UNIVERSITY OF CAPE COAST

EXAMINE TEACHER TURNOVER AND ITS EFFECTS ON THE

ACADEMIC PERFORMANCE OF MARS' HILL SCHOOL COMPLEX,

ACCRA.

JONAS THOMPSON

2018

UNIVERSITY OF CAPE COAST

EXAMINE TEACHER TURNOVER AND ITS EFFECTS ON THE

ACADEMIC PERFORMANCE OF MARS' HILL SCHOOL COMPLEX,

ACCRA.

JONAS THOMPSON

Dissertation submitted to the Department of Management, School of the
Business, College of Humanities and Legal Studies, University of Cape Coast,
in partial fulfilment of the requirements for the award of Master of Business
Administration degree in General Management.

APRIL 2018

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that

no part of it has been presented for another degree in this university or elsewhere.

Signature………………………………   Date ……………….......

Name: Jonas Thompson

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were

supervised in accordance with the guidelines on supervision of dissertation laid

down by the University of Cape Coast.

Signature: ……………………………   Date …………………………..

Name: Dr Mrs. Gloria Agyapong

ABSTRACT

The purpose of the study is to assess examine teacher turnover and its effects on the academic performance of Mars' Hill School Complex, Accra. The objectives of the study were, to establish the cause of teacher turnover, examine the effects of teacher turnover on the academic performance of students, examine the effects of teacher turnover on the management of private schools and determine the solutions to curbing teacher turnout in Mars' Hill School Complex. A census technique was used to select the staff of Mars' Hill School Complex and responses used for the data analysis. The study discovered that unfair rewards and promotion systems is a major cause of teacher turnover at Mars' Hill School Complex. This has the tendency to drive teachers away to leave their jobs as it makes them alienated from their job. Moreover, it was found that invariably, the academic performance of students was adversely affected because of teacher turnover in the school. Also, only a limited section of the respondents revealed that the relationship between the two parties is affected as a result of the decision of a teacher to quit his/her job. Half of the respondents did not think this has any effect on the relationship between management and teachers. Finally, it is recommended that teachers should be empowered to lead their colleagues in creating programs to improve the school climate. Principals and administrators in the school should be trained in how to develop their leadership skills, respond to teachers' ideas, and support teachers as instructional leaders.

ACKNOWLEDGEMENT

Sincere appreciation goes to my supervisor Dr Mrs Gloria Agyapong, for her insightful criticisms, timely corrections and encouragement aided the writing of Dissertation work in innumerable ways and Mr. Seyram Kawor for his encouragement in pursuing this programme.

DEDICATION

I dedicate this work to God for granting me the grace to go through this program and to my wife Naomi Thompson and my children Gloria and Vichorn for their wonderful support, and encouragement.

v

TABLE OF CONTENT

ix

LIST OF TABLES

LIST OF FIGURES

x

LIST OF ABBREVIATIONS

HRM - Human Resource Management

ET - Employee Turnover

MBTI – Myers Brigs Type Indicator

GAMA – Greater Accra Metropolitan Area

CHAPTER ONE

INTRODUCTION

Employee turnover for that matter teacher turnover is an issue that tends to affect the overall performance of an organization due to its importance. Education is the backbone of every economy and key to this is the availability of teachers who are the pillars of education. The government who is the largest stakeholder of education employs majority of teachers who graduate from the teacher training institutions and colleges of education with very few being employed by the minority stakeholders in this case the private institutions in which Mars' Hill Complex School finds itself. Labour turnover is one of the hottest and current issues that have shaped development agenda in the world (Maicibi, 2003).

Notwithstanding the importance of labour to the development of a country, education has suffered the most due certain factors like lack of teachers, learning materials, inadequate infrastructure, lack of incentives etc (Maicibi, 2003). The minority stakeholder for that matter has no option than to fall on retired teachers, polytechnic graduates, university graduates and sometimes senior secondary school graduates. Teacher turnover is basically due to the aforementioned factors tends to affect education productivity in general and largely the private schools. This study examines teacher turnover and its effect on the academic performance of Mars'Hill school in Accra and how it can be averted.

1

Background to the study

The issue of teacher turnover is one that we cannot gloss over due to the important role teachers play in education. Labour is considered as the most important factor of production. It is also an essential human resource tool for organizational growth (Maicibi, 2003). Employees are crucial to organization and invariably an intangible which cannot easily be replicated (Hall, 2002). According to Maicibi (2003) the quality of the human resources has a high correlation with the level and quality of organizational performance and productivity. But with this, labour, being rational, would look for opportunities elsewhere for better value and attention.

Labour turnover is one of the hottest and current issues that have shaped development agenda in the world (Maicibi, 2003. In a human resources context, employee turnover or labour turnover is the rate at which an employer gains and losses employees. Simple ways to describe it are how long employees tend to stay or the rate of traffic through the revolving door.

Just like any other organization, the educational sector experiences employee turnover (Candle, 2010). Candle (2010) explains that the success of every academic institution depends on how the school strives to attract and retain the best quality and right quality of the teachers. Unfortunately, it is the teaching profession that loses thousands of dedicated members each year, putting most vulnerable children and youth at a risk of failing to realize opportunities offered to them through quality education (Benner, 2000).

2

Research has shown that approximately one-quarter of all beginning teachers leave teaching within four years (Jones et al, 2000). For instance, in Chicago, a report on teacher turnover released on June 29th 2009 revealed that within 5 years most schools lose about half of their teachers. The exit of both new and experienced teachers is a great challenge for schools and school administrators as this usually carries along with negative consequences. Similar to most African countries, the status of the teaching profession is low; and that recruitment of the teachers has been haphazard and deployment has been mismanaged while their training has been inadequate (Jones et al, 2000).

Candle (2010) further emphasize that academic staffing has been undermined by large outflows of staff to other sectors of the economy, and it is most probable that it is the well trained and more experienced teachers who leave schools for better employment opportunities leaving a vacuum to be occupied by the less experienced or poor-quality teachers. Ghana is of no exception to this phenomenon. The scenario is even worse in many private schools in Accra which apparently loses many teachers every year (Opoku, 2016). The question remains, why do teachers especially in private schools leave? What are the apparent effects on student performance as well as the management of schools?

Statement of the Problem

Employee turnover is now an issue that has come to stay with organizations and almost every organization has employee turnover problems (Hall, 2002). High labour turnover is dangerous as it affects the growth and productivity of an

establishment. Vermeeren, Steijn, Tummers, Lankhaar, Poerstamper and Van Beek (2014) believe that a core of experienced workers is necessary for the success of an organization. For experience on the job and in the organization, workers must be stable. In any organization, educational institutions inclusive, in which motivation is low, a number of problems are almost certain to arise (Vermeeren et al. 2014).

The most important single resource in any organization is people (General, 2002). Teachers therefore have the biggest impact on the students because their teaching methods are instrumental in helping them learn and one approach is likely to produce different results from another (Masino & Nino-Zarazua, 2016). For over decades, salaries for teachers in Ghana have remained inadequate and unattractive (Kwarteng 2013). This could be attributed to the "the erroneous belief that teaching is a sacrificial job and that the teacher's reward is in heaven no longer holds water in today's highly competitive world. From the independence period to the present, the teacher has not seen any change for the better. Different committees have sat on the issue of low salary and poor conditions of service but none has been implemented to raise the image of the profession. This situation makes the teaching profession synonymous with poverty and frustration (Kwarteng 2013).

As a result, many teachers use teaching as a launching pad to propel themselves into more lucrative jobs. The Ghana Education Services is therefore plagued with the highest defections, resignations, vacation of posts and embarked on several industrial actions to demand for better treatment, which have yielded no concrete results. It is no wonder therefore that teachers are dissatisfied and are engaged in other jobs to supplement their meagre income. These negative habits

4

are a pointer to the fact that there is low motivation for the teacher. Hence his low output (Gyampoh, 2012).

Apart from the government schools, the general teacher turnover is overwhelmingly high in private basic schools which constitute the biggest percentage of schools in Accra. It should be noted that there is a general outcry about teacher turnover especially in private schools in search of "greener pastures". If this matter is not arrested immediately, there is a possibility of losing all potential teachers to other businesses or worse still failing to get teachers to fill the various vacuums left. This could in future cripple the Ghana Education System, which basically survives on the blood of private schools especially at the Junior high school level. In view of this discrepancy, it became imperative that a study be made to examine teacher turnover and its effects on the academic performance of private schools in Accra.

The table 1 below indicates the teacher turn over for Mar's Hill School for three academic years.

Table 1: Turnover in Mar's Hill School

Year	2014//2015	2015/2016	2016/2017
Turnover	7	6	9

Source: Mars' Hill School Data on Teacher Turnover

Looking at the teacher turn over from the above table, it is likely to affect the performance of students and this is what has necessitated this study. The study seeks to find if this is the trend in most cases and whether it will have any significant effect at Mar's Hill School.

Purpose of the study

The main objective of the study is to examine teacher turnover and its effects on the academic performance of Mars' Hill School Complex, Accra.

Objectives of the Study

The specific objective of this study seeks to;

1. Determine the cause of teacher turnover in Mars' Hill School Complex

2. Examine the effects of teacher turnover on the academic performance of students in Mars' Hill School Complex.

3. Examine the effects of teacher turnover on the management of private schools in Mars' Hill School Complex.

Research questions

1. What are the causes of teacher turnover in Mars' Hill School Complex?

2. How does teacher turnover affect the academic performance of students in Mars' Hill School Complex?

3. How does teacher turnover do affect the management of Mars' Hill School Complex?

Significance of the study

The research intends to find out the teacher turnover and its effects on performance of students in Mars' Hill School Complex. It is hoped that findings and the recommendations of the study will be useful to school management to improve upon motivational packages for teachers in order to stay for longer times in the service to teach their students to improve the standard of education in the

country. It will also help policy makers to fashion out policies that could reduce teacher turnover. The research will add to knowledge or existing literature on the turnover of teachers in Ghana.

Limitations

Some respondents were reluctant to provide their true feelings and as a result conclusion of the findings might be affected. This is due to the inaccessibility of records and the unwillingness of staff to provide relevant information as information was highly classified, private and confidential and the time frame, allotted for this study to be undertaken, combined with other tight academic schedules. Hence, no contrasting and comparisons was made with any other organisations. Some respondents did not view the importance of this study and as such were not prepared to grant audience for interviews and answering of administered questionnaires.

