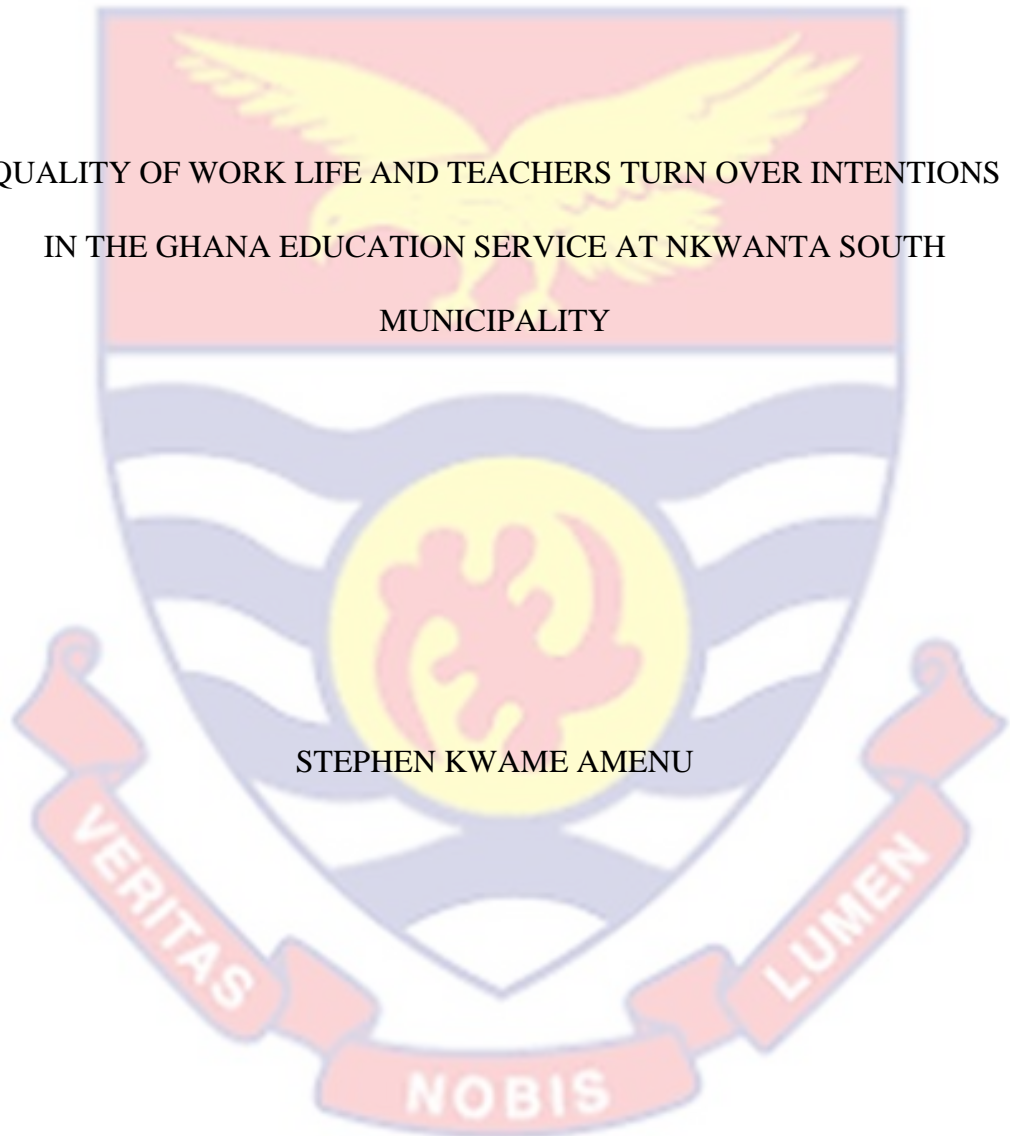


UNIVERSITY OF CAPE COAST

QUALITY OF WORK LIFE AND TEACHERS TURN OVER INTENTIONS  
IN THE GHANA EDUCATION SERVICE AT NKWANTA SOUTH  
MUNICIPALITY



STEPHEN KWAME AMENU

2022

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BY

STEPHEN KWAME AMENU

Dissertation Submitted to the Department of Human Resource Management of  
School of Business, College of Humanities and Legal Studies, University of  
Cape Coast in Partial Fulfillment of the Requirement for the Award of  
Business Administration in Human Resource Management

