that the teaching profession might not only lose graduates who are potential teachers but also a large number of graduates who are already seasoned with rich experience. He comments that although increase remuneration might lead lower turnover rate among teachers, a lot more needs to be done in the form of developing and improving the career and vocational aspect of teaching in rural basic schools.

Willie's study further indicates that even some students who choose teaching as a long-term career expressed a high of dissatisfaction with it. The variables which emerged in his study as the determinants of satisfaction in teaching among the group were remuneration, social prestige, opportunities for promotion or advancement and incentives offered by the career in teaching. Unfortunately, these variables are lacking or non-existent in the rural basic schools and, therefore, people the teachers to increase the turnover rate.

## **2.6 Factors influencing Teacher Turnover**

There are a number of studies on contributing factors of teacher's turnover. Sam, Effah and Osei-Owusu (2014) studied teacher retention and attrition in Ghana. The study identified the factors that make teachers to leave include: low salaries of teachers, poor conditions of service for teachers, low status (prestige) for the teaching

profession and the lack of incentives associated with the job. This study solely made use of a qualitative descriptive approach. The question to ask is whether the study can adequately generalize the findings because the sample size was small. Is the use of a qualitative approach comprehensive enough to address the turnover on employee's commitment among teachers in Bolgatanga?

Dysvik and Kuvaas (2010) used a cross sectional survey for employees representing more than 400 organizations from industrial sectors, found intrinsic motivation as the strongest predictor of turnover intention. Likewise, an exploratory study of predictors and impact on turnover intentions by Lai and Kapstad (2009) found that turnover intention is best predicted by intrinsic motivation followed by career system satisfaction. Relatedly, Rehamn (2012) make the point that organization turnover can trigger job dissatisfaction, lack of trust and the lack of intrinsic motivation. This motivation influences turnover when the organization cannot satisfy their workers with intrinsic rewards and consequently the workers leave the unrewarding job (Sinha, 2012). Kim (2015) indicated that both intrinsic motivation and self-sacrifice significantly influenced the turnover intention of local revenue officers. On the other hand, other variables such as extrinsic motivation, social support, and other public service motivation were not significantly related to turnover intention directly.

On the contrary, Yurchisin, Park and O'Brien (2010) found that employee intention to leave was triggered by both intrinsic job satisfaction and commitment. Intrinsic job satisfaction was both directly related to intention to leave and indirectly related to intention to leave through employee– store commitment. Employees who are satisfied with and committed to their current job tend to be less likely to voluntarily resign from their current position which in turn, tends to reduce employee turnover in the store. In connection, Olusegun (2012) examined the influence of motivation on

turnover among Library Personnel in South West Nigeria and found some relationship exist between turnover intentions and job motivation. He further revealed that opportunities for better pay was a critical factor in turnover intentions. Ngala (2010) considered retention measures of graduate teachers in the Ghana Education Service and concluded that most graduate leave the service because it is not rewarding.

Nouri and Parker (2013) investigated career growth opportunities and employee turnover intentions in public accounting firms. The results revealed that when the employee believes that the firm is able to provide career growth opportunities, the employee reciprocates with increased commitment to the firm which eventually leads to lower turnover. Results from a survey of junior auditors in several accounting firms support the proposed model. Results of the current study has recommended that one way for accounting firms to increase commitment and reduce turnover of junior employees is to focus on their career development.

Job satisfaction has been abundantly discussed in the literature to be a determinant of turnover intentions. For instance, Mbah and Ikemefuna (2012) on job satisfaction and employees' turnover intentions in Nigeria found higher satisfaction with pay to be associated with lower employee turnover intention. Other findings of the study included the fact that the higher the satisfaction with nature of work the lower the employees expressed the intention to leave. What this means is that satisfaction with nature of work was negatively related to turnover intention and the higher the satisfaction with supervision the lower the employee turnover intention.

Similarly, Jadoo, Aljunid, Dastan, Tawfeeq, Mustafa, Ganasegeran and Aldubai (2015) have reported that job satisfaction has the highest impact on turnover intention. Indeed, a comparative study of conditions for turnover intentions from China, Jordan, Turkey, and the United States that examined the relationship between job satisfaction

and turnover intentions Ford Jr, Chen, Kalyanaram and Bhagat (2012) found that job satisfaction and turnover intentions were partially mediated by organizational commitment. But slightly arguing to the contrary, Ohana, and Meyer (2010) insist that beyond job satisfaction, occupational commitment, management supervision, work design and relationship with others instead of salary or pay are stronger predictors of individual turnover intentions.

According to Mathieu, Fabi, Lacoursière, Raymond (2016) job satisfaction have not got a direct significant predictive effect on turnover intentions. Rather, job satisfaction is able to predict organizational commitment which, in turn, negatively predicts turnover intentions. Also, commitment mediates the relationship between job satisfaction and turnover intentions. Consistent with findings of previous studies, Miller (2010) posits that the behaviours of school leaders' and its relationship to employees play a major role in the issue of turnover intentions. In a study by Fuentes (2011) in Davao, found that school commitment, years of service and burnout positively predicted turnover intentions among secondary teachers in private institutions, while of Chavez (2012) reported that teachers who have experienced greater support from the institution have higher job satisfaction and commitment, and therefore show lesser degree of burnout. Similarly, Blomme, Rheede and Tromp (2010) in the hospitality industry found moderate to strong correlations between job content, development opportunities, work atmosphere, autonomy and promotion opportunities. To buttress job satisfaction and the intention to leave, a study among information technology (IT) professionals' intention to quit their jobs in Turkey, revealed that intention to quit one's job was greatly influenced by job satisfaction and organizational commitment; role ambiguity and job stress as these factors exert negative indirect effects on such intentions (Calisir, Gumussoy & Iskin, 2011).



Moreover, Joo (2010) indicated that organizational commitment accounted for 40 per cent of the variance in turnover intention of employees. In addition, Scott, Brown, Susomrith and Sitlington (2014) found both organizational factors (rosters, supervisors, managers, and company culture) and personal factors (career goals and family circumstances) as factors influencing turnover intentions. But, it has been agreed by Weng and McElroy (2012) that employees with a high turnover intention are more likely to consider their current organization as an obstacle to their career development and success due to various reasons, for instance promotion, bottlenecks, and unfair salary payments. Demographic factors have been identified by the literature as determinants of turnover intentions. For example, in a study on job satisfaction and turnover intentions among Iraqi doctors, Jadoo, Aljunid, et al. (2015) found significant associations between turnover intention, and demographic variables such as age, gender, marital status, and work-related variables like positional tenure, working hours, internal displacement, unsafe practice, and managerial efficiency.