Organization of the study

The entire study looked at five chapters. Chapter one dealt with background to the study, statement of the problem, research objectives, research questions and the significance of the study. Other aspects of the chapter include the conceptual definitions of terms and the organization of the study. Chapter two focuses on the review of related literature, chapter three describes the methodology, which looks at the research design, the population, sample and sampling procedures, and instrumentation and data collection procedures of the study. It further covers the

7

variable of the study and the methods of data collection and analysis. The data analysis, results and discussions are captured in chapter four. Finally, the summary of the findings, conclusion and implications of the study forms the concluding chapter, which is chapter five of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter entails a review of relevant literature in order to position the study in an appropriate theoretical, conceptual and empirical framework. It discusses the relevant theories that are related to labour turnover and its effects on productivity. The theoretical framework covers Herzberg's motivation-hygiene theory of job satisfaction and the expectancy theory postulated by Victor Vroom. The chapter further presents the work done by other researchers which are considered relevant to the subject of study. This explains the causes, the effects of labour turnover on student performance and management of schools as well as the possible solutions to reducing labour turnover. The essence of this review is partly to provide a framework which constitutes the basis for drawing similarities and differences in the study.

Theoretical Review

The study is guided by the Hertzberg's motivation- hygiene theory of job satisfaction. The Hertzberg's motivation- hygiene theory of job satisfaction was propounded by Frederick Hertzberg in 1966. Hertzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect, teachers will stay in their schools so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover. This study is interested in

9

establishing whether teachers' turnover is only driven by their desire to satisfy their needs or whether there are other reasons.

The theory however assumes that all human beings have no loyalty to any organisation and that as soon as their needs are no longer satisfied; they seek other employment, which is not the case in the real world where finding employment is sometimes not very easy. Secondly, the theory concentrates on the individual's needs independent of those of the organisation or school and it does not put into consideration the fact that there may be times when the individual's services are not worthy of better pay to satisfy his/her needs and that may be a better replacement would be a welcome change. In the context of this study, there is a need to establish whether the teachers will leave the schools as soon as their needs are not satisfied or not.

While Hertzberg concentrates on the motivation-hygiene needs as the driving force for them to seek alternative employment, Capelli (2000) was of the view that it is the market, not the company that ultimately determines the movement of employees. Capelli (2000) believes that it may be difficult to counter the pool of the market and that you cannot shield your employees from attractive opportunities and aggressive recruiters and suggests that "the old goal of human resource management to minimize overall employee turnover-needs to be replaced by a new goal: to influence who leaves and when.

The study is further guided by the expectancy theory as advocated by Victor Vroom (1964). Vroom (1964) argues that employees (teachers) are likely to leave if their expectations are not met. This theory was preferred by the researcher

10

because it emphasizes what employees need or expected from an organisation and failure to fulfil those leads to low commitment, frustration, loss of morale and eventually leaving their jobs. In the context of this study, private schools can change their policies, treat their experienced staff better, reward them accordingly so as to reduce teacher turnover.

Equity Theory

This theory developed by J.S. Adam was principle people would be satisfied as long as they feel there is justice (equity). A feeling of equity and inequity over a situation obtained a person by means of compare themselves with others who messmate, workmate, and elsewhere. This theory identified elements equity includes 3 things, which is this: (i) the input, is something valuable that perceived by employees as an input against his job. (ii) Out comes, is every precious thing that is perceived as the result of his work. (iii) Comparisons personal are comparisons between the input and out comes who procures (Hellreiegel and Slocum, 2004)

Types of turnover

There are a few generally accepted models of employee turnover. The first model suggests that turnover is either voluntary or involuntary. Suggesting that an employee has chosen to leave the organization (voluntary) or they have been forced to leave (involuntary). However, Jackofsky (1984) explains that modelling turnover in this manner can vary significantly from an employee viewpoint to that of the

11

employer. Below average performers may be forced out of an organization with threats of firing or with unattractive hours or assignments, yet if the employee initiates the terminations they are recorded as voluntary. These types of employee-initiated resignations are not truly a function of the employee's desire to leave and, therefore, should be treated separately (Jackofsky, 1984).

In addition to the voluntary and involuntary model there is a second model that has been generally described as job-related, non-job-related and lack of fit within the organization (Ulschak & Snowantle, 1992). Job-related turnover includes employees who left the organization due to reason that were somewhat within the control of the employer, such factors would include dissatisfaction with working conditions, supervising conflicts or salary discrepancies.

Non-job-related turnover includes employees who leave the organization due to things in the employee's personal life that impact their performance in the workplace. Examples of these would be relocation, family problems, marital issues, emotional instability or mental health, addictions, and substance abuse. The third type or turnover is due to the employee's lack of fit within the organization. Examples of this type of turnover would include employees who were so uncomfortable in the work environment that they could not continue the employment. The discomfort may be due to many reasons. Possibly they are not fully qualified and they are having difficulty fulfilling the position, or perhaps the employee is qualified but does not work best in the work environment he or she is being placed in. These are just a few examples of an employee's lack of fit within the organization (Jackofsky, 1984).

Causes of employees' labour turnover.

Controlling employee turnover can constitute a complex and challenging task for both the workplace and administrators. Managers may have difficulty understanding and or accepting employee turnover within their organization, due to a myopic perspective of the situation. However, identifying the underlying causes, quantifying the problem, and identifying possible solution to high employee turnover can prove to be valuable information for managers who wish to make a difference (Mobley, 1982).

Numerous researchers have tried to identify the various contributing factors to employee turnover in the workplace in addition to the cause of turnover and dissatisfaction (Mobley, 1982). Tradition has focused on how employees make their decision to leave the workplace. Within these studies, the causes of employees' labour turnover are grouped into three factors: Employer related factors and teacher turnover; Employee related factors and teacher turnover; and external factors of labour turn over.

Employer related factors and teacher turnover

Many researchers cite poor pay as the primary reason for high teacher turnover worldwide. It is not uncommon for people to leave one position for a higher paying position, sometimes within the same company. Cotton and Tuttle (1986) explain that income has been consistently, related negatively to turnover. For instance, Ingersoll, (2003), reviewed the international journal of education

13

policy and leadership in Texas Districts revealed that it takes a very strong individual to teach because they are so underpaid.

How salary scales and delays in payment demoralizes the school staff, who might resort to seeking other sources of income, hence cheating on the students teaching hours (Kajubi, 2001). Also, Gritz and Theobold (1996) in their study on factors for teacher attrition discovered that pay was the most important influence on the decision by experienced male and female teachers to remain or leave the profession. Maicibi (2003) and Kayizza (1990) too conducted studies on factors of job satisfaction among teachers in selected schools and districts in Uganda and like other researchers found out that poor pay had ranked as the first factor that contributes to teacher turnover.

Teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. Schwartz (1984) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case, teachers will exit. Hanushek, Kain and Rivkin (2004) argue that while clearly important, teacher salaries are not all that matter. They show that teacher preferences cut across a range of job and school conditions may be just as important as salary in the retention decision. According to their study, teachers might be willing to take lower salaries in exchange for better working conditions.

Lack of resources in a school is a related cause of teacher turnover. This contributes to teacher job dissatisfaction which then can lead to attrition. For

instance, in New York City, a large percentage of new teachers attributed the cause of labour turnover to the inadequate basic supplies such as textbooks, poor condition of photocopying materials and the frequent breakdown of (Tapper, 1995). Also, labour turnover caused the failure of management to create group cohesion by employers. Maicibi (2003) in agreement shows that lack of group cohesion makes employees feel isolated and unhappy which might make them leave their schools.

A study carried out by Hargreaves (1994) among school teachers in the United States reveal that supportive school policies like provision of learning opportunities including mentoring of new teachers and other plans for professional development were highly correlated with teacher's commitment and turnover. The implication is that teachers are more likely to leave their jobs in circumstances where their schools do not provide learning environment and opportunities for professional growth (career progression or employee development). Similarly, Benner (2000) in his research on teacher turnover discovered that teachers feel disenchanted and demotivated to work in an environment where opportunities for personal growth are minimal. Bowey (1978) agrees with this by arguing that employees who are highly career oriented might change their jobs in order to move to a job which they regard as a step up in their career ladder.

Poor management has been recorded by many researchers as a factor for labour turnover. Maicibi (2003) reported that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape, in such a situation when an opportunity opens,

15

whether less than the present, the employees could leave without looking behind. Poor supervision and a highly centralized administration may lead to decline in motivation and morale of the staff which sometimes results into turnover.

Employer related factors and teacher turnover

Many administrators hurl responsibilities at new teachers like committees and coaching with very meagre payments if any. An increased demand for education in a limited number of schools has resulted into an increase in the teacher-student ratio. This has resulted into an increase in class size and teaching loads through double shifts and multi subject specifications for teachers which is a cause of grievance especially when the salary scale does not match the work load (Kajubi, 2001) explained that fatigue, lose morale and when the situation is not corrected or made more bearable, such teachers will seek employment in other schools.

Stew (1996) identified three role stressors, which contribute to employee turnover. These three role stressors are role ambiguity, role conflict, and role overload. Almost the opposite of lack of responsibility, role stress is a result of work environment perceptions and thus, influences affective responses such as organizational commitment. Role ambiguity results when an employee is uncertain how to perform the job. This could occur when there are undefined management positions within an organization. Role conflict is experienced when an employee receives two or more sets of expectations or demands that are incompatible and cannot be simultaneously satisfied Church et al. (1976).

16

The first two, role ambiguity and role conflict are stereos that are experienced within the organizational framework itself. Until the first two, role overload is when extra organizational variables are added into the context of the workplace. An example of this could be work-family conflict, where the pressures of the two roles conflict and one or both areas are in need of consideration. Work-Family conflict is likely to directly affect intent to leave, and the more work-family conflict an employee experiences, the greater the employee's intentions to leave the organization.

The company will be less likely to pressure the employee or manager into a conflicting situation that could contribute to the work-family conflict, knowing that increased levels of role conflict will negatively affect commitment to the organization. Westat (2002) agrees with this by arguing that in a study of personnel needs in special education cited unmanageable workloads, the interference of paper work with teaching and teaching children from 4 or more disability categories caused discontent and later turnover. Also, failure to meet employees' expectations has also been identified as a cause of teacher turnover. Maicibi (2003) argued that although every part of staff management is motivation, if expectations are raised about progress or potential rewards but unachievable, there will be a subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as a whole.