OCTOBER 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis results from my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

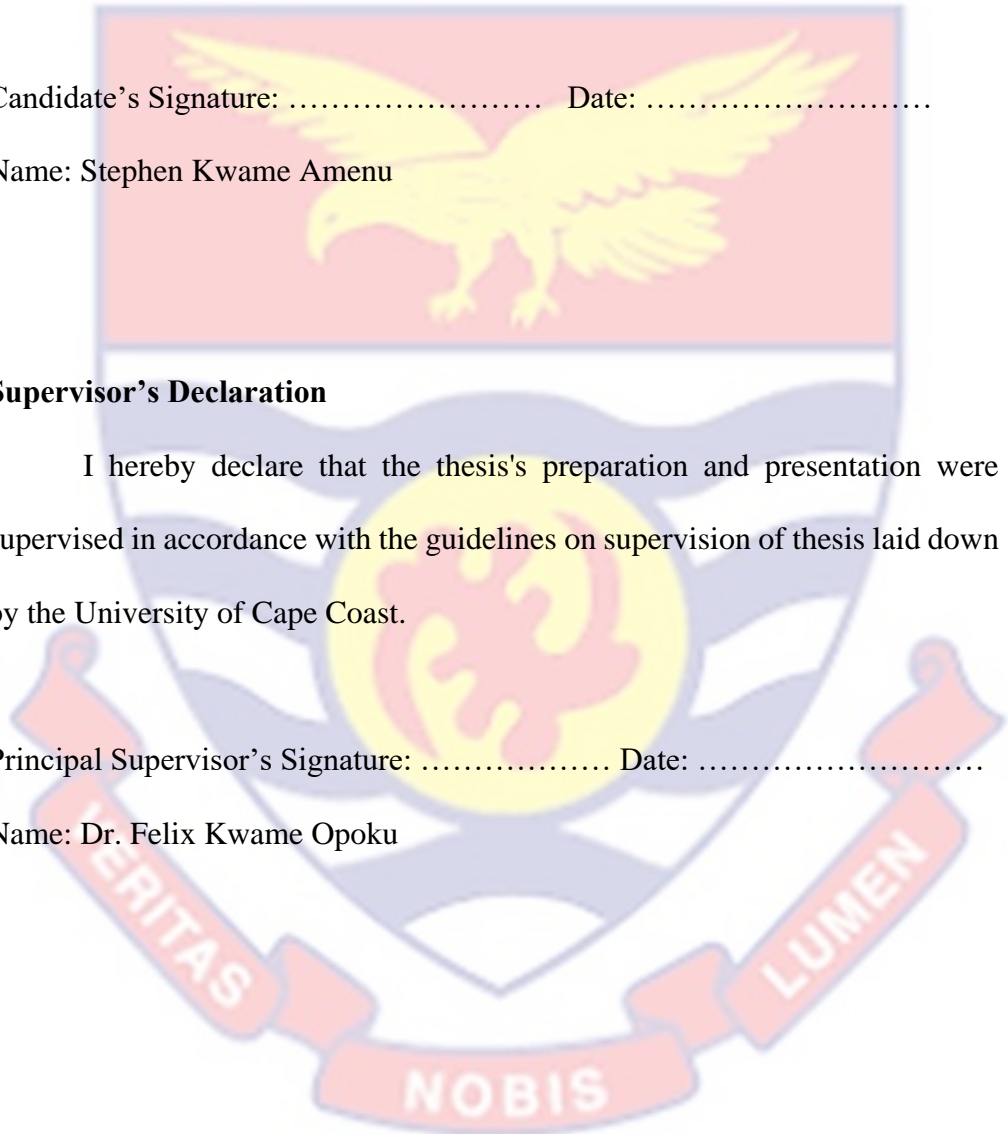
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### Supervisor's Declaration

I hereby declare that the thesis's preparation and presentation were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: ..... Date: .....