In a similar vein, Perez and Mylene (2008) examined 'Turnover Intent' and found that age had a negative relationship with turnover intent. What this means is that older employees showed a less intent to leave. Thus, the longer an individual was employed, the less likely the employee harbored an intention to leave. On the other hand, Yui-tim Wong, Yui-Woon Wong and Chi-sum Wong (2015) examined an integrative model of turnover intentions which sampled 247 employees. They found turnover intention and most of its antecedents were significantly correlated. Perceived organizational support (POS) was negatively related to turnover intention; affective commitment was negatively related to turnover intention; and turnover intention was negatively related to job performance. Other findings were POS and affective commitment are negatively associated with their level of turnover intention. Both POS

and affective commitment were significantly and negatively related to turnover intention. Paille, Bourdeau and Galois (2010) agree that when employees feel supported, they accept to remain with the organization (low intention to leave) and cooperate in the form of OCB-O.

Also, the findings supported the notion that trust contributes to understanding how POS is linked to outcomes through satisfaction. Cho, Johanson and Guchait (2009) found that perceived organizational support and organizational commitment decreased intent to leave while only perceived organizational support had a positive impact on intention to stay. Nour and Parker (2013) have concluded that when the employee believes that the firm is ready to provide career growth opportunities, the employee reciprocates with increased commitment to the firm which leads to lower turnover. The researchers further suggested that one way for the accounting firms to increase commitment and reduce turnover of junior employees is to place emphasis on their career development.

Perryer, Jordan, Firms and Travaglione (2010) observed that there was some interaction between perceived organisational support (POS) and organizational commitment which is a significant predictor of turnover intention. Employees with low levels of commitment, but high levels of support from the organization, are less likely to leave the organization. Bagraim (2010) found affective commitment to the organisation was a significant predictor of the organizationally salient outcomes of turnover intentions and boosting behaviours.

Gender has been noted to be a useful predictor of turnover. Steenbergen and Ellemers (2009) found that both affective and continuance organizational commitment predicted turnover intentions but only continuance organizational commitment was much stronger to predict actual turnover in that turnover intentions are relatively

strongly influenced by feelings toward the organization, whereas for actual turnover decisions the costs associated with leaving the organization and an experienced lack of alternatives outside the organization come to play a more important role. Hundera (2014) explained the factors affecting academic staff turnover intentions and the moderating effect on gender in the University of Haramaya and found the effect of overall satisfaction on intention to leave was much stronger among female academic staff than the male counterparts. But, on the contrary, Asamoah, Doe and Amebge (2014) examined the effect of employee turnover on the performance and competitiveness of banks in Ghana and found no significant gender influential factor on turnover intentions. It will be interesting for this study to explore the gender factor as an influential factor further.

Another noticeable determinant of turnover intention in the literature is the issue of job performance. Bajwa Yousaf and Rizwan (2014) in examining employee turnover intention in the services sector of Pakistan reports that job performance was found to be the most important factor on employee turnover. Workplace environment and employee job satisfaction had significant influence on employee turnover intentions. A somewhat similar study by Asamoah, Doe and Amebge (2014) on the effect of employee turnover on the performance and competitiveness of a purposively selected fifteen banks in Ghana. They found banks with lower employee turnover to be performing better and more competitive compared with banks with high employee turnover. The crux of the findings was that highly motivated employees had lower turnover intentions than those less motivated. Further employees in higher ranking jobs had lower turnover intentions than employees in low-ranking jobs. In trying to establish the effect of turnover intentions on employee performance, findings have concluded that employees with less concern about current work are more likely to have less

productive work performance (Goodwin et al., 2011, Yi, Natarajan & Gong, 2011). This may give rise to management attention as well.

## **2.7 Teacher and his working Environment**

In no uncertain terms, educational development in less endowed schools are discouraging and appalling. The opposite could be true in the few urban centers which seem to have the desired level of improvement in the educational system. It is worthy to note that most of the good schools or “well-endowed schools” are located in the urban centers. In Ghana, such schools are found in cities like Accra, Cape Coast, Kumasi, Takoradi and most regional capitals (Daily Graphic, 2000). Such schools are endowed with quality educational facilities and equipment which enable them to attract majority of the quality teachers.

According to Ankrah (1982), most teachers prefer to work in the cities. In many countries, there are surplus qualified applicants for teaching positions in the cities. Spio Garbrah, the then Minister of Education in Ghana, was reported to have stated that there were 12000 vacancies in rural areas in Ghana (Daily Graphic, 1999). This suggests that admittedly, urban basic schools in Ghana comparatively do not have any problem of qualified teachers unlike the rural schools which most at times experience mass exodus of teachers. Cross (1989) in an article, “Teaching in the Canadian Rural Schools: a taste of cultural shock” discussed teacher shortage and mobility in rural areas in Canada. He contends that the location of the school offers teachers and their families a variety of opportunities or otherwise to explore and enjoy the natural beauty of the area. In addition, the teacher shoulders a considerable amount of responsibility and is treated with respect and command attention in the rural community.

The writer asserted that in contrast to the high prestige the teacher in the rural area enjoys, he is always a focus of public attention which some find it difficult to cope

with. He points out that the new teacher, as a social outsider brings from the urban community values and beliefs, which differ from those of the rural area where he is going to work. If this state of affair continues the new teacher will find residing in the new area very painful experience.

Zabalza (1985) writes that difference in characteristics of location influences the distribution of teachers just as the supply of teachers is influenced by relative salary differentials among occupations. He observed that teacher mobility is sensitive to monetary considerations in terms of current prospects. To him, movement tends to go from location with promotion prospects than those with good career possibilities. Thus, he concludes, that movement in different locations have been shown to depend on monetary factors. Available information has it that rural education is increasingly retrogressing and this has attracted the attention of government as well as other stakeholders in the provision of quality education in the country.

Brown (1986) in analyzing available data on educational status of basic school pupils in the 1970s was optimistic that “in Ghana as in most societies, the benefits of educational system have not been extended to the people in rural areas”. This, therefore, affirms that both human and material resources in the rural areas have not been developed enough for socio-economic advancement. This undoubtedly, nullifies the idea of equal rights to education and state property as enriched in the 1992 Constitution of Ghana. These developments in the rural areas had greatly contributed to the low level of education. There are other factors responsible for these phenomena which have been identified by Brown (1986) as paucity of schools. Lack of qualified or trained teachers in some of the rural schools. The foregoing discussions clearly shows that the resultant effects of the low level of education in the rural areas are the ascending rate of illiteracy.

Therefore, using the provisional results of the 1970 population census, Brown (1986) clearly points out that illiteracy rate in the rural areas is low as against the urban areas.

Some writers have expressed thoughts on various reasons for which teachers move to certain parts of the country to teach. Soglo (2000) declares that the certain environmental factors could affect recruitment or attraction of teachers in the country particularly in the Suaman District of the Western North Region. It may be classified as geographical, social or economic. According to him, the geographical issues are related to location and weather conditions. On social factors too, he stated that religious, cultural, infrastructural development and the availability or lack of social amenities and utility services as well as attitude are considered.