Job security is also given as one of the factors affecting teacher turnover. The phenomenon of laying-off large numbers of teachers in private secondary schools without clear reasons affects teachers' interest in teaching, kills their

17

morale and cause fear among them. Rebore (2004) noted that for fear of dismissed at any time large numbers of teachers have dejected to the business community. For instance, in Chicago, a study revealed that many teachers left schools because they were not sure of maintaining their teaching jobs and the jobs are much less stable since they have no union and no contract to protect them from capricious administrators. This aforementioned example is no exception in Ghana, especially with the private teachers.

The need to find jobs which better suit teachers' skills and interests could also explain teacher turnover. Maund (1988) confirms this by arguing that employees will leave the organisation in order to find jobs which better match their skills and interests. If employees, in this case, teachers are not intrinsically motivated and feel they are not being led in the direction they think, they and the organisation should go, will leave their schools to places where their interests can be given priority. Employees can also be demotivated if they're unclear about their responsibilities or performance standards. Maicibi (2003) in relation to this argued that if employees do not feel adequate in their jobs, they are unlikely to stay for very long on the job.

One other causal factor of turnover is teacher dissatisfaction with their employment. Job dissatisfaction has been found to be a common occurrence with several levels of severity. A direct positive correlation was found in the employee's level of dissatisfaction and the chance that the employee would leave the organization. For managerial trainees in a large merchandising firm, Porter et al. (1976) found that commitment diminished prior to the individual's actually leaving

18

the organization. Also, the level of job dissatisfaction did decrease when employers attempted to accommodate all reasonable requests for improving the work situations.

Satisfaction is very important to employees and it determines their loyalty to the organisation (school). Maicibi (2003) contends that a common reason for resignation from the organisation is the feel that management or specific supervisors are not providing the leadership they should or are treating employees unfairly, inequality or are bullying others. Some supervisors do not even orient new members who later become disgusted and leave the school.

External factors and teacher turnover

Much as employers are largely to blame for increased labour turnover, sometimes they too have to succumb to external pressure. For instance, Maund (1988) observed stiff competition for scarce labour supply and varying wages and salaries in other schools may cause labour turnover. Staffing schools with science background is still a big challenge to many school administrators, so if wages and salaries do not meet the levels of the organisation in a similar business, then individuals will find employment where the rates are competitive or rewards are better.

Related to this is the fact that other teachers leave to search for better or higher wages and better opportunities elsewhere. Rebore (2004) clarifies in recent years however educational organisation have experienced a decrease in the number

19

of applicants for mathematics and science teaching positions because of the higher wages and advancement opportunities available in private business and industry.

The disrespect of teachers by the public are another causal factor of labour turnover. Overall, teachers find a professional paradox-their community has great expectations from education but teachers are accorded low social status and held in low esteem (Jones, 2001). Many therefore leave teaching because of public pressure which regards them as the poorest, disrespect them and devalue the teaching profession. Teachers repeatedly battle public stereotypes that their jobs are easier than most other professions, all these reduce their commitment and morale to teach.

Certain businesses have been criticized for not giving employees the respect that they feel they deserve. Employees expect to be treated with dignity and respect at all levels of the job. Employees can be the deciding factor in an organization's success. For this reason, employers should treat employees with respect and in the same manner in which they would like to be treated. If management does not realize that employees are its most important assets, it will continue to have substantial turnover, mediocre productively and inadequate customer relations. In the book the one-minute manager, the author's mention that people are not pigeons, they think for themselves, and do not want to be manipulated by others (Blanchard &Johnson, 1982).

General economic conditions of the country or company in isolation may have a considerable influence on the rate of staff movement (Cole, 2002). At times of economic difficulty, firms and public-sector organisation may have to cut back

severely on employee numbers, leading to redundancies and early retirements. Most teachers leave schools because they have been offered better jobs elsewhere.

Effects of Labour turnover on student performance and management

Researchers and policy makers often assume that teacher turnover harms student learning. There are many reasons to think it would, as institutional memory is lost and resources are spent on the hiring process. On the other hand, the organizational management literature has demonstrated that some amount of turnover may in fact be beneficial to institutions and individuals. Institutional turnover can, for example, result in better person-job matches and infusion of new ideas into organizations but there is more harm than good (Abelson & Baysinger, 1984). To this end, Jackson (2010) recently demonstrated that poor person-job matches predict migration and that teachers tend to be more productive in their new schools. The institutional benefits of turnover can be enhanced if it is the less effective employees who leave.

Yet, there exists little empirical evidence for a direct effect of teacher turnover on student achievement (Guin, 2004). Most existing research on the relationship between teacher turnover and student achievement has revealed negative correlations. For example, Guin (2004) studied 66 elementary schools in a large urban district to look at relationship between school-level turnover and the proportion of students meeting standards on state-wide assessments in reading and math. Pearson correlations were significant and negative, demonstrating that schools with higher turnover also had lower achievement.

21

These results are consistent with other correlational evidence showing schools with more teacher turnover tend also to have lower-achievement (Hanushek, Kain, & Rivkin, 1999). Such evidence, though, is not necessarily causal, as a third factor (e.g. poverty, working conditions, or poor school leadership) may simultaneously cause both low achievement and higher turnover. Even if we assume the relationship is a causal one, its direction is unclear teachers leaving may cause low achievement but low achievement may also cause teachers to leave. To date, this study presents the best, pseudo-causal estimates for a direct effect of teacher turnover on student achievement.

Compositional Explanations

Most scholars who suggest teacher turnover to have a direct, causal effect on student achievement use explanations that we categorize as "compositional". They focus on the difference in quality between teachers who leave (leavers) and those who replace them to account for the overall effect of turnover on student achievement. When leaving teachers are, on average, worse than those who replace them, the effect of turnover on student achievement is assumed to be negative. In compositional explanations, the distribution of teacher quality alone is thought to drive any effects of turnover on student achievement.

In such accounts, discussion about the harmful impact of teacher turnover tends to focus on low-income, low-achieving, and high-minority schools which typically have less qualified and less experienced teachers, as well as higher turnover rates (Carroll et al., 2000; Clotfelter et al, 2007; Hanushek et al., 2004;

Ingersoll, 2001). Darling-Hammond and Sykes (2003) argue that teacher turnover has a compounding effect on low-income schools. Teachers leave before they gain the necessary experience to become effective. When they leave, low-income schools have a difficult time attracting new teachers so end up hiring inexperienced and less prepared teachers.

Just because newly hired teachers tend to be inexperienced and unqualified, however, does not necessarily imply that turnover is harmful. It is possible, for example, that hired teachers are slightly less inexperienced and unqualified than those they replaced. Though the harmful effects of having less 3 experienced and qualified teachers in low-income schools are obvious, the harmful effects of turnover are less so. In fact, a growing body of evidence indicates that more effective teachers are at least as likely, and sometimes more likely, to stay in schools than their fewer effective peers, and that this is true even in schools with historically underserved student populations (Goldhaber, Gross & Player, 2007; Hanushek & Rivkin, 2010; Murnane, 1984).

Boyd et al. (2010) studied data on teachers' applications for transfer to uncover which teachers are more likely to want to transfer from schools. They discovered that teachers who produced higher achievement gains and those with more experience were less likely to apply for transfer. This reduced interest in moving held true even for teachers in the lowest-performing schools. Murnane (1984) found evidence for selective attrition of less productive teachers, as signalled by principal ratings and prior student achievement, out of one large, urban district. Similarly, Hanushek and Rivkin (2010) found that, in Texas, those who left

23

a given school tended to be less effective than those who stayed. Contrary to common assumptions, the relative effectiveness of stayers as compared to leavers was actually highest in schools with lower-more achieving and black students. In other words, the resulting net distribution of teacher quality seemed to benefit schools with historically underserved student populations the most.

In demonstrating that less effective teachers are more likely to leave than more effective counterparts, the studies described above suggest turnover may be beneficial. However, none of these studies directly tested whether the teachers who filled vacancies in a given school were more effective on average than those they replaced. Without knowing the net distribution of quality that result, it is then difficult to draw conclusions about the overall impact of turnover. Recognizing this point, Hanushek and Rivkin (2010) did simulate the impact where only "rookie" teachers replaced exiting ones and found no overall effect of turnover on student achievement.

The results of the Hanushek and Rivkin (2010) simulation are an important challenge to the commonly held assumption that teacher turnover harms student achievement, especially that of low-performing, low-income, and non-white students. However, their findings have important limitations, even aside from being simulated, rather than observed, effects of new hires. Like all compositional accounts, the results assume that the only lever by which teacher turnover harms or helps student achievement is by adjusting the composition of teachers that make up a school's faculty. But turnover may impact student achievement beyond the relative effectiveness of those who stay as compared to those who leave. This study

contributes to existing literature by considering mechanisms for the effects of turnover beyond changes to the distribution of teacher quality.

Disruptive Explanations

The compositional explanations described in the previous section indicate that students benefit when they get teachers who are more effective than the ones that left the school. Effectiveness is thought to be something that individual teachers bring with them (or not). The overall effect of turnover depends upon the resulting distribution in effectiveness of individual teachers. If leaving teachers are equally as effective as those who replace them then there should be no net effect of turnover. In such compositional explanations, any turnover effects are driven only by leavers and their replacements. The students of teachers who stay in the same school from one year to the next then are merely bystanders, presumably unaffected by turnover.

However, others (Bryk& Schneider, 2002; Johnson, Berg, Donaldson, 2005) have suggested that turnover can have a broader organizational influence that reaches beyond leaving teachers, replacement teachers, and their students. Where turnover is considered to have a disruptive organizational influence, all members of a school community are vulnerable, including staying teachers and their students. In such disruptive accounts of turnover, even when leaving teachers are equally as effective as those who replace them, turnover can still impact students' achievement. In this section we consider prior literature that suggests a disruptive organizational impact of turnover that may, in turn, influence student achievement.

