THE EFFECTS OF TEACHER TURNOVER ON PERFORMANCE OF STUDENTS IN GHANA EDUCATION SERVICE: A COMPARATIVE STUDY OF NIFA AND OKUAPEMAN SENIOR HIGH SCHOOLS IN AKUAPEM NORTH DISTRICT.

by

GYAMPOH CLIFFORD
(PG 3063509)

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DECLARATION

I hereby declare that this submission is my own work towards the commonwealth Executive Masters of Business Administration, and that to the best of my knowledge, it contains no material published by another person nor material which have been accepted to the award of any other degree of the university, except where due acknowledgement has been made to the text.

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Student Name & ID Signature Date

Certified by:

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Supervisor(s) Name Signature Date

Certified by:

Prof. I. K. Dontwi ………………….. ………………
Dean, IDL Signature Date

ABSTRACT

The Ghana Education Service (GES) is a sector under the Ministry of Education. The service see to the implementation of policies in education. It is also the employer of the largest number of teachers, both graduate and non graduate in the public sector. However, the rate at which teachers leave the profession is worrisome; teachers are trained by the Nation. This is because teachers are given allowance when they are in the training college and are also given study leave with or without pay for further studies at the university and come back after studies to teach, but this is not so. Teachers leave the profession at anytime to enter into another area. The reasons being poor remuneration, lack of accommodation and lack of respect for teachers in the societies. It is against this background that the researcher decided to research into the effects of teacher turnover on performance of students in Ghana education service. A comparative study of Nifa and Okuapeman Senior High Schools in Akuapem North District. Teachers from both schools formed the population of the study. Data was collected through questionnaire and interview and review of relevant literature from books, articles, and the internet etc. It was found out that Nifa Senior High School has the highest turnover than Okuapeman Senior high school and that has made the performance of students in Okuapeman higher than Nifa. This is because most of the teachers in Okuapeman have accommodation compared to that of Nifa. It was recommended that the Ministry of Education should endeavor to build more bungalows for teachers and also increase their salaries and allowances so that teacher will stay in the profession to improve the performance of their students.

DEDICATION

This thesis is dedicated to my wife, Mrs. Doris Gyampoh

KNUST

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF GHANA EDUCATION SERVICE

The Ghana Education Service was established by National Redemption Council Decree 247 (NRCD 247) in March 1974. It was designed as the Ghana Teaching Service (GTS) to be responsible for the implementation of approved national policies and programmes related only to teachers at the pre-university level of education. In 1975 however, an amendment degree NRCD 357 was enacted to rename it the Ghana Education Service (GES) in recognition of the fact that the sector does not comprise of serving teachers and officers of Ministry of Education only but also the non teaching supporting staff and the staff of the various education unit.

All these categories of the educational personnel are paid from public funds and belong to this unified teaching profession with uniform terms and condition of service. The Act was re-enacted by parliament on 31st August 1975 as the Education Service Act 506. The justification for the establishment of GES was the desire by teachers to enjoy the same right and privileges as personnel in other public services and to share an increase opportunity for upward mobility in the teaching profession; and to enjoy a greater measure of autonomy in the management in regulation of the profession.

The functions of the GES are: to provide and oversee Basic, Senior High, Technical and Special Education; to register, supervise and inspect private pre-tertiary Educational Institutions; to submit recommendations for educational policies and programmes: and to promote the efficiency and the full developments of the talent among its members through courses, seminars, workshops, among others. The governing body of the service is the GES council whose members are appointed by government on the recommendation of the Minister of Education. Membership of the service is obligatory to all personnel in the GES. This as mentioned earlier includes serving teachers: that is

officers found at the Districst, Regional and Headquarters are all members. The non-teaching supporting staff in the offices and pre tertiary institutions also belongs to the service. Other members include mangers of the mission institutions and their supporting staff, persons holding positions, created by GES and other persons who may be employed in the service.

Due to the decentralization policy implemented since 1998, promotions which hitherto were possessed only at the headquarters are now done at the District and Regional levels. The promotion of both graduate and non graduates teachers to the grades of superintendent and senior superintendent are conducted by the officers of the district directorate, while that of principal superintendent is processed at the Regional level. However, promotion to the grade of Assistant Director 11 and above is conducted by the GES council. Successful candidates are prompted by the President of the Nation on the advice of the GES council.

Every organization has goals and objectives it seeks to achieve through the effort of its members. In pursuance of this, the organization needs employees who are dedicated and committed to the various tasks they perform towards the realization of these goals. It is therefore necessary that the organization adopts a system whereby the employee become well motivated through an adequate incentive system in order to maximize output. This will not only help them give off their best but also reduce internal turnover and at the same time increase job satisfaction. The better adequate incentive system, the more motivated the employees would be. A well motivated group of workers are obviously a better asset to an organization than a bunch of disgruntled workforce.

1.2 DEFINITION OF TURNOVER

The exact definition of what constitutes employee turnover varies from one research study to another. Price (1977) defines turnover as "the degree of individual movement across the membership boundaries of a social system". When a group of

employees is considered a social system, this definition would apply and includes accession and the hiring of new employees within an organization. Macy and Mirvis (1976) viewed turnover as "any departure beyond organizational boundaries".

Although these definitions vary somehow, each was appropriate in the context of the specific research study in which it was used. For this study, Mobley (1982) defines most accurately reflects the conceptual position of the research. Mobley stated that turnover is "the cessation of membership in an organization by an individual who received monetary compensation from the organization". Given corporate America's increased use of temporary workers, this definition insures that those contracted for a temporary period, often through an outside agency, would not be considered.

Excluded from consideration are those who transfer within the same organization. A final salient feature of Mobley's definition is the inclusion of all forms of cessation from the organization, which would most typically include an interruption such as a layoff, disability or permanent discontinuation. Employees' turnover is a much studied phenomenon, Shaw et al. (1998). There is no standard reason why people leave organization.

Employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment, Abassi et al. (2000). The term "turnover" is defined by Price (1977) as: the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. Frequently, managers refer to turnover as the entire process associated with filling a vacancy: Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover. Woods (1995).

The term is also often utilized in efforts to measure relationships of employees in an organization as they leave, regardless of reason. "Unfolding model" of voluntary

turnover represent a Divergence from traditional thinking Hom and Griffeth (1995) by focusing more on the decisional aspect of employee turnover, in other words, showing instances of voluntary turnover as decision to quit. Indeed, the model is based on a theory of decision making, image theory, Beach (1990).

The image theory describes the process of how individual process information during decision making. The underlying premise of the model is that people leave organizations after they have analyzed the reasons for quitting. Beach (1990) argues that individuals seldom have the cognitive resources to systematically evaluate all incoming information, so individuals instead of simply and quickly compare incoming information.

1.3 STATEMENT OF THE PROBLEM

The period of the European Merchant Companies in the 16th century marked the birth of formal education in Ghana. The poor conditions of service laid down for the early missionaries in the castle schools along the coast might have influenced to a very large extent the fixing of salaries for teachers in the country, McWilliams (1968) States that the plight of the teacher was no better during the Christian Missionary era. The salary could be attributed to the missionaries' abstract philosophy that "the teacher's reward is in heaven".

Thus, salaries for teachers have remained inadequate and unattractive. In an editorial commentary by Asiwome (1997) on the plight of the teacher in the GES and published in the Daily Graphic on 22nd June, 1997, he stated that "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. The colonial Administration period also did not favour the teacher. "While a soldier earns £27 a year, the linguist £60 the teacher had only £15 a year". McWilliams (1968): From the independent 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

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image of the profession. No wonder therefore that Asiwome Dake stated that the profession is synonymous with poverty and frustration.

As a result, many teachers use teaching as a lunching pad to propel themselves into more lucrative jobs. The Ghana Education Services is therefore plagued with the highest defections, resignations, secondments, vacation of posts and embark on several industrial actions to demand for better treatment, which have yielded no concrete results. It is no wondered therefore that teachers are dissatisfied and are engaged in other jobs to supplement their meager income. These negative habits are a pointer to the fact that there is low motivation for the teacher. Hence his low output. This research seeks to examine the effects of teacher turnover in Ghana Education Service particularly Nifa and Okuapeman Senior High Schools and to find a solution to reduce these challenges.

1.4 RESEARCH OBJECTIVES

The objectives of this research were:

- ❖ To examine the causes of turnover in Nifa and Okuapeman Senior High Schools.
- ❖ To find out which school has the highest teacher turnover.
- ❖ To examine the challenges of teacher turnover on the performances of student on the affected school.
- ❖ To determine how to reduce teacher turnover in the affected schools.