Bame (1991) analysed the variables which affect teacher recruitment and level of commitment in Zaire. His study reveals that such variables are gender, place of residence and church affiliation had significant relation with teacher recruitment and commitment. On the question of factors that do not attract teachers to rural basic schools in the Bosomtwi District, Boateng (1996) declares that some teachers do not want to stay in the rural areas and more so when they do not come from the District. Some also rather prefer to be close to their hometown, hence, they leave the area in which they have been posted. Also, there may be lack of accommodation for the newly posted teachers. When these variables are not provided in the rural areas, teachers refuse to accept postings and transfers to such places.

## **2.8 Effect of turnover**

Turnover has been viewed in the literature to have adverse effects on organisations. Amediku (2008) indicated that employee turnover in the Ghanaian banking sector has a lot of cost implications for the industry. The three core negative

effects that the study sought to discuss were the implication on the organisational cost as posited by Vance (2006) and Amediku (2008), among others. The next was how the quitting of talented employees could disrupt the operations of the business and finally the effect on the morale of employees towards work. When an employee leaves an organisation, it exerts pressure on the organisation to spend scarce resources-both time and money-to either replace the employee, or get others to cover the work. Organisations spend a significant portion of their budgets recruiting and training new employees; estimates for the losses range from a few thousands to more than two times the person's salary (Hinkin & Tracey, 2000).

Organisations incur both direct and indirect expenses when replacing a worker. Ali (2009) emphasized that high turnover brings destruction to the organisation in the form of both direct and indirect cost. Furthermore, some of the costs may comprise the disruption of the organisation's daily operations and the emotional stress. At times it includes the work overload it causes those who remain, which perhaps is difficult to capture in monetary terms. Gustafson (2002) posited that turnover comprises such other costs as lost productivity, lost sales and management's time. The author estimated that the turnover cost of an hourly employee is between \$3,000 and \$10,000. There is loss of intellectual capital to the already incurred cost. This is because it is not only the human capital and relational capital that organisations lose when employees exit, but also their competitors perhaps are potential benefactors of these assets. Therefore, it is imperative to note that when turnover occurs it can actually have social and psychological effects and can also project an adverse image of the organisation internally and externally.

## 2.9 Negative Effect of Turnover

While losing employees that are poor performers or negative influences on workplace morale can have positive effects, unplanned and frequent employee turnover is generally regarded as bad for business. High turnover rates typically mean companies are doing a poor job selecting the right employees, failing to provide a motivating work environment or losing out to employers that offer better pay and benefits (Kokemuller, 2017).

One of the simplest but highly impacting negative effects of turnover is decreased performance in the workplace. In their December 2007 Harvard Business School article "Managing the Impact of Employee Turnover on Performance: The Role of Process Conformance," Zeynep Ton and Robert S. Huckman cite a 48-month study conducted in a large United States retail chain that revealed that both profit margin and customer service were adversely affected by turnover. Less experienced workers are less likely to sell higher value solutions and deliver optimized service.

Many of the negative effects of turnover relate to performance quality, but the "Encyclopedia of Business" points out companies with higher turnover may struggle to complete all necessary or important daily functions. For instance, if it takes 10 workers to complete a given work task or function in a day, and only seven workers are currently employed in that area, the company has to figure out how to deal with the unfulfilled daily work requirement.

Literature has shown that turnover affects organisational effectiveness and this has serious implications for the bottom line of businesses. The impact of turnover is however mostly expressed in financial terms. For instance, Vance (2006) opined that Caterpillar, a giant multi-national construction equipment manufacturer, saved about \$9 million in turnover costs alone at one of its European based plants. Similarly, Tziner



and Birati (1996) in an extension of Cascio's categories of monetary costs indicated that an organisation incurs huge costs as a result of turnover. High costs are one of the more discussed negatives of high turnover. Every time an employee leaves and is replaced, there are costs associated with the process of losing the first employee and hiring and training the new one. The Rain Maker Group indicates that it can cost about one-half of an unskilled worker's salary to replace a lost employee. Replacing a technically skilled employee or a high-level manager can cost as much as three to five times the annual salary. Training costs are commonly discussed, but many people forget costs to complete exit interviews, market new openings and complete necessary background, reference and drug checks.

According to Reynolds (2017), the cost of employee turnover will vary enormously from business to business. Some studies put it at around £30,000 per employee to find and recruit new staff and get them up to full productivity. For a senior position, that might be significantly more. For a casual position the figure is unlikely to be anywhere near that.

Kumar, Ramendran and Yacob (2012); established that employee turnover causes organisations to lose due to the amount connected in recruiting and selecting new employees not alienated the cost of training the new employee to obtain the needed skills and expertise. John (2000) argued that, in addition to replacement costs, output would be affected to some extent or output would be maintained at the cost of overtime payment.

According to Porter (2011), employee turnover can cost a company substantial amount of capital when considering downtime, recruiting, interviewing, orientation, training, and ramp-up time. An entry-level position can cost an organization about 50 to 100 percent of the employee's wage (Porter, 2011).

When the staff changes frequently, the employees who stay have a difficult time building a positive team dynamic. A group of employees learns to work well together, only to have one or more members leave. This leaves the staff in limbo until a new employee starts. The personality and work ethic of the new employee may vary significantly from the previous employee. High turnover can hurt overall morale of employees (Frost, S.).

In organizations with high turnover, constant change in employee ranks means average years of experience and background of employees are low. This means employees are generally less familiar with work tasks they complete and working effectively with customers. The "Business Link" website indicates that the more valuable the positions being turned over are to the company, the more impact the turnover will have on current and future performance (Business Link: Control Staff Turnover).

A high turnover rate affects the continuity of service to clients and other employees. This is particularly difficult in an industry that relies heavily on relationships with clients. For example, a client who purchases products from your company on a regular basis may grow tired of getting a new salesperson or customer service contact every few months. Consistent relationships with clients help build a stronger loyalty to your company. Your company is also better able to provide consistent, high-quality service with well-trained staff that doesn't change often (Missouri Small Business & Technology Development Centers).

High turnover rates cost the company time in addition to money. Managers or human resources staff spend time conducting exit interviews, advertising the job, recruiting candidates and interviewing. Supervisors and colleagues are often left to

cover until a new employee is hired and begins working. The new employee may take several months to fully learn the job and achieve competency in the position (Frost, S).

According to Nel, *et al.* (2004), work content refers to the amount of work which is performed by the employee at any given time. When employees leave an organization, the work load of that employee falls on the remaining employees hence increasing their workload. The impact of staff turnover results in an extra work load for the remaining staff member's performance and on organisational effectiveness. Mathis and Jackson (2007) state that employees have to work extra hours to compensate for the work of those that have resigned.

Staff turnover can also have a negative impact on other employees by disrupting group socialization processes and increasing internal conflict, which can lead to triggering additional absenteeism (Neo, Hollenbeck, Gerhart and Wright, 2006). In addition, the interpersonal bond that is developed between employees is central to the communication patterns that are characteristic and unique to any organisation. People grow professionally and personally, and good employers are able to accommodate these changes in the circumstance. A highly satisfied workforce is far more capable of meeting organisational goals and customer needs than an apathetic and uninspired one (Swanepoel, Erasmus, Van Wyk & Schenk, 2003). Tyani (2001) states that cost is not only financial but must also be measured by the damage to staff morale and deficits in meeting community demand.