Name: Dr. Felix Kwame Opoku



## ABSTRACT

The study examined the effect of quality of work life on the turnover intention of teachers at the Ghana Education Service, Nkwanta South Municipality. Specifically, three (3) research objectives were investigated, to examine the level of turnover intentions among teachers of the Nkwanta South Municipality; to assess the quality of work life among teachers of the Nkwanta South Municipality; and to analyse the effect of quality of work life on turnover intentions among teachers of the Nkwanta South Municipality. The study adopted the positivism philosophy thus relying on the quantitative approach and descriptive correlational design. A structured questionnaire was used to gather data from 280 sampled teachers within the municipality. The data was then processed using the IBM SPSS Statistics (version 26) software. Both descriptive (means and standard deviations) and inferential statistics (multiple regression) were used to address objectives in the study. The study found turnover intention was high among the teachers within the municipal assembly. The study also found low levels of quality of work life in terms of career growth and development, compensation and reward, social support and teachers' welfare among the teachers. The study finally found that quality of work life through the elements had significant negative effect on turnover intention of teachers. The study therefore recommended Ghana Education Service and the Ministry of Education should make efforts to design policies encompassing programmes that will reduce the turnover intentions of the teachers.

## ACKNOWLEDGEMENTS

My first and foremost appreciation goes to the Almighty God for how far He has brought me. My profound gratitude also goes to my supervisor and lecturer, Dr. Felix Kwame Opoku for his support, encouragement and guidance in helping me put this work to its current state. I am very grateful to his constructive criticisms and meticulous to every detail of this dissertation.

I would like to express my sincere appreciation to all the lecturers at the School of Business at the University of Cape Coast and the entire Department of Human Resource Management for their encouragement and support. Also, I would to thank the Director of Ghana Education Service and Headteachers of the Nkwanta South Municipality for granting me the opportunity to use their teachers for the study.

I am grateful for all the teachers who took time off from their hectic schedules to answer all the questions needed for this research. It was because of their active participation that I was able to complete this research.

Finally, I wish to thank my wonderful family members and friends especially, Mr. Selorm Jerry Gbesemate, and Miss Faustina for the typesetting and sacrifices, which enabled me to complete my dissertation successfully.