1.5 RESEARCH QUESTIONS

The following research questions were used to guide the study.

1. What causes teacher turnover in Nifa and Okuapeman Senior High Schools?

2. What effects does teacher turnover has on student's performance in Nifa and Okuapeman Senior High Schools?

3. How can the Ghana Education Service or Heads of schools reduce the teacher turnover in Nifa and Okuapeman Senior High Schools?

1.6 SIGNIFICANCE OF THE STUDY

The research intends to find out the teacher turnover on performance of students on Nifa and Okuapeman Senior High Schools. The study will assist school or the Ghana Education Service 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 researcher will add to knowledge or existing literature on the turnover of teachers in Ghana. Copies could be made available to the two schools, thus Nifa and Okuapeman Senior High Schools and other educational institutions in the district. Additionally, they can be used to develop practice or training manual and materials for personnel of the Ghana education service.

1.7 LIMITATION OF THE STUDY

The researcher was limited by variety of factors which include:

- Time constraints, due to the fact that the period for the research was short, thus to allow for the collection of adequate data on the subject and this could affect the final outcome of the project.

- It was anticipated that some respondents did not cooperate with the researcher during the data collection period which was critical in providing the inputs for the research work.

- Others only ticked the responses without reading well before ticking

- Financial constraint was also a limitation. Thus the researcher has to travel to the two schools, district education office, the regional and the headquarters of the Ghana Education Service for information.(it had financial implication on the researcher.

1.8 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 purpose of the study. Other aspects of the chapter were the significance and limitation of the study.

Chapter two focuses on the review of related literature, chapter three described the methodology, which looked at the research design, the population, sample and sampling procedures, and instrumentation and data collection procedures of the study. Also covered in the chapter were the variable of the study and the methods of data collection and analysis.

The data analysis, results and discussions was 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.
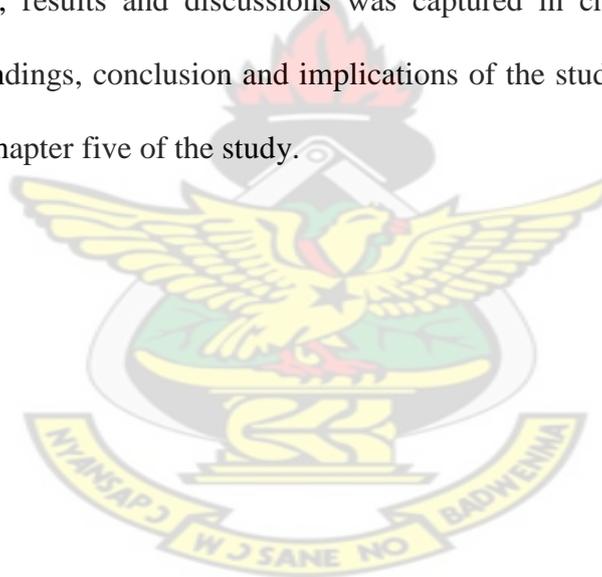
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Employee turnover has become an important area of research from both a theoretical and practical standpoint. It is important from a theoretical perspective, in understanding how the underlying causes of turnover can provide insights into how to control the phenomenon. However, from a practical standpoint, learning how to minimize the turnover of skilled employees is crucial in reducing employee replacement costs Keaveney (1992).

Also, decreasing employee turnover keeps knowledgeable and experienced employees working in the organization. A large portion of the employee turnover problems that we have seen in the recent past can be directly linked to the fact that jobs were plentiful and employees were scarce, considering overall unemployment was at or near a 30-year low. In this chapter the researcher reviewed a variety of published literature dealing with employee turnover.

2.2 TURNOVER DEFINED

Employee turnover has been one of the most studied subjects in organizational behavior literature Schwab (1991) yet continues to elude any concrete conclusions. To better understand the implications of turnover, one must understand how turnover is defined. Price (1977) defined turnover "as the degree of individual movement across the membership boundary of a social system" (p.4).

This definition includes accession and the hiring of new employees. Macy and Mirvis (1976) succinctly state that turnover is "any departure beyond organizational boundaries" although the literature is filled with many other definitions, Mobley's (1982) definition most accurately reflects the conceptual position of this thesis. Mobley (1982) states that turnover is "the cessation of membership in an organization by an individual who

received monetary compensation from the organization" (p10). Given corporate America's increased use of temporary workers, this definition insures that those who may have been contracted for a temporary period, often through an outside agency, neither will nor be considered. Also excluded from consideration are those who transfer within the organization.

2.3 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 modeling turnover in this manner can vary significantly from an employee viewpoint to that of the 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 employees 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 and 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.

2.4 FACTORS LEADING TO 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. Tradition has focused on how employees make their decision to leave the workplace. Within these studies, showing that there are leading underlying factors that exist in causing the actual act of turnover.

2.4.1 INTENT TO LEAVE

Intent to leave is one's behavior attitude to withdraw from the organization, while turnover is considered the actual from the organization. Intent to leave has replaced job satisfaction and organizational commitment as the strongest predictor of turnover in the studies that have actually turnover Keaveney (1992). Intent to leave is based upon an attitudinal variable and is most typical found in job-related turnover Cotton and Tuttle (1996).

2.4.2 JOB SATISFACTION.

Job satisfaction can be explained as the positive emotional state resulting from appraisal of one's job or experience. Developing more slowly over than satisfaction and being more extensive, organizational commitment is one's identification with and loyalty to an organization Mowday et al. (1979). The vast majority of evidence supports the claim that job satisfaction leads to organizational commitment (Brown and Peterson 1993; Williams and Hazer (1986).

2.4.3 JOB DISSATISFACTION.

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

2.4.4 ROLE STRESSORS.

Stew (1980) 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).

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 effect commitment to the organization.

2.4.5 POOR EMPLOYEE TRAINING AND OR ORIENTATION

Training is a method used to increase job related employee knowledge or skills. Employees beginning a new job need to be introduced to the job, its duties, and the expectations that will be placed upon them. This training should be only the beginning process to mold the employee into the corporate culture and ideals. "It has been estimated that in the United States organizations spend approximately $30 billion per year on formal employee training programs. In addition, the sum of approximately $180 billion a year is spent on informal training and coaching" Warshauer (1988). Warshauer also identified eight critical elements in successful training sessions. These items include program content, training methods, employee input, and an assurance that the training meets organizational needs.

2.4.7 INCOME

It is not uncommon for people to leave one position for a higher paying position, sometimes within the same company. It is hard to keep employees when paying significantly less than others is offering, which has been common in the retail setting. However in past studies income has been consistently, related negatively to turnover Cotton and Tuttle (1986).

2.4.8 LACK OF RESPECT

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 and Johnson (1982).

2.4.9 LACK OF RESPONSIBILITY

It has been stated, "Responsibility is the single greatest motivator in business" Weinstein (1992,). In some instances individuals perceive that they are ready to make the decisions yet, management may never give them the chance. Responsibility is a major factor that can provide a lasting change of attitude Herzberg (1966). Therefore, empowering the employee could be a critical investment in a company's future.

2.4.10 SEPARATION, REPLACEMENT AND TRAINING COSTS

Cascio (1995) breaks turnover costs into three broad areas: separation cost, replacement costs and training costs. Costs associated with separation include administrative processing and exit interviews.

The most apparent cost of turnover, for researchers and practitioners alike, is the administrative one. Replacement costs are typically associated with job positing and advertising, interviews, testing, travel and moving expenses. Training costs include formal and informal activities, materials, and management time. Other miscellaneous costs could occur in the standard "out-processing" costs for employees that are leaving Mobley (1982).

These costs may increase if the turnover is generated by downsizing and requires premium severance packages. Also, if the turnover is the result of involuntary termination there may be additional administrative costs to document, along with possible legal fees if the employee claims to have been the victim of discrimination or unfair practices. Cascio (1995) notes that turnover is "now estimated to cost as much as $75,000 in the case of a middle manager, and 3 to 5 times annual salary for a CEO" (p. 311). Cascio (1991) cites turnover for automobile salesperson's costs, on average, $18,000 per employee.

