UNIVERSITY OF EDUCATION, WINNEBA

TEACHER TURNOVER AND ITS RELATIONSHIP TO STUDENT PERFORMANCE IN VISION INTERNATIONAL SCHOOL, VOLTA REGION, GHANA

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A Project work in the Department of Education, Faculty of Educational Studies, submitted to the School of Graduate Studies in partial fulfillment of the requirements for the reward of the degree of Post-Graduate Diploma (Education) in the University of Education, Winneba

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DECLARATION

Student's Declaration

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

Signature: …….

Date: …….

Supervisor's Declaration

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

Name of Supervisor: Prof. Paul Kobina Effrim

Signature: …….

Date: …….

DEDICATION

This project work is dedicated to my husband Wisdom Kodzo Adegah (Ph.D), my parent Mr. Francis Kofi Amegah and Mrs. Mary Ama Amegah, my father-in-law Mr. Anthony Adegah and my mother-in-law Mrs. Janet Adegah.

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LIST OF ACRONYMS

AI	Artificial Intelligence
BECE	Basic Education Certificate Examination
CEP	Centre for Economic Performance (referenced in UK studies)
CCT-GH	Coalition of Concerned Teachers, Ghana (a teacher union)
CPD	Continuous Professional Development
DfE	Department for Education (United Kingdom)
EPI	Education Policy Institute (UK)
FOI	Freedom of Information
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GTCS	General Teaching Council for Scotland
JHS	Junior High School
Kg	Kindergarten
MAT	Multi-Academy Trust (UK school model)
MoE	Ministry of Education (Ghana)
NAGRAT	National Association of Graduate Teachers (Ghana)
NCES	National Centre for Education Statistics (USA)
NGO	Non-Governmental Organization
NTC	National Teaching Council (Ghana)
NYSED	New York State Education Department (USA)
SPSS	Statistical Package for the Social Sciences
STEM	Science, Technology, Engineering, and Mathematics
TEA	Texas Education Agency (USA)
UK	United Kingdom
USA / U.S.	United States of America
NYC	New York City
COVID	Corona Virus Disease
WAEC	West African Examinations Council

ABSTRACT

Teacher turnover is a critical challenge across education systems globally, with reported negative correlation with student performance. Although, existing research has explored this phenomenon in Ghana's public schools, a significant gap still remains regarding its outcome especially within the private school sector, particularly in the Volta Region, Ghana. This study was conducted to identify the relationship between teacher turnover and student performance at Vision International School, Ho, in the Volta Region of Ghana. The specific objectives were to determine the rate and patterns of teacher turnover, identify the factors contributing to it, and assess its relationship to student performance. The study adopted a quantitative research approach and a descriptive survey design. The study collected data through questionnaires from a sample of 34 teaching and non-teaching staff, selected through convenience and stratified sampling techniques. Data collected were analysed using descriptive statistics, including frequencies, percentages, and mean scores. The findings revealed that teacher turnover at Vision International School is an ongoing concern, characterised by an occasional but increasing and unpredictable pattern. The primary factors contributing to turnover were low salary and a lack of motivation and incentives from the administration. The study conclusively found that teacher turnover has a predominantly negative correlation with student performance, particularly in student academic achievement, engagement in school activities, and the continuity of instruction, although its association with student attendance was neutral to positive. The study concludes that the high and unpredictable turnover of teachers at Vision International School, mainly driven by financial and motivational factors, is detrimentally affecting key aspects of student learning. These findings imply that for private schools like Vision International School to enhance educational quality and student outcomes, targeted interventions are urgently needed. School administrators and policymakers must prioritise improving teacher compensation packages, implementing robust incentive systems, and fostering a supportive professional environment to bolster teacher retention and, consequently, stabilise student performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teacher turnover may refer to the process by which teachers leave their positions, either by transferring to another school or district (migration), retiring, or resigning from the profession altogether (attrition) (Ingersoll, 2001). Teacher turnover can be classified into two main categories, attrition and migration. Attrition occurs when teachers leave the teaching profession entirely due to factors such as retirement, personal reasons or career changes. Migration on the other hand is when teachers transfer form one school to another within the same district or another (Ingersoll, 2001).

Teacher turnover can be sub-divided into voluntary turnover and involuntary turnover. Voluntary turnover occurs when teachers willing decide to leave the teaching profession or move to another school as a result of factors like retirement, career change, job dissatisfaction, or in search of better opportunities. However, Involuntary turnover happens when teachers are compelled to leave their current teaching due to dismissals, layoffs, or school closures (Ingersoll, 2001).

Teacher turnover is a global phenomenon in education, with various factors contributing to teacher turnover based on the resources and problems in a specific country. In the United States of America, teacher turnover is a significant concern, with various factors contributing to this phenomenon. According to the National Centre for Education Statistics, about 8% of public-school teachers and 6% of private school teachers moved to a different school in 2021-22, while 8% of public-school teachers and 12% of private school teachers left the profession. In addition, the factors

contributing to teacher turnover can be grouped into specific categories like school factors, salaries and benefits of teachers, and personal life factors of teachers. First, school factors. A higher percentage of public-school teachers (31%) reported school factors as the most important reason for moving to a different school, compared to private school teachers (20%). Second, salary and benefits of teachers. Private school teachers of about 36% were more likely to cite salary and benefits as the primary reason for moving, whereas only 9% of public-school teachers did so. Third, personal life factors as family or health reasons were also significant contributors to teacher turnover (NCES, 2023).

In Europe, the lack of school-specific human capital where incoming teachers often lack the specific knowledge and skills required to teach in a particular school, leading to disruptions in student learning (Borman et al., 2008). Second, poor working conditions where teachers may leave due to inadequate resources, poor school leadership, or high workload (Gibbons et al., 2021). Also, low compensation and benefits where teachers may seek better pay and benefits elsewhere, contributing to turnover (Gibbons et al., 2021).

In Asia, Lack of support and resources for teachers may drive teachers to leave due to inadequate support, insufficient resources, and poor working conditions. Low compensation and benefits where teachers may seek better pay and benefits elsewhere, and poor school leadership and management where ineffective leadership can lead to teacher dissatisfaction and turnover (Wang & Xu, 2019).

In Africa, Teacher turnover in Africa is a pressing concern, with various factors contributing to this phenomenon. Government pension fund issues. In South Africa's North-West Province, the government pension fund saga was a primary factor

contributing to teacher attrition (Mpundu et al., 2023). Poor working conditions. Sometimes teachers may leave the classroom due to inadequate resources, insufficient support, and poor school leadership. Low compensation and benefits where teachers may seek better pay and benefits elsewhere.

In Ghana, factors such as poor working conditions due to inadequate resources, insufficient support, and poor school leadership. Low compensation and benefits for teachers, and lack of support and resources leave teachers feeling undervalued and unsupported, leading to dissatisfaction and turnover (Tawiah et al., 2023). In the Volta Region, factors such as poor interpersonal relationships between teachers and school administrators, intellectual and work management factors where teachers' perceptions of their own competence and effectiveness, poor work management and lack of autonomy, People and work management factors, the way teachers are managed and supported can significantly impact their job satisfaction and retention. Poor people management can lead to teacher turnover (Agyepong, 2012).

Teacher turnover is a persistent problem in education, which is characterized by a high rate of teachers leaving their schools or the profession, resulting in the disruptions of student learning among others like increased costs for schools and districts (Allensworth et al., 2009). It is sometimes perceived as a career transition, where teachers leave their positions to pursue new opportunities, whether within or outside the education profession (Hirsch et al., 2016). Teacher turnover is a complex and multifaceted phenomenon in education, influenced by a number of factors, including characteristics of teacher, school conditions, and district policies. The outcome affects teachers, students, and schools (Guarino et al., 2006).

1.2 Statement of the Problem

Teacher turnover is a significant issue in Ghana's education system. According to a study by Akyeampong and Asante (2017), teacher turnover rates are alarming high, with approximately twenty percent (20%) of teachers leaving in the first five years of service. This is particularly common in the rural areas where teacher shortages and turnover rates is higher causing educational disparities (Agyei-Tettey, 2018).

Research has identified several factors contributing to teacher turnover in Ghana, including low salaries and benefits. Teachers in Ghana are often underpaid and they lack access to adequate benefits, (Akyeampong & Asante, 2017). Secondly, poor working conditions due to inadequate infrastructure, lack of resources, and heavy workloads (Agyei-Tettey, 2018). Additional limited career advancement opportunities. Teachers in Ghana may feel that there are limited opportunities for career advancement, leading to stagnation and turnover (Asante, 2020).

The consequences of teacher turnover in Ghana do not only affect individual students but also the broader education system. Research has shown that high teacher turnover rates can lead to the following: *Decreased student achievement*. Teacher turnover can disrupt the learning environment and negatively correlates with student achievement (Akyeampong & Asante, 2017). *Increased costs*. This is when recruiting and training new teachers can be costly, placing a significant burden on already-strained education budgets (Agyei-Tettey, 2018).

Whilst there is existing research on teacher turnover and its relationship to student performance in public schools in Ghana, there is a scarcity of studies specifically on private schools in Ghana, particularly in the Volta Region. This research gap, specifically knowledge and geographical gap, highlights the need for a thorough

examination of how teacher turnover correlates with student performance in Vision International School, which will provide valuable insights for educational stakeholders and policymakers.

The study may provide valuable insights and recommendations to improve teacher retention, student performance, and overall educational quality in Vision International School and similar private schools in the Volta Region and in Ghana at large.

1.3 Purpose of the Study

The purpose of this study was to identify the relationship between teacher turnover and student performance in Vision International School, in the Volta Region of Ghana.

1.4 Research Objectives

To achieve the main objective of this study, further specific objectives were derived as follows:

1. To find the rate and patterns of teacher turnover in Vision International School, in the Volta Region.
2. To identify factors contributing to teacher turnover in Vision International School, in the Volta Region.
3. To assess the relationship between teacher turnover and student performance in Vision International School, in the Volta Region.

1.5 Research Questions

In order to achieve the research objectives, the following research questions were propounded:

1. What are the rates and patterns of teacher turnover in Vision International School, in the Volta Region?

2. What are the primary factors contributing to teacher turnover in Vision International School, in the Volta Region?
3. What is the relationship between teacher turnover and student performance in Vision International School, in the Volta Region?

1.6 Significance of the Study

The significance of the study is to contribute to the existing body of research on teacher turnover and its relationship to student performance, in Ghana's education system, with specific focus in Vision International School in the Volta Region. The findings of this study will provide valuable insights to understand teacher turnover and its relationship on the performance of students. It will also provide valuable insight for educational stakeholders, policymakers, and researchers seeking to improve on educational practices and policies, such as teacher retention and student outcomes in Vision International School and other private educational settings in the Volta Region and in Ghana at large.

1.7 Delimitation or Scope of the Study

This study aims to identify the phenomenon of teacher turnover at Vision International School in the Volta Region of Ghana. The study will be conducted in Vision International School, a private international school located in Fiave District, Ho, the administrative capital of the Volta Region of Ghana. The study will focus on teachers, and school administrators at Vision International School. The study will explore the following aspects of teacher turnover. The rate and patterns of teacher turnover in Vision International School. The underlying reasons or factors contributing to teacher turnover, and the relationship between teacher turnover and student performance. The study will employ the quantitative approach, administer

surveys to teachers, and school administrators to collect data on teacher turnover and student performance. Interviews questionnaires will be given to the school administrators to gather more in-depth information on the reasons for teacher turnover and its relationship to student performance.

1.8 Limitations of the Study

This study on teacher turnover in Vision International School, Volta Region, Ghana, has several limitations that should be acknowledged. The findings of this study may not be generalisable to other schools or contexts, as the study is limited to a single school setting. The research design of this study was descriptive (cross-sectional design). While the study sought to identify the potential outcome of teacher turnover as intended by the purpose of this study to identify the relationship between teacher turnover and student performance in Vision International School in the Volta Region., the cross-sectional study is recognised as limiting the ability to determine causal direction. Hence, the findings are interpreted as revealing valuable associations, correlations and perceived relationships between turnover and student performance, which may establish a foundation for hypothesising causal links that would require longitudinal or experimental designs to confirm. Meanwhile, constraints such as timeframe, single school, 34 staff members necessitated a cross-sectional study for a valid, ethical snapshot (Wang & Cheng, 2020; Creswell & Creswell, 2018).

The sample size of this study was limited, hence the sampling procedure applied was the convenience sampling technique. The study relied on self-reported data from teachers, and school administrators which may be subject to biases and inaccuracies and could affect the accuracy and reliability of the findings.

The study's methodology, including surveys questionnaires and interviews questionnaires may have limitations in terms of data collection and analysis. That is the study is limited by time, approximately within a year, which may affect the depth and breadth of the data collection and analysis. The study may be limited by professional barriers, as respondents may have different proficiency levels. The study may also be subject to researcher bias, as the researcher's perspectives and experiences may influence the findings. These limitations aim to provide a transparent and nuanced understanding of teacher turnover in Vision International School.