## DEDICATION

I dedicate this work to my wife, Mrs. Gloria Suglo-Amenu and children,

Awoenam, Nana Yaw and Mawuena



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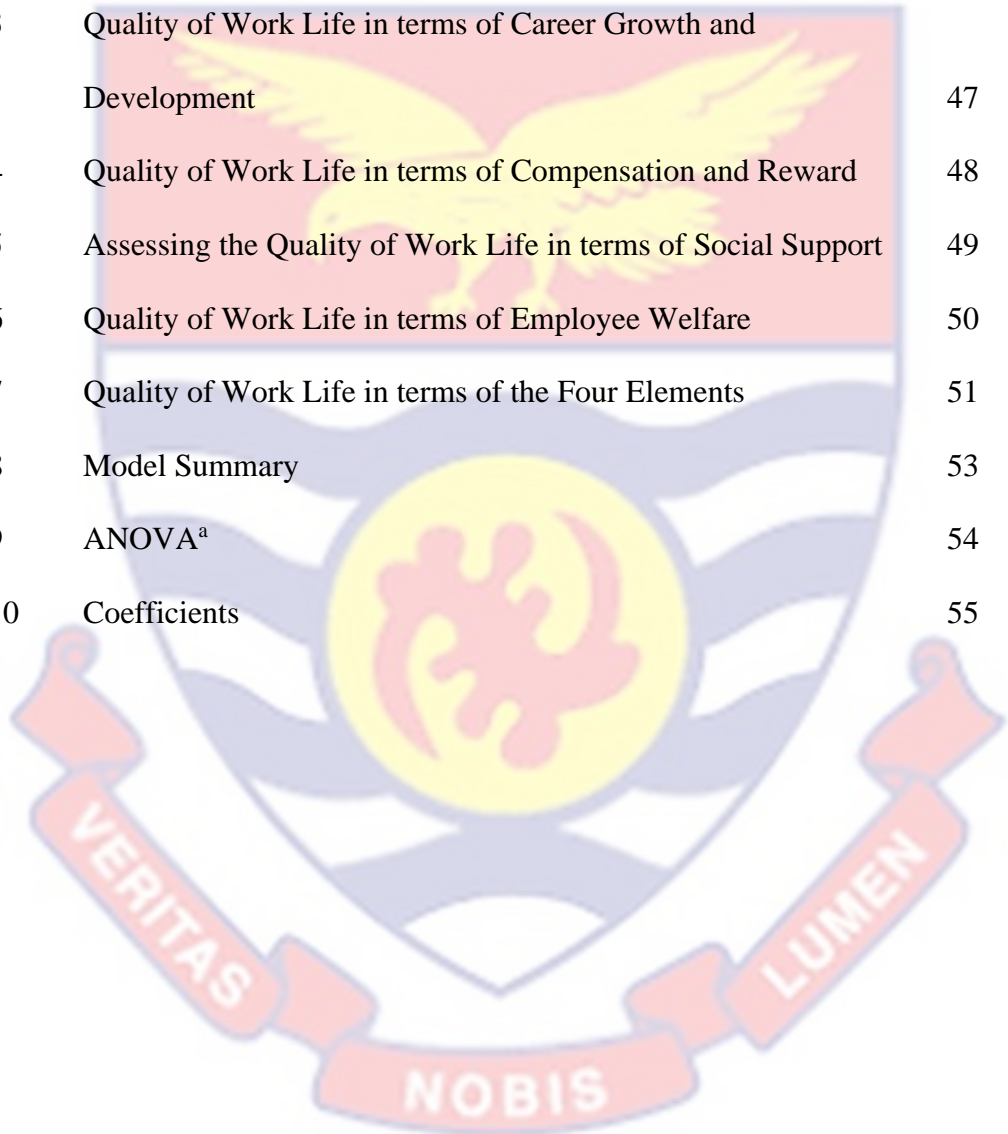
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## CHAPTER ONE

### INTRODUCTION

Teachers' turnover intention has been of concern to scholars and policy makers in recent times globally. What is worrying is the rising number of teachers who leave their job as teachers in Ghana's education service especially at the basic and secondary levels. This study sought to examine the antecedents in terms of quality of work life of teachers that may minimize the turnover intentions of teachers. This introductory chapter covered the background to the study, statement of the problem, significance and organisation of the study.

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

In the recent years, quality of work life (QWL) is gradually being recognised as an imperative criterion for the defining the success and sustainability of an organisation (Koonmee et al., 2010). The concept of Quality of work life has gained popularity in the last two decades due to the growing demands of the work environment and family structure (Normala, 2010; Akdere, 2006). The work life epitomises a significant domain, which borders the job content and job context of the employees. Nayak, et al., (2018) opined that employee can ascribe pleasure from their work lives only when the fundamental expectations about their workplace and job are suitably fulfilled.

According to Linguli (2013), Quality of work life is the perception derived from the rudiments of workplaces that are physically and psychologically desirable and which facilitates the employees to satisfy essential personal needs through their work experiences while achieving organisational objectives. Mworira (2020) and Zhang (2020) also described Quality of work life as the condition experienced by an individual during the

active pursuit of the hierarchical work goals where the achievement of these objectives has a positive influence on their quality of life as well as organisational performance. It is an idea, a set of principles that considers people to be the most important resource in an organization because they are trustworthy, accountable, sound contributions are also possible (Nayak, 2016).

Further, Quality of work life is both a goal and continuous process that requires the commitment of the organisation as well as active participation of the employees (Narehan, et al., 2014). Walton (2005) proposed eight factors by which employees measure their quality of work life: adequate and fair compensation, safe and healthy working condition, an immediate opportunity of use and development of human capacities, the future opportunity for continued growth and security, social integration in the work organisation, constitutionalism in the work organisation, the total life space and the social relevance of work life. Also, Jabel (2013) concurred that quality of work life comprises elements such as job security, better reward systems, higher pay, an opportunity for growth and participative groups, among others. Hence, these factors will be necessary for explaining the Quality of work life of employees in the present study.