2.5 POSITIVE CONSEQUENCES OF TURNOVER

Although turnover is generally considered by industry experts to be too high most managers agree that not all turnover is bad. Some situations occur where an employee is not well suited to the organization and it is better for the individual and the company for that person to leave. Dalton and Todor (1979), responding to researchers' continued emphasis on the negative aspects of turnover, took a unique and positive look at turnover. They commented, "From an organizational standpoint, turnover costs may be misrepresented because of a failure to account for the benefits as well the costs of

turnover" (p. 231). The possible benefits of turnover depend on the job, the extent to which it demands physical or psychological abilities and on who actually leaves Staw (1980). Staw comments that "turnover rates do not, as a statistic, provide such information" (1980).

Dalton, Krackhardt, and Porter (1981) expand the traditional method of categorizing employee turnover as a voluntary or involuntary, by dividing voluntary turnover into functional, beneficial to the organization, and dysfunctional, detrimental to the company components. By separating voluntary turnover into functional and dysfunctional components, Dalton made the case that in fact turnover of the poorly performing employees might actually result in positive effects for the employer. Thus, if a better replacement for a poorly performing employee could be found, the organization would achieve a positive net impact, possibly in productivity, employee morale, or other tangible benefits.

Williams and Livingstone's (1994) analysis did a through job of studying previous research on the relationship between voluntary turnover and individual performance and they found a robust negative relationship between these two variables. It should be noted that this relationship was stronger in companies that provided performance-contingent compensation. Based on their robust, although not unequivocal findings, they found limited support for Jackofsky et al. (1996) rounded relationship findings, that is the lower and higher performing employees leave the organization in higher rates than average performers, and could not discount Schwab's (1991) positive relationship for tenured college faculty.

Hollenbeck and Williams (1986) contended that since it is believed that poorer performers are most often likely to leave a company, future research might actually recommend increasing turnover frequency in order to improve turnover functionality. Several studies provide important empirical support for Mobley's intuitive assertion that,

"perhaps the most obvious positive organization consequence is replacement with better performers" (1982). Depending on the level of the position, replacements may infuse the organization with new skills and knowledge, and give the organization the ability to make use of new technology Mobley (1982).

Referring to previous research, Muchinsky and Morrow (1980) noted that, "there exists some evidence that higher amounts of managerial turnover produce higher amounts of innovation of new ideas and procedures and, by bringing in new blood and new ideas, succession can vitalize the organization so as to enable it to adapt more adequately to its ever-changing internal demands and environmental pressures". Mobley concurs, noting that replacements may "stimulate changes in policy and practice" Mobley (1982). Replacements may also be "more highly motivated than the old employee" Staw (1980), and high stress positions that can lead to employee burnout might particularly benefit by fresh, motivated replacements.

Staw points out that there is a relationship between the type of the job and the relative performance curve of the employee. Showing that depending on the type of position, turnover might be advantageous in certain occupations, based on stress and burnout. The traditional pattern of performance with an employee is similar to that of the letter "J". The employee learns early, grows in performance effectiveness and then begins to plateau, continuing a high level of performance as a higher tenured individual. This shape would then support Cascio's (1995) assertion regarding lost productivity discussed earlier, and makes an argument for the negative effects of turnover. However, other curves do not demonstrate this negative effect. The early burnout curve is believed to be experienced in jobs with high stress levels, where high motivation early tends to continually reduce over time. Jobs such as nursing, police, and social work are cited as typical burnout positions. Staw believes that the inverted "U" shape is actually more typical than any other pattern. It acknowledges the learning curve, where effectiveness

grows during the learning period, early in the employee's tenure, then peaks and plateaus for a period, and then decreases as motivation for the job and desire to learn wanes.

Staw (1980) makes a case for turnover as an effective means to improve organizational performance, especially turnover at that time when an employee's performance has plateau and started down the performance curve. Mobley (1982) also found the positive effects of turnover for the organization. In addition to those already stated, he cites additional benefits of turnover. He comments that internal mobility expectations met, as opposed to unmet, was associated with more favorable work-related attitudes". These opportunities to move people between jobs and functions may lead to new ideas and greater satisfaction through better career options for high-level performers.

Increased structural flexibility is also cited as a possible positive effect of turnover. The company gains an opportunity to enhance performance through realignment of its structure and reporting relationships. Mobley (1982) notes that withdrawal behaviors are often evident with employees who are dissatisfied with or disinterested in their jobs. These employees are more likely to have higher absenteeism, lower morale, and a higher level of apathy. Employee turnover can also lead to opportunities for cost reduction and consolidation, which in turn can increase organization efficiency. Mobley again notes that a possible reduction in conflict can result when a less motivated, poorer performer leaves the organization.

Summarizing the popularly accepted positive consequences of turnover, and drawing attention to how these possible consequences are dependent upon numerous variables, Staw (1980) states: Turnover can increase organizational performance, but this effect depends on the role performance curve and contingency of the organization's reward system. Turnover may also reduce conflict in the organization, but this result depends on the ideological nature of the organization and whether core beliefs or values are involved in the conflict. Turnover may lead to organizational innovation and

adaptation, but this result may, in turn, be moderated by the hierarchical level at which turnover occurs and whether inside or outside succession is followed.

2.6 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 analyzed. During the labor 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.

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.

2.7 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 and 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 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 and 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).

2.8 TEACHER TURNOVER IN GHANA EDUCATION SERVICE

Ghana has a constitutional mandate to provide Free Compulsory Universal Basic Education (FCUBE) for all school-age children Government of Ghana (1992). This provision requires government to improve access to and participation in basic education,

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and enhance teaching and learning in basic schools MOE (1994). Pursuing this goal ties in with the global aspirations of Education for all and the Millennium Development Goals to which Ghana is committed. Recent demonstration of government commitment to this responsibility includes improvement in school infrastructure, introduction of a Capitation Grant that absolves all fees, a School Feeding program by which all basic school pupils are provided with one free meal a day, and a Bus System by which basic school pupils enjoy free transport to and from school, if available. The result of these measures is increased enrolments in schools, which call for an adequate number of well-qualified, highly competent, stable and dedicated teacher workforces.

This need, however, comes at a time when policy makers and school leaders face the challenge of retaining qualified teachers in schools to ensure quality teaching and learning for all students. At the basic school level, the rate at which teachers leave the profession and the consequent demand for teachers continue to increase. A recent national study Quansah, (2003) reports a shortage of 40,000 trained teachers in basic schools, with 24,000 of these vacancies filled by untrained personnel. The teacher training colleges (TTCs), which produce the bulk of basic schoolteachers, do not have the facilities to admit and turn out enough teachers despite yearly increase in admission of teacher candidates. Added to this problem is the fact that many basic schoolteachers teach for only three years after graduating from the TTCs. They take advantage of a study leave with pay facility in the Ghana Education Service (GES) by which they upgrade their certificate qualifications to diploma and degree levels in the universities through full-time study on full salary. But the great majority (about 70%) of such teachers do not return to the classroom after their studies Akyeampong (2002) Quansah (2003), making an otherwise good policy Counterproductive.

The phenomenon of teacher turnover has been a worry to school authorities and policy makers in both developed and developing countries. In response, substantial

research has been carried out on this subject to explore the causes and the attendant implications. Several causes of teacher turnover have been identified in the literature. Some empirical work has shown that one of the causes of the high rate of teacher turnover is the level and type of human capital accumulated by teachers. For instance, studies summarized in Guarino et al. (2004), show that teachers with advanced degrees from prestigious colleges or -science typically leave teaching for jobs in other, non-education fields at higher rates than do their colleagues without these educational qualities. For such teachers, the opportunity cost of staying in the classroom is higher than they are for teachers with skills and knowledge less well-rewarding outside the teaching profession.

Other studies have shown that turnover can be divided into several types, each affected differently by human capital and by social capital. Some teachers leave fulltime classroom teaching either for jobs in unrelated fields or they depart the workforce all together. It is also argued that others may still leave the classroom temporarily, perhaps to have children, and then return to the classroom after a hiatus Kemple et al. (1991). Yet some teachers leave for different jobs in the field of education Anderson and Olsen (2005).