1.9 Organisation of the Study

This study on teacher turnover and its relationship on student performance in Vision International School, Volta Region, Ghana, is organised into five chapters. Chapter One includes the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, scope of the study, limitations and organisation of the study. The chapter one also entails the definition of terms. Chapter Two focuses on the review of related literature. Chapter Three describes the methodology of the study, with includes the philosophical underpinnings, research approach, research design, population, sampling and sample technique, research instrument, validity and reliability, data collection procedure, data analysis and ethical considerations. In Chapter Four, the results and discussions of the findings are presented. Finally, in Chapter five the conclusions, recommendations and suggestions for further studies are presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is dedicated to discussing previous studies or literature on Teacher Turnover and its Relationship to Student Performance. It shall be geared towards justifying the defined objectives of the research and establishing the premise/theoretical framework for the research work. Teacher Turnover is an important phenomenon in education and there are several studies on teacher turnover globally and in Ghana. Therefore, this chapter will discuss various studies on teacher turnover starting from the USA, Europe, Asia, Africa and then to Ghana. This discussion will highlight key findings like the definitions of teacher turnover, the types of teacher turnover, definition of student performance, factors contributing to teacher turnover, outcomes of teacher turnover on students' performance, the relationship between teacher turnover and student performance. It shall also identify similarities, differences or contradictions if any, and the gaps in the literature.

2.2 Overview of Teacher Turnover

Teacher Turnover has become a global concern in educational research due to its potential risks on student performance and school effectiveness. In various education systems, schools struggle with implementing teacher retention policies, especially in developing schools where turnover rates are highest (Carver-Thomas & Darling-Hammond, 2019). This high turnover disrupts instructional continuity and imposes financial and organizational costs on schools, inhibiting resources intend to support student achievement (Ronfeldt et al., 2013).

On one hand, teacher turnover may occasionally create opportunities for schools to replace ineffective teachers with qualified educators (Grissom, 2011). On the other hand, it destabilises school communities, reduces teacher efficacy, and negatively affects student performance (Hanushek et al., 2016; Sorensen & Ladd, 2020). Students in schools with high turnover usually experience instructional inconsistency, low or weakened relationship between teachers and administrators, and a diminished sense of stability, all of which are crucial for academic and school success (Sorensen & Ladd, 2020). It is on this backdrop of opposing outcome of turnover that calls for understanding the nature, factors contributing to teacher turnover, and patterns of teacher turnover in other to identify its relationship to student performance.

2.3 What is Teacher Turnover?

Teacher turnover is a phenomenon whereby teachers either leave their teaching profession entirely (attrition) or move to another school (migration) (Ronfeldt et al., 2013). Inferring from Ronfeldt's definition, teacher turnover can be classified into two main categories; attrition and migration. Attrition occurs when teachers leave the teaching profession entirely due to factors such as retirement, personal reasons or career changes. Migration on the other hand is when teachers transfer from one school to another within the same district or another (Ingersoll, 2001).

A rendering of the definition that dovetails into the attrition-migration categorisation of teacher turnover is captured by the European Parliamentary Research Service (2024**)** European Commission/EACEA/Eurydice (2023). According to the European Parliamentary Research Service, teacher turnover in the European educational system denotes the rate at which educators exit their teaching profession permanently (attrition) or how educators move between educational institutions (migration) within

a period of time (specifically within a year). This includes both voluntary exits caused by resignations and retirements and involuntary departures caused by contract terminations or dismissals. This informs the notion that the level of turnover in any educational sector varies from one education system to another.

In Ghana, teacher turnover, according to Acheampong and Ntow (2020), denotes the rate at which teachers transfer from one school to another within the same region or across regions or the rate at which teachers leave the teaching profession permanently, usually measured annually. Although all the literature discussed from USA, Europe, Asia, and Africa are from different geographical regions across the world, it can be concluded that teacher turnover is a global phenomenon in the various educational systems worldwide. Regardless of various geographical locations and diverse educational systems, teacher turnover has the same meaning, and sub-categories. Teacher turnover can be defined as the transfer of teachers from one school to another within the same district or to another (migration), or the departure of educators from the teaching profession entirely (attrition).

2.4 Types of Teacher Turnover

Teacher turnover can be sub-divided into voluntary turnover and involuntary turnover. Voluntary turnover occurs when teachers willing decide to leave the teaching profession or move to another school as a result of factors like retirement, career change, job dissatisfaction, or in search of better opportunities. However, Involuntary turnover happens when teachers are compelled to leave their current teaching due to dismissals, layoffs, or school closures (Ingersoll, 2001).

Teacher turnover has two main categories; Teacher Attrition and Teacher Migration. Teacher Attrition refers to the departure of educators from the teaching profession permanently, whilst Teacher Migration refers to transfer of teachers from one school to another within the same district or to another.

Teacher turnover has two sub-categories; Voluntary and Involuntary Turnover. Voluntary turnover is when teacher attrition and migration occur based on the choice of the teacher(s). However, Involuntary Turnover is when teacher attrition and migration happen because the teacher was compelled.

Teacher turnover involves both voluntary attrition and involuntary exits. Voluntary attrition happens due to factors like resignation, migration, and retirement, whilst involuntary exits occur as a result of transfers or dismissals (Acheampong & Ntow, 2020; Addae, 2021).

2.5 Definition of Student Performance

Student performance is a multidimensional construct that refers to the measurable outcomes of student's learning processes which includes both academic and developmental indicators. It is operationalised through standardised test scores, grades, and subject-specific assessments that capture knowledge and skills in core areas (Hanushek & Woessmann, 2011). These metrics are often used as proxies for learning gains and provide a basis for comparing outcomes across schools and systems.

On the other hand, some scholars have conceptualised student performance in terms of non-cognitive outcomes, such as attendance, engagement, behavioural indicators and motivation (Jennings & DiPrete, 2010). Both dimensions are significant for

understanding the complete outcome of school and teacher-related factors, as they reflect the socio-emotional and behavioural competencies needed for academic and life success.

Within the literature of teacher turnover, student performance is most often examined through changes in academic achievements at the classroom or school level since empirical evidence proves that turnover can disrupt instructional continuity, weaken school culture, reduce access to experienced teachers, all of which undermine the ability of students to perform to their potential (Ronfeldt et al., 2013). Therefore, defining student performance does not only involve identifying academic and non-academic dimensions but also recognising its sensitivity to teacher stability and broader school conditions.

2.6 Rate of Teacher Turnover

The table below shows the rate of teacher turnover over the past five years for the United States of America (USA), United Kingdom (UK), Nigeria, and Ghana. Figures are year specific, and includes selected state/region-level data where available. "—" indicate no publicly available comparable, year-specific state/region number in the source.

Table 2.6.1 Rate of teacher turnover in USA, UK, Nigeria and Ghana

Region / Year	2020	2021	2022	2023	2024
USA (national, NCES)	16%	18%	16%	14–15%	13–15% (est.)
USA (New York State)	—	14%	14%	15%	—
USA (Texas)	11%	11%	12–13%	13.4%	11–12%
England (DfE)	89% retention/ (19%)	dip /—	89% retention/ (19%)	worsening	5yr retention 67.7% (33.3%)
Scotland	—	—	probationer attrition rising	17–18% probationer attrition	continued pressure
Nigeria-Lagos (est.)	10–20%	10–25%	10–25%	sustained high	data gap
Ghana (GES/districts)	7–15%	10%+	7–15%	high (low intent to remain)	7–15% (cont.)

Source: Data compiled from reported statistics by the National Centre for Education Statistics (USA), the Department for Education (UK), the Scottish Government, and educational reports for Nigeria and Ghana Educational Service (Ghana) (2020-2024).

According to Table 2.6.1, USA (national, NCES), the turnover rate was 16% in 2020 (pre-pandemic), 18% in 2021 (pandemic effect with larger teacher movement and exits reported), 14%-15% in 2022 (turnover declined against pre-pandemic levels), and 13%-15% estimated in 2024 (Carver-Thomas & Darling -Hammond, 2019; Garcia & Weiss, 2021; National Centre for Education Statistics [NCES], 2013).

USA (New York State), turnover rates was 14% in 2021 and 2022, and 15% in 2023 (New York State Education Department [NYSED], 2024). Also, in USA-Texas, attrition rate was 11% in 2020 (pre/post COVID blip), 11% in 2021 (the same 2020 rate maintained), 12–13% in 2022 (increase noted), 13.4% in 2023 (a slight increase noted) and 11–12% in 2024 (a decline as against the 2023 rate noted) (Texas Education Agency [TEA], 2024).

In the United Kingdom, England to be precise, the turnover rate was 19% in 2020 and 2022, and 33.3% in 2024 (an increase in turnover rates from 19% - 33.3%) (Department of Education [DfE], 2024). Meanwhile in Scotland, according to selected FOI / news, the turnover rate in 2022 saw a rise in probationer drop-outs (higher than pre-COVID). The turnover rate recorded in 2023 was 17-18% and in 2024 evidence of continued retention pressure according to local reports (Scottish Government, 2023).

In Nigeria- Lagos according to some selected academic studies / local reports, in 2020 there was no uniform official state yearly turnover series, but academic studies report high school-level annual turnover estimates in some Lagos private schools at 10 - 20% (varies by study) (Adekola, 2020). In 2021 turnover rates was estimated at 10 - 25% in some districts/private schools (paper findings variable) (Obi et al.,2022). In 2022, local studies continued to report high attrition, especially private schools & urban districts turnover rate was estimated at 10 - 25%. In 2023, research reports point to sustained high rates and in 2024 reports record data gap (scholarly and NGO evidence points to ongoing turnover, but comparable year-by-year official state figures are scarce (Obi et al.,2022).

In Ghana, according to the Ghana Education Service (GES), Ghana National association of Teachers (GNAT) and some academic studies, turnover rate in 2020 was estimated at 7–15% in some districts (varies by district & school level) (Acheampong & Ntow, 2020). In 2021, local studies showed rising concern where some district surveys showed 10%+ annual attrition in basic/Senior High Schools (Addae, 2021). In 2022, GES reports and district studies recorded attrition range commonly at 7–15% (district-specific spikes higher). In 2023, academic surveys of

district samples reported retention crisis such that in one survey only 36% educators planned to remain in district roles, indicating high potential turnover (Amponsah et al., 2023), and in 2024, the status quo seems to continue.

There are certain comparisons from Table 2.6.1 worth noting. The COVID pandemic rise then gradual decline in rates which was influenced mainly by the COVID-19 job market shifts, leaves, and temporary exits. This was due to the lockdown which affected most face-to-face jobs, including teaching and learning in schools. Across the U.S. and UK, turnover rose during 2020–2021 and trended back down toward pre-pandemic levels by 2022–2024 (NCES; RAND; DfE). This pattern (shock - partial recovery) is consistent in almost all the rates across countries worldwide (Carver-Thomas & Darling-Hammond, 2019; Ronfeldt et al., 2013).

Urban/high-need schools have higher turnover. United Sates (U.S.) district-level evidence (RAND, NCES) shows urban districts experienced higher turnover rates than suburban/rural schools (Carver-Thomas & Darling-Hammond, 2019). UK and Ghana research also highlight higher losses in more challenging/under-resourced areas (Addae, 2021; DfE, 2024).

Data gaps in lower-income countries such as Nigeria and Ghana show persistent turnover concerns in academic literature and union reports, but no consistent, nationally published year-by-year state/region tables comparable to NCES/TEA/DfE outputs. Thus, comparisons must be cautious.

Some important differences to be noted include Measurement and granularity. The U.S. and UK publish relatively granular, year-by-year workforce dashboards (NCES, TEA, NYSED, DfE). By contrast, Nigeria and Ghana rely more on ad-hoc academic

studies, union statements, and district reports, which produce wide ranges (for example, 7–25% depending on sector, region, private vs public) (Acheampong & Ntow, 2020; Obi et al., 2022). That makes precise cross-country year-by-year comparisons fraught.

Second, there is magnitude variation by context. Some U.S. states (example, Texas reported attrition rate at 13% in 2022–23) show attrition similar in absolute terms to the mid-range estimates reported in Ghana and some Nigerian districts. But because the composition of 'attrition' vs 'transfer' differs, similar percentages may reflect different dynamics (e.g., transfers vs leaving the profession).

Policy response & monitoring differences: England and many U.S. states maintain active workforce monitoring and targeted retention policies; Ghana and Nigeria have policy discussions and union warnings but less consistent publicly available, comparable monitoring data (Amponsah, 2023; Obi et al., 2022). This is a structural difference that affects the evidence base and the ability to respond.

Table 2.6.2 below shows a data of teacher turnover rates in some selected districts and regions in Ghana from 2019 to 2024. Ghana (national / GES & GNAT synthesis) recorded 7-15% annual range with concerned rising in 2021. With 7-15% existence of retention crisis, one district survey reported only 36% of teachers intend to remain in role). "—" indicate no publicly available comparable, year-specific state/region number in the source.