## **2.10 Strategies to control teacher turnover**

According to Whitlock (2016), in early 2015, NPR sounded the alarm over what appeared to be a trend for high teacher turnover rates citing that the “revolving door of teachers” is costing school systems billions a year. The numbers cited in the report 50

percent of new teachers will leave in five years has since been questioned, but teacher turnover rates are still a source of concern for many school and districts. As with any other organization, when faced with high turnover rates, school districts need to focus on effective retention measures.

Whitlock (2016) highlighted that to reduce teachers' turnover, resources must be dedicated toward employee feedback. According to a Gallup survey, companies that provide regular employee evaluations or feedback have a nearly 15 percent lower turnover rate than companies that don't. Simplify the process by investing in software that allows teachers and evaluators to regularly review goals and mark progress on a more regular basis.

Also, genuine interest in teachers' development should be shown. Without follow-up training and designated programs, teachers may not feel that there are opportunities for growth. Be strategic in providing dedicated resources that address specific areas at different levels. Another study revealed that the vast majority of employees (98 percent) will be disengaged if they're receiving little or no feedback.

Seeking ways to make teachers more progressive is another strategy. Give teachers the tools they need to be more effective in the classroom. Seek out ways to support teachers by providing the resources that help them to engage with their students. Integrate technology in the classroom, as well as provide other forms of progressive education platforms.

Furthermore, provide opportunities for teacher input. Whether they're employee evaluations, overall school goals, or innovations, give teachers the chance to provide input. The more teachers involved in the process of setting the school's direction, the more likely they will feel invested in future outcomes. Teachers who feel empowered will be less likely to feel disengaged.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the research design, population and sampling procedures. Also, the chapter considers the instruments used for data collection, validity and reliability, data administration and data analysis procedure.

#### **3.1 Research Design**

Polit and Hungler (1999) describe research design as a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results. The research design is the overall plan for obtaining answers to the research questions guiding the study. The research design for this study is the descriptive survey design. Descriptive survey research design specifies the nature of a given phenomenon. It determines and reports the way things occur in their natural states. Amedahe (2006) citing Gay (1992) asserted that descriptive design involves collection of data in order to test hypothesis or find answers to research questions concerning the current status of the subject of the study. Thus, it involves hypothesis formulation and testing of questions and seeking answers to them. In this study, answers shall be sought to issues involving teacher turnover in public basic school at Suaman District in the Western North Region of Ghana.

In addition, descriptive survey describes and reports the way things are, in their natural state Amedahe (2006). The descriptive sample survey is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples of individuals who are asked to complete questionnaire or give answers to interview guides or respond orally to interviews. Descriptive survey design allows for

a wide range of data collection strategies that provides cost effective means of collecting data and handling them (Druckman, 2005). Survey design describes, explains and explores the research purpose and makes inference from the research data at close range (Pickard, 2006). One weakness of this design is that we cannot determine a cause and effect relations.

### **3.2 Population for the Study**

Polit and Hungler (1999) define a population as the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized. The target population for this study was made up of all teachers of basic schools in the Suaman District. The district has 60 basic schools. There are 400 teachers in the district. The accessible population composed 54 public basic schools and 320 teachers.

### **3.3 Sampling Technique and Sample Size**

LoBiondo-Wood and Haber (1998) describe a sample as a portion or a subset of the research population selected to participate in a study, representing the research population. To obtained sample that will be a representative of the district, purposive sampling technique was used to select all the public basic schools. Sarantakos said that purposive sampling is to select respondents because they are considered to have the needed information for the study. Simple random sampling technique was used to select the teachers. Simple random gives each and every respondent equal chance to be selected (Sarantokos, 1998). In all, a sample of 150 respondents were selected for the study.

### 3.4 Research Instrument

The data collection instrument for this study was questionnaire. A questionnaire is a structured document which seeks to find out facts, or opinions, or both from respondents. The questionnaire was used to collect data from teacher respondents. Questionnaire was used because it is relatively quick and easy to create (Walonick, 2000); with questionnaire, interpretation and analysis of data is easy as data entry and tabulation for nearly all surveys can be easily done with many computer software packages (Sociology Central, 2003). Above all, questionnaire is easy to standardize therefore reducing the amount of bias in the results as there is uniform question presentation. The researcher's opinions will not influence the respondent to answer questions in a certain manner as there are no verbal or visual clues to influence the respondent (Walonick, 2000). Although the questionnaire has the weakness of limited response. That is, it can be applicable to those respondents who have a considerable amount of education. Due to the nature of the target population, this weakness had not effect on the data collected.

The questionnaire had four sections. Section A contained the background information (gender, highest educational level, number of years worked with GES and the rank of respondents). Section A was made up of multiple choice questions. Also, Section B was designed to assess the factors that cause teacher turnover. A Likert scale with four ratings (Strongly Disagree, Disagree, Agree and Strongly Agree) was used. Again, Section C measured the effect of teacher turnover. Lastly, Section D measured the strategies to control teacher turnover.

### **3.5 Validity of the Instrument**

Validity is the exactness and precision of deductions based on the findings from the research (Mugenda & Mugenda, 2003). The validation of the instruments was carried out to check correctness of the data collection instruments during the pilot study. Wiersma (1995) emphasizes that pre-testing of study instrument, before the actual study support criterion and construct validation of the tools. Criterion and construct validation were established through pre-testing the instrument used in the study. This checks the appropriateness of the data collection instrument. To ensure that the instrument measures exactly what it meant to measure, it went through scrutiny by the supervisor.

### **3.6 Reliability of the Instruments**

Reliability reveals that when procedures of the study are repeated, the exact results are expected (Mugenda & Mugenda, 2003). Reliability measures whether a chosen method provides consistent results and also if it adequately measures the characteristic it looks at. The degree to which test scores are unaffected by measurement errors is an indication of the reliability of the test. Again, the researcher calculated the reliability test for the research instrument using the Cronbach's Alpha with SPSS version 21. The pretest was conducted with some selected teachers in one basic school in the Suaman district. It was conducted there because the data collection was to be done in the Suaman District. The Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. The result is shown in the table below.



**Table 3. 1: Reliability Test**

Variables	Items	Alpha
Factors that influence turnover	16	0.879***
Effect of teacher turnover	9	0.753***
Measures to control turnover	7	0.710***

From the rule of George and Mallery (2003), an Alpha value of 0.7 is acceptable. From Table 3.1, all the Alpha values exceed 0.7. This means that the instrument is reliable.

### 3.7 Administration of Research Instrument

Letters were sent to the various heads of the schools to seek their approval and support. After the pre-test, the researcher went to administer the questionnaire to the teachers in the various schools. The researcher explains the purpose of the study to the teachers and made them aware that it was solely for academic work. The researcher also assured the teachers of confidentiality of their responses. The researcher gave the questionnaires to the selected teachers and gave them two weeks to complete it. After the two weeks, the researcher went back to take the completed questionnaire. In all, one hundred and sixty-five questionnaires were given out and one hundred and fifty were retrieved. This gave a response rate of 93.75%.