Retirement is naturally assumed to be one of the primary reasons for teacher turnover. But research has shown that the number of teachers retiring from the profession is not a leading cause. In a study of teacher turnover by Richard M. Ingersoll (2003) retirement was cited less often for leaving the teaching profession than "job dissatisfaction "or to pursue another job. Thus, great number of teachers leave the profession altogether because they see no hope for change. Job satisfaction or dissatisfaction is often cited and rendered important in both research on teacher turnover and teacher retention. Stockard and Lehman (2004). Ingersoll and Smith (2003) tried to understand the high teacher turnover rate among beginning teachers by investigating the reasons and causes behind both teacher retention and teacher turnover. They found that

the common problems identified by the majority of teachers include: job dissatisfaction; poor working conditions and low salary; inadequate support from parents, administration, colleagues and the public;   discipline, management, and attendance problems; increasing class sizes (leading to increased in workloads); poor motivation of students; and lack of space for teachers to participate in key decisions affecting the school. Particularly on the poor salary, studies by Brewer (1996) confirmed that higher wages reduce teacher quit propensity.

The researchers therefore offer suggestions on school policies, school administration, and mentoring programs between senior teachers and novice teachers. Another group of researchers examine the extent to which teacher-principal relationships and interpersonal competence affect their job satisfaction Roach (1991). Regarding the leadership styles and -seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated -making strategies. Leaving the teaching profession is highly influenced by their age/experience and their turnover has been found to follow a U-shaped curve. This means the rate of teacher turnover is high among young teachers; it stabilizes through the mid-career period and rise again before retirement years (among those with longer years of experience in the teaching profession). Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequent-career period and, finally, rise again in the retirement years Bobbitt et al. (1994); Grissmer and Kirby (1997). Moreover, because the distribution of the age of teachers is skewed upward (i.e., older teachers significantly outnumber younger teachers) many analysts have significant factor behind teacher turnover, teacher shortages, and school staffing problems Grissmer and Kirby (1997). But there is overwhelming evidence in contemporary educational research that the main factors that affect teacher turnover are job satisfaction, salary levels, basic working

conditions (including each other and their principal. These, in combination with other factors, influence decisions to stay in a school or to leave.

2.9 CONCLUSION

Retaining highly qualified teachers, especially at the Senior High level of education is an important challenge for Ghana's school system. The current efforts to increase the numbers of teachers in the recruitment pipeline by increasing the number of candidates admitted into teacher training universities seem paradoxically shortsighted. We need to take equal account of the professional needs of those already qualified to teach who have been trained at the nation's expense. Applying supply and demand theory to the solution of teacher turnover and/or shortage, Ingersoll (2000) reasons that "where the quantity of teachers demanded is greater than the quantity of teachers supplied, there are two basic policy remedies: increase the quantity supplied or decrease the quantity demanded". He adds, however, that the former approach will not solve staffing inadequacies if large numbers of teachers who are recruited then leave. His "new approach to solving the school staffing problem" is that education jurisdictions should decrease the demand for new teachers by decreasing turnover in the early years.

Similarly, Ghana's capacity to maintain an adequate supply of teachers while simultaneously ensuring that they will be prepared to teach effectively lies in the education sector's investing heavily in improving teacher induction and ongoing professional development as part of a retention strategy. There is the need to generate financial and human resources that support novice teachers in meaningful career transitions, rich instructional growth opportunities, and a desire to remain in the profession. If policy makers and educational leaders pay lip-service or insufficient Attention to this, the quantitative and qualitative improvement in education that the nation has long sought to achieve will continue to be a mirage.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the research design to be adopted for the study, the population and sample size, as well as the instruments used. The procedure for data collection and data analysis will be considered.

3.2 RESEARCH DESIGN

Descriptive research refers to a research which specifies the nature of a given phenomena. It determines and reports the way things are done. 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 in descriptive research, accurate description of activities, objects processes and persons is the objective.

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

Frankel and Wallen (2000) explain that, a descriptive survey involves asking the same set of questions often prepared in a written questionnaire to a large number of individuals.

Thus, descriptive survey is directed at determining the nature of a situation as it exists at the time of study. It helps identify conditions present and points out future needs. Surveys also provide a lot of information from a large sample of individuals from which generalization could be made about the population. In addition, there are several ways of drawing a representative sample in a descriptive survey design. Both probability and non-probability sampling methods can be used to draw representative samples for the study.

Finally, descriptive research is purposely used to describe, observe and document aspects of situation as it naturally occurs. It sometimes, serves as a starting point for hypothesis generation or theory development. From the ongoing discussion the researcher realized that the descriptive research studies will enable the researcher to organize and present information systematically on (The effects of teacher turnover on performance of students in Ghana education service. A comparative study on Nifa and Okuapeman Senior High Schools in Akuapem North District.

3.3 POPULATION

The headmasters and staff of Nifa and Okuapeman Senior High Schools in Akuapem North constituted the total population for this research. The population is made of eighty (80) teachers from Nifa Senior High School and eighty-two teachers from Okuapeman Senior High School. In all one hundred and sixty-four (164) teachers including the headmasters from both school constituted the population of the research?

A population is considered to be any group of people, events or things that are of interest to the researchers and that they wish to investigate Sekeran (2000). A sample is a subset of the population in question and consists of a selection of members from the particular population Sekaran (2000). Sampling is described as the selection of a proportion of the total number of units of interest for the ultimate reason of being able to draw general conclusions about the total number of units Parasuraman (1986).

3.4 SAMPLE SIZE

Stratified sampling method was used to group the school population into two (2) main categories: male teachers and female teachers. Random sampling was then employed to select 100 respondents for data collection. Stratified sampling technique was adopted as it embraced the distinct categories and organized them into separate strata. This technique was more efficient because it improves accuracy of estimates. Purposive sampling technique was used for the selection of the headmasters. Purposive sampling was adopted because they were the people who gave the researcher the necessary information on the ground. A sample size of 100 respondents made up of 2 headmasters, 98 teachers made up of 30 female teachers and 68 male teachers from Nifa and Okuapeman Senior High Schools undertook this exercise.

Table 1: The Sample Chosen

Schools	Headmasters	Male Teachers	Female Teachers	Total
Nifa Senior High School	1	34	15	50
Okuapeman Senior High School	1	34	15	50
Total	2	68	30	100

Source survey: Data, 2011

3.5 SAMPLING PROCEDURES

To study the target population or the whole population to arrive at generalizations are impracticable, for reasons such as a change in the characteristics of the population to be measured, cost, time space and the reliability of the measurements. It is noted that, analyses are best when conducted on samples that are still fresh Sarantakos (2005). Therefore, sampling is used to select a portion of the population to represent the entire population.

Simple random sampling using lottery method that is simple random sampling without replacement was used in selecting a sample from the various departments from both schools. In this method used, when the first unit was chosen every unit of the population had a chance to be included in the sample. After the first unit was chosen it was no longer replaced in the population. The second unit was chosen from the remaining N-1 members of the population so that each unit had a chance to be selected in the sample. This procedure continued till the last unit of the sample was chosen.

3.6 RESEARCH INSTRUMENTS

The research instruments were questionnaire and interview guide designed for the respondents. Questionnaires were designed for the teachers, both male and female. Interview guide was used to collect information from the headmasters of both schools. The questionnaire was all closed-ended with a few being open- ended ones. This was to enable the researchers to analyze the information easily since the respondents were many and also give the respondents the opportunity to answer the questions with ease.

3.7 PRIMARY DATA

The primary data for the study was obtained from respondents drawn from the sample, thus the headmasters of the two schools that is Nifa and Okuapeman senior high schools and the teachers of the two schools including the officials of Ghana education service in the district.

3.8 THE SECONDARY DATA

The secondary source of information entails textbooks, journals, statistical records, operational manuals and newspapers. The design was guided by the material acquired for the literature review in this study. The questionnaires were divided into various sections to acquire the critical success areas spelt out in the objective of the study.

3.9 DATA COLLECTION

The respondents were asked to rank the factors on a five point Likert scale (5–Strongly Agree, 4–Agree, 3–Neither Agree Nor Disagree, 2–Disagree, 1-Strongly Disagree) as well as respond to open-ended. The researcher administered the questionnaire personally to all the teachers. This was after the researcher had explained the purpose, guidelines and directives on how to complete the questionnaire and interview to the respondents.

To complete the questionnaire and interview to the respondents, respondents were given two weeks to fill the questionnaire and the researcher used one week to collect the questionnaire from the respondents. Headmasters were met one after the other and were assured of confidentiality of the information they gave. They were persuaded to give fair and objective answers.

3.10 DATA ANALYSIS

After the collection of the data, the responses were edited and coded. This was done to ensure consistency and uniformity in the processing of the data. The data would be analyzed using computer software called Statistical Package for Social Science (SPSS 16). Descriptive statistics (frequencies and percentages) would be used in the analysis. And the result represented in tables and graphs.