Table 2.6.2 Rate of teacher turnover in selected districts/regions in Ghana

District/Region /Year	2019	2020	2021	2022	2023	2024
Nkoranza North District	20	10	21	165	11	—
Sekyere Afram Plains	—	10–25%	10–25%	10–25%	—	—
Techiman Municipality	—	—	—	—	—	—
Bole District / (recent JHS study)	—	—	—	—	—	—
Volta Region	—	—	—	—	—	—

Source: Annual District Education Performance Reports (Ghana Education Service, 2019–2023).

Nkoranza North District (a case study) counted that in 2019 twenty (20) teachers left. In 2020, ten (10) teachers left. In 2021, 21 teachers left. 165 teachers left in 20202 (with a sharp spike reported in the study), and in 2023, 11 teachers left (Agyapong, 2023).

Reports from Sekyere Afram Plains (in a district study; effect on student performance) estimates from the study reported high turnover affecting student performance. The study reported annual school-level turnover in the range 10–25% in sampled schools. Later a 10–25% range was reported in a study period from 2020–2022 sampling window (Owusu & Acheampong, 2022). But there is data gap for 2024; no updated district table in public domain.

Techiman Municipality (in recent mixed-methods study reported high attrition concerns; quantitative sample indicated notable attrition pressure (though no single national rate (%) provided) (Asare & Poku, 2024). Bole -Bole District in a recent JHS study measured low attrition but high intention to leave reported in survey (Dzamesi et al., 2023).

In Volta Region (regional reporting / studies)no single, consistent region-wide annual table is publicly available; local reports flag elevated attrition in some districts with an estimation of 8-15% in sampled districts (Kumi & Boateng, 2023). It is worth noting that the national range (7–15%) is the most commonly cited figure in GES/GNAT summaries and multiple academic studies; it appears consistently across the literature as the working national estimate for many analyses of Ghana teacher attrition (Acheampong & Ntow, 2020; Addae, 2021). There is no comprehensive, public, consistent GES table that publishes year-by-year state/region attrition with the same granularity as NCES (USA) or DfE (England). Most available evidence for Ghana is: (a) district case studies that report counts (e.g., Nkoranza North), (b) survey-based estimates in sampled districts, and (c) union/GNAT statements and media reports. This produces wide ranges and occasional outlier counts (for example, the 2022 spike reported in the Nkoranza North case study).

Second, district case studies matter for interpretation. Several district studies (Nkoranza North, Techiman, Sekyere Afram Plains, Bole) showed substantial local variation; some schools/districts reported 10-25% annual turnover rates while others showed lower attrition but with high intention to leave (which signals future risk) (Agyapong, 2023; Asare & Poku, 2024; Dzamesi et al., 2023; Owusu & Acheampong, 2022).

Some district data include raw counts (useful for small-N analysis): e.g., Nkoranza North reported yearly numbers (2019–2023) in a case study — useful for showing volatility, but the 2022 figure (165) is a clear outlier that the authors themselves warn should be interpreted carefully (possible data-collection artefact or reclassification) (Agyapong, 2023). Recent survey evidence highlighted retention crisis signals with

one district survey found only 36% intend to remain in their district roles, suggesting a latent turnover wave even where immediate exits are constrained by local labour markets (Amponsah et al., 2023). It can be deduced that a similarity with Ghana and other countries followed the international pattern of increased turnover pressures around the pandemic years (2020–2021) with continued retention concerns through 2024 where urban and high-need districts showed greater churn, matching patterns seen in U.S./UK research (Carver-Thomas & Darling-Hammond, 2019; Ronfeldt et al., 2013).

On the contrary, there is a data and perception problem; some districts reported low measured attrition (data) but very high intention to leave (perception) in districts such as Bole municipal studies) (Dzamesi et al., 2023). This contradicts simple cross-year percent comparisons and signals that a latent attrition problem may manifest later. In addition, there is heterogeneity in district level rates. District-level numbers vary widely (10–25% in some district studies; national range 7–15%) Acheampong & Ntow, 2020; Owusu & Acheampong, 2022).

2.7 Pattern of Teacher Turnover

The pattern of teacher turnover refers to the recurring trajectories and trends in how, when, and why teachers leave their schools or the profession over time. Patterns can be examined by frequency (rates across years), timing (early-career exits against mid/late-career attrition), distribution (across school types, grade levels, or regions), and causes (push against pull factors). Studying turnover patterns allows researchers to identify systemic issues such as shortages in high-need schools, subject-specific attrition, rather than focusing only on single-year attrition figures (Ingersoll, 2001; Ronfeldt et al., 2013). The frequency of teacher turnover across contexts varies, but

evidence consistently shows that higher rates occur in schools serving low-income, minority, or high-needs populations (Carver-Thomas & Darling-Hammond, 2019). Moreover, novice teachers are at greater risk of leaving within their first five years, often due to limited mentoring, inadequate preparation, or challenging working conditions (Ingersoll & Strong, 2011).

2.7. 1. *Teacher turnover pattern in the United States (U.S.)*

Teacher turnover pattern in the U.S. showed that turnover is consistently higher in urban, high-minority schools, high-poverty, and particularly acute in subject areas like science, mathematics, and special education (Ingersoll, 2001; Carver-Thomas & Darling-Hammond, 2019). Geographically, states such as Arizona and Texas reported persistent attrition rates above the national average (12-16%), especially in rural and border districts (Sutcher et al., 2019). In the aspect of timing, early-career attrition is a defining pattern where roughly 30-40% of new teachers leave within their first five years (Gray & Taie, 2015). In recent trends (pandemic years 2020–2021) spiked exits, but teacher turnover returned closer to pre-pandemic averages by 2023 (Diliberti et al., 2023).

2.7. 2. *Teacher turnover pattern in the United Kingdom (England and Scotland)*

Teacher turnover in England showed subject-specific attrition (STEM, modern languages, special needs), and higher exits in schools serving disadvantaged communities (Worth & Van den Brande, 2020). Geographically, regional variation exists. For instance, in London, schools experienced both higher turnover and higher inflows (teacher mobility), while shortages are more pronounced in outer regions (Allen et al., 2016). Like the U.S., early-career attrition is significant. Nearly 1 in 3 teachers leave within 5 years of qualification (DfE, 2024). In recent trend. Scotland

reported increased dropout among probationer teachers, post-pandemic, suggesting an early-exit vulnerability (GTCS, 2023).

2.7. 3. *Teacher turnover pattern in Nigeria*

Teacher turnover is concentrated in urban private schools (especially Lagos and Abuja), where workload, pay disparities, and lack of professional development drive high attrition (Adegboyega & Olaniyan, 2021). Geographically, rural schools also struggle, not with high turnover rates, but with chronic shortages caused by transfers toward urban areas, creating uneven distribution (Okafor & Anaduaka, 2022). Like the U.S. and U.K., any exits occur within the first five years of service, especially among young teachers seeking more stable government jobs (Umezulike & Okeke, 2020). In recent trend, Brain-drain patterns have emerged, with qualified teachers leaving Nigeria for opportunities abroad, further intensifying turnover in critical sectors (Olawale & Ogundele, 2022).

2.7.4. *Teacher turnover pattern in Ghana at the National Level*

Ghana exhibits persistent turnover rates of 7-15% annually, especially in basic and rural schools (Sottie et al., 2023). There are sectoral differences where private schools report higher turnover than public schools, mainly due to weaker pay, working conditions and benefits (Ampofo et al., 2020). Similar to the U.S., UK and Nigeria, early-career attrition is significant since younger teachers frequently exit for non-teaching jobs, further study, or migration (Ankomah, 2022).

2.7.4. i. *Teacher turnover pattern in Ghana (Ashanti, Central, Greater Accra and Volta Regions)*

Ashanti Region reported high attrition in rural Ashanti districts, linked to poor infrastructure, difficult posting conditions, and limited career opportunities. Some districts recorded attrition spikes above 15% in 2022 (Owusu, 2022).

Central Region reported frequent transfers in coastal districts with teachers often leaving rural fishing communities underserved. Attrition is partly seasonal, with teachers relocating after postings (Essuman & Akyeampong, 2020).

Greater Accra Region as the capital region, data showed has a paradoxical turnover (highest inflows and highest exits). Teachers frequently leave public schools for better-paying private or international schools, while rural-urban transfers within the region further destabilises staffing (Frempong, 2021).

In Volta Region, district surveys show elevated turnover of 10–15% with many teachers expressing intention to leave due to poor incentives and limited professional development opportunities (Adzovie & Dzisah, 2022). Case studies also indicated retention is a chronic issue in rural Volta districts, such as Hohoe and Ketu South.

Some similarities of the pattern of teacher turnover across various countries includes early-career exits, especially within the first five years. In all four countries, younger teachers showed the highest likelihood of leaving within five years (Gray & Taie, 2015; DfE, 2024; Ankomah, 2022). High-need schools also suffered more. Urban, disadvantaged, or rural schools consistently faced higher teacher turnover (Carver-Thomas & Darling-Hammond, 2019; Worth & Van den Brande, 2020; Sottie et al.,

2023). Moreover, subject shortages are global. Data showed math, science, and special education have higher attrition worldwide.

However, contradictions worth noting across countries include different direction of mobility. In the U.S. and UK, urban disadvantaged schools faced exits (Carver-Thomas & Darling- Hammond, 2019; Allen et al., 2018), while in Ghana and Nigeria, rural schools lose teachers to urban areas (Akyeampong, 2021; Okafor & Anaduaka, 2022). Policy responses also vary across countries. U.S. and UK have robust workforce monitoring systems (NCES, DfE) with targeted retention policies, while Ghana and Nigeria rely more on ad hoc studies and union reports (Acheampong, 2020; Obi et al., 2022). Finally, international migration also varies. In Nigeria and Ghana, teacher turnover includes outward migration (teachers existing the country to foreign countries), which is not as prevalent in the U.S. or UK data (Dartey-Baah & Ampofo, 2020; Olawale & Ogundele, 2022).

2.8 Factors contributing to Teacher Turnover

Research in the United States of America (USA), indicates that teacher turnover is higher in schools with low-income, low-achieving and minority students. This usually leads to instructional discontinuity, loss of expertise, and increased training costs (Loeb, Darling-Hammond, & Luczak, 2005). Occupational factors such as low salaries and poor working conditions, like large class sizes, multitrack schools, inadequate instructional materials, and poor school facilities, influence teachers' decisions to leave or stay (Loeb et al., 2005). Other studies indicate that teachers often transferred from high-minority and low-performing schools to more advanced schools (Carrol, Reichardt, & Guarino, 2000; Scadifi, B., Sjoquist, D. L., & Stinebrickner, T. R., 2002).

Teacher turnover is a global phenomenon in education, with various factors contributing to teacher turnover based on the resources and problems in a specific country. In the United States of America, teacher turnover is a significant concern, with various factors contributing to this phenomenon. The factors contributing to teacher turnover can be grouped into specific categories like school factors, salaries and benefits of teachers, and personal life factors of teachers (Carver-Thomas & Darling- Hammond, 2019; Ingersoll et al., 2018). First, school factors such as poor working conditions, poor interpersonal relationship between instructors and administration, and low opportunities for development. A higher percentage of public-school teachers (31%) reported school factors as the most important reason for moving to a different school, compared to private school teachers (20%) (Taie & Goldring, 2020). Second, salary and benefits of teachers. Private school teachers of about 36% were more likely to cite salary and benefits as the primary reason for moving, whereas only 9% of public-school teachers did so (Taie & Goldring, 2020). Third, personal life factors as family or health reasons were also significant contributors to teacher turnover (Carver-Thomas & Darling- Hammond, 2019).

In Europe, the lack of school-specific human capital where incoming teachers often lack the specific knowledge and skills required to teach in a particular school, leading to disruptions in student learning (Borman et al, 2008). Second, poor working conditions where teachers may leave due to inadequate resources, poor school leadership, or high workload (Gibbons et al., 2021). Also, low compensation and benefits where teachers may seek better pay and benefits elsewhere, contributing to turnover (Gibbons et al., 2021).

In Asia, Lack of support and resources for teachers may drive teachers to leave due to inadequate support, insufficient resources, and poor working conditions. Low compensation and benefits where teachers may seek better pay and benefits elsewhere, and poor school leadership and management where ineffective leadership can lead to teacher dissatisfaction and turnover (Wang & Xu, 2019).

In Africa, Teacher turnover in Africa is a pressing concern, with various factors contributing to this phenomenon. Government pension fund issues. In South Africa's North-West Province, the government pension fund saga was a primary factor contributing to teacher attrition (Mpundu et al, 2023). Poor working conditions. Sometimes teachers may leave the classroom due to inadequate resources, insufficient support, and poor school leadership (Carver-Thomas & Darling- Hammond, 2019). Low compensation and benefits where teachers may seek better pay and benefits elsewhere (Ingersoll et al., 2018).

In Ghana, according to the *Effects of Higher Teacher Turnover on Students Academic Performance: A Case of Sekyere Afram Plains District of Ashanti Region, Ghana*, factors such as poor working conditions due to inadequate resources, insufficient support, and poor school leadership (Amopofo, 2020). Low compensation and benefits for teachers, and lack of support and resources leave teachers feeling undervalued and unsupported, leading to dissatisfaction and turnover (Acheampong, 2020). In the Volta Region, factors such as poor interpersonal relationships between teachers and school administrators, intellectual and work management factors where teachers' perceptions of their own competence and effectiveness, poor work management and lack of autonomy, People and work management factors, the way teachers are managed and supported can significantly impact their job satisfaction and

retention. Poor people management can lead to teacher turnover (Adzovie & Dzisah, 2022).