### 3.8 Data Analysis

The data were edited to detect and correct possible errors and omissions that were likely to occur, to ensure consistency across respondents. The data were then coded and analyzed with the help of Statistical Package for Social Science (SPSS)

Version 21 using descriptive statistics such as frequency and percentages. Summaries of data analyzed were presented using tables and graphs.

### **3.9 Ethical Consideration**

The consent of all the respondents were sought before including them in the research. Also, the respondents had the chance to refuse or not to partake at any point in time. Again, the rights of the respondents were explained to them and they were assured of confidentiality and anonymity. Anonymity was achieved because the respondents could not be identified by their questionnaire they filled.



## CHAPTER FOUR

### DATA REPRESENTATION, ANALYSIS AND DISCUSSIONS

#### 4.0 Overview

In this chapter of the study, the analysis of the data and discussion of the result is presented. The research employed quantitative methods for the data analysis. It was analyzed with basic statistical analysis (descriptive statistics) which comes with Tables (frequency and percentages) and graphs.

#### 4.1 Demographic Characteristics

This section summarizes the background information of the respondents. These included the respondents' gender, highest qualification, rank and teaching experience. These were required to give a fair idea of the respondents used in the study.

**Table 4. 1: Socio-demographic Characteristics of Teachers**

Gender	Frequency	Percentage
Male	95	63
Female	55	37
Total	150	100

*Source: Field survey, 2021*

Table 4.1 showed that 63% of the respondents were males while 37% were females which imply that more males participated in the study than females. The study was not dependent on gender and as such this has no effect on the study.

**Table 4.2: Highest Qualification**

Highest Qualification	Frequency	Percentage
Post Graduate (Masters)	6	4
Bachelor Degree in Other fields	15	10
Bachelor Degree in Education	69	46
Diploma in Education	60	40
Total	150	100

*Source: Field survey, 2021*

The highest educational qualification of the respondents was also analyzed. This was to find out the level of education attained by the respondents. As indicated in Table 4.2, 46% of the respondents were Bachelor Degree in Education holders, 40% of the respondents were holders of Diploma in Education certificate. Also, 10% of the respondents had Bachelor Degree in Other fields and 4% of the respondents were Master degree holders. This implies that the respondents were literate which was required to help them provide enough and accurate information for the study.

**Table 4.3: Working Experience with GES**

Working Experience with GES	Frequency	Percentage
Below 3 years	44	29
3 – 5 years	70	47
6 – 10 years	27	18
Above 10 years	9	6
Total	150	100.0

*Source: Field survey, 2021*

The length of service of respondents with GES was also analysed. This was to find how long respondents have been teaching with the Ghana Education Service.

Table 4.3 showed that 70% of the respondents had been teaching for 3 – 5 years, 29% of the respondents had been teaching for at most 2 years, 18% of the respondents had been working for 6 – 10 years while 6% had been working for above 10 years. The result implies that majority of the respondents had been working for at most 5 years and had the prerequisite to participate in the study.

**Table 4. 4: Rank of Respondents**

Rank of Respondents	Frequency	Percentage
Assistant Director I	3	2
Assistant Director II	11	7
Principal Superintendent	67	45
Senior Superintendent I	40	27
Senior Superintendent II	29	19
Total	150	100

*Source: Field survey, 2021*

The rank of the respondents was also analysed. According to Table 4.4, 45% of the respondents were Principal Superintendent, 27% of the respondents were Senior Superintendent I while 19% of the respondents were Senior Superintendent II. Also, 7% of the respondents were Assistant Director II and 2% were Assistant Director I. The result reflects the highest qualification and the working experience of respondents with the GES.

## 4.2 Causes of teacher turnover

### Research Question 1: What factors cause turnover of teachers in public basic schools in Suaman District in the Western North Region of Ghana?

This section seeks to answer the research question one. That is to identify the factors that cause teacher turnover in the public basic schools in Suaman District in the Western Region of Ghana. The respondents were asked to indicate their agreement or disagreement with the following statements on the factors that cause teacher turnover at the public basic schools. The results are presented in Table 4.5.

**Table 4. 5: Causes of teacher turnover**

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%
	Personal Decisions			8	5	66	44	76	51	150
Poor communication with head teachers	26	17	92	61	31	21	1	1	150	100
Poor relationship with head teachers	56	37	63	42	17	11	14	10	150	100
Lack of some social amenities	1	1	8	5	76	51	65	43	150	100
Remoteness of the district	11	7	58	38	65	43	16	11	150	100
Lack of accommodation	-		18	12	79	52	53	35	150	100
Attitude of colleague teachers	44	29	77	51	16	10	13	9	150	100
Attitude of students	35	23	82	55	19	13	14	9	150	100
Lack of some fringe benefits	25	17	22	15	52	35	51	34	150	100
Poor Career growth and Development	12	8	24	16	60	40	54	36	150	100

Table 4.5 continue

Alternative Job Opportunities	41	27	74	49	31	20	4	3	150	100
Overload of work	45	30	63	42	26	17	16	11	150	100
Marital and Family related issues	-		7	5	50	33	93	62	150	100
Inadequate facilities in the school	35	23	39	26	41	28	35	23	150	100
Large class sizes	42	28	72	48	26	17	10	7	150	100

*Source: Field survey, 2021*

Information in Table 4.5 revealed that, 51% of the teachers strongly agreed that most teachers leave the district based on their own personal decision, 44% of the respondents agreed while 5% of the respondents disagreed. The result implies that personal decision is a cause of teacher turnover. This confirms the study by Moyinhan and Pandey (2008) that individual factors such as age, length of service with the organization, gender, race, family responsibilities, education, personality, and other personal considerations affect turnover. This finding also confirms Scott, Brown, Susomrith and Sitlington (2014) that personal factors such as career goals and family circumstances are factors influencing turnover. Again, Robbins and Decenzo (2001) also found that personal factors such as the desire to learn a new skill causes people to leave one work place to the other.

Also, 61% majority of the respondents disagreed that poor communication with head teachers causes teachers' turnover, 21% of the respondents agreed while 17% of the respondents strongly disagreed. The result implies that poor communication with head teachers is not a cause of teacher turnover. Again, 42% majority of the respondents disagreed that poor communication with head teachers causes teachers' turnover, 37% of the respondents strongly disagreed, 11% of the respondents agreed while 10% of the

respondents strongly agreed. The result implies that poor relationship with head teachers is not a cause of teacher turnover. Although, Scott, Brown, Susomrith and Sitlington (2014) found that organizational factors such as relationship with supervisors, managers and company culture are factors influencing turnover. This is directly the opposite of what Scott et. al found in their work.