There exists substantial evidence that staff cohesion and community are related to student engagement and achievement (Bryk, Lee, & Holland, 1993;

25

Bryk& Schneider, 2002; Johnson, Berg, Donaldson, 2005). According to Bryk and Schneider (2002), the quality of relationships (trust) between teachers, and between teachers and students, predicts student achievement. Likewise, Little (1982) found "patterned norms" of interaction among colleagues that also predict student achievement. When teachers leave schools, previously held relationships and relational patterns are altered. To the degree that turnover disrupts the formation and maintenance of staff cohesion and community, it may also then effect student achievement. Guin (2004) shows that teacher turnover indeed has a negative effect on faculty interactions and school climate.

Likewise, recent study by Hanselman et al. (2011) indicates that teacher and principal turnover has a disruptive effect on the "development and maintenance of social resources" including staff collegiality, community, and trust - in a school. Moreover, these authors found the impact of turnover to be initially detrimental to "high resource" schools and initially beneficial to "low resource" schools. In other words, the disruptive influence of turnover can have either positive or negative effects depending upon a school's initial conditions.

School instructional program coherence has also been shown to predict student achievement (Newman et al., 2001). Since staff turnover presents significant challenges to the successful and coherent implementation of such instructional programs (Guin, 2004). It may also harm student achievement. With leaving teachers goes organizational knowledge important to the effective implementation of such programs (Abelson &Baysinger, 1984). Moreover, newly hired teachers initially lack essential knowledge and skills to implement an

26

unfamiliar instructional program, so must be brought up to speed before institutional progress can be made. The result in settings with persistent turnover then is that schools are always starting over rather than making progress on their programmatic agendas.

Turnover has substantial impact on the financial and human resources in districts and schools as well. There are significant financial costs associated with recruiting, hiring, and training new teachers (Barnes et al., 2007). This drains resources that might otherwise be spent on program improvement or working conditions, likely harming schools with historically underserved student populations the most (Barnes et al., 2007; Darling-Hammond & Sykes, 2003). Underserved schools tend to have more persistent turnover so suffer higher costs in keeping their classrooms staffed; moreover, they tend to have fewer resources to begin with, making it more difficult to absorb the cost of turnover or to invest in costly program improvements. Typically, new hires in underserved schools are less qualified so require substantially more remediation and often leave before gaining necessary expertise (Darling-Hammond & Sykes, 2003; 2000). Given these reasons to expect turnover to be especially harmful to historically underserved student populations, this paper looks separately at the effects of turnover in such settings.

Contrary to compositional explanations that assume stayers to be unaffected by turnover, disruptive explanations indicate that stayers may indeed be affected. Because they bear much of the responsibility for mentoring new teachers about school expectations and programs, turnover likely impacts stayers directly (Guin, 2004). Stayers must carry more of the instructional burden and have less

27

professional development resources available to them, as available resources get used up on new hires (Shields et al., 1999/2001). Persistent turnover may then have a debilitating impact on staying teachers and, in turn, their students. Above we have provided a review of literature that describes many plausible mechanisms; both compositional and disruptive by which teacher turnover likely effects student achievement. Because prior research has not adequately established a direct, causal link between teacher turnover and student achievement, however, we may be accounting for a phenomenon even before establishing that it exists.

Reducing employee turnover

A booming economy has several prosperous benefits yet attracting and keeping competent loyal employees isn't one of them. Despite the overall prosperity of the economy, it is getting harder and harder to find qualified employees to fill positions Gardner (1986). When the economy is strong and jobs are plentiful, it makes hiring the right people imperative. Hiring qualified people who will stay is well worth the time and effort when the negative implications of a single bad hire are analysed. During the labour squeeze, several suggestions have been offered to help find and retain key employees. These suggestions included: keeping a file of possible hiring candidates, offering higher wages, internet advertising, implementing a probationary period in which new employees would be rated, awarding a bonus to those employees who successfully refer someone (must stay for a certain period of time), and extending the employee training period. Job banks are another way of staying on top of the turnover issue.

28

Companies should be constantly recruiting and not waiting until there is a vacancy, keeping a file of possible candidates, even if there are no job openings. When there is an opening, there will be a list of contenders. Finding the right candidates for a specific job could include "rounding up" current employees who have been successful and testing them. A test such as the MBTI (Myers Briggs Type indicator) may reveal personality traits common to strong performers within the organization.

Types of turnover in relation to reducing employee turnover

Three types of employee turnover were highlighted earlier in the chapter. They were described as job-related, non-job-related, and lack of fit within the organization. Within each of these turnover types corrective strategies can be put in place in order to combat against turnover. Job-related turnover includes employees who left the organization due to reasons that were somewhat within the control of the employer. Such factors would include dissatisfaction with working conditions, supervising conflicts or salary discrepancies (Ulschak & Snowantle, 1992).

Corrective steps taken by some employers to decrease this type of employee turnover include training programs for supervisors, clarification of the employee's purpose or role and identifying scheduling solutions. Non-job-related turnover occurs when an employee leaves the organization due to things in the employee's personal life that impact their performance in the workplace. Examples of these would be relocation, family problems and chemical abuse. Some employers have

29

responsive programs to address the problems in this category, including employee assistance programs and stress management training.

The third type of turnover is due to the employee's lack of fit within the organization. Examples of this type of turnover would include employees who were so uncomfortable in the work environment that they could not continue the employment. Attempts have been made to address this area of potential problems. The preferred method would be to take a proactive stance by testing the potential employee. This would require pre-employment testing along with the interview process. An example of this approach would be to develop a behavioral profile of the candidate using a standardized test instrument and compare that against the demands of the work situation as a whole (Ulschak & Snowantle, 1992).

Based upon empirical evidence at the Quaker Chemical Corporation, employees who rated high on subjective criteria, including likeability, sense of humor and ability to adapt as a team player, were five times as likely to be successful as those whose score was not as high (Gardner, 1986). The other way to address poor fit turnover problems would be to implement strategies that were designed to improve the probability of a good fit. For example, organizations have attempted to build employee commitment through solid orientation programs, training employees for success on the job and conducting exit interviews to find areas in need of improvement. If a company is truly affected by turnover and its associated negative aspects, they need to be more realistic about who they are hiring. Sample groups of workers should be examined to determine skills and interpersonal traits necessary for success in the organization or position.

Denvir and McMahon (1992) reported that high levels of turnover can become substantial and detrimental to the organization, it prevents relationships between employees and employers, and it inhibits growth of mutual responsibility. It involves heavy administrative costs and a substantial loss of productivity through the breaking up of teams who are used to working together". Yet managers may have difficulty understanding and or accepting employee turnover within their organization, due to a myopic perspective of the situation. However, identifying the underlying causes, quantifying the problem, and identifying possible solutions to high employee turnover can prove to be valuable information for managers who wish to make a difference (Mobley,1982).

Conceptual framework of the study

Figure 1 illustrates the conceptual framework of this study, it depicts the various constructs and variables used in this study. The framework also indicates how the various variables have been operationalised in the context of this study.

```
┌──────────────────────────┐
│ Employer related factors:│
│ -Wages/Benefit           │                   ┌──────────────┐
│ -Supervision             │                   │              │      ┌──────────────┐
│ -Poor condition of work  │─────┐             │  Employee    │      │ Students'    │
│ - Lack of Promotion      │      \            │              │─────▶│              │
└──────────────────────────┘       ▶           │  Turnover    │      │ Academic     │
                                     ┌──────────┤              │      │ Performance  │
┌──────────────────────────┐       ▶│          └──────────────┘      └──────────────┘
│ Employee related         │      /
│ factors:                 │─────┘
│ -Job satisfaction        │
│ -Personal decision       │
│ -Career growth           │
└──────────────────────────┘
```
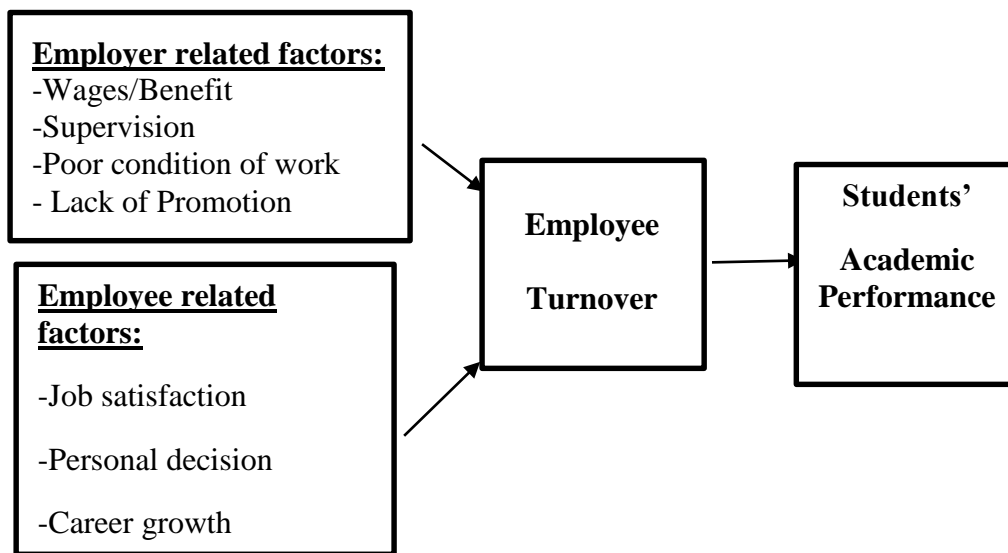
Figure 1: Conceptual framework, Thompson (2017).

31

The conceptual framework depicts that there are factors related to employees and those related to employers that influences the turnover intentions of teachers in the school. In this study, turnover has been operationalised as the proportion of teachers that leave the organisation per annum compared to those employed in the same year. Employer related factors such as; wages and benefits, supervision, working condition and lack of promotion may affect the rate with which employees leave the organisation. This is supported by the theory underlying this study, according to Hertzberg's theory, some of these factors may either act as a hygiene or a motivator.

The employee related factors that may influence the extent to which employees leave and join the organisation include; Job satisfaction, personal decision and career growth. An individual teacher's quest to grow in his or career may cause turnover to the extent that the current school fails to meet such desires. Also, the extent to which the feels satisfied in this current job may lead to turnover in addition to personal decision to leave. The study proposes through the framework that the rate of turnover has an effect on the academic performance of students in the school. Academic performance in this study has been operationalised to include, the productivity of students, classroom performance, response to instructional programmes. Other measures for performance include responds to teaching style, exams performance and familiarity of students with teachers. The framework posits that when there is high turnover among teachers it affects the performance of students on the dimensions listed above.