Regardless of the different geographical location and education systems, the factors contributing to teacher turnover are same globally. These include poor working conditions, poor interpersonal relationships between teachers and school administrators, poor school leadership and management, low salaries, lack of resources and incentives or compensations for teachers, and high workload (Carver-Thomas & Darling- Hammond, 2019; Acheampong, 2020; Okafor & Anaduaka, 2022).

2.9 Relationship between Teacher Turnover and Student Performance

Globally, a large body of research confirms that teacher turnover is significantly related to student performance (Ingersoll, 2001; Ronfeldt et al., 2013; Sorensen & Ladd, 2020). The relationship is usually negative, although the strength and direction depend on contextual factors such as the type of turnover, the timing of the turnover, and school characteristics.

2.9.1. *What type of relationship exists?*

Most research show a negative correlation between high turnover and lower student test scores, especially in mathematics and reading. This can be referred to as a correlational relationship (Ronfeldt et al., 2013). Longitudinal studies also suggest that teacher turnover can directly cause declines in achievement by disrupting instructional continuity, forcing reliance on inexperienced teachers and weakening school culture. This relationship can be referred to as causal relationship (Carver-Thomas & Darling-Hammond, 2019). Moreso, contextual factors such as school resources, availability of qualified replacements, and policy support, moderate the

relationship between teacher turnover and student performance. This relationship is referred to as moderated relationship (Sorensen & Ladd, 2020).

The relationship between teacher turnover and student performance could be a positive or a negative relationship. If ineffective or low-performing teachers leave, student outcomes may improve (Grissom, 2011). In addition, when teacher turnover leads to the hiring of better-qualified, more motivated teachers, student performance can rise, especially in schools with strong recruitment pipelines (Hanushek & Rivkin, 2010). This type of relationship can be referred to as a positive or progressive relationship, due to improving outcomes in student performance.

However, if teacher turnover disrupts learning environments, increases class sizes, or reduces access to experienced teachers, student achievement declines. When turnover is high, especially in disadvantaged schools (Ronfeldt et al., 2013), disadvantaged students experience disproportionate harm since high-poverty schools face higher turnover (Carver-Thomas & Darling-Hammond, 2019). This type of relationship can be referred to as a negative or regressive relationship due to declining outcomes depending in student performance (Grissom, 2011; Hanushek & Rivkin, 2010).

This entails that for a relationship to be considered positive, then the relationship between teacher turnover and student performance is progressive. On the other hand, for a relationship to be considered negative, then the relationship between teacher turnover and student performance is regressive.

Table 2.9.1.1 Examples of relationship between the forms of turnover and their correlation with student performance

Type of relationship	Form of turnover	Correlation with Student Performance
Negative / Regressive	High turnover in disadvantaged schools	disrupts instruction, widens achievement gaps (Ronfeldt et al., 2013)
	Replacement with novice or inexperienced teachers	can lead to a decline in test scores due to loss of expertise (Sorensen & Ladd, 2020)
Positive / Progressive	Exit of low-performing teachers, replaced with stronger ones	Performance can improve if replacements are more effective (Grissom, 2011)
	High migration turnover (teachers moving within system, not out of profession)	Can benefit some schools while disadvantaging others (Hanushek & Rivkin, 2010)
Mitigated/Neutral	Schools with strong mentoring/induction for new hires	Turnover outcome is reduced as new teachers integrate smoothly (Ingersoll & Strong, 2011)
Mixed	High turnover in stable, well-resourced schools	Disruption occurs, but strong infrastructure can buffer student outcomes (Boyd et al., 2011)

Note: This table synthesizes theoretical propositions and empirical findings from key literature on teacher turnover. Citations are provided for the primary source of each outcome claim.

Overall, the dominant relationship is negative, particularly in low-income, high-poverty, or rural schools where turnover is usually rampant (Ronfeldt et al., 2013; Sorensen & Ladd, 2020). However, under some specific conditions (when ineffective teachers exit and are replaced by qualified candidates), the relationship can be positive or progressive (Grissom, 2011; Hanushek & Rivkin, 2010). The literature therefore suggests a conditional relationship rather than a uniform relationship; the outcome depends on who leaves, who replaces them, and the institutional capacity of the school (Boyd et al., 2011; Carver-Thomas & Darling-Hammond, 2019).

2.10 Outcome of Teacher Turnover on Student Performance

Teacher turnover most often harms student performance, especially in disadvantaged schools, by disrupting instruction, reducing access to experienced facilitators, and breaking school-level instructional capacity (Ronfeldt et al., 2013; Sorensen & Ladd, 2020). In a situation such as the removal of persistently low-performing teachers and replacement with more effective teachers, turnover can improve outcomes, however, that is an exception rather than the rule (Grissom, 2011; Hanushek & Rivkin, 2010). The outcome and magnitude of teacher turnover on student performance may vary by context, school type, and replacement quality (Boyd et al., 2011; Carver-Thomas & Darling-Hammond, 2019).

2.10.1. *Outcome of teacher turnover in some selected countries*

Several studies in the U.S. found that higher teacher turnover at school or grade level is associated with lower student achievement, especially for disadvantaged students. Teacher turnover raises reliance on novice teachers, reduces school-specific human capital, and disrupts instruction and teacher collaboration. The outcome is larger where turnover is concentrated in urban, and high-poverty schools (Ronfeldt et al., 2013; Guarino et al., 2021). In New York City (NYC), large longitudinal analyses of data showed that grade-level turnover predicts measurable declines in math and reading. In some more recent re-analyses nuanced the effect size of teacher turnover but generally support negative relationship when turnover is high (Ronfeldt et al., 2013). In Texas and other large districts multi-district analyses showed that turnover spikes correspond with reduced stability in courses and teacher shortages in hard-to-staff subjects, which correlated with declines in tested outcomes or stagnation in improvement (Hanushek et al., 2016). In general, observed outcomes in the U.S.

include loss of experienced teachers, fewer collaborative planning opportunities, interruption of curriculum sequencing, and higher costs for hiring and training replacements; all connected to lower short-term and medium-term student gains (Ronfeldt et al., 2013; Sorensen & Ladd, 2020).

In the United Kingdom, research from England nationwide studies and multi-academy trusts observed some outcomes of teacher turnover which includes negative outcomes of high staff churn on pupil attainment and school functioning (Worth & Van den Brande, 2020). The outcome is strong in multi-school trusts or disadvantaged schools where turnover is concentrated. Multi-Academy Trusts (MATs) in recent analyses showed higher secondary-level teacher turnover in many MATs as against local-authority schools, and these MATs also to reported worse outcomes on several metrics like suspensions, persistent absence, and attainment shortfalls, suggesting turnover is part of a cluster of problems harming student results (EPI, 2019). Data from England-wide analyses (CEP / DfE-linked work) studies using school-level administrative showed that students exposed to higher teacher turnover tend to perform worse on end-of-key-stage exams (Allen et al., 2012). The outcomes of teacher turnover are small-to-moderate on average however it is concentrated in low performing schools. In general, loss of subject-specialist teachers, disruption to teacher teams, and weakened school leadership and induction amplified the negative outcomes on pupil attainment most especially in disadvantaged schools (Allen et al., 2018).

Nigeria data from Lagos private schools, Ondo State, Ilorin and Kwara studies found that country-level and local studies in Nigeria consistently reported a negative relationship between high teacher turnover or attrition and student academic performance, especially in private schools and public schools that lose experienced

teachers were frequent staff changes interrupted instructions (Okafor & Anaduaka, 2022). The evidence mainly comes from a cross-sectional and quasi-longitudinal district or school studies rather than nationwide administrative causal designs. For instance, in Lagos: in private secondary schools, and district studies, correlational studies found that teacher turnover is associated with lower student performance indicators though reward systems and retention measures mediate this outcome in some analyses. These studies typically reported that schools with higher staff churn show worse exam outcomes or lower mean class scores (Ogunyinka et al., 2019). In Ondo State and Ilorin some studies on local empirical work; Ondo West, Ilorin Metropolis, found statistically significant negative correlation between teacher attrition and school effectiveness or student results like examination pass rates (Ajaye & Adeoye, 2021). Overall, some outcomes of teacher turnover include weak induction and mentoring for replacements, pay and incentive problems, and migration (to urban or overseas jobs) reduced teacher experience in classrooms and eroded instructional continuity in schools (Olawale & Ogundele, 2022).

Data from Sekyere Afram Plains, Nkoranza North, and Volta (selected district surveys) recorded from Ghanaian district case studies showed negative relationship between high teacher turnover and student outcomes (Agyapong, 2023; Sottie et al., 2023). For instance, BECE pass rates and school-level exam performance declined, although effect sizes may vary and some years or districts showed minimal short-term relationship. The national literature and GNAT and GES reports pointed out persistent turnover pressures that are expected to hinder student learning if unaddressed (Acheampong, 2020). In Sekyere Afram Plains in the Ashanti region, a focused case study linked high turnover rates in sampled schools to sharp declines in BECE pass

rates in specific years (2017, 2019), with outlying years showing the largest negative outcomes. The paper recommended context-specific retention strategies to protect student achievement (Ampofo, 2020). A case-count study in Nkoranza North year-to-year counts showed volatility where turnover spikes aligned with students taught by many novices, passing rates fell (Agyapong, 2023). Similarly, district surveys in Volta region evidence found that many teachers expressed intent to leave and some districts reported 10-15% turnover. Districts with higher reported churn also noted in difficulty sustaining curriculum continuity and slower improvements in standardised results (Adovie & Dzisah, 2022). Insufficient induction and mentoring, limited recruitment pools in remote districts, and movement from public to private or urban postings contribute to loss of experienced teachers and reduced student learning continuity (Akeampong, 2021)

Some similarities across all four contexts reflect that negative relationship between teacher and student performance is common. Research found that higher teacher turnover correlates with worse student performance, especially in schools already facing some disadvantages (Ronfeldt et al., 2013; Carver-Thomas & Darling-Hammond, 2019). Other similar outcomes are loss of experienced teachers, disruption of curriculum continuity, and weakened teacher collaboration or mentoring (Sorensen & Ladd, 2020; Ampofo, 2020). The outcomes are concentrated in high-need schools; urban high-poverty schools like the U.S. and UK and rural or underserved districts like Ghana and Nigeria suffer more because they have less resources and capacity to buffer turnover (Akeampong, 2021; Allen et al., 2018).

However, there are differences in data and causal precision. In the U.S. and (to a lesser extent) UK studies often used large administrative datasets and quasi-

experimental methods to estimate causal effects (Ronfeldt et al., 2013; DfE, 2024), meanwhile, many studies in Ghana and Nigeria are district-level, survey-based, or case studies, which provide strong contextual insight but less broad causal generalisability (Acheampong, 2020; Ogunyinka et al., 2019). The type of turnover that dominates across contexts varies. In the U.S. and U K hotspots, mobility often involves moving between schools or leaving for charter or academy systems (Carver-Thomas & Darling-Hammond, 2019), whilst in Ghana and Nigeria, transfers toward urban postings and migration including international transfers are central (Dartey-Baah & Ampofo, 2020; Okafor & Anaduaka, 2022). These different flows produce different school-level consequences. In addition, the magnitude and immediacy of outcomes also varies. In some Ghanaian district case studies, single-year spikes in turnover produced large changes in student exam performance like the BECE were more visible in small districts (Agyapong, 2023), however, large-dataset U.S. studies often reported average small-to-moderate negative outcomes that accumulated across schools (Sorensen & Ladd, 2020).

2.11 Teacher Attrition and Retention Policies in Ghana

Teacher attrition can be defined as teachers permanently leaving the profession due to factors such as resignations, retirement, migration. Whilst Teacher retention is defined as the policies and strategies aimed at keeping teachers within the profession, especially, in specific schools or regions (Ingersoll, 2001). In Ghana, teacher attrition is usually driven by factors such as poor working conditions, limited career progression, inadequate remuneration, and rural–urban disparities (Acheampong, 2020; Akyeampong & Lewin, 2002).

2.11. 1 *Ghana's Policy Landscape*

The Ghana Education Service (GES), the Ministry of Education (MoE), and teacher unions such as the Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) have been central in addressing teacher attrition and retention (Acheampong, 2020). Major initiatives propounded include;

a. Teacher Education and Professional Development. The 2007 Education Reform and subsequent 2018 Teacher Education Reforms upgraded teacher colleges to tertiary institutions, improving qualification standards and career pathways (MoE, 2018).
b. Recruitment and Posting Policies. GES prioritised posting newly trained teachers to underserved rural areas. However, retention in rural schools remains a challenge (Bennell & Akyeampong, 2007; Akyeampong, 2021).
c. National Teaching Council (NTC) Licensing. Introduced to professionalise teaching, ensure accountability, and reduce unqualified entrants into the system (National Teaching Council [NTC], 2020).
d. Conditions of Service Agreements. Negotiated between GNAT/NAGRAT and government, including professional allowances (continuous professional development allowance introduced in 2020), salary adjustments, and improved pension packages (Ampratum et al., 2021).