Over 51% majority of the respondents agreed that lack of some social amenities causes teacher turnover, 43% of the respondents strongly agreed, 5% of the respondents disagreed while 1% of the respondents strongly disagreed. This implies that lack of some social amenities causes teacher turnover.

Likewise, 43% majority of the respondents agreed that the remoteness of the district causes teacher turnover, 38% of the respondents disagreed, 11% of the respondents strongly agreed while 7% of the respondents strongly disagreed. It therefore means that the nature of the district contributes to the turnover of teachers. If the district is remote, then turnover is likely to be high. This finding is in line with Soglo (2000) that certain environmental factors affect the recruitment and turnover of teachers in the country. Again, it also confirms that of Boateng (1996) that some teachers do not want to stay in the rural areas and more so when they do not come from the district.

The story is not different for lack of accommodation as 52% majority of the respondents agreed that lack of accommodation causes teacher turnover, 35% of the respondents strongly agreed while 12% of the respondents disagreed. That is, lack of accommodation in the district causes turnover of teachers. Boateng (1996) again concluded lack of accommodation for the newly posted teachers leads to turnover. Specifically, in the rural areas, teachers refuse to accept postings and transfers to such places and those who do leave in no time.



Over 51% majority of the respondents disagreed that attitude of colleague teachers causes turnover, 29% of the respondents strongly disagreed, 10% of the respondents agreed while 9% of the respondents strongly disagree. Again, 55% majority of the respondents disagreed that attitude of students causes teacher turnover, 23% of the respondents strongly disagreed, 13% agreed and 9% strongly agreed. This implies that both attitude of colleague teachers and attitude of students do not cause teacher turnover.

Concerning lack of fringe benefits, 35% majority of the respondents agreed, 34% of the respondents strongly agreed, 17% of the respondents strongly disagreed and 15% of the respondents disagreed. This implies that lack of fringe benefit cause turnover of teachers. This finding is in line with Sam, Effah and Osei-Owusu (2014) that the factors that make teachers to leave include: low salaries of teachers, poor conditions of service for teachers, low status (prestige) for the teaching profession and the lack of incentives associated with the job.

Again, 40% majority of the respondents agreed that poor career growth and development causes teacher turnover, 36% of the respondents strongly agreed, 16% of the respondents disagreed while 8% of the respondents strongly disagreed. That is, one cause of teacher turnover is poor career growth and development for teachers. This finding confirms Jones (2018) statement that employees want to develop professionally, gaining more skills and move up on the company ladder and as a result if such opportunity for them to advance is not there, they leave. This finding also confirmed the conclusion by Martin (2003) that if employees are not properly trained and given career development, then they are likely to leave the organization.

Moreover, 49% majority of the respondents disagreed that alternative job opportunities is a factor that causes turnover of teachers, 27% of the respondents

strongly disagreed, 20% of the respondents agreed while 3% of the respondent strongly disagreed. This means that alternative job opportunity does not cause teacher turnover in the Suaman district.

In addition, 42% of the respondents disagreed that overload of work causes turnover, 30% of the respondents strongly disagreed, 17% of the respondents agreed while 11% of the respondents strongly agreed. This implies that overload of work leads to turnover of public basic school teachers in the district.

Furthermore, over 62% majority of the respondents strongly agreed that marital and family related issues causes teacher turnover, 33% of the respondents agreed while 5% of the respondents disagreed. This implies that marital and family related issues causes teacher turnover in the Suaman district. This finding is in line with Robbins and Decenzo (2001) statement that factors such as changes in family situation and marriage causes people to leave one work place to the other. Also, it confirms Scott, Brown, Susomrith and Sitlington (2014) conclusion that personal factors such as career goals and family circumstances are factors influencing turnover.

About 28% majority of the respondents agreed that inadequate facilities in the school causes teacher turnover, 26% of the respondents disagreed, 23% of the respondents strongly agreed while 23% of the respondents strongly disagreed. This implies that majority agreed that inadequate facilities in the school causes teacher turnover in the Suaman district. The finding is in line with Adesina (1990) statement that teachers leave one school for another for school facilities that promote instructional effectiveness and efficiency.

Lastly, 48% majority of the respondents disagreed that large class size causes turnover of teachers, 28% of the respondents, strongly disagreed, 17% of the

respondents agreed while 7% strongly agreed. This implies that large class size does not cause turnover of teachers in the Suaman district.

#### 4.3 Effect of teacher turnover

##### **Research Question 2: How does teacher turnover in public basic schools at the Suaman District affect instructional activities, schools and the district?**

This section seeks to answer research question two. That is to identify the effects of teacher turnover at the public basic schools. The respondents were asked to indicate their agreement or disagreement with the following statements on the effect of teacher turnover in the public basic schools. The results are presented in Table 4.6.

**Table 4. 6: How of teacher turnover affects instructional activities**

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%
	Disruption of learning	-		10	6	61	41	79	53	150
Shortage of teachers	16	11	20	13	56	37	58	39	150	100
Low Achievement of Students	8	5	22	15	59	39	61	41	150	100
Disrupts school management	36	24	58	39	29	19	27	18	150	100
New recruit syndrome	10	7	38	25	60	40	42	28	150	100
Disruption of program planning and implementation process	13	8	46	31	46	31	45	30	150	100
Increase in the workload of teachers	-		17	11	77	52	56	37	150	100

*Source: Field survey, 2021*

Results in Table 4.6 showed that 53% majority of the respondents strongly agreed that teacher turnover leads to disruption of learning, 41% of the respondents agreed while 6% of the respondents disagreed. This implies that teacher turnover causes disruption of learning. This finding is in line with the statement by the Missouri Small Business & Technology Development Centers that a high turnover rate affects the continuity of service to clients and other employees. Also, institutions are better able to provide consistent, high-quality service with well-trained staff that do not change often.

Also, 39%, majority of the respondents strongly agreed that teacher turnover leads to shortage of teachers, 37% of the respondents agreed, 13% of the respondents disagreed while 10% strongly disagreed. This means that teacher turnover leads to shortage of teachers. There is always a gap to be filled whenever teachers leave their post. The finding confirmed the conclusion made by Frost Shelley that turnover leads to shortage of staff and as a result supervisors and colleagues are often left to work with the limited staff until a new employee(s) are hired. and begins working.

Similarly, 41% of the respondents strongly agreed that teacher turnover leads to low achievement of students, 39% of the respondents agreed, 15% of the respondents disagreed while 5% of the respondents strongly disagreed. This implies that turnover leads to low students' achievement at the Suaman district. This finding is in line with John (2000) that increase in turnover leads to reduction in output. No wonder the respondents agreed that turnover of teachers leads to low student achievement.

On the other hand, 39% majority of the respondents disagreed that teacher turnover disrupts school management, 24% of the respondents strongly disagreed, 19% of the respondents agreed while 18% of the respondents strongly disagreed. This implies that teacher turnover does not disrupt school management in the Suaman

district. If teachers leave their post, the school continues to go on without any disruption in the management of the school.