3.11 THE STUDY AREA

Nifa Senior High School (NISEC) is a community based co-educational institution established in 1971 as a product of the phasing out of the then Adukrom Teacher Training College by the Ministry of Education (now Ghana Education Service) The general objective of the change in status was to provide full Secondary School Education to the growing number of boys and girls, especially those resident around the Okere community who had little chance of receiving secondary level education elsewhere due to shortages of such schools.

The school is situated in Adukrom-Akuapem about two kilometers from the outskirts of the main town, on the Adukrom-Apirede road. The school's vision is one of the best creative educational centers of excellence in the country. The mission statement of the school is to promote the development of the Nation's youth by offering quality education on competitive basis. The school impact fundamental knowledge through effective teaching in the field of general science, general arts, business, agricultural science, visual art, these will provide them with skills and opportunities to make informed decisions and choices that enhances the self-realization and prepared them to be progressive citizens.

The school believes in producing all round students and staff whose conduct and character enhance the aspirations of Ghana as a nation developing its human capital for social-economic development. The school currently has a student population of about two thousand students and a teaching staff of about eighty.

On the other hand, Okuapeman School (Okuass) was founded on 8th February 1957. It is located on a hill, south of Akropong-Akuapem. The mission statement of the school is to deliver quality and holistic education, based on sound moral principles and academic excellence. Its purpose is to discipline not the mind and the body but also the spirit. It is however only with the co-operation of parents that this can be achieved and parents who decide to bring their wards to this school are asked to make sure this co-operation is forthcoming. The school offers the following courses; Business, General Arts, Home Economics, Visual Arts, General Science Agricultural Science. It has a student population of two thousand one hundred and teaching staff of about eighty two.

CHAPTER FOUR

ANALYSIS OF RESULTS

4.1 INTRODUCTION

In this chapter the researcher analyses and discusses the data collected from respondents, for a comparative study on the effects of teacher turnover on performance of students in Nifa and Okuapeman Senior High Schools, in Akuapem North District in the Eastern Region of Ghana.

The respondents for this research were all teachers from the two schools named above. The analysis was in five (5) sections, the first section analyses data on the biographic characteristics of the respondents, the second section looks at how much respondents agreed to certain statements that related to them, the third section investigates how much and how satisfied respondents were in relation to their salary, the forth section investigates the extent to which that statements relates to them and the final section compares results from both section mentioned above.

4.1.1 Section A

This section analysis data on the biographical data of the respondents, it looks at six characteristics; the sex, school, professional status, the length of service, performance of extra duties and the residential status of the respondents.

Table 2 : Name of School

Name of School	Frequency	Valid Percent	Cumulative Percent
Nifa Senior High	36	53.7	53.7
Okuapeman Senior High	31	46.3	100.0
Total	67	100.0	

Source: Survey Data, 2011

Respondents from the two institutions were interviewed on this research and from Table 2 above, 36 out of the 67 respondents were from Nifa Senior High School while the remaining 31 representing 46.3% were from Okuapeman School.

Table 3: Distribution of Respondents by Sex

Name of School	Teachers Sex		
	Male	Female	Total
Nifa Senior High	29	7	36
Okuapeman Senior High	19	12	31

Source: Survey Data, 2011

Out of 36 teachers from Nifa Senior High School, 29 were male and 7 were female and the 19 were male and 12 were female in Okuapeman Senior High School.

Table 4: Professional Status of Teachers

Name of School	Non-Graduate Professional	Graduate Non Professional	Graduate Professional	Post-Graduate Professional	Total
Nifa Senior High	1	3	32	0	36
Okuapeman Senior High	1	1	19	9	30
Total	2(3.0%)	4(6.0%)	51(77.3%)	9(13.7)	66(100.0%)

Source: Survey Data, 2011

The respondents were all teachers but the study sought to determine the professional status of the teachers. From Table 4 above, 2 of the teachers representing 3.0 % were "Non-Graduate Professional", 4 representing 6.0% were "Graduate Non Professional", 51 representing 77.3% were "Graduate Professional" while 9 representing 13.7% were "Post-Graduate Professional".
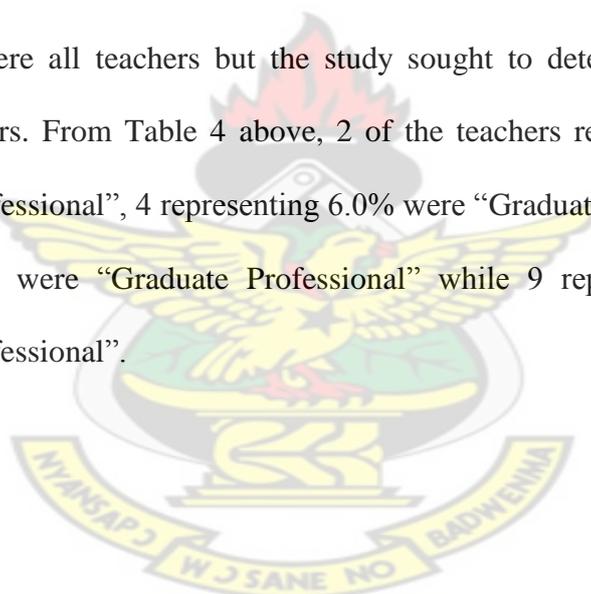
Table 5: Length of Service

Name of School	Under 5 Years	6-10 Years	11-15 Years	16-20 Years	21 Years and Above	Total
Nifa Senior High	16	12	3	2	2	35
Okuapeman Senior High	5	1	6	13	6	31
Total	21(31.8%)	13(1%)	9(13.6%)	15(%)	8(12.1%)	66(10%)

Source: Survey Data, 2011

The researcher sought to find out how long respondents had served in their respective schools. As shown in Table 5 above, 21 of the respondents who represent 31.8% have served for 5 years or less, 13 representing 19.7% have served between 6 to 10 years, 9 representing 13.6% have served between 11 to 15 years inclusive, 15 representing 22.8% have served between 16 to 20 years while the remaining 8 who represent 12.1% have served above 21 years. From Table 4 it can be seen that, in Nifa Senior High School most of the respondents have not served for a long period (10 years and below) unlike Okuapeman School that majority of the respondents have served for 16 years and more. This indicate that most of the teachers in Okuapeman Senior High are more experienced than Nifa Senior High teachers and this affect the performance of students because the experience a teachers is the greater his performance.

Table 6: Performance of Extra Duties

Name of School	Yes	No	Total
Nifa Senior High	30	6	36
Okuapeman Senior High	31	0	31
Total	61(91.0%)	6(9.0%)	67(100.0%)

Source: Survey Data, 2011

Respondents were interviewed on whether they perform extra duties alone with their normal schedules in the school. Thus, 61 out of the 67 respondents representing 91.0% answered "Yes" while the remaining 6 representing 9.0% answered "No". Details are displayed in Table 6 above. This point to the fact that teachers do more work than what they receive.

Table 6b: Specification of Extra Duties

	Schools		Total
Extra Duties	Nifa Senior High	Okuapeman Senior High	
House Staff	5	10	15(22.3%)
Form Master	17	12	29(43.3%)
Committee Member	7	7	14(20.9%)
Head of Department	6	4	10(14.9%)
Senior House Master/Mistress	0	1	1(1.5%)
Other Duties	8	1	9(13.4%)

Source: Survey Data, 2011

From Table 6 B above, the specification of the extra duties are outlined with their respective frequencies. 15 out of the 67 respondents were "House Staff", 29 were "Form Master/Mistress", 14 were "Committee Member", 10 were "Head Of Department", 1 was

a "Senior House Master/Mistress" and 9 performed "Other Duties" with percentages 22.3%, 43.3%, 20.9%, 14.9%, 1.5% and 13.4% respectively.

Table 7 Accommodation on Campus

Name of School	Yes	No	Total
Nifa Senior High	12(29.3%)	23(92.0%)	35
Okuapeman Senior High	29(70.7%)	2(8.0%)	31
Total	41(62.1%)	25(38.9%)	66(100.0%)

Source: Survey Data, 2011

ACCOMMODATION

The residential status of the respondents were also sought for, respondents were interviewed to determine whether they had accommodation on campus. 41 respondents representing 62.1% resided on their various campuses while 25 representing 38.9% resided outside campus. Out of the 41 who resided on campus, 70.7% were respondents from Okuapeman Senior High while the remaining 29.3% were respondents, from Nifa Senior High School with the respondents who resided outside campus, 92.0% were from Nifa Senior High while the 8.0% were from, Okuapeman. It can be observed that for Okuapeman Senior High most of the respondent resided on campus while for Nifa Senior High School resided outside campus. This affects student performance because most teachers who reside outside campus come to school late and tired. The teachers have to rest before the settle to start work.