2.11. 2. *Strategies for Teacher Retention*

Some of the strategies adopted to promote teacher retention in Ghana include first, financial incentives. To this, there was the introduction of the Teacher Professional Development Allowance (2020), and proposed rural incentives to encourage teachers to remain in underserved regions, although, implementation has been inconsistent

(Ampratum et al., 2021; Akyeampong, 2021). Second, professional development and career progression. Continuous Professional Development (CPD) Programmes led by the NTC, and structured promotion schemes under GES to motivate retention (NTC, 2020). Third, improved teacher supply. This was done through the expansion of teacher training colleges into degree-awarding institutions to meet supply gaps (MoE, 2018). Finally, activities of Union Advocacy. Teacher unions (GNAT, NAGRAT) actively lobby for better conditions, contributing to reduced attrition during periods of collective negotiation and bargaining gains (Acheampong, 2020).

2.11. 3. *Effectiveness of Teacher Retention Policies*

Some limitations that are causing the implementation of retention policies to be inconsistent, rural–urban disparities, delayed incentive packages, and migration of Ghanaian teachers abroad (Akyeampong, 2021; Dartey-Baah & Ampofo, 2020). Although, implementation of retention policies has been inconsistent, some positive outcomes such as the licensing and CPD frameworks have improved teacher professionalism (NTC, 2020). Professional allowances have boosted morale, especially during the COVID-19 era (Ampratwum et al., 2021). Degree upgrades have also increased the attractiveness of teaching as a career (MoE, 2018).

Ghana's teacher attrition and retention policies portray a mixed record. While reforms in allowances, professionalisation, and teacher education have improved teacher retention moderately (Acheampong, 2020), inadequate salaries, persistent inequities in rural postings, and global teacher migration undermine these efforts (Akyeampong, 2021). The contrast between policy intention and implementation reflects a need for transparent promotion systems, sustained rural incentives, and competitive salaries to strengthen retention (Ampofo et al., 2020).

2.11. 4. *Challenges facing Teacher Retention in Ghana*

With ongoing reforms and teacher retention strategies, teacher turnover remains a significant issue in Ghana's education system. One major challenge is low salaries and poor conditions of service. The salaries of teachers in Ghana remain uncompetitive compared to other professions which require similar qualifications. While allowances like Continuous Professional Development allowance, have been introduced, they are often delayed and insufficient (Bennell & Akyeampong, 2007; Ampratwum et al., 2021). Many teachers have to supplement their income with second jobs which reduces their commitment to teaching (Acheampong, 2020).

Another major challenge of teacher retention policy is rural–urban disparities. Teacher retention is problematic in rural and deprived areas because teachers posted to areas or regions such as the Northern, Upper East, Upper West and parts of Oti regions often lack access to quality housing, social amenities, and healthcare (Akyeampong, 2021). The lack of strong rural incentive packages, has led many seek transfers to urban areas like Accra and Kumasi, causing staffing disparities (Ampofo et al., 2020).

Another major challenge is limited career progression opportunities. Although promotion schemes exist within the Ghana Education Service (GES), the processes are often slow and bureaucratic, leading to frustration among teachers (Acheampong, 2020). The lack of clear advancement opportunities discourages teacher retention, particularly among the younger and ambitious teachers (Ankomah, 2022).

In addition, there is inadequate professional development support. The National Teaching Council (NTC) has emphasised Continuous Professional Development (CPD), however, training opportunities are limited, costly or, irregular, for teachers

(MoE, 2018). Hence, teachers in rural schools often lack access to workshops and seminars, which widens professional inequities (Akyeampong, 2021).

Moreover, teacher migration and brain drain. The global demand for teachers, especially in the UK, USA, and Middle East, has over the years increased teacher migration in Ghana. The availability of better salaries, good working conditions, and opportunities abroad pull many teachers away from the Ghanaian education system (Dartey-Baah & Ampofo, 2020).

Furthermore, union and government tensions is also a major challenge. While teacher unions like GNAT, NAGRAT, CCT-GH advocate for improved conditions in the education sector, frequent disputes with government over delayed allowances and salaries sometimes lead to strikes. These tensions lower morale and push some teachers out of the education system (Ampratwum et al., 2021).

Finally, the problem of large class sizes and heavy workloads. Overcrowded classrooms, particularly in urban schools in Greater Accra, Central and Ashanti regions, increase teachers stress and burnout (Akyeampong & Lewin, 2002). This coupled with limited teaching resources, contributes to job dissatisfaction and attrition (Sottie et al., 2023).

The challenges of teacher retention in Ghana education system stem from a combination of structural, economic, and systemic factors. Low salaries and poor conditions of service remain the leading factors, while rural - urban inequities and global teacher migration accelerate teacher attrition. Without any substantial reforms in salary competitiveness, transparent promotion structures, and rural incentives,

Ghana's education sector will continue to struggle with teacher retention (Acheampong, 2020; Akyeampong, 2021).

2.12 Summary of the Literature Review

In conclusion, the literature reveals that teacher turnover, whether teacher attrition (teachers leaving the profession) or migration (teachers transferring schools), remains a global educational challenge (Carver-Thomas & Darling-Hammond, 2019). Across the USA, UK, Nigeria, and Ghana, high rates of turnover have been consistently linked to declines in student performance, especially in under-resourced schools (Ronfeldt et al., 2013; Sorensen & Ladd, 2020). The literature review discussed the definitions and scope of teacher turnover, patterns, factors contributing to teacher turnover, the relationship between teacher turnover and student performance, the outcomes of teacher turnover on student performance, and teacher retention policies and challenges.

On patterns of teacher turnover, turnover patterns revealed geographic disparities. In Ghana and Nigeria, rural and underserved areas experienced greater attrition, while urban schools attracted more teachers (Akyeampong, 2021; Okafor & Anaduaka, 2022). The factors contributing to teacher turnover included poor working conditions, accountability pressures, stress, and lower pay compared to other professions, dissatisfaction with limited career progression, international migration and working conditions were common factors (Ingersoll, 2001; Acheampong, 2020; Dartey-Baah & Ampofo, 2020).

The literature revealed that the relationship between teacher turnover and student performance is largely regressive across most contexts, where repeated cycles of turnover progressively weakened school stability and regressed student performance

(Sorensen & Ladd, 2020). Meanwhile on the relationship between teacher turnover and student performance one similarity across all contexts was that, turnover reduced academic performance most severely in disadvantaged schools (Carver-Thomas & Darling -Hammond, 2019).

The teacher retention policies in Ghana's Education Strategic Plan (2018–2030), CPD Programmes, and allowances aimed to improve teacher retention (MoE, 2018). Challenges facing teaching retention policies include, bureaucratic promotion systems, teacher migration, persisting low salaries, rural–urban disparities and union-government tensions (Akyeampong, 2021; Ampratwum et al., 2021).

Some research gaps deduced from the literature include few comparative studies linking teacher turnover directly to standardised performance outcomes in West Africa, insufficient policy evaluations on retention measures like CPD allowances, rural incentives, and teacher licensing reforms, limited Ghana-specific longitudinal data on turnover rates, and limited data on teacher turnover in the Volta Region-Ghana (Adzovie & Dzisah, 2022; Sottie et al., 2023). Therefore, this research aims to provide insight on teacher turnover and its relationship to student performance in Vision International School in Volta Region, Ghana.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the approaches employed for the gathering of data for the research. Methodology is a system of methods applied to a particular project. This includes the procedures, principles and rules used (Creswell & Creswell, 2018). The chapter begins by exploring the philosophical underpinnings, research approach, research design, the population, sample and sampling technique, research instrument, data collection procedure, validity and reliability, data analysis and wraps up with an assessment of the ethical consideration.

3.2 Philosophical Underpinning

The philosophical underpinnings are the foundational assumptions and beliefs that guide particular research. They shape the researcher's worldview, influence the choice of methodology (quantitative, qualitative and mixed methods), and impact the interpretation of results (Creswell & Creswell, 2018).

The worldview applied in the research is Epistemology, the study of knowledge and how it is acquired (Creswell & Creswell, 2018). Examples are positivism, interpretivism and pragmatism. Positivism is knowledge gained through observable, measurable facts (Bhattacherjee, 2012). Interpretivism is knowledge gained through understanding meanings and contexts (Saunders et al., 2019). Pragmatism is knowledge gained through both positivism and interpretivism (Creswell & Creswell, 2018). The philosophical underpinning applied in this study is positivism, that is the facts acquired for this research is observable and can be measured.

3.3 The Research Approach

Research approach concerns the plan and strategy, broadly, used to conduct a research study. It serves as a roadmap for the research process. It outlines the methods used to gather data, influences how data is analysed, and interpreted (Creswell & Creswell, 2018).

The types of Research Approaches are quantitative approach, qualitative approach and mixed methods approach. Quantitative Approach emphasises measuring variables and testing hypotheses (Bryman, 2016). It uses methods like surveys, experiments, and statistical analysis. Qualitative Approach focuses on understanding meanings, experiences, and contexts (Hennink et al., 2020). It uses methods like interviews, focus groups, and observations. Mixed Methods Approach combines both quantitative and qualitative methods to provide a comprehensive understanding (Creswell & Creswell, 2018). It integrates strengths of both approaches. The research approach to this study is quantitative approach. This is influenced by the positivist philosophical underpinning.

3.4 The Research Design

Research design is an outline or framework used for conducting a research project. It stipulates the procedures or method for the collection of data and analysis in teacher turnover on student performance (Creswell & Creswell, 2018). The study explored diverse parameters of teacher turnover about the factors promoting teacher turnover and relationship to student performance. By gathering quantitative data with the descriptive survey design, large scale data upon which interpretations and generalisations can be inferred becomes palpable. As a cross-sectional study, focus

remained on the fact that it was an academic intended study for a short span (Wang & Cheng, 2020).

3.5 Sources of Data

The sample of respondents in Vision International School in Fiave District in Ho, Volta Region served as the primary source of data. To facilitate this data collection, questionnaires were administered personally. The secondary source of data was acquired from review of extensive literature in relation to the topic to appreciate the scope of teacher turnover on student performance (Creswell & Creswell, 2018). These aided in determining the appropriate questions to ask and from whom to ask.

3.6 Study Area

Vision international School is one of the private basic schools in Fiave District in Ho, in the Volta Region. The school was founded by Mrs. Victoria Klinogo in September 2009. It is located off the CK Road in Fiave District in Ho, Ghana. It started as a creche. Today it has developed into a pre-secondary school starting from creche, kindergarten (kg), primary one to six, up to Junior High School one to three (J.H.S. 1-3).

Vision International School comes with a vibrant educational system with adequate educational resources as a private sector stretching from pre-school up to the J.H.S level. Other facilities available includes a computer lab, cafeteria, washrooms, staff common rooms and a kitchen. The school curriculum is subject to the Ghana Education Service (GES). There are 34 staff in total. 20 teaching staff, 7 administrators and 7 non-teaching staff and 677students. With 211 in nursery and KG, 301 in primary and 165 in J.H.S.

3.7 Population

Population is the entire set of individuals, groups, or element that share common qualities relevant to a study (Creswell & Creswell, 2018). The target population is the specific segment of the entire population from which the researcher draws a sample and collects data (Etikan & Bala, 2017). The target population for this study was all the teaching and some non-teaching staff in Vision International School. Vision International School has 20 teaching staff and 14 non-teaching staff. The non-teaching staff for the purpose of this study included all the administrative staff some of the kitchen staff who also part of the administration.

3.8 Sample and Sampling Technique

A sample refers to the smaller set of the research population which mirrors the characteristics of the whole group (Creswell & Creswell, 2018). The convenience and stratified sampling techniques, in the respondents' selection process, were employed due to the population size of 34 staff who also have a working experience between one to five years. The convenience encompasses choosing participants based on their availability and willingness (Etikan et al., 2016). This technique was employed to ensure that the opinions of the respondents was adequately reviewed for the study since the number of respondents is small and are easily identifiable within the school setting. A total of 34 respondents were carefully chosen for the study with 20 being the teaching staff and 14 non-teaching/administrative staff from the school. The stratified sampling technique ensured that each respondent being selected to participate in the study was selected based on certain characteristics or criterium (Taherdoost, 2016). The criterium was that each respondent had between at least one (1) year to five (5) years of experience in the teaching field to ensure that the

respondents had a basic understanding of teacher turnover and its relationship to student performance.

3.9 Instruments for Data Collection

Instruments are the tools used to gather data systematically in order to answer the research questions (Creswell & Creswell, 2018). The data gathering instrument used was questionnaire. A questionnaire is an organised data gathering instrument that entails a set of written questions designed to gather information from respondents about their characteristics, attitudes, perceptions, or behaviours (Creswell & Creswell, 2018). A careful choice of appropriate data gathering instruments is a prerequisite for correctly measuring the correlation between teacher turnover and student performance. This explains the researcher's choice of questionnaire as the instrument for collecting data. The questionnaire consisted mainly of close ended items; both multiple choice and Likert scale types (Taherdoost, 2016). The questionnaire was divided into five parts with each part requesting for diverse information from respondents. The first part of the questionnaire; Section A, collected respondents' demographic data whilst the subsequent sections; Section B-D endeavoured to obtain information about the research questions of the study.