Chapter Summary

This chapter presented a critical review of literature and concepts in the study. The chapter began by providing a theoretical background for the study. Hertzberg's hygiene theory of job satisfaction was used as the main theory underpinning the study. The Equity Theory was also used to support the link among Turnover intentions, motivation and Performance of employees. The study also reviewed the concepts of turnover as defined in literature, reviewed issues pertaining to turnover intentions and the effect on employee performance. The chapter also presented a critical review of empirical works in line with the objectives of this study. Finally, the chapter concluded by provided a diagrammatic conceptual framework of the key variables used in this study.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter will discuss the methodology employed in the study. This will include the study area, research design, the study population, data and sources, sample size, sample selection procedure, data collection instruments and methods, quality control, procedure of data collection, data analysis and ethical considerations.

Study area

Accra is the capital and largest city of Ghana, with an estimated urban population of 2.27 million as of 2012.It is also the capital of the Greater Accra Region and of the Accra Metropolis District, with which it is conterminous. Accra is furthermore the anchor of a larger metropolitan area, the Greater Accra Metropolitan Area (GAMA), which is inhabited by about 4 million people and the eleventh-largest metropolitan area in Africa. This makes Accra the 11th largest metro area in Africa.

Accra serves as the Greater Accra Region's economic and administrative hub. It is furthermore a centre of a wide range of nightclubs, restaurants, and hotels. The central business district of Accra contains the city's main banks and department stores, and an area known as the Ministries, where Ghana's government administration is concentrated. Economic activities in Accra include the financial and commercial sectors, fishing, and the manufacture of processed food, lumber,

plywood, textiles, clothing, and chemicals. It also the hub of many public and private basic, junior and senior high school as well as universities.

Research Design

  The study used the cross-sectional survey design which is the most commonly used research method in social research. Amin (2005) asserts that results from such a survey method are easily extrapolated to the entire population. Besides, this method is time saving, and less costly given the fact that the study population was big. The study used mixed methodology. That is, combination of qualitative and quantitative methods. Creswell, (2003) asserts that a mixed methods design is useful to capture the best of both quantitative and qualitative approaches. This is used in the different phases of the research to obtain a variety of information on the same issue, use the strength of each method to overcome the deficiencies of the other and generally obtain a higher degree of validity of reliability i.e. have a deeper analysis.

  Furthermore, this study adopted descriptive research design, specifically cross-sectional survey design using both the quantitative and qualitative methods of data collection. Descriptive study according to Gall et al (1996) enables the researcher to collect information from a cross-section of a given population. Descriptive research thus involves collecting data in order to test hypotheses or answer research questions concerning the current status of the subject of the study Gay (1992). According to Allen and Babbie (2001) descriptive seeks to portray accurately the characteristics of a population. Amedahe (2002) also maintains that

35

in descriptive research, accurate description of activities, objects processes and persons is the objective.

The descriptive survey was used because it specifies the nature of a given phenomenon and reports things the way they are. In this study, the researcher intends not manipulate variables, data is collected under natural settings to answer the research questions which are geared towards determining the status quo of sociological and psychological variables as they occur in natural settings (Wiersma, 1991). Also, the descriptive survey will be used because condition and events already exist and there is no intervention in terms of treatment to experimental groups. Furthermore, the researcher describes variables and procedures as accurately and completely as possible in descriptive survey designs. This makes it possible for the study to be replicated by other researchers.

Study Population

According to Saunders (2003), a population relates to the entire set of data that is of interest to the researcher, and the target population refers to the group of people or objects from which the sample should be taken. The study population is made up of teachers at Mars' Hill School complex in Accra. The teachers were selected because they are directly concerned with the academic performance of students and they know why teachers leave schools. Therefore, the population of this study is made of 36 teaching staffs of the Mars' Hill School complex.

Data and sources

The data for the study will be collected from primary and secondary sources. The primary data will be collected from the field by the use of questionnaires and interview guide while the secondary data will be obtained from related literature and relevant published materials. Secondarily data from materials such as textbooks, newspapers, journals and internet will be used to back up primary information and relate the findings to other approaches already in existence.

Sampling Procedure

A representative sample, according to Gall et al (1996) gives results that can be generalized to the study population. Sampling is a procedure of selecting a part of a population on which a research or study can be conducted. These samples are normally supposed to be selected in such a way that conclusions drawn from the study can be generalized for the entire population (Leady, 2003). The sample for the research was chosen from the teaching staff of Mars' International school. Due to the small number of the population, Census method was used. Census method obtains data from every member of the population. So, the respondent for the study is made of the 36-teaching staff of the school.

Data collection instruments and methods

Questionnaire survey

The study will use a self-administered questionnaire and semi structured instruments to collect data from students. McMillan and Schumacher (2001)

recommend a questionnaire if the researcher knows that the respondents will be in position to answer the questionnaire. Closed ended and scaled items will be carefully used because to generate information of influence, facilitates response since the questions are multiple choices and data can be categorized easily. The scaled items, according to Macmillan and Schumacher (2001) allow fairly accurate assessments of opinions.

Key Informant Interviews

Face to face interviews will be carried out with the head teachers and teachers to cross check the response from the questionnaire. These are designed in a way that more specific and truthful answers will be generated. These will help capture information not provided by the questionnaires. The use interview guide by the researcher is to capture the respondents' views. This method is preferred because of its flexibility and ability to provide new ideas on the subject (Kothari, 1990).

Validity of instruments

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or the extent to which a method of data collection measures what it is supposed to measure (Amin, 2005; Bell, 1997). To establish the validity of instruments, the research instruments was pre-tested by administering the questionnaires to 5 teachers and 5 students in these selected schools in Accra. This is intended to correct any errors that might be identified before the main study.

38

Reliability of instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1997). According to Bell (1993) there are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or the split half method. As she recommends, reliability of this study's instruments is ascertained by pre-testing the questionnaires and interview guide in the field. The researcher established the reliability of the questionnaire by a pre-test. The researcher will give the questionnaire guides to the same groups of respondents and re-testing was done. In both tests, it is estimated that the results will be the same, a confirmation that they are reliable.

Procedure of data collection

The researcher will be assisted by research assistants in distribution and administering questionnaires. Interviews were conducted and recorded by the researcher. The data collected will be computed with the use of computer, edited and coded to minimize obvious errors. Then data were grouped into tables and frequency graphs. The collected data will be analysed, interpreted and then discussed.

Data analysis

Information obtained from questionnaires and interviews were coded and updated on a coding framework. Qualitative data were transcribed and descriptively

39

analysed while quantitative data were analysed using a statistical package (Statistical Package for Service Solutions version 20). The researcher used a quantitative research design using descriptive statistics such as frequency counts, percentage charts and averages for structured items meanings are contextualized, interpreted and organized according to their sources. The recorded data were analysed using the Chi-Square Goodness-of-fit. Chi-square goodness-of-fit was used because both variables are categorical and there is the need to compare the observed frequencies with the expected frequencies.

Ethical consideration

The most probable problems in the study are privacy and confidentiality of the respondents. Many teachers and head teachers are at first uncomfortable to release information on particular aspects like academic performance of students. However, the respondents were assured of the confidentiality of their responses by the researcher and eventually respond. The researcher ensured that responses given by participants could not be traced back to the respondents in the analysis. Respondents' names will not be included in the questionnaire or interview guide to ensure confidentiality. The recorded information gathered from the interviews were transcribed for further analysis. Respondents were obliged to provide written informed consent, which requires that respondents are competent and had full understanding of the study, voluntariness in participation and the freedom to decline or withdraw at any time during the research process (Terre Blanche, Durrheim & Painter, 2006).

Chapter summary

This chapter described the methods used in achieving the aim of this study. The study employed a quantitative method which involves structured questionnaire for data collection and analysis. Ethical consideration of the study has also been revealed which involves a written permission letter presented for approval before the commencement of the data collection. Data analysis also considered by using and the Statistical Package for Social Sciences (Version 21.0) for generating the descriptive statistics.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The current chapter presents the results and discussion of this study. The main objective of the study is to examine teacher turnover and its effects on the academic performance of Mars' Hill School Complex, Accra. In line with this, the specific objectives are to establish the cause of teacher turnover in Mars' Hill School Complex, examine the effects of teacher turnover on the academic performance of students in Mars' Hill School Complex, examine the effects of teacher turnover on the management of private schools in Mars' Hill School Complex and Determine the solutions to curbing teacher turnout in Mars' Hill School Complex. The chapter begins with the demographic data of the respondents and followed by sections that answer the research questions of the study. The findings have been presented in frequencies, percentages, inferential statistics, tables and figures.

Socio-Demography of Staff

Table 3: Gender of respondents

	Frequency	Percent
Male	21	58.3
Female	15	41.7
Total	36	100.0

Source: Fieldwork, Thompson (2017)

From table 3, the analysis of the gender of the respondents shows that 58.3% are males while the remaining 41.7% are females. This shows that males are dominant in this study.

Table 4: Age of respondents

	Frequency	Percent
25-29 yrs	15	41.7
30-34 yrs	5	13.9
35-39 yrs	9	25.0
40 yrs and above	7	19.4
Total	36	100.0

Source: Fieldwork, Thompson (2017)

From table 4, the analysis of the age distribution of the respondents has been presented. It was shown that 41.7% are 25 years to 29 years old followed by those between 35 to 34 years who represented 25% of the sample size. Those who were 40 years and above represented 19.4% of the entire sample size. The remaining 13.9% were however 30-34 years.

Table 5: Marital status of respondents

	Frequency	Percent
Single	16	44.4
Married	20	55.6
Total	36	100.0

Source: Fieldwork, Thompson (2017)

43

The table 5 shows the marital status of the respondents of this study. It was revealed that 55.6% of them are married with the remaining 44.4% being single.

Table 6: Level of education respondents

	Frequency	Percent
secondary school and below	9	25.0
commercial/vocational	1	2.8
Polytechnic	5	13.9
Tertiary	21	58.3
Total	36	100.0

Source: Fieldwork, Thompson (2017)

The table 6 shows the level of education of the respondents. Majority of them representing 58.3% had earned tertiary education. Twenty-five percent had earned secondary school education or below whereas 13.9% had polytechnic education. Only 2.8% had earned commercial or vocational education.