Table 8: Most teachers have other Jobs

Name of School	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Nifa Senior High	3	14	15	4	36
Okuapeman Senior High	1	4	19	7	31
Total	4	18	34	11	67

Source: Survey Data, 2011

From the table 8 above, 22 respondents disagree that teachers have other jobs outside the classroom while 45 agreed that teacher's have other jobs outside the classroom indicating that teachers salaries are not adequate and has to do other jobs to supplement their income.

Table 8B: Most teachers Consider their Profession as a Stepping Stone

Name of School	Most Teachers Consider Their Profession As A Stepping Stone			Total
	Disagree	Agree	Strongly Agree	
Nifa Senior High	5	18	13	36
Okuapeman Senior High	1	11	18	30
Total	6	29	31	66

Source: Survey Data, 2011

From the table above 8B respondents disagreed that teachers consider their professional as a stepping stone while 60 respondents agreed that teachers consider their profession as

a stepping stone. This means that most teachers used the profession as a stepping stone and leave when they get other jobs.

Table 9: Most teachers have the intention of leaving the Profession

Name of School	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Nifa Senior High	2	2	17	13	34
Okuapeman Senior High	0	3	9	18	30
Total	2	5	26	31	64

Source: Survey Data, 2011

From the table 9 above, 7 respondents disagreed that most teachers have the intention of leaving the profession while 57 respondents agreed the most teachers have the intension of leaving the profession. As stated in the literature Intent to leave has replaced job satisfaction and organizational commitment as the strongest predictor of turnover in the studies that have actually turnover Keaveney (1992). Intent to leave is based upon an attitudinal variable and is most typical found in job-related turnover Cotton and Tuttle (1996).

Table 10 :Teachers are Satisfied with their Jobs

Name of School	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Nifa Senior High	15	17	2	2	36
Okuapeman Senior High	11	16	2	2	31
Total	26	33	4	4	67

Source: Survey Data, 2011

From the table 10 above 59 respondents disagree that teachers are satisfied with their jobs while 8 respondents agree that teachers are satisfied with their job. That means that most teachers are not satisfied with their jobs and would like to leave whenever they get the opportunity.

Table 11: People from outside the Profession Respect Teachers for the job they do

Name of School	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Nifa Senior High	8	20	7	0	35
Okuapeman Senior High	4	22	2	3	31
Total	12	42	9	3	66

Source: Survey Data, 2011

From the table 11 above, 54 respondents disagreed that people outside the profession respect teachers for the work do, while 12 respondents agreed that people outside the profession respect teachers for the work they do. This is an indication that most people don't respect teachers. This disrespect for teachers make them think of leaving their profession any time they opportunity comes.

Table 12: Teachers recommend their work to friends and relatives.

Name of School	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Nifa Senior High	11	18	5	2	36
Okuapeman Senior High	14	14	3	0	31
Total	25	32	8	2	67

Source: Survey Data, 2011

From the table 12 above, 61 respondents disagree that teacher recommend their work to friend and relatives while 10 respondents agree that teachers recommend their work to friends and relatives. This indicates that teachers are dissatisfied with their work and will not recommend to their friends and relatives.

This section analyses response from respondents in relation to their salary and their opinions with regards to whether the salary is a true reflection of the work they do and also whether the salary is adequate.

Table 13: Take Home Pay

Name of School	Below 300	301-400	401-500	501-600	601-700	701-800	801-900	Total
Nifa Senior High	1	8	5	8	11	2	1	36
Okuapeman Senior High	0	0	3	5	7	14	2	31
Total	1(1.5%)	8(11%)	8(11.9%)	13(19.4%)	18(26.9%)	16(23.9%)	3(4.5%)	67(10%)

Source: Survey Data, 2011

Salary

The range of monthly-take home pay of the respondents was displayed together with the frequency of respondents who enjoy such range in Table 8 above. From the table, 18 out of the respondents representing 26.9% take home between 601 to 700 Ghana Cedis, 16 representing 23.9% take home between 701 to 800 Ghana Cedis. Thirteen (13) representing 19.4% take home between 501 to 600 Ghana Cedis, 8 respondents representing 11.9% take between 301 to 400 Ghana Cedis and 401 to 500 Ghana Cedis each, 3 representing 4.5% take home 801 to 900 Ghana Cedis inclusive and only one

respondent representing 1.5% take home below 300 Ghana Cedis. This shows the average salary of teacher's ranges between Ghc450.00 and GHc500.00 which is inadequate and does not make teachers put up their best to improve the performance of students.

Table 14A: Is salary the true reflection of the work you do?

Name of School	Yes	No	Total
Nifa Senior High	1	35	36
Okuapeman Senior High	0	31	31
Total	1(1.5%)	66(98.5%)	67(100.0%)

Source: Survey Data, 2011

4.1.9.2 Reflection of Salary

The research examined if the salary respondents receive is a true reflection of the work they do. From Table 14A above, it can be seen that almost all the respondents think their salary is not a true reflection of the work they do except one who thinks otherwise. The following are the reasons for the respondent's answers:

- That people with the same qualification in different organisation take more salary than they take.

- That they do more work apart from the teaching and their work extends much more beyond the classroom.

Most teachers do not put up their best to improve the performance of their students because they think that they are being cheated and that they receive little from what they do.

Table 14B: Reasons Why Salary is not a true Reflection

	Freq.	Per Cent
People with the same qualification in different organisation take more salary than they take.	10	15.2%
They do more work apart from the teaching and their work extends much more beyond the classroom	49	84.8%

Source: Survey Data, 2011

From the table 14B above, 10 teachers think that people with the same qualification in different organisation take more salary than they do while 49 representing 84.8% think that they do more work apart from the teaching and their work extends much more beyond the classroom this shows that most teachers get tired and could do little when they enter the classroom. This has a negative effect on student's performance.

Table 15A: Adequately of Salary

Name of School	Yes	No	Total
Nifa Senior High	1	35	36
Okuapeman Senior High	0	29	29
Total	1	64	65

Source: Survey Data, 2011

The respondents were further interviewed if their salaries were adequate for them. Only one respondent from Nifa Senior High School said his salary was sufficient because he could make a little savings at the end of the month after his expenditure, but all the other respondents who answered this question said their salaries were insufficient because the standard of living is high. Table 15A above displays the details with regards to this. This

also affects student's performance because most teachers leave the classroom to do other jobs to supplement their income.

Table 15B: If by chance, you inherit enough money to live Comfortably, Would You Still Teach

Name of School	Yes	No	Total
Nifa Senior High	15	20	36
Okuapeman Senior High	3	24	27
Total	18(28.6%)	45(71.4%)	63(100.0%)

Source: Survey Data, 2011

The research also investigated if respondents would love to teach if they inherit enough wealth that would let them live comfortably. With regards to this as shown in Table 15B above, 18 of the 63 respondents who responded to this said they would have still loved to teach but the remaining 43 respondents representing 71.4% said they would never loved to still teach despite everything. This indicates that teachers are not satisfied and will leave when ever the opportunity comes.

Table 16A: Teachers always think of other Jobs

Name of School	I Don't Know	Not at All	To a Little Extent	To Some Extent	To a Great Extent	Total
Nifa Senior High	1	1	1	11	22	36
Okuapeman Senior High	0	0	0	20	11	31
Total	1	1	1	31	33	67

Source: Survey Data, 2011

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From the table above, it means that to a great extent, teachers always think of getting other jobs so that they can leave the profession.

Table 16c: The attitude of some of the Headmasters Put off some teachers

Name of School	I Don't Know	Not At All	To A Little Extent	To Some Extent	To A Great Extent	Total
Nifa Senior High	1	8	13	10	2	34
Okuapeman Senior High	3	22	4	1	1	31
Total	4	30	17	11	3	65

Source: Survey Data, 2001

From the table 16C above it indicate that the attitude of some of the headmasters put off some teachers.

Table 16D: Teachers don't put up their best

| Name of School	Not At All	To A Little Extent	To Some Extent	To A Great Extent	Total
Nifa Senior High	2	4	18	11	35
Okuapeman Senior High	1	0	11	19	31
Total	3	4	29	30	66

Source: Survey Data, 2011

From the table 16D above respondents don't believe teachers don't put up their best.