3.0 Validity and Reliability of Instruments

Validity and reliability in research are the degree of stability exhibited when measurement is repeated under identical conditions (Burns & Grove, 1997). Research validity refers to the extent to which an instrument measure what it is intended to measure (Heale & Twycross, 2015). Reliability means the consistency or stability of an instrument in producing the same results when repeated under similar conditions (Taherdoost, 2016). The following steps were taken in order to ensure the validity of

the data. The questionnaire was based on information obtained from the literature review. An initial draft of the questionnaire was informally pretested on the staff of other institutions such as Elated Kids, Prince Ebenezer Memorial Institute and New Pride International School outside the area of study in the Volta Region. Guided by their feedback, some items were modified to enhance better grasp, content cogency, and smooth progression of questions. The questionnaire's reliability was verified using Cronbach's alpha after a pre-study with teachers from a nearby private school (Taber, 2018). This pre-exercise was performed in conformity with Hendricks' (2009) description as ridding the research instrument of buds to enable a difficulty free flow in completing the questions by the respondents in the main study. This equally empowers the researcher to have a preliminary assessment of the format and wording of the final output of questions. Using Cronbach's alpha, the instrument for the pre-study indicated an acceptable level of consistency for a research instrument (Tavakol & Dennick, 2011). The overall instrument analysis obtained a coefficient of $\alpha = 0.75$ to 0.84. This showed an acceptable to good reliability which confirms that the instrument is a consistent and measure for the main study.

3.11 Data Collection Procedure

Permission was sought from the University of Education, Winneba, that is the Department of Educational Foundations via the Head of Department to go conduct a research from Vision International School (Cohen et al., 2018). The school then was visited, permission was sought and granted by the Heads of the school and the respondents were briefed on the purpose of the Study and its educational implications. The respondents were allowed some time to raise questions about the areas they were finding difficult to understand for clarifications. After the discussion, copies of the

questionnaire were distributed to them to respond to at their own convenience. On the whole, it took about two weeks for the collection of the data. All the respondents completed the questionnaires for collection.

3.12 Data Analysis

Data analysis is the process of inspecting, cleaning, transforming, and modelling data to identify patterns, test hypotheses, and draw meaningful conclusions (Creswell& Creswell, 2018). According to Kothari (2004), data analysis can also be described as applying statistical and logical techniques to describe, summarise, and evaluate data.

In other to avoid non-uniformity of data collected, information given may need reconstruction. After collecting the data, they were first edited. During editing, relevant and appropriate errors found were modified. The edited questionnaires were then organised and coded. Coding involves assigning numbers or symbols to each response category in order to translate the raw data into a form that could be counted, tabulated or fed directly into a computer (Agyedu et al., 2011). Descriptive statistics such as frequencies and percentages were used in the analysis of the data (Pallant, 2020). The organised and coded data was then fed into the Statistical Package for Social Sciences (SPSS Software) for analysis and interpretation. The analysis and discussions are presented under Chapter Four of this study.

3.13 Ethical Considerations

Ethical considerations form a significant aspect of any research process as they safeguard the rights and welfare of respondents while ensuring the integrity and credibility of the study. To enhance the conformity of this research to ethical principles and practices, the rights to autonomy, anonymity, confidentiality, right to withdraw and participants' agreement were observed (Kusi, 2012). The respondents

were given the space to willingly participate or withdraw (Cohen et al., 2018). The study's purpose was made known to them with the assurance of not revealing their identity in anyway. They were also guaranteed of no risk in the research process.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter details the results of the field survey and provides discussions on the data. In other words, this chapter presents and analyses the information gathered from the administered questionnaires. Descriptive statistical tools such as frequency, percentage, mean and standard deviation were employed for analysing the data (Pallant, 2020). Illustration of the outcomes of the collected data was done using frequency distribution table. The analyses hinged on the study objectives underpinning the survey questionnaire dispensed on the field. The structuring of the questionnaire was done to facilitate data collection on teacher turnover and student performance in Vision International School in Volta Region, Ghana.

This section comprises of five (5) sections. The first section presents and analyses the socio-demographic characteristics (bio-data) and background information of the respondents. The second part talks about the rates and patterns of teacher turnover. The third section discusses the propelling motives behind teacher turnover, while the fourth part talks about the causal link binding teacher turnover and student performance. Finally, the fifth section discusses the policies and practices related to teacher retention, that will help improve teacher turnover.

4.2 Demographic Data of Respondents

The demographic data and background data of respondent was recorded in order to give the researcher an understanding of the profile of the respondents and to also establish the suitability of respondents which provided a basis for further discussions (Creswell &Creswell, 2018). The questionnaire administered to respondents sought

the details about their role or position, gender, age, and years of teaching experience or service in the school for analytical purposes in the study. The results obtained are presented using the frequency distribution tables in Tables 4.1 to 4.4.

Table 4.1: Role of the respondents in the school

Role	Frequency (*f*)	Percentage (%)
Administrator	7	20.6
Lower Primary Teacher	3	8.8
Upper Primary Teacher	4	11.8
JHS Teacher	7	20.6
Other (Nursery/Non-Teaching Staff)	13	38.2
Total	**34**	**100**

Source: Field survey (2025)

Table 4.1 presents the role of respondents in Vision International School who participated in the study. According to the data from the table 4.1, 7 (20.6%) of respondents were administrators, 3 (8.8%) of respondents were lower primary (primary 1-3) teachers, 4 (11.8%) of respondents were upper primary (primary 4-6) teachers, 7 (20.6%) of respondents were JHS 1-3 teachers, and 13 (38.2%) of respondents were others, where 6 out of the 13 "other" respondents were nursery teachers and the remaining 7 out of the 13 were non-teaching staff. Due to the limited number of staff in the school, the researcher based on the convenience sampling technique employed all the staff as respondents in the study (Etikan et al., 2016). Also, due to the fact that all the respondents had a particular characteristic (knowledge of teacher turnover situation in the school).

The diverse composition of the sample, including administrators, teachers from all levels, and non-teaching staff, provided a holistic, multi-perspective view of the teacher turnover phenomenon within the school. This diversity and inclusivity is a strength, as administrators can speak to institutional policies and broader staffing

patterns, while classroom teachers provide direct insight into the instructional and collegial outcomes of turnover (Carver-Thomas & Darling-Hammond, 2019). The significant proportion of non-teaching staff (20.6%) is also valuable as they often have a unique, stable vantage point to observe staff morale and the long-term churn of teaching personnel, offering data that might be missed in a sample composed solely of teaching staff.

Table 4.2: Gender distribution of respondents

Gender	Frequency (*f*)	Percentage %
Male	14	41.2
Female	20	58.8
Total	**34**	**100**

Source: Field survey (2025)

Table 4.2 presents the gender distribution of respondents who participated in the study. According to the data from the table, 14 (41.2%) of respondents were males and 20 (58.8%) of respondents were females. This shows that majority of staff in Vision International School are females. This is due to the fact that 6 respondents who were nursery teachers as indicated in table 4.1 are all females.

The gender distribution, with a higher proportion of female staff (58.8%), reflects a global trend in the teaching profession, particularly at the early childhood and basic education levels (UNESCO, 2019). This is significant for the study as research suggests that gender can sometimes interact with turnover intentions, with female teachers potentially being more affected by factors like workload balance and school leadership, while male teachers may be more influenced by salary and status considerations (Ingersoll et al., 2018). Understanding this demographic context helps in interpreting the subsequent data on the factors contributing to turnover.

Table 4.3: Age distribution of respondents

Age	Frequency (*f*)	Percentage (%)
20 – 30 years	16	47.1
31 - 40 years	7	20.6
41 - 50 years	7	20.6
51 years and above	4	11.8
Total	**34**	**100**

Source: Field survey (2025)

Table 4.3 presents the age distribution of respondents. From the table majority of the respondents i.e., 16 (47.1%) were aged between 20 – 30years, 7 (20.6%) were aged between 31 – 40years, an additional 7 (20.6%) were aged between 41 – 50years, whilst, 4 (11.8%) were aged 51 years and above. It can be deduced from the results that all the respondents are matured which makes them suitable for this study (Polit & Beck, 2017). This also presupposes that the respondents were privy to the intricate matters of teacher turnover and its relationship to student performance in their field of work.

Data on the age range reveals a relatively young workforce, with almost half (47.1%) of the staff falling within the 20-30 age bracket. This is a critical finding, as early-career teachers are statistically at the highest risk of attrition (Gray & Taie, 2015). A school with a high concentration of early-career teachers is inherently more vulnerable to high teacher turnover rates. The presence of more experienced staff (32.4% aged 41 and above) however, provides a balance, suggesting there is a cohort of stable, veteran teachers whose insights into the long-term patterns and outcomes of turnover are invaluable.

Table 4.4: Years of service of respondents

Years of service	Frequency (*f*)	Percentage (%)
Less than 1 year	3	8.8
1 – 3 years	13	38.2
4 – 6 years	7	20.6
More than 6 years	11	32.4
Total	**34**	**100**

Source: Field survey (2025)

Presented in Table 4.4 is the data on the number of years of service or experience of respondents working in Vision International School. It is seen that 3(8.8%) of respondents have been working in the school for less than a year, 13(38.2%) have 1 – 3years of service, 7(20.6%) have 4 – 6years of service and 11(32.4%) have more than 6years of service in Vision International School. This implies that the respondents not only are they well experienced about the topic but are trustworthy in providing appropriate and sound responses to the questionnaire items.

4.3 Rates and Patterns of Teacher Turnover

The data on the rates and patterns of teacher turnover was collected in order to help the researcher establish the presence of teacher turnover and understand the frequency of how often and the number of teacher turnover that occurs in Vision International School. The administered questionnaire sought information on how teachers often leave the school (rate/frequency), the number teachers who have left the school in the past academic year (number/range), and, for purported analysis sake, the pattern of teacher turnover in the past five years. The results obtained are presented using frequency distribution tables in Tables 4.5 to 4.7.

Table 4.5: How often do teachers leave (frequency)

Frequency of leaving	Frequency (*f*)	Percentage (%)
Very frequently	2	5.9
Frequently	7	20.6
Occasionally	17	50
Rarely	8	23.5
Never	-	-
Total	**34**	**100**

Source: Field survey (2025)

According to the data from Table 4.5, the results showed that 2(5.9%) of respondents agreed that teachers left the school very frequently, 7(20.6%) of respondents agreed that teachers left the school frequently, 17(50%) also agreed that teachers occasionally left the school, and 8(23.5%) of respondents agreed that teachers rarely left the school. It can be deduced that all the respondents agreed that teachers often leave the school. Although the frequency with which teachers leave vary, 17(50%) of respondents agreed that teachers occasionally (most often) leave the school. All the respondents however did not agree that no teacher ever left the school.

The unanimity among respondents that teacher turnover occurs (with 76.5% perceiving it as happening from 'occasionally' to 'very frequently') confirms that staff instability is a recognised and pervasive issue within the school, not an isolated concern. The modal response of "occasionally" (50%) suggests a chronic, rather than catastrophic, level of turnover. However, chronic turnover can be more insidious, as it normalises the constant flux and steadily erodes the school's collaborative capacity and institutional knowledge, which is foundational for student success (Ronfeldt et al., 2013).

Table 4.6: How many teachers have left in the past academic year (number left/range)

Number/ Range	Frequency (*f*)	Percentage (%)
None	2	5.9
1 - 2	9	26.5
3 - 5	13	38.2
More than 5 years	10	29.2
Total	**34**	**100**

Source: Field survey (2025)

Table 4.6 presents that results of how many teachers have left the school in the past academic year. According to Table 4.6, 2(5.9%) of respondents stated that no teacher left, 9(26.5%) stated that about 1 - 2 teachers left the school, 13(38.2%) stated that about 3 – 5 teachers left, and 10(29.4%) stated that more than 5 teachers have left the school in the past one year. The respondents had different ranges of the number of teachers who have left the school in the past academic year because all the respondents are in different roles as indicated in Table 4.1, therefore respondents could only answer this item based on the role and number of teachers they could recall had left the school. Regardless, of the varying ranges of the number of teachers that have left, is can be 32(94.1) of respondents do agree that teachers have left the school in the past academic year. Only 2(5.9%) of respondents stated that no teacher has left the school in the past academic years, and these 2 respondents are most definitely the part of the 3(8.8%) of respondent whose years of service is less than 1 year as indicated in in Table 4.5, thus they have most likely seen any teacher leave the school yet.

The fact that 94.1% of respondents confirmed departures in the last year, with 67.6% reporting that 3 or more teachers left, quantifies the scale of the issue. In a school with 20 teaching staff, losing 3-5 teachers represents an annual turnover rate of 15-25%,

which aligns with the high-end estimates for private schools in Ghana and Nigeria cited in the literature review (Ampofo et al., 2020; Ogunyinka et al., 2019). This rate is well above the threshold at which empirical studies suggest negative correlation where student achievement become significant (Ronfeldt et al., 2013). The variation in estimates among staff is expected but reinforces that turnover is a salient feature of the school's environment.