Furthermore, 40% of the respondents agreed that teacher turnover causes new recruit syndrome, 28% of the respondents strongly agreed, 25% of the respondents disagreed while 7% of the respondents strongly agreed. This implies that teacher turnover give rise to new recruitment. There are always staff members who are new in the system who lack experience.

Moreover, 31% of the respondents agreed that turnover of public basic school teachers leads to disruption of program planning and implementation process, 30% of the respondents strongly agreed, 31% of the respondents disagreed while 8% of the respondents strongly disagreed. That is, teacher turnover distorts programs planning and implementation processes. This finding confirmed what Ali (2009) emphasized that high turnover brings destruction to the organisation in the form of both direct and indirect cost. The costs may comprise the disruption of the organisation's daily operations and the emotional stress. Gustafson (2000) also concluded that turnover causes disruption in work plan and affects managers and supervisors time. Managers and supervisor, heads and directors have to reschedule time for recruiting new staff by organizing meetings and interview sessions.

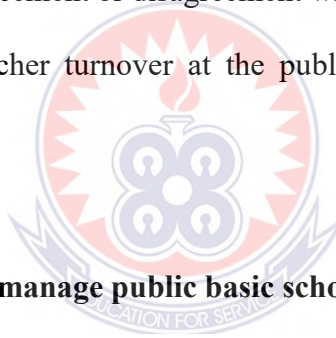
Lastly, over 52% of the respondents agreed that turnover of teachers increases the workload of teachers, 37% of the respondents strongly agreed while 11% of the respondents disagreed. This implies that teacher turnover leads to increase workload of teachers in the Suaman district. This is in line with the conclusion by Nel, Van, Dyk, Haasbroek, Schulltz, Sono and Werner (2004) that when employees leave an organization, the work load of that employee falls on the remaining employees hence increasing their workload. The impact of staff turnover results in an extra work load for

the remaining staff member's performance and on organisational effectiveness. Also, Mathis and Jackson (2007) stated that employees have to work extra hours to compensate for the work of those that have resigned.

#### 4.4 Strategies to manage teacher turnover

##### **Research Question 3: What strategies could be adopted to manage teacher turnover in public basic schools at Suaman District in the Western North Region of Ghana?**

This section seeks to answer the research question three. That is to identify the strategies to manage teacher turnover at the public basic schools. The respondents were asked to indicate their agreement or disagreement with the following statements on the strategies to manage teacher turnover at the public basic schools. The results are presented in Table 4.7.



**Table 4. 7: Strategies to manage public basic school teachers' turnover**

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	Disagree		Agree		Agree		Agree			
	N	%	N	%	N	%	N	%	N	%
Motivation of Teachers regularly	-		-		78	52	72	48	150	100
Frequently organizing Teacher Development Programs	-		-		75	50	75	50	150	100
Improving work environment	23	15	44	29	53	35	30	21	150	100

Table 4.7 continue

Provision of leadership opportunities	28	18	61	41	31	21	30	20	150	100
Effective mentoring of teachers	-		-		102	68	48	32	150	100
Provision of attractive compensation	-		-		88	59	62	41	150	100

*Source: Field survey, 2021*

From Table 4.7, 52% of the respondents agreed that motivation of teachers regularly could help manage teacher turnover while 48% of the respondents also strongly agreed. This implies that regular motivation of teachers can help reduce the turnover of teachers at the Suaman district. This finding is in line with Sam, Effah and Osei-Owusu (2014) that concluded that if teachers are motivated with better salary schemes, good conditions of service and incentives, the turnover rate will reduce. Kim (2015) indicated that both intrinsic motivation and self-sacrifice significantly influenced the turnover. As a result, if teachers are motivated regularly, turnover of teachers can be controlled.

Again, 50% of the respondents strongly agreed while 50% also agreed that frequently organizing teacher development programs that help control public basic school teachers' turnover in Suaman District. This implies that frequently organizing teacher development programs for teachers can help solve or reduce the turnover of teachers at the Suaman district. This finding confirmed the statement by Whitlock (2016) that genuine interest in teachers' development should be shown. Without follow-up training and designated programs, teachers may not feel that there are opportunities for growth. Again the finding is in line with Nour and Parker (2013) conclusion that when the employee believes that the firm is ready to provide career growth

opportunities, the employee reciprocates with increased commitment to the firm which leads to lower turnover. Nour and Parker further suggested that one way to increase commitment and reduce turnover of employees is to place emphasis on their career development.

Also, 35% majority of the respondents agreed that improving work environment is one strategy to manage basic school teachers' turnover, 29% of the respondents disagreed, 20% of the respondents strongly agreed while 15% of the respondents strongly disagreed. This implies that improving work environment can help manage the turnover of teachers. Give teachers the tools they need to be more effective in the classroom. Seek out ways to support teachers by providing the resources that help them to engage with their students. Integrate technology in the classroom, as well as provide other forms of progressive education platforms.

Furthermore, 68% majority of the respondents agreed while 32% strongly agreed that effective mentoring of teachers will help control turnover of public basic school teachers. This implies that effective mentoring of teachers can help reduce the turnover of teachers in the Suaman district. whereas 40.6% agreed. This finding is in line with Whitlock (2016) conclusion that there should be the provision of opportunities for teacher through effective mentoring. Whether they are employee evaluations, overall school goals, or innovations, give teachers the chance to provide input. The more teachers involved in the process of setting the school's direction, the more likely they will feel invested in future outcomes. Teachers who feel empowered will be less likely to feel disengaged.



Lastly, 59% majority of the respondents agreed while 41% strongly agreed that provision of attractive compensation is one strategy that can help manage teacher turnover. That is, if teachers are given attractive compensation, it can help reduce the turnover of teachers in the Suaman district.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0. Overview

This chapter gives a summary of findings throughout the research, the conclusions drawn on findings and some recommendations and suggestions made. Painstaking efforts were made to examine the teacher turnover in public basic schools at Suaman district in the Western North region of Ghana.

#### 5.1 Summary of the Study

Teacher turnover is a phenomenon that has assumed a global dimension thus, requiring critical attention from all stakeholders of education. This work sought to investigate teacher turnover in public basic schools at Suaman district in the Western North region of Ghana. The study was driven by three objectives thus; to examine the factors that influence teacher turnover in public basic schools, to find out how teachers' turnover in public basic schools affects instructional activities, identify strategies to manage teacher turnover.

Descriptive survey design was adopted for the study. Teachers were used for the study. The study employed purposive sampling to select a sample of 150 public basic school teachers. Questionnaire was used to collect data. Primary data was used for the study. It was collected using questionnaire. The questionnaire was pre-tested and reliability coefficient of 0.7 was obtained indicating that the instrument was reliable. The data collected were analyzed using descriptive statistics. The results were presented in Tables.

## 5.2 Key Findings

On the causes, the study found that personal decisions, lack of some social amenities, remoteness of the district, lack of accommodation, poor career growth and development were reported to be causes of teacher turnover. Also, marital and family related issues, inadequate facilities in the school were contributing factors causing teacher turnover in the district.