Table 17: Percentage passes from 2006-2009 from both Schools in the Core Subjects

Subject	% Passes (2009)		% Passes (2008)		% Passes (2007)		% Passes (2006)		% Passes (Mean %)	
	Nifa	Okaus	Nifa	Okuas	Nifa	Okuas	Nifa	Okuas	Nifa	Okuas
Soc.Std	99.7	100.0	97.4	100.0	99.3	99.5	99.7	99.1	99.03	99.65
.	96.2	99.8	98.7	100.0	95.2	98.9	97.7	98.7	96.95	99.35
English	59.7	98.4	60.1	91.6	48.3	73.8	70.1	88.6	59.55	88.1
Maths	91.5	100.0	87.9	99.4	81.3	95.2	85.4	94.2	86.53	97.20
Int. Sci.										

Source: 2006-2009 WASSCE Results Analysis Nifa and Okuapem

Figure 1 A Graph of % Passed Between Nifa and Okuapeman Schools in their Core Subjects from 2006-2009
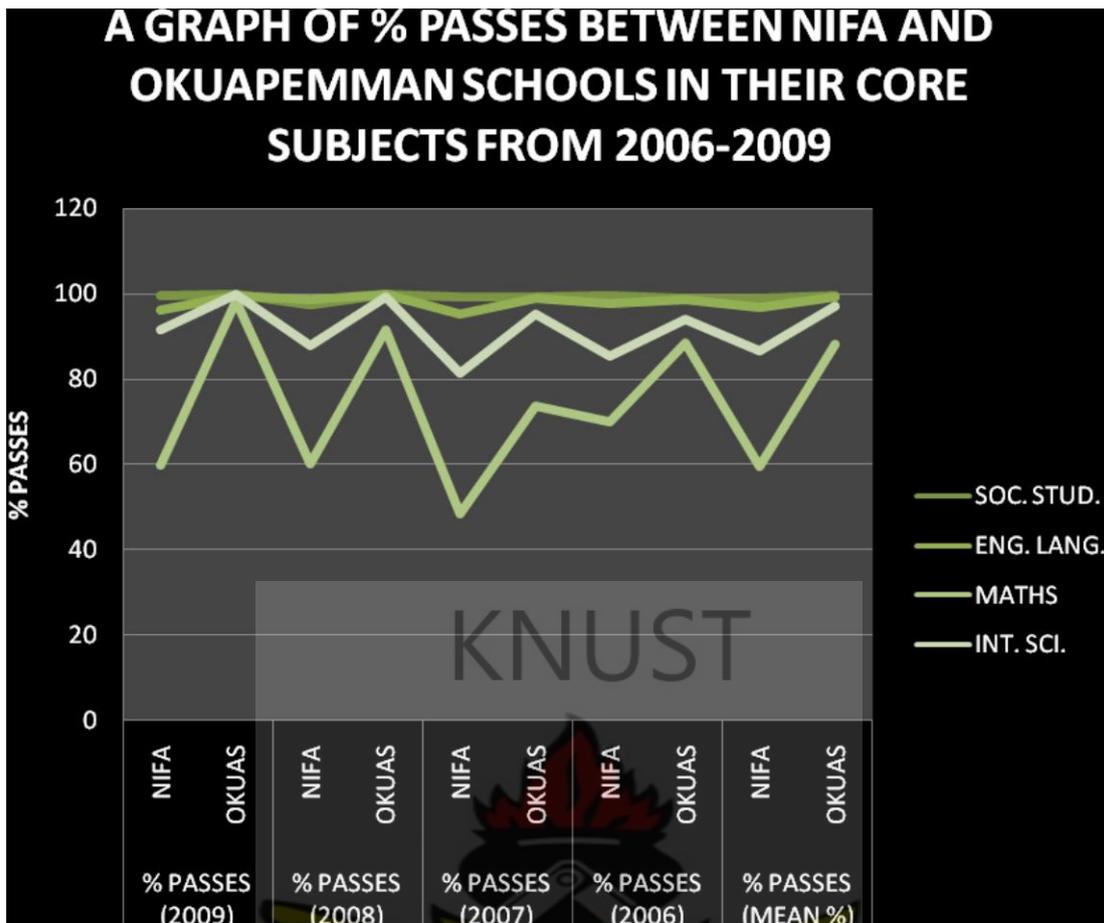
Source: 2006-2009 WASSCE Results Analysis Nifa and Okuapem

This section analyses results from Nifa and Okuapeman Senior High Schools to determine the teacher turnover in both schools. From Table 17 and fig 1 above, it can be observed that the percentage passes in all the subjects for all the years(2006-2009) in Okuapeman School is better than that of Nifa Schools except in 2006 where Nifa got a better percentage pass in Social Studies than Okuapeman. On the whole, the mean percentage from the years analysed, Okuapeman students did better than Nifa students. This is because the teacher turnover in Nifa Senior High is higher than Okuapeman Senior High and that could have been the reason why the results were better than Nifa Senior High.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 AN OVERVIEW OF THE SUMMARY

The researcher was interested in finding out the effects of teacher turnover on performance of students in Nifa and Okuapeman Senior High Schools. The population for the study was teachers from Nifa and Okuapeman Senior High Schools. The questionnaire was made up of both open and closed ended questions. The researcher gave copies of the questionnaire two weeks before collecting them.

5.2 SUMMARY OF MAJOR FINDINGS

The researcher found out that teachers leave the profession because they think that their salary is not a true reflection of the work they do.

Teachers are of the view that they are not respected for the work they do in the societies. Another cause of teacher turnover in Nifa and Okuapeman was that most teachers do not have accommodation especially Nifa Senior High School and so most teachers leave to other schools where they can comfortably be accommodated.

In addition to that the teacher turnover in Nifa is higher than that of Okuapeman. This may be probably the name Okuapeman had made for a long time and also accommodation problem that is faced by teachers of Nifa Senior High School.

The researcher also found out that performance of students at Okuapeman School was better that Nifa Senior High because of the high turnover of teachers in Nifa Senior High. The reason being that, teachers needed time to settle especially when they were new graduates from the universities, the teachers leave to other schools which affect the student's performance academically. The saying that goes like this , experience is the best teacher and so teachers who intend to stay longer in a particular school turn to be well experienced.

5.3 CONCLUSION

This study examined the effects of teacher turnover on performance of students in (Ghana education service) particularly in Nifa and Okuapeman Senior High Schools. The main research questions that guided the study was why were teachers leaving the classroom? and the effects of their departure on the performance of their students. The literature review have identified low pay and poor working conditions as two major factors that were pushing teachers out of the classrooms. The analysis confirmed that teachers generally earn low salaries. Some teachers who participated in the survey reported that salaries as low as GH¢300.00 per month. The respondents reported that they received an average monthly salary of GH¢450 and GH¢500.00 per month in May 2011. It was therefore not surprising that 98.5% of the teachers covered by this survey said they were not satisfied with their current pay. It is also important to underscore our findings that over half of teachers who were respondent had plans to leave the classroom for other more lucrative jobs either for higher pay or improved conditions of service, or just to change profession.

The low remuneration and the poor working conditions act to lower morale among teachers. Sixty- One out of the sixty-five teacher representing 97.7% said they will not recommend the teaching profession to their children or their relatives.

Some progress has been made in terms of growth in schools and access to education across the country. This may be a reflection of Ghana Government commitment to the achievement of the 'Education for All' initiative within the framework of the Growth and Poverty Reduction Strategy. However, while policies, strategies and measures have improved access to education, teachers do not see any corresponding improvement in their conditions of service. It is becoming more difficult to retain teachers in the service as the economy of Ghana grow and other social and economic sectors become more competitive in terms of pay and other conditions of service.

The findings presented in this report should be useful in the formulation, implementation and review of policies aimed at reducing teacher turnover in Ghana. It is only when the right policies were implemented and appropriate measures taken to attract and retain teachers in the classroom that the country could meet the noble goal of "Educational for All".

5.4 RECOMMENDATIONS

Given the level of teacher dissatisfaction with the teaching profession as shown by the result of this survey, reversing the current trend of teacher turnover rate in Ghana and retaining teachers in the classrooms will be a daunting task. However if the goal of "EDUCATION FOR ALL" in Ghana is to be achieved, stakeholders in education must adopt and implement measures that in the short to medium term will reverse the current rate at which teachers are leaving the classrooms.