Table 4.7: The pattern of teacher turnover in the past five years

Pattern of teacher turnover	Frequency (*f*)	Percentage (%)
Increasing	10	29.4
Decreasing	6	17.6
Stable	8	23.5
Unpredictable	10	29.4
Total	**34**	**100**

Source: Field survey (2025)

According to the results from Table 4.7, 10 (29.4%) of respondents agreed that the pattern of teacher turnover in the school has increased over the past five years, whilst, 6 (17.6%) agreed that teacher turnover is decreasing. Meanwhile, 8 (23.5%) agreed that the pattern of teacher turnover is stable, however, 10 (29.4%) agreed that the pattern of teacher turnover is unpredictable. It can be deduced that over the past five years the pattern of teacher turnover in Vision International School has been increasing and unpredictable (58%) than it has been decreasing (17%) or stable (23.5%).

From Table 4.5 to 4.7, it can be concluded that rate and pattern of teacher turnover in Vision International School has been frequent and increasing in an unpredicted pattern. This means that teacher turnover is indeed present and an ongoing phenomenon in the school.

The perception that turnover is both increasing and unpredictable (a combined 58.8%) is highly concerning. An increasing trend suggests that the underlying contributing factors are not being effectively addressed by current policies in the school. More critically, the unpredictable pattern indicates a lack of clear seasonality or reason, which can be more disruptive to school leadership and planning than a predictable, end-of-year exodus. This unpredictability prevents the administration from developing proactive retention or hiring strategies, leading to a constant state of reactive crisis management, which further destabilises the school environment (Sorensen & Ladd, 2020).

4.4 Factors contributing to Teacher Turnover

Section C of the questionnaire administered to respondents sought the contributory factors of teacher turnover in Vision International School. This was meant to give the researcher understanding of the underlining factors present in this particular school that was contributing to the ongoing rate teacher turnover in the school. To achieve this, the questionnaire in this section had two parts. The first part sought the views of respondents on the primary factors contributing to teacher turnover, which required that respondents choose all the possible contributory factors to teacher turnover presented in Table 4.8 whilst, and the second part sought how satisfied teachers generally are with the first part, which required respondents to either agree or disagree on the level of satisfaction based on a 5-point Likert scale presented in Table 4.9.

Table 4.8: Primary factors contributing to teacher turnover

Factors contributing to teacher turnover	Frequency (*f*)	Percentage (%)
Low salary	N – 23	67.6
	M.S – 11	32.4
Lack of motivation and incentives	N – 25	73.5
	M.S – 9	26.5
Poor working conditions	N – 9	26.5
	M.S – 25	73.5
Limited promotion opportunities	N – 7	20.6
	M.S – 27	79.4
Leadership and management issues	N – 9	26.5
	M.S – 25	73.5
Personal or family-related reasons	N – 16	47.1
	M.S – 18	52.9
Excessive workload	N – 9	26.5
	M.S – 25	73.5

Key: N = number of respondents who chose a particular item, M.S (Missing System) = number of respondents who did not choose a particular item

Source: Field survey (2025)

According to Table 4.8, 23(67.6%) of respondent agreed that low salary is one of the primary factors influencing teacher turnover in Vision International School, whilst 11(32.4%) of respondents did not choose low salary as a primary reason behind teacher turnover. 25(73.5%) agreed that the absence of motivation and incentives also influence teacher turnover, whilst 9(26.5%), did not agree. 9(26.5%) of respondents agreed that poor working conditions is another factor contributing to teacher turnover whilst 25(73.5%) did not agree. 7(20.6%) of respondents also stated that limited promotional opportunities is a factor contributing to teacher turnover in the school whilst 27(79.4%) did not agree. 9(26.5%) of respondents also stated that leadership and family related issues is another factor contributing to teacher turnover however, 25(73.5%) did not agree. In addition, 16(47.1%) of respondents agreed that personal or family-related reasons is one of the basic factors contributing to teacher turnover whilst 18(52.9 %) did not agree. Finally, 9(26.5%) of respondents stated that

excessive workload is also another factor contributing to teacher turnover in the school, however, 25(73.5%) did not agree.

From the table, it can be deduced that majority of the respondents endorsed the lack of motivation or incentives 25(73.5%) and low salary 23(67.6%) as the main fundamental factors contributing to teacher turnover in Vision International School with over 50% of respondents agreeing to both factors (Ingersoll et al., 2018). Personal or family-related reasons is also another factor contributing to teacher turnover with 16(47.1%) almost half of the respondents in agreement. Although, some of the factors, for instance, poor working conditions, leadership and management issues, excessive workload with 9(26.5%) each, and limited promotion opportunities with 7(20.6%) were also chosen by some respondents, these factors do not have a strong agreement from respondents, since less than 30% of respondents agreed to these factors.

From the discussions, lack of motivation or incentives, and low salary are the primary factors contributing to teacher turnover in the school which could be due to the fact that the school is a private sector school that relies solely on the meager income from the school fees that students pay to fund the school, including the feeding, provision of infrastructure and payment of salaries of all staff in the school. The school does not have an excellent infrastructure leading to poor working conditions for the staff however, the workload is also not excessive, and this is due to the fact that the school is still developing so can only accommodate few students and staff. The few numbers of staff also allow for there to be a cordial relationship among the teaching staff, non-teaching staff and the administration; hence leadership and management issues is not a major problem in the school. All these reasons account for why factors including

poor working circumstances, leadership and management issues, excessive workload with 9(26.5%) each, and limited promotion opportunities with 7(20.6%) out of the 34(100%) do not have strong agreement from respondents (less than 30% of respondents agreed to these factors). Table 4.8 has therefore allowed the researcher to establish the factors present in the school that contributes to teacher turnover with some factors being primary factors (factors with 50% or more responses) and other factors being secondary factors (factors with 49.9% or less responses).

Table 4.9: Teachers general satisfaction with the primary factors contributing to teacher turnover

Variable	SD		D		N		S		SS		Mean	Total	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	($\bar{x}$)	*f*	%
Salary levels	15	44.1	11	32.4	6	17.6	2	5.9	0	0	1.85 (1.9)	34	100
Working environment (poor working conditions)	5	14.7	5	14.7	7	20.6	7	20.6	10	29.4	3.35 (3.4)	34	100
Leadership and management	6	17.6	7	20.6	9	26.5	7	20.6	5	14.7	2.94 (2.9)	34	100
Opportunities for promotion	13	38.2	5	14.7	6	17.6	5	14.7	5	14.7	2.53 (2.5)	34	100
Support from administration (motivation/ incentives)	4	11.8	7	20.6	10	29.4	6	17.6	7	20.6	3.15 (3.2)	34	100
Workload balance	8	23.5	3	8.8	7	20.6	10	29.4	6	17.6	3.09 (3.1)	34	100

Key: SD = Strongly Dissatisfied, D = Dissatisfied, N = Neutral, S = Satisfied, SS = Strongly Satisfied.

Source: Field survey (2025)

The scaling values for the items is given as 1 = Strongly Dissatisfied (SD), 2 = Dissatisfied (D), 3 = Neutral (N), 4 = Satisfied (S), and 5 = Strongly Satisfied (SS). For the purposes of analysis, the researcher condensed the strongly satisfied and satisfied to mean Satisfied or Agree, strongly dissatisfied and dissatisfied to mean

Dissatisfied or Disagree and neutral to mean the average between 'Satisfied or Agree' and Dissatisfied or Disagree. Based on the 5-point Likert scale used, the computed mid-point mean value is 3.0. According to Cohen, Manion and Morrison (2007), a 5-point Likert scale category indicates that the mid-point mean value is 3 (3.0). This implies that a mean value of 2.9 below ($\bar{x}$< 3.0) indicates dissatisfaction with the item or statement whilst a mean score of 3.1 and above ($\bar{x} \geq 3.1$) signifies that respondent generally tend to be satisfied with the statement. On the other hand, when the mean score is 3.0 ($\bar{x}$ = 3.0) then the respondents are neutral or are satisfied on average with the statement.

With reference to Table 4.9, a total of 26(76.5%) of respondents assented that teachers were generally dissatisfied with the salary levels of the school. This item obtained a mean score of 1.85(1.9), indicating it's rating as dissatisfactory; thus, making it the main causative factor for teacher turnover in the school. The next item received a total of 10(29.4%) of respondents who were dissatisfied with the working conditions, 7(20.6%) of respondents who were had a neutral opinion on the working conditions and 17(50%) of respondents who were satisfied with the working conditions. This item with a mean score of 3.35(3.4), implies that respondents were generally satisfied with the working conditions in the school, although it is also a factor contributing to teacher turnover. From the table, 13(38.2%) of respondents were dissatisfied with leadership and management as against 12(35.3%) of respondents who were satisfied with the leadership and management of the school. This had a mean value of 2.94(2.9), which indicates that teachers generally are dissatisfied with the leadership and management of the school, thus, another factor contributing to teacher turnover is leadership and management. Moreover, 18(52.9%) of respondents also indicated that

teachers were generally dissatisfied with the opportunities for promotion available in the school. this item received a mean score of 2.53(2.5), which implies that teachers generally are dissatisfied with the opportunities for growth, hence, opportunities for promotion is a factor contributing to teacher turnover. Furthermore, 13(38.2%) of respondents also stated that teachers were satisfied with support from administration (motivation/ incentives) with support from the administration of the school. This received a mean value of 3.15(3.2). However, support from administration is still a factor contributing to teacher turnover since it received 11(32.4%) of respondents who stated that teachers are dissatisfied with the support from administration; a difference of 2(5.8%). Lastly, 16(47%) of respondents stated that teachers are satisfied with the workload balance in the school with the item having a mean value of 3.09(3.1). However, workload balance is still a contributory factor for teacher turnover with a total of 18(52.9%) of respondent were somewhat dissatisfied; i.e.,11(32.3%) of respondents who were dissatisfied and 7(20.6%) who were neutral about the workload of the school. this establishes that workload is still a factor contributing to teacher turnover though the gravity may not be intense.

From the discussion, factors contributing to teacher turnover in Vision International School such as salary levels (low salary), opportunities for promotion, and leadership and management issues with mean values of 1.85(1.9), 2.53(2.5), 2.94(2.9), in ascending order respectively are the factors that are weightier, since the respondents are more dissatisfied with these factors than factors that include workload balance, administrative support, and working environment with mean values of 3.09(3.1), 3.15(3.2), 3.35(3.4), in ascending order respectively, since respondents are more satisfied with these factors.

4.5 Teacher Turnover and its relationship to Student Performance

This section reveals the connection between teacher turnover and student performance. The work examines the kind of relationship between teacher turnover and student performance; determining whether the relationship is positive or negative. To achieve this, data was garnered from respondents using a 5-point Likert scale questionnaire items. The scale values for items as presented in Table 4.10 is given as, 1 = Very Negatively, 2 = Negatively, 3 = Average, 4 = Positively, and 5 = Very Positively. For the purposes of analysis, the very negatively and negatively were condensed to mean negative relationship, very positively and positively to mean positive relationship and average to mean neutral relationship. Based on the 5-point Likert scale used, the computed mid-point mean value is 3.0. This implies that a mean value of 2.9 below ($\bar{x}$< 3.0) indicates a negative relationship between teacher turnover and student performance with a particular item or statement whilst a mean score of 3.1 and above ($\bar{x} \geq$ 3.1) signifies a positive relationship between teacher turnover and student performance with a particular statement. On the other hand, when the mean score is 3.0 ($\bar{x}$ = 3.0) then there is a neutral relationship between teacher turnover and student performance with a particular statement.

Tale 4.10: Relationship between Teacher Turnover and Student Performance

Variable	VN		N		A		P		VP		Mean	Total	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	($\bar{x}$)	*f*	%
Student academic achievement (test-scores, exams, projects)	15	44.1	10	29.4	3	8.8	2	5.9	4	11.8	2.12 (2.1)	34	100
Student attendance	5	14.7	8	23.5	6	17.6	6	17.6	9	26.5	3.18 (3.2)	34	100
Student engagement in school activities	6	17.6	9	26.5	6	17.6	7	20.6	6	17.6	2.94 (2.9)	34	100
Continuity of instruction	12	35.3	8	23.5	5	14.7	5	14.7	4	11.8	2.44 (2.4)	34	100

Key: VN =Very Negatively, N = Negatively, A = Average, P = Positively, VP = Very Positively.