On how turnover affect instructional activities, the study found that turnover of teachers leads to disruption of learning. Students were also found to have low achievement. The study also revealed that turnover of teachers leads to shortage of teachers, new recruit syndrome, disruption of programme planning, implementation process and increase workload of teachers.

On strategies to manage turnover, motivation of teachers regularly, frequently organizing teacher development programs, effective mentoring of teachers and provision of attractive compensation were revealed to manage teacher turnover.

## 5.3 Conclusions

On the causes of teacher turnover, it found out that turnover was caused by a number of factors. It could be concluded that lack of accommodation is a factor causing teacher turnover. It could be concluded that lack of accommodation is a factor causing teacher turnover. If teachers are posted to the district and they cannot find a place to lay their head, they will surely find ways and means to leave the district. Also, lack of teacher development programs causes teachers to leave the district. Teachers want to develop themselves and rise through the ranks and as a result if they do not see this happening, they leave to find it elsewhere. Lastly, it could be concluded that basic facilities that not made available to the schools causes teachers to leave the district.

Teaching and learning becomes difficult if the basic facilities needed are lacking. If it happens like this, teachers are forced to leave.

Teacher turnover affected instructional activities, it could be concluded that turnover of teachers leads to disruption of learning. As a result, students will continue to have problems in their learning as long as teachers continue to leave the district. This will in the long run cause low students' achievement. Again, turnover of teachers leads to shortage of teachers in the schools and the district at large. This in turn leads to increasing the workload of the remaining teachers. It now puts pressure on authorities to recruit new staff. Lastly, the teacher turnover disrupts program planning and implementation process in the schools and the district at large.

On strategies to manage turnover, it could be concluded that teachers should be motivated continually to encourage them more especially those in remote districts and areas that lack some social amenities. Again, there should be teacher development programs should be regularly organized for teachers. If career growth opportunities are provided for teachers, they will be committed and hence reduce teacher turnover. Lastly, it could be concluded that effective mentoring of teachers and provision of attractive compensation can help manage teacher turnover.

#### **5.4 Recommendations**

1. It is recommended that, the Suaman District Director of education and all stakeholders of education responsible for posting of teachers should consider individual factors such as age, gender, tribe, family responsibilities, education and marital status of teachers before posting them.

2. The ministry of Education and the Ghana Education Service should institute an incentive scheme for teachers in remote district and areas that lack some social amenities as a form of motivation to encourage them to stay in those areas.
3. The District Directorate of Education should provide staff bungalows for schools to alleviate challenges teachers go through to acquire accommodation.
4. The District Directorate of Education should frequently organize teacher development programs for teachers. These programs may include Professional Development Training, Teacher School Specific Training Program among the rest.
5. Ghana Education Service and the Ministry of Education should provide the basic facilities needed by the schools to make teaching and learning effective.

#### **5.5 Suggestions for further studies**

The study was conducted to investigate teacher turnover in public basic schools at Suaman district in the Western North region of Ghana. Further study should be conducted in the remaining district of the Western North Region to confirm or refute these findings of the study. Also, it can be extended to the senior high school teachers.

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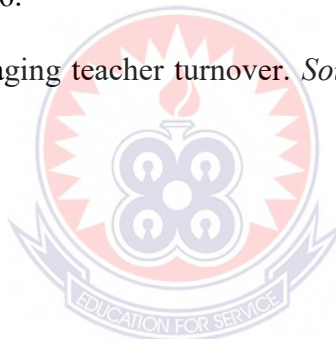
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## APPENDIX

### UNIVERSITY OF EDUCATION, WINNEBA

#### FACULTY OF EDUCATION AND COMMUNICATION SCIENCES

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE

I am **BISMARK ADJEI**, a Master of Arts (Educational Leadership) student undertaking a research on **teacher turnover in the public basic schools in the Suaman District**. I would be very grateful if you could provide appropriate responses to the questions below. The information you provide will be used for solely academic work and will be treated with utmost confidentiality it deserves.

**Please provide appropriate code in the box provided.**

#### SECTION A

#### Background Information

This section seeks to find the background information of the respondents. Please kindly indicate your gender, educational level and working experience.

1. What is your Gender?

- A. Male
- B. Female

2. What is your Highest Educational level?

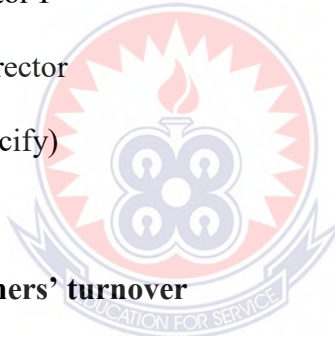
- A. Certificate 'A'
- B. Diploma in Education
- C. First degree
- D. Second degree
- E. Other (Specify)

3. How long have you been working with Ghana Education Service?

- A. Below 3 years
- B. 3 – 5 years
- C. 6 – 10 years
- D. Above 10 years

4. What is your current rank?

- A. Snr Superintendent II
- B. Snr Superintendent I
- C. Principal Superintendent
- D. Asst Director II
- E. Asst Director I
- F. Deputy Director
- G. Other (Specify)



**SECTION B**

**Factors that causes teachers’ turnover**

This Section seeks to identify causes of teacher turnover. Please indicate your response in the box provided. Use the scale to rate your agreement or disagreement to the following statements.

	<b>Item</b>	1	2	3	4
		Strongly Disagree	Disagree	Agree	Strongly Agree
10	Personal Decisions				
11	Poor communication				
12	Lack of some social amenities				
13	Remoteness of the district				

14	Lack of accommodation				
15	Attitude of colleague teachers				
16	Attitude of students				
17	Lack of some fringe benefits				
18	Poor Career growth and Development				
19	Alternative Job Opportunities				
20	Overload of work				
21	Poor relationship with head teachers				
22	Marital and Family related issues				
23	Inadequate facilities in the school				
24	Large class sizes				

## SECTION C

### Effect of teacher turnover

This Section seeks to identify how teacher turnover. Please indicate your response in the box provided. Use the scale to rate your agreement or disagreement to the following statements.

	Item	1	2	3	4
		Strongly Disagree	Disagree	Agree	Strongly Agree
25	Disruption of learning				
26	Shortage of teachers				
27	Low Achievement of Students				
28	Disrupts school management				



29	New staff syndrome				
30	Disruption of program planning and implementation process				
31	Increases the workload of teachers				

## SECTION D

### Strategies to manage public basic school teachers' turnover in Suaman District

This Section seeks to identify how teacher turnover. Please indicate your response in the box provided. Use the scale to rate your agreement or disagreement to the following statements.

	Item	1	2	3	4
		Strongly Disagree	Disagree	Agree	Strongly Agree
32	Motivation of Teachers regularly				
33	Frequently organizing Teacher Development Programs				
34	Improving work environment				
35	Provision of leadership opportunities				
36	Effective mentoring of teachers				
37	Provision of attractive compensation				

***THANK YOU FOR YOUR TIME***