The literature has shown that the educational authorities have been fantastic in attracting young people to the teaching profession. The payment of allowances to the teacher-trainees and the study leave with pay system has gone a long way to attract young and brilliant people to take up teaching appointments. However, the authorities in the educational sector have done very little to ensure that teachers trained at the expense of the taxpayer are retained in the classrooms to serve the purpose for which they were trained. It is instructive to note that the Ghana Education Service has no policy on retaining teachers in the classrooms. This study recommends that government and for that matter the GES adopt a policy on the retention of teachers in the classrooms. The policy should recognize that once teachers are assisted through Study leave with Pay Programme to pursue further studies, they (teachers) become marketable and attractive to other sectors of the economy where remuneration is better than the teaching service. To retain teachers in the classrooms, their pay and other conditions of service must be raised to levels commensurate with their newly acquired skills. It is not enough to assist teachers to

acquire new skills but the ultimate should be to have them well-paid. This system must be complemented by other policies that motivate teachers to stay in the classrooms.

It is also important that government and the GES fight the canker of low morale and high dissatisfaction among teachers. It would be difficult to retain teachers in the classroom when more than two-thirds of all teachers are dissatisfied with their work as teachers. As the study revealed, a greater source of dissatisfaction among teachers come from low remuneration. Nearly every teacher is dissatisfied with their pay levels. Raising the level of remuneration in the teaching profession as a whole will be a huge asset in the fight against teacher important step towards stemming the high rate of teacher turnover rate in Ghana.

The standard or false assumption that teachers are the worst paid not only in the public service but also in the country as a whole appears to have taken hold for which teachers are actually leaving the classroom for other professions that pay significantly higher than the teaching profession. Dealing with this perception will be a crucial part of the fight to retain teachers in the classroom. It will require sustained public education to counter the wrong perception not only among teachers but equally importantly, among the public in general. The unions that are Ghana National Association of Teachers and Ghana National Association of Graduate Teachers operating in the education sector can play an important role in this direction. Specifically, they can use their network of branches across the country to educate their members to change their perception.

The government of Ghana must not only work hard to improve the educational infrastructure in all parts of the country but equally importantly build houses to accommodate teachers. Teachers refuse posting to deprived communities where social amenities are poor or non-existent; where they have very limited opportunity for personal development. Teachers who accept postings to deprived communities do so only when all other options including leaving the teaching profession have not worked. While the

government makes the effort to improve facilities in all parts of the country, the authorities may have to compensate teachers who accept to stay in deprived communities in a more significant way. The current scheme of compensation appears not to be enticing enough. For the scheme to work and education sector to retain teachers in deprived communities, the teachers should see significant differences between their pay and that of other teachers.

The study also recommend that Heads of the schools should relate well with their teachers and involve teachers in decision making in the schools so that they will feel at home and work well. This will go a long way to retain teachers in the profession.

Allowances for extra duties like Senior House Masters /Mistresses, House Masters, House Mistresses should be increase to reflect on the work they do. This is because most house Masters and Mistresses work deep into the night by solving student's problem for them.

School buses should be made available to pick teachers who stay outside the school done teachers will be motivated enough to help improve the performance of students.

Finally breakfast and lunch be provided to teachers in the Senior High Schools. This will help motivate teachers to do their best, thus improve teaching and learning to enhance the performance of their students.

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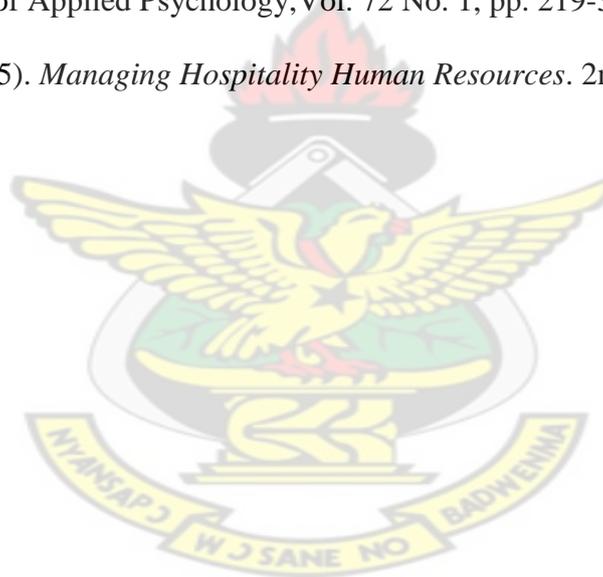
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY–KUMASI

INSTITUTE OF DISTANCE LEARNING (IDL)

QUESTIONAIRE FOR TEACHERS

The researcher is with the Institute of Distance Learning (IDL), Kwame Nkrumah University of Science and Technology. He is pursing Commonwealth Executive Masters in Business Administration, and researching into "The effect of teacher turnover in Ghana Education Service: A comparative study of Nifa and Okuapeman Senior High Schools in Akuapem North District" as part of his academic work. Your co-operation and support is highly needed if this research is to be successful. You are kindly requested to as accurately and frankly as possible complete this questionnaire, as recommendation will be made at the end of this work which may help improve student's performances in Nifa and Okuapeman Senior High Schools.

Thank you very much for agreeing to be part of this research work. Answer all questions. Put a tick ( ) in the corresponding box to your answer where needed.

SECTION A.

1. Sex   i) Male   [   ]

                            ii) Female   [   ]

2. Name of school   i) Nifa Senior High   [   ]

                            ii) Okuapeman Senior High   [   ]

3. Professional Status:

     1. Non-graduate professional   [   ]

     2. Graduate non professional   [   ]

     3. Graduate professional   [   ]

     4. Post-graduate professional   [   ]

4. Length of service in school:

1. Under 5 years   [   ]

2. 6-10 years   [   ]

3. 11-15 years   [   ]

4. 16-20 years   [   ]

5. 21 years and above   [   ]

   5 a) Are there any extra duties you perform outside your normal schedule   of

duty?

1. Yes   [   ]

2. No   [   ]

   b) If yes, please tick as appropriate.

1. House staff   [   ]

2. Form Master   [   ]

3. Committee Member   [   ]

4. Head of department   [   ]

5. Senior house master / mistress   [   ]

6. Other duties   [   ]

6. Do you have accommodation on campus?

1. Yes   [   ]

2. No   [   ]

SECTION B

Please circle the number of the scale that describes your responses.

   4) Strongly Agree

   3) Agree

   2) Disagree

   1) Strong Disagree

7. Most teachers' have other job / work outside their normal employment.

4   3   2   1

8   Most teachers consider their profession as a stepping stone.

4   3   2   1

9. Most teachers have the intention of leaving the profession.

4   3   2   1

10. Teachers are satisfied with their job.

4   3   2   1

11. People outside the profession respect teachers for the job they do.

4   3   2   1

12. Teachers recommend their work to friends and relatives.

4   3   2   1

SECTION C

13. Monthly take home pay (to the nearest Ghana Cedis)

    1) Below GH¢ 300.00   [   ]

    2) GH¢ 301.00-GH¢ 400.00   [   ]

    3) GH¢ 401.00-GH¢500.00   [   ]

    4) GH¢ 501.00-GH¢ 600.00   [   ]

    5) GH¢ 601.00-GH¢ 700.00   [   ]

    6) GH¢701.00 - GH¢800.00   [   ]

    7) GH¢801.00- GH¢ 900.00   [   ]

    8) GH¢901.00- GH¢1,000.00   [   ]

14. A) Do you think your salary is the true reflection of the work you do?

    1. Yes [   ]

    2. No   [   ]

    b) Why?

………

………………………………………………………………………………………………

15 a) Is your income sufficient enough to meet your entire financial obligation?

      1. Yes [ ]

      2. No [ ]

b) Please give reasons?

………

………………………………………………………………………………………………....…

16. If by chance, you inherit enough money to live comfortably, would you still teach?

      1) Yes   [ ]

      2) No   [ ]

SECTION D.

17. Please circle the number on the scale that describes your responses.

      5) To a great extent

      4) To some extent

      3) To a little extent

      2) Not at all

      1) I don't know

18. Teachers always think of getting other jobs so that they can leave the profession.

    5   4   3   2   1

19. Teachers don't put up their best.

    5   4   3   2   1

20. The attitude of some of the headmasters put off some teachers.

    5   4   3   2   1

THANK YOU.