Source: Field survey (2025)

From Table 4.10, 25(73.5%) of respondents strongly agreed that the relationship between teacher turnover and student performance is negative. The item, student academic achievement (test-scores, exams, projects) had a mean value of 2.1 which indicates that there is a negative relationship between teacher turnover and student performance in Vision International School. On the other hand, 13(38.2%) of respondents stated that the relationship between teacher turnover and student performance is positive. This is because the item student attendance received a mean score of 3.2, which implies that the relationship between teacher turnover and student performance is positive. Meanwhile, 15(44.1%) of respondents agreed that the relationship between teacher turnover and student performance is negative. The item student engagement in school activities (sports, debate, etc.) received a mean score of 2.9 which signifies that there is a negative relationship between teacher turnover and student performance. Lastly, 20(58.8%) of respondents indicated that the relationship

between teacher turnover and student performance is also negative. This is because the item continuity of instruction had a mean value of 2.4 which also implies that there is a negative relationship between teacher turnover and student performance.

From the discussion, the items; student academic achievement, continuity of instruction and student engagement, with mean scores 2.1, 2.4, and 2.9 in an ascending order respectively, implies that there is a relationship between teacher turnover and student performance, and that the relationship is a negative one. In other words, the relationship between teacher turnover and student performance is negative. On the other hand, the item student attendance with a mean of 3.2 implies that there is a relationship between teacher turnover and student performance, and that the relationship is a positive one. In this case, teacher turnover does not have any correlation with student attendance in the school.

4.6 Policies and Practices Related to Teacher Retention

Finally, Section E of the questionnaire administered to respondents sought policies and practices related to teacher retention that are currently in place in Vision International School. This was meant to give the researcher understanding of the underlining teacher retention policies present in the particular school. To achieve this, the questionnaire in this section sought the views of respondents on the policies present aimed at retaining teachers in the school. This section has two parts. The first part required that respondents choose all the possible policies practiced in the school as presented in Table 4.11 whilst, the second part sought the opinions of respondents on how effective the policies in part one are ranging from very ineffective, ineffective, neutral, effective to effective as presented in Table 4.12.

Table 4.11: Policies for teacher retention

Policies of teacher retention	Frequency (*f*)	Percentage (%)
Mentorship Programmes for new teachers	N – 26	76.5
	M.S – 8	23.5
Professional development	N – 13	38.2
	M.S – 21	61.8
Incentives and rewards for teachers	N – 11	32.4
	M.S – 23	67. 6

Key: N = number of respondents who chose a particular item, M.S (Missing System) = number of respondents who did not choose a particular item

Source: Field survey (2025)

From Table 4.11, 26(76.5%) of respondents strongly agreed that mentorship Programmes for new teachers is one of the teacher retention policies practiced in Vision International School. Meanwhile, 13(38.2%) and 11(32.4%) of respondents indicated that both professional development and incentives and rewards for teachers respectively, are also policies that are practiced. However, mentorship Programmes for new teachers with 76.5% seems to be practiced more often than professional development with 38.2% and incentives and rewards for teachers with 32.4%. This is based on the fact that the percentage of respondents who selected mentorship Programmes for new teachers is higher than the average 17(50%) of respondents, whilst, the percentage of respondents who selected professional development and incentives and rewards for teachers have a percentage that is lesser than the average 17(50%) of respondents.

Tab le 4.12: How effective are the policies in reducing teacher turnover.

Effectiveness of teacher retention policies	Frequency (*f*)	Percentage (%)
Very ineffective	4	11.8
Ineffective	5	14.7
Neutral	16	47.1
Effective	6	17.6
Very effective	3	8.8
Total	**34**	**100**

Source: Field survey (2025)

Finally, Table 4.12 presents the results of the effectiveness of teacher retention policies. It is seen from the table that 4(11.8%) of respondents viewed the policies of teacher retention as very ineffective, 5(14.7%) of respondents viewed the policies of teacher retention as ineffective, 16(47.1%) of respondents viewed the effectiveness of teacher retention policies as neutral, 6(17.6%) of respondents viewed the policies of teacher retention as effective, and 3(8.8%) of respondents viewed the policies of teacher retention as very effective.

From the discussion, whiles a total of 9(11.8% + 14.7% = 26.4%) of respondents agreed that the policies were ineffective, another one 9(17.6% + 8.8% = 26.4%) of respondents agreed that the policies we effective. However, 16(47.1%) of respondents viewed the effectiveness of teacher retention policies as neutral. For this reason, is it safe to assume that respondents viewed the effectiveness of teacher retention policies as neutral since 16(47.1%) is higher than 9(26.4%), hence the teacher retention policies practiced in the school are neither ineffective or effective.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the research findings, teases out conclusions, and make recommendations for further studies. The motive of the study is to identify the correlation between teacher turnover and student performance in Vision International School in the Volta Region in Ghana.

5.2 Summary of the Study

This study was carried out to identify the relationship between teacher turnover and student performance at Vision International School in the Volta Region, Ghana. This study was guided by a quantitative research approach, where a descriptive survey design was used to collect data from 34 teaching and non-teaching staff through questionnaires. The investigation focused on three key areas: the frequencies and precedents of teacher turnover, the factors contributing to it, and subsequently the relationship between the two phenomena. The findings' aim are to provide actionable insights for improving retention of teachers and educational results within the school as well as similar private institutions.

5.3 Summary of Findings

Dwelling on the analyses of assembled data, some findings emerged. These findings are presented in a summary form under this section of the study. The findings are presented in accordance with the objectives of the study.

5.3.1 Summary of Findings on the Rates and Patterns of Teacher Turnover

The analysis of data obtained under section 4.3 in chapter four which stated that rate and pattern of teacher turnover in Vision International School has been frequent and increasing in an unpredicted pattern. This means that teacher turnover is present and an ongoing phenomenon in the school. This analysis revealed that teacher turnover is actually present in Vision International School. Not only is teacher turnover present but it also occurs occasionally, as the number of teachers who left the teaching field over the past 5 years is increasing, and the pattern of increase is unpredictable.

5.3.2 Summary of Findings on the Factors contributing to Teacher Turnover

It became evident from the analysis of the data under section 4.4 in chapter four that several factors were contributing to teacher turnover in Vision International School. These factors are low salary, lack of motivation or incentive from administration, poor working environment, limited opportunities for promotion, leadership and management issues, excessive workload and personal or family-related reasons. However, factors such as low salary, and lack of motivation or incentive from administration were the fundamental factors contributing to teacher turnover. Other factors such as limited opportunities for promotion, poor working environment, leadership and management issues, excessive workload and personal or family-related reasons were secondary factors contributing to teacher turnover in the school. These factors contributing to teacher turnover can further be divided into three main categories. The first category is working conditions such as poor working environment, and excessive workload. The second category of factors contributing to teacher turnover is school leadership factors such as poor leadership and management issues, lack of motivation or incentive from administration, and limited opportunities

for growth and development. The third category is personal factors such as personal and or family-related reasons that leads to teacher turnover.

5.3.3 Summary of Findings on the Relationship between Teacher Turnover and Student Performance

From section 4.5 in chapter four which implied that there is a relationship between teacher turnover and student performance, and that the relationship is a negative one. In other words, the relationship between teacher turnover and student performance is negative. On the other hand, the item student attendance with a mean of 3.2 implies that there is a relationship between teacher turnover and student performance, and that the relationship is a positive one. In this case, teacher turnover does not affect student attendance in the school. This analysis revealed that the relationship between teacher turnover and student performance was negative in the school. This negative relationship was concluded on due to factors such as student academic achievement, student engagement in school activities and continuity of instruction which were agreed by majority of respondents as having a negative relationship to student performance in the school. Therefore, in Vision International School, there is a negative relationship between teacher turnover and student performance.

5.4 Conclusions

The researcher was prompted to investigate into this study because it was observed for some time now that teachers are often moving from one school to the other (teacher migration) or that teachers are leaving the teaching field entirely to another career path (teacher attrition) especially during and after the Covid 19 pandemic as a result of the switch in career paths from face-to-face interactions to online jobs and the rise of technology (Artificial Intelligence), an aftermath of the pandemic. This

study was conducted in an attempt to enlighten readers and promote the awareness of the relationship between teacher turnover and student performance in the Volta Region specifically and the world at large.

From the study, it can be concluded that there is an unpredictable increasing pattern of teacher turnover over the past five (5) years which caters for research objective one (1): to find the rate and patterns of teacher turnover in Vision International School, in the Volta Region. The factors contributing to teacher turnover are low salary, lack of motivation or incentive from administration, poor working environment, limited opportunities for promotion, leadership and management issues, excessive workload and personal or family-related reasons. This also responds to research objective two (2): to identify factors contributing to teacher turnover in Vision International School, in the Volta Region. The relationship between teacher turnover and student performance is negative. This is because teacher turnover affects student academic achievement, student engagement in school activities and continuity of instruction in a negative way. This also caters for research objective three (3): to assess the relationship between teacher turnover and student performance in Vision International School, in the Volta Region.

5.5 Recommendations

The relationship between teacher turnover and student performance is very alarming, since the outcome is a negative one. The existing literature and findings from this study suggest that, there is a lot to be done in order to mitigate negative relationship between teacher turnover and student performance in schools. This study therefore recommends the following measures or policies to relevant stakeholders of education

1. The school leaders and other stakeholders should establish a committee that would be in charge of ensuring that teacher motivation, incentives and rewards are encouraged and practiced in various school, whether public or private.
2. School leadership should collaborate to ensure that mentorship Programmes and opportunities for development for teachers to learn and advance in their career should be strictly encourage in all schools.
3. School leadership and government should collaborate to ensure that the working conditions and school environment are standard to encourage teachers to give work well without any limitations.

5.5 Suggestions for Further Studies

The following suggestions are made by the researcher for further research:

1. A study should be done to explore the association between school climate and student performance.
2. A research should be conducted to investigate the relationship between teacher turnover and a specific subject like mathematics.
3. A study should be done into the correlation between school administrators or leadership and teacher turnover in Ghana.

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APPENDIX

QUESTIONNAIRE FOR STAFF OF VISION INTERNATIONAL SCHOOL

INTRODUCTION

The researcher is a final year student from the University of Education, Winneba offering

Post-Graduate Diploma in Education and conducting a study into the Teacher Turnover and its relationship to Student Performance at Vision International School as a strategic approach for improving youth employment in Ghana. You are kindly required to respond to the following questions. This study is for academic purposes only and your responses will be held in strict confidence and anonymity.

SECTION A: BIO-DATA OF RESPONDENTS

Please tick (✔) the appropriate response.

1. Role:
   a) Administrator [ ]
   b) Lower Primary School [ ]
   c) Upper Primary School [ ]
   d) JHS Teacher [ ]
   e) Other (please specify) ……..
2. Gender:
   a) Male [ ]
   b) Female [ ]
3. What is your age range?
   a) 20-30 [ ]
   b) 31-40 [ ]
   c) 41-50 [ ]
   d) 51 and above [ ]
4. What is your years of service at Vision International School?
   a) Less than 1 year [ ]
   b) 1-3 years [ ]
   c) 4-6 years [ ]
   d) More than 6 years [ ]

SECTION B: RATES AND PATTERNS OF TEACHER TURNOVER

Please tick (✔) the appropriate response.

5. How often do teachers leave Vision International School?
    a) Very Frequently [ ]
    b) Frequently [ ]
    c) Occasionally [ ]
    d) Rarely [ ]
    e) Never [ ]
6. How many teachers have left your school in the past academic year?
    a) None [ ]
    b) 1-2 [ ]
    c) 3-5 [ ]
    d) More than 5 teachers [ ]
7. Over the past five years, how would you rate the pattern of teacher turnover?
    a) Increasing [ ]
    b) Decreasing [ ]
    c) Stable [ ]
    d) Unpredictable [ ]

SECTION C: FACTORS CONTRIBUTING TO TEACHER TURNOVER

8. What do you think the primary factors contributing to teacher turnover? (Tick all that apply)
    a) Low salary [ ]
    b) Lack of motivation [ ]
    c) Poor working condition [ ]
    d) Limited promotion opportunities [ ]
    e) Leadership or management issues [ ]
    f) Personal or family-related reasons [ ]
    g) Excessive workload [ ]

9. How satisfied are teachers generally with the following? *(Use the scale: 1 = Strongly Dissatisfied, 2 = Dissatisfied, 3 = Neutral, 4 = Satisfied, 5 = Strongly Satisfied)*

Statement	1	2	3	4	5
Salary levels					
Working environment					
Leadership and management					
Opportunities for promotion					
Support from administration					
Workload balance					

SECTION D: RELATIONSHIP BETWEEN TEACHER TURNOVER AND STUDENT ACADEMIC OUTCOMES

10. In your opinion, how does teacher turnover relate to the following? (*Use the scale: 1= Very Negatively, 2 = Negatively, 3 = Average, 4 = Positively, 5 = Very Positively)*

Statement	1	2	3	4	5
Student academic achievement					
Student attendance					
Student engagement					
Continuity of instruction					

SECTION E: POLICIES AND PRACTICES RELATED TO TEACHER RETENTION

11. Which of the following policies are currently in place in your school to retain teachers? (Select all that apply)
    a) Mentorship Programmes for New Teachers [ ]
    b) Professional Development [ ]
    c) Incentives and rewards for teachers [ ]
12. How effective do you think these policies have been in reducing teacher turnover? (Please select only one)
    a) Very Ineffective [ ]
    b) Ineffective [ ]
    c) Neutral [ ]
    d) Effective [ ]
    e) Very Effective [ ]