Table 7: Job position of respondents

	Frequency	Percent
Assistant Headmaster	1	2.8
Attendant	7	11.1
Cashier	1	2.8
Cleaner	2	5.6
Headmaster	1	2.8
Office assistant	1	2.8

Teacher	23	63.9
Total	36	100.0

Source: Fieldwork, Thompson (2017)

In the analysis of the job positions of the respondents from table 7, it was revealed that 63.9% were teachers, 11.1% were attendants, 5.6% were cleaners while headmasters, assistant headmasters and cashiers represented 2.8% each.

Cause of teacher turnover in Mars' Hill School Complex

One of the objectives of this study is to identify the main causes of employee turnover at Mars' Hill School Complex. Respondents were given a set statements in which they are required to indicate their degree of agreement or otherwise to these statements. The statements were measured on a 5-point likert scale where: strongly disagree = 1; disagree = 2; neutral = 3; agree = 4; strongly agree = 5. For analyses purposes the mean with standard deviations of the responses given by respondents were computed. These were then analysed with mean ranks. Mean values closer to 4 and above were interpreted as agreement, those closer to 2 and below were interpreted as disagreement whereas those closer to 3 were neutral. The findings have been summarized in table 4.6 below.

Table 8: Descriptive Cause of teacher turnover in Mars' Hill School Complex

	N	Mean	S.D.
Unfair rewards and promotion systems would drive me to leave my current job	36	4.39	0.64
I believe that mismanagement is one of the basic reasons for employees to leave their current job	36	4.11	0.67

45

My head encourages team work	36	4.03	0.77
The learning environment is comfortable and allows ease to perform my job	36	3.92	0.44
I am provided with necessary tools/resources for learning	36	3.89	0.62
The relationship between employees and managers is good	36	3.86	0.59
The relationship between our managers and managers is good	35	3.86	0.60
I am provided with necessary tool to complete my job	36	3.83	0.56
Management addresses the work-related issues to the dissatisfied employees	36	3.50	0.85
Management addresses the work-related issues to the dissatisfied employees	36	3.50	0.85
My current organization is impartial for overall benefits of employees	36	3.39	0.99
I am satisfied with my current salary	36	3.03	0.74

Source: Fieldwork, Thompson (2017)

From table 8 above, it was shown that respondents agreed that there are unfair rewards and promotion systems and these would drive teachers away to leave their jobs. This statement recorded a mean score of 4.39 with a standard deviation of 0.64. Hence when the staffs of Mars' Hill School Complex feel aggrieved about the rewards given to them by management of the school, it becomes a viable reason to 'lay down their tools' and leave the school. Moreover, it was agreed that mismanagement is one of the basic reasons for employees to leave their current job. A mean of 4.11 with a standard deviation of 0.67 was recorded as shown in the table. Maicibi (2003) postulates that when employees work under poor management conditions, they tend to behave like caged animals looking for the

46

slightest opportunity to escape, in such a situation when an opportunity opens, whether less than the present, the employees could leave without looking behind It also emerged from the analysis that respondents, who are staff members of the school, are neutral about whether the school is impartial over all the benefits of employees. Their neutrality however leaves much to be desired since it neither means they agree nor disagree with this assertion. Hence partiality over the benefits of the staffs of the school is likely to be a cause of employee turnover. The mean score and the standard deviation are 3.38 and 0.99 respectively.

Moreover, there was a neutral opinion on whether respondents are satisfied with their current salary. Here again, a neutral view can also imply that employee turnover can be instigated by dissatisfaction with one's current salary since the response neither indicate satisfaction nor dissatisfaction (M=3.02, SD=0.74). In line with this Cotton and Tuttle (1986) explain that income has been consistently, related negatively to turnover. It has been argued that poor salaries demoralize staff, who might resort to seeking other sources of income, hence cheating on the students teaching hours (Kajubi, 2001). On the contrary, Hanushek, Kain and Rivkin (1982) argue that while clearly important, teacher salaries are not all that matter.

On the other hand, the analyses showed that the learning environment is comfortable and allows ease to perform their responsibilities (M=3.92, 0.44). This therefore does not serve as a cause of employee turnover in the school. Schwartz (1984) explains that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case, teachers will exit.

47

Respondents also agreed that the school provides them with the necessary tools and resources to perform their task (M=3.89, SD=0.62). Moreover, a mean of 3.8 showed respondents agreed to the view that there is a good relationship between the employees and the managers of the school (M=3.87, 0.60). It was also agreed that management addresses the work-related issues to dissatisfied employees (M=3.5, SD=0.85). It has therefore been established that the main cause of employee turnover at Mars' Hill School Complex are unfair rewards and promotion systems, mismanagement, impartiality, and dissatisfaction with current salary.

The effects of teacher turnover on the academic performance of students in Mars' Hill School Complex

In this section, the study set out to examine the effects teacher turnover on the academic performance of students of Mars' Hill School Complex. Respondents were given a set statements in which they are required to indicate their degree of agreement or otherwise to these statements. The statements were measured on a 5-point likert scale where: strongly disagree = 1; disagree = 2; neutral = 3; agree = 4; strongly agree = 5. For analyses purposes the mean with standard deviations of the responses given by respondents were computed. These were then analysed with mean ranks. Mean values closer to 4 and above were interpreted as agreement, those closer to 2 and below were interpreted as disagreement whereas those closer to 3 were neutral. The findings have been summarized in table 9 below.

48

Table 9: Effects of teacher turnover on the academic performance of students

	N	Mean	S.D.
New teachers should be brought up to speed.	36	3.96	0.81
The performance of students went down because of turnover	36	3.94	0.98
Teachers do not stay at the school for long and that affect student performance.	36	3.89	0.95
The students are not productive because some teachers left	36	2.83	1.06
The teaching style has changed over the period	36	2.72	0.97
Newly hired teachers lack skills to implement instructional programme	36	2.53	0.97
The change in instructional programme has affected student learning	36	2.50	1.06
The students didn't make it in the exams because of frequent replacement of teachers	36	2.44	1.21
The students are not familiar with their teachers	36	2.25	1.08

Source: Fieldwork, Thompson (2017)

From table 9 below, it was shown that there are some implications for frequent employee turnover at Mars'' Hill School Complex. Based on the interpretations of the findings, it emerged that the performance of students went down because of employee turnover. A mean score of 3.94 and a standard deviation of 0.98 showed that respondents agreed with this view. This result is consistent with other correlational evidence showing schools with more teacher turnover tend also to have lower-achievement (Hanushek, Kain, & Rivkin, 1999). Even though this can be debatable, Guin (2004) also studied 66 elementary schools in a large urban district to look at relationship between school-level turnover and the proportion of students meeting standards on state-wide assessments in reading and math. Pearson

correlations were significant and negative, demonstrating that schools with higher turnover also had lower achievement.

Moreover, respondents agreed to the view that new teachers must be brought up to speed to be able to catch up with the needs of the students (M=3.96, SD=0.81). This is important because a study carried out by Hargreaves (1994) revealed that among school teachers in the United States reveal that supportive school policies like provision of learning opportunities including mentoring of new teachers and other plans for professional development were highly correlated with teachers' commitment and turnover. However, respondents disagreed that newly hired teachers lack the skills to perform efficiently in teaching the students (M=2.53, SD=0.97). They also disagreed that the students are not with the new teachers (M=2.25, SD=1.08). Even though the respondents agreed that employee turnover has an implication on the performance of the students, they disagreed that it affected student's performance in the recent examinations conducted by the school (M=2.44, SD= 1.21).

Effects of teacher turnover on the management of Mars' Hill School Complex

This is the final section of this chapter. In this section, the aim is to determine the effects of teacher turnover on the management of Mars' Hill School Complex. In this regard, the study examined the relationship that exists between staff and management when there is an intention of a turn over. Half of the respondents answered in the negative that they do not think their relationship with

50

management has changed because of their intentions to leave. However, 27.8% were unsure while only 22.2% said yes. This has been summarized below.

Table 10: Turn over effect on management and staff

	Frequency	Percent
Yes	8	22.2
No	18	50.0
Don't know	10	27.8
Total	36	100.0

Source: Fieldwork, Thompson (2017)

Moreover, respondents were asked whether they have made any grievances to the headmaster of the school. Only 36% said yes while the majority of them representing 63.9% said no. See table 9 for summary.

Table 11: Grievances made by employees

	Frequency	**Percent**
Yes	13	36.1
No	23	63.9
	36	100.0

Source: Fieldwork, Thompson (2017)

Moreover, those who answered yes were therefore asked about how they feel about the response given to them by management. It emerged that 92.3% of them were not satisfied while only 7.7% were satisfied. See table 10 for summary.

51

Table 12: Responses to grievances

	Frequency	Percent
Satisfied	1	7.7
Not satisfied	12	92.3
Total	13	100.0

Source: Fieldwork, Thompson (2017)

Respondents were also asked whether they have been given any long or short-term training program provided by the school. It emerged that 58.3% said no while the remaining 41.7% said yes. See table 13 for summary

Table 13: Training programs for teachers

	Frequency	Percent
Yes	15	41.7
No	21	58.3
	36	100.0

Source: Fieldwork, Thompson (2017)

Demography of students

Table 14: Demographic data of students

	Gender	Age		Persons they live with		Years attending of the school	
Male	60%	12-14yrs	31.4%	Both parents	58.8%	7 years	11.4%
Female	40%	15-17yrs	67.1%	Mother	14.7%	8 years	61.4%
		18 and above	1.4%	Father	13.2%	9 years	25.7%
				Guardian	13.2%	10 years	1.4%

Source: Fieldwork, Thompson (2017)

52

The table 14 presents the demography the students. It shows that 60% of the respondents were males while 40 % are females. Moreover, the dominant age group is 15-17 years. They represented 67.1% of the sampled students in this study. It was also shown that majority of them live with both of their parents. This was recorded as 58.8%. It was again observed that majority of the respondents have been in the school for 7 years. This was recorded as 61.4% of the sample size.

Chapter Summary

The study revealed that there are some implications for frequent employee turnover at Mars'' Hill School Complex. Based on the interpretations of the findings, it emerged that the performance of students went down because of employee turnover. A mean score of 3.94 and a standard deviation of 0.98 showed that respondents agreed with this view. This result is consistent with other correlational evidence showing schools with more teacher turnover tend also to have lower-achievement (Hanushek, Kain, & Rivkin, 1999). Even though this can be debatable, Guin (2004) also studied 66 elementary schools in a large urban district to look at relationship between school-level turnover and the proportion of students meeting standards on state-wide assessments in reading and math

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study examined teachers and students' perception of turnover and academic performance in Mars' Hill School Complex, examining the effects of teacher turnover on the management of private schools in this case Mars' Hill School Complex and determining the solutions to curbing teacher turnout in Mars' Hill School Complex. The chapter begins with the summary of the findings of the study. Conclusions are therefore drawn with recommendations from the researcher.

In relation to identifying the causes of teacher turnover in Mars' Hill School Complex the study found that unfair rewards and promotion systems is a major cause of teacher turnover at Mars' Hill School Complex. This has the tendency to drive teachers away to leave their jobs as it makes them alienated from their job. Similarly, Benner (2000) in his research on teacher turnover discovered that teachers feel disenchanted and demotivated to work in an environment where opportunities for personal growth are minimal.

Mismanagement was also identified as one of the causes of teacher turnover at Mars' Hill School Complex. Maicibi (2003) reported that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape, in such a situation when an opportunity opens, whether less than the present, the employees could leave without looking behind. Maicibi (2003) again contends that a common reason for resignation from an organization is the feel that management or specific supervisors are not

54

providing the leadership they should or are treating employees unfairly, inequality or are bullying others. It was also identified that partiality in the benefits given to employees is another reason why teachers leave the school. Dissatisfaction with their current salary was also identified as a reason why teachers of Mars' Hill School Complex leave their jobs.

Gritz and Theobold (1996) in their study on factors for teacher attrition discovered that pay was the most important influence on the decision by experienced male and female teachers to remain or leave the profession. Moreover, the study examined the effect of teacher turnover on the academic performance of students. It was discovered that, invariably, the academic performance of students was adversely affected because of teacher turnover in the school. In light of this, it was shown that teachers must be given regular on the job training in order to keep them abreast with modern and improved methods of teaching.

Finally, the study examined the effect of the intended employee turnover on the relationship between management and employees. In this analysis, only a limited section of the respondents revealed that the relationship between the two parties is affected as a result of the decision of a teacher to quit his/her job. Half of the respondents did not think this has any effect on the relationship between management and teachers. Moreover, only small proportion of the teachers does make their grievances to management. Majority of them, however, do not inform management about any issues they might have. This is not the best way to maintain a healthy relationship between management and teachers rather; mechanisms should be put in place to encourage teachers to freely discuss any grievances with

their employers. Even for those who made their issues known to the management, majority of them were not satisfied with the response given to them. In addition, majority of the respondents indicated that there are no training programs for the teachers as they go about their duties.

Conclusion

Productivity is very important issue for an industry or organization. There are several factors on which productivity of an organization mostly depends upon. Employee's turnover is one of them which is considered to be one of the challenging issues in business nowadays. The impact of turnover has received considerable attention by senior management, human resources professionals and industrial psychologists. It has proven to be one of the costliest and seemingly intractable human resource challenges confronting several organizations globally. In the school environment teachers are crucial to the success of our students. Yet many of them are leaving their schools and the profession every year, particularly in poorer, lower-performing schools. Several studies have attempted to identify why teachers leave and how to stem their turnover, but few have identified the quality of teachers who are departing. As in any profession, not all attrition is bad, but whether bad or good, it has financial ramifications.

Recommendations

Some recommendations were made based on the findings from the study. Teachers should be empowered to lead their colleagues in creating programs to

improve the school climate. If teachers are able to participate in improving their school, they are more likely to feel invested in its future.

Principals and administrators in the school should be trained in how to develop their leadership skills, respond to teachers' ideas, and support teachers as instructional leaders. This would help principals to get a better understanding of their teachers' points of view. As a result, principals will be more likely to consider the voices of teachers when making decisions for the school as a whole.

There should be a fair and transparent system to of rewarding and promoting teachers in the school. Recognizing an employee's efforts demonstrates that the job they're doing is valuable to the business. It sends the message that their hard work is worth rewarding and therefore must be important. This, in turn, makes the individual feel that they are making a difference. The need to curb employee turnover cannot be overemphasized because a high staff turnover leads to poor morale that can make others want to look elsewhere. The time required to find and train new staff affects utilization and the fiscal costs are high, so retaining staff has to be a priority. The provision of rewards gives employees a tangible reason to stay.

Management must recognize excellent performance, and especially, link pay to performance to reduce employee turnover. They should also offer an attractive, competitive, comprehensive benefits package with components such as life insurance, disability insurance and flexible hours.

Suggestion for Further Research

This study was based on quantitative analysis but in the near future, however, the population was relatively small, hence another study can be done to

cover a larger population; this will help teachers and policy makers to better describe the situation and also explain in detail the reason for the answers that have been uncovered using quantitative.

REFERENCES

Abelson, M. A., & Baysinger, B. D. (1984). Optimal and dysfunctional turnover: Toward an organizational level model. *Academy of management Review*, *9*(2), 331-341.

Amedahe, F. K. (2002). Fundamentals of educational research methods. *Mimeograph, UCC, Cape Coast*.

Amin, S. M., & Wollenberg, B. F. (2005). Toward a smart grid: power delivery for the 21st century. *IEEE power and energy magazine*, *3*(5), 34-41.

Bell, C. M. (1997). *Ritual: Perspectives and dimensions*. Oxford University Press on Demand.

Blanchard, O. J., & Watson, M. W. (1982). Bubbles, rational expectations and financial markets.

Blanche, M. T., Blanche, M. J. T., Durrheim, K., & Painter, D. (Eds.). (2006). *Research in practice: Applied methods for the social sciences*. Juta and Company Ltd.

Boyd, P., & Harris, K. (2010). Becoming a university lecturer in teacher education: expert school teachers reconstructing their pedagogy and identity. *Professional development in education*, *36*(1-2), 9-24.

Bryk, A. S., Lee, V. E., & Holland, P. schools and the common good 1993 Cambridge.

Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.

Candle, J. (2010). Factors affecting teacher turnover in private secondary schools in Wakiso District. *Unpublished Mastter's Project, University of Kampala*.

Carroll, C. D., Overland, J., & Weil, D. N. (2000). Saving and growth with habit formation. *American Economic Review*, *90*(3), 341-355.

Chawla, N. V., Bowyer, K. W., Hall, L. O., & Kegelmeyer, W. P. (2002). SMOTE: synthetic minority over-sampling technique. *Journal of artificial intelligence research*, *16*, 321-357.

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review*, *26*(6), 673-682.

Cotton, J. L., & Tuttle, J. M. (1986). Employee turnover: A meta-analysis and review with implications for research. *Academy of management Review*, *11*(1), 55-70.

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, *209*, 240.

Darling-Hammond, L., & Sykes, G. (2003). Wanted, a national teacher supply policy for education: The right way to meet the" highly qualified teacher" challenge. *education policy analysis archives*, *11*, 33.

Davies, H., Bignell, G. R., Cox, C., Stephens, P., Edkins, S., Clegg, S., ... & Davis, N. (2002). Mutations of the BRAF gene in human cancer. *Nature*, *417*(6892), 949.

Denvir, A., & McMahon, F. (1992). Labour turnover in London hotels and the cost effectiveness of preventative measures. *International Journal of Hospitality Management*, *11*(2), 143-154.

Diehl, P. L., & Gay, L. R. (1992). Research methods for business and management. *New York: McMillan*.

Dimsdale, J. E., Hackett, T. P., Hutter, A. M., Block, P. C., Catanzano, D. M., & White, P. J. (1979). Type A behavior and angiographic findings. *Journal of Psychosomatic Research*, *23*(4), 273-276.

Dong, S. S., Williams, J. P., Jordan, S. E., Cornwell, T., & Blair, H. C. (1999). Nitric oxide regulation of cGMP production in osteoclasts. *Journal of cellular biochemistry*, *73*(4), 478-487.

Donna Glassbrenner, United States. National Highway Traffic Safety Administration, National Center for Statistics, Analysis (US), & Westat, inc. (2002). *Safety belt and helmet use in 2002: overall results*. National Highway Traffic Safety Administration.

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. Longman Publishing.

Gardner, M. J., & Altman, D. G. (1986). Confidence intervals rather than P values: estimation rather than hypothesis testing. *Br Med J (Clin Res Ed)*, *292*(6522), 746-750.

Goldhaber, D., Gross, B., & Player, D. (2007). Are Public Schools Really Losing Their Best? Assessing the Career Transitions of Teachers and Their Implications for the Quality of the Teacher Workforce. Working Paper

12. *National Center for Analysis of Longitudinal Data in Education Research*.

Gritz, R. M., & Theobald, N. D. (1996). The effects of school district spending priorities on length of stay in teaching. *Journal of human resources*, 477-512.

Gruba, P. A. (1999). *The role of digital video media in second language listening comprehension* (Doctoral dissertation).

Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *education policy analysis archives*, *12*, 42.

Gyampoh, C. (2012). The effect of teacher turnover on performance of students in Ghana Education Service: a comparative study of Nifa and Okuapeman Senior High School in Akuapem north district. *Unpublished University thesis.* Kwame Nkrumah University of Science and Technology. Accessed on 13th February 2018.

ir.knust.edu.gh/123456789/4417/1/Ghampoh%20thesis%20final.pdf

Hall, D., Garnett, S. T., Barnes, T., & Stevens, M. R. (2007). Drivers of professional mobility in the Northern Territory: dental professionals. *Rural and Remote Health*, *7*(1), Article-No.

Hanushek, E. A., & Rivkin, S. G. (2010). *Constrained job matching: Does teacher job search harm disadvantaged urban schools?* (No. w15816). National Bureau of Economic Research.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of human resources*, *39*(2), 326-354.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. Teachers College Press.

Jackofsky, E. F. (1984). Turnover and job performance: An integrated process model. *Academy of Management review*, *9*(1), 74-83.

Jackson, M. O. (2010). *Social and economic networks*. Princeton university press.

Jacobson, J. L., Fein, G. G., Jacobson, S. W., & Schwartz, P. M. (1984). Factors and clusters for the Brazelton Scale: An investigation of the dimensions of neonatal behavior. *Developmental Psychology*, *20*(3), 339.

Jacobson, J. L., Fein, G. G., Jacobson, S. W., & Schwartz, P. M. (1984). Factors and clusters for the Brazelton Scale: An investigation of the dimensions of neonatal behavior. *Developmental Psychology*, *20*(3), 339.

Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why?: A review of the literature on teacher retention*. Project on the Next Generation of Teachers, Harvard Graduate School of Education.

Jones, M. G., Howe, A., & Rua, M. J. (2000). Gender differences in students' experiences, interests, and attitudes toward science and scientists. *Science education*, *84*(2), 180-192.

Kajubi, W. S. (2001). Coping with the challenges of higher education in the twenty-first century.

Kothari, N. C. (1990). Effective-medium theory of a nonlinear composite medium using the T-matrix approach: Exact results for spherical grains. *Physical Review A*, *41*(8), 4486.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, *30*(3), 607-610.

Kwarteng, J. T. (2013). The degree of fidelity of the 2007 education reform implementation. *Journal of Arts and Humanities*, *2*(1), 149-154.

Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American educational research journal*, *19*(3), 325-340.

Maicibi, N. A. (2003). Human resource management success. *Kampala. Net Media Publication. Ltd. Uganda*.

Masino, S., & Niño-Zarazúa, M. (2016). What works to improve the quality of student learning in developing countries?. *International Journal of Educational Development*, *48*, 53-65.

Maund, D. J. (1988). *U.S. Patent No. 4,779,857*. Washington, DC: U.S. Patent and Trademark Office.

McMillan, J. H. Sally Schumacher. 2001. *Research in Education a Conceptual Introduction. New York: Longman*.

Mobley, W. H. (1982). *Employee turnover: Causes, consequences, and control*. Addison-Wesley.

Murnane, R. J. (1984). Selection and survival in the teacher labor market. *The Review of Economics and Statistics*, 513-518.

Opoku, M. P. (2016). The state of special schools in Ghana: Perceptions of special educators in Ashanti and Brong Ahafo regions of Ghana. *Turkish*

International Journal of Special Education and Guidance & Counselling (TIJSEG) ISSN: 1300-7432, *5*(1).

Oso, W. Y., & Onen, D. (2005). A Guide to writing Research Proposals and Reports.

Porter, L. W., Crampon, W. J., & Smith, F. J. (1976). Organizational commitment and managerial turnover: A longitudinal study. *Organizational behavior and human performance*, *15*(1), 87-98.

Price, R. G., & Spiro, R. G. (1977). Studies on the metabolism of the renal glomerular basement membrane. Turnover measurements in the rat with the use of radiolabeled amino acids. *Journal of Biological Chemistry*, *252*(23), 8597-8602.

Rebore, R. W. (2004). Human resource management in education.

Stew, G. (1996). New meanings: a qualitative study of change in nursing education. *Journal of Advanced Nursing*, *23*(3), 587-593.

Swap, W., Leonard, D., Shields, M., & Abrams, L. (2001). Using mentoring and storytelling to transfer knowledge in the workplace. *Journal of management information systems*, *18*(1), 95-114.

Tapper, E. R., & Salter, B. G. (1995). The changing idea of university autonomy. *Studies in Higher Education*, *20*(1), 59-71.

Ulschak, F. L., & SnowAntle, S. M. (1992). *Managing employee turnover: a guide for healthcare executives*. American Hospital Publ.

Vermeeren, B., Steijn, B., Tummers, L., Lankhaar, M., Poerstamper, R. J., & Van Beek, S. (2014). HRM and its effect on employee, organizational and

financial outcomes in health care organizations. *Human resources for health*, *12*(1), 35.

Vroom, V. (1964). Expectancy theory. *Work and motivation*.

Warshauer, S. (1988). *Inside training & development: Creating effective programs*. Pfeiffer & Company.

Williams, T. O., Gyampoh, B., Kizito, F., & Namara, R. (2012). Water implications of large-scale land acquisitions in Ghana. *Water Alternatives*, *5*(2), 243.

APPENDIX I

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

QUESTIONNAIRE FOR EMPLOYEES IN MARS' HILL COMPLEX

SCHOOL

Intention to turnover and its effects on the academic performance of Mars' Hill Complex School in Accra

I am a student in the School of Business at University of Cape Coast, collecting data for a dissertation on turnover and its effects on the academic performance of Mars' Hill Complex School in Accra. I will be most grateful if you could take time off your busy schedules to answer this questionnaire as candidly as you can. No name is needed and your responses will be treated with utmost confidentiality.

Please tick [√] and fill the space where necessary

A. Background of respondent

1. Sex: a) Male [   ]   b) Female [   ]

2. Age: a) 24yrs and below [   ] b) 25-29 yrs. [   ]   c) 30-34yrs [   ]

   d) 35-39yrs [   ]   e) 40yrs and above [   ]

3. Marital Status: a) Single [   ]   b) Married [   ] c) Divorced [   ]

d) Widowed [   ]

4. Number of children.....................

5. Level of education: a) Secondary School and below [   ]

b) Commercial/Vocational [   ]   c) Polytechnic   [   ]   d) Tertiary [   ]

e) Others please specify..................

67

6. Number of years you have worked at the organization...........................

7. Job Position   ....

8. How much time on average do you spend on work and work-related activities per day?..........................

B. Causes of turnover in the organization

On a scale of 1 to 5 rate how much you agree with each statement below with 1(least agreement) and 5(strong agreement).

Statements	1	2	3	4	5
The working environment is comfortable and allows ease to perform my job.					
I am satisfied with my current salary					
Unfair rewards and promotion systems would drive me to leave my current job.					
I believe that mismanagement is one of the basic reasons for employees to leave their current job.					
I am provided with necessary tool/resources to complete my job					
The relationship between employees and managers is good					
The relationship between employees and managers is good					
My current organization is impartial for overall benefits of employees					
I am provided with necessary tool/resources to complete my job					
My head encourages team work					
Management addresses the work-related issues to the dissatisfied employees					
Management addresses the work-related issues to the dissatisfied employees					

Teacher turnover and academic performance of students

On a scale of 1 to 5 rate how much you agree with each statement below with 1(least agreement) and 5(strong agreement).

Statements	1	2	3	4	5
The students are not productive because some teachers left					
The performance of students went down because of turnover					
The students didn't make it in the exams because of frequent replacement of teachers					
The students are not familiar with their teachers					
The teaching style has changed over the period					
The change in instructional programme has affected student learning					
Newly hired teachers lack skills to implement instructional programme					
New teachers should be brought up to speed					
Teachers do not stay at the school for long and that affect student performance					

69

D. The relationship of teacher intention to turnover and the management

9. Has you intention to turnover affected your relationship with management a)

Yes [ ]

 b) No [ ]   c) don't know [ ]   d) [ ]

10. Are you fairly treated by the management of the organization? a) Yes [   ]

      b) No [ ]

11. If no what was the reason? ....

12. Have you ever made any grievances to your boss? a) Yes [ ]   b) No [ ]

If yes how did you feel about the response a) Very satisfied [ ] b) satisfied [ ] c)

Not satisfied [ ] d) Was no reply at all [ ]

13. Have you got any long or short term training or education opportunity in the

organization? a) Yes [ ]   b) No [ ]

Thank you for your valuable time

APPENDIX II

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

QUESTIONNAIRE FOR STUDENTS IN MARS' HILL COMPLEX SCHOOL

Intention to turnover and its effects on the academic performance of Mars' Hill Complex School in Accra

I am a student in the School of Business at University of Cape Coast, collecting data for a dissertation on turnover and its effects on the academic performance of Mars' Hill Complex School in Accra. I will be most grateful if you could take time off your busy schedules to answer this questionnaire as candidly as you can. No name is needed and your responses will be treated with utmost confidentiality. Please tick [√] and fill the space where necessary

 B. Background of respondent

3. Sex: a) Male [ ] b) Female [ ]

4. Age: a) 12-14yrs [ ] b) 15-17 yrs. [ ] c) 18yrs and above [ ]

3. Who do you currently live with? a) Both Parents [ ] b) Mother) [ ] c) Father

[ ]

d) Guardian [ ]

4. Number of children in your household....................

5. Level of education: a) Primary [ ] b) JHS [ ]

6. Number of years you have been attending school............................

71

7. School Position ....

8. How much time on average do you spend in class and school related activities

per day? ....

C. Causes of turnover in the organization

On a scale of 1 to 5 rate how much you agree with each statement below with

1(least agreement) and 5(strong agreement).

Statements	1	2	3	4	5
The learning environment is comfortable and allows ease of academic work.					
I am satisfied with other amenities provided by the school.					
I see teachers to be well rewarded and motivated so will hardly leave the school.					
I believe that a frequent change of teachers/staff is one of the basic reasons for students to leave the school.					
I am provided with necessary tool/resources for learning.					
The relationship between students and teachers/staff is good.					
The relationship between our parents and teachers/staff is good.					
My current organization is impartial for overall benefits of teachers/staff.					
I am provided with necessary tool/resources to complete my job					
My head encourages team work					
Management addresses the work-related issues to the dissatisfied teachers/staff.					
Management tries to provide and keep the best available teachers/staff.					

D. Teacher turnover and academic performance of students

On a scale of 1 to 5 rate how much you agree with each statement below with 1(least agreement) and 5(strong agreement).

Statements	1	2	3	4	5
The students are not productive because some teachers left					
The performance of students went down because of turnover					
The students didn't make it in the exams because of frequent replacement of teachers					
The students are not familiar with their teachers					
The teaching style has changed over the period					
The change in instructional programme has affected student learning					
Newly hired teachers lack skills to implement instructional programme					
New teachers should be brought up to speed					
Teachers do not stay at the school for long and that affect student performance					

D. The relationship of teacher intention to turnover and the management

9. Do you think the relationship between teachers/staff that plan to leave change with management? a) Yes [ ] b) No [ ] c) don't know [ ]   d) [ ]

10. Are the teachers/staff fairly treated by the management of the organization? a) Yes [ ] b) No [ ]

11. If no what was the reason? ....

12. Have you ever made any grievances to your headmaster about a teacher/staff leaving?

a) Yes [ ]   b) No [ ]

If yes how did you feel about the response a) Very satisfied [ ] b) satisfied [ ] c) Not satisfied [ ] d) Was no reply at all [ ]

Thank you for your valuable time