Kanten and Sadullah (2012) and Shahbazi et al., (2011) claimed that the principles of Quality of work life emphasises that employees are the most valuable resource of the organisation, who should be treated with respect and dignity as they are trustworthy, responsible and capable of making a valuable contribution. The effect of better-quality of work life is not only limited to the reduction of turnover intentions of employees, but also spills over to job satisfaction and other life domains of employees such as organisational identity,

organisational commitment and job satisfaction, engagement, workload, wellbeing and autonomy of workers and performance (Arif & Ilyas, 2013; Ajala, 2013; Grote & Guest, 2017)

This is because, the cognitive process of leaving the organisation starts with the evaluation of an individual's present situation, which leads to an intention to leave and then the actual act of turnover occurs (Galleta et al., 2016). Therefore, managers should strive to prevent the turnover intention that serves as a transitional linkage to turnover, since actual turnover would generate an extensive cost to both the individual and the organisation (Cheng et al., 2016). Further, it has become essential for organisations to analyse the opinions of employees regarding the factors that impact and shape their decision to quit for building an effective retention policy (Hayward et al., 2016). The turnover intention of the employee is substantially influenced by the factors of the work environment (Hayes et al., 2012).

Several studies have shown that quality of work life influences employees' turnover intentions (Albaqami, 2016; Alzamel et al., 2020; Lewis, 2019; Nanjundeswaraswamy & Swamy, 2013; Nayak, 2016; Yusoff, Rimi & Meng, 2015). The revelation drawn from the conclusions of these studies suggest that when organisations including educational institution seeks the welfare of their employees through Quality Work Life, it may affect the turnover intention levels of the employees. Relying on the social exchange theory developed by Blau (1964), the author emphasised that employees will psychologically feel they have to reciprocate certain behaviours in response to what an organisation is offering them. This theory suggests that employees feel indebted to their organisation if practices such as Quality of work life elements

are in their best interest (Fayyazi & Aslani, 2015). Studies have shown that employees who are happy with the work environment of their organisation, are willing to make significant strides in their endeavor to meet organisational objectives rather than harbouring the intentions to exit (Arif & Ilyas, 2013).

The Ghana Education Service (GES) is one of the sectors of the Ghanaian economy that employs the highest number of people in the country. Out of these number, teachers are those who represent the highest number serving under the service. For education to be effective, more knowledgeable and experienced teachers should be available to facilitate the learning process. This makes the role of teachers in the school system very essential. Attah (2012) and Ministry of Education (MoE) (2019) opined that the school and its related matters would be incomplete without the teacher. According to Amissah et al (2002), teachers are essential link in the transmission of educational opportunities to learners. Teaching can be regarded as the most vital and strategic means of national development. Loeb et al. (2012) stated that teaching profession is a great asset and no nation can leave without it in its quest to develop.

According to the researchers, educational outcomes are the very reasons why schools are established; therefore, the interest in the school rest on the quality of teachers as a way of improving educational outcomes for students. Quality teachers are one of the most important school-related factors found to facilitate students' learning (Nye et al., 2004; Odoom & Ayipah, 2016; Anis, 2018). It is therefore imperative to have an investigative piece examining how teachers' perception of Quality of work life influence their turnover intentions in Ghana Education Service.

### Statement of the Problem

Employee turnover is now an issue that has come to stay with organisations and almost every organisation has employee turnover problems (Kurniawaty et al., 2019). High labour turnover is dangerous as it affects the growth and productivity of an establishment. Vermeeren et al. (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 organisation, educational institutions inclusive, in which motivation is low, a number of problems are almost certain to arise perhaps the most important single resource in any organisation is people (Vermeeren et al., 2014). 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). As a result, many teachers use teaching as a launching pad to propel themselves into more lucrative jobs. The Ghana Education Service 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 (Appiah-Agyekum et al 2013. These negative habits are a pointer to the fact that there is low motivation for the teacher leading to actual turnover when intentions are not properly managed (Gyampoh, 2012).



Despite different committees have sat on the issue of low salary and poor conditions of service of teachers in Ghana, little has been said about other important factors such as job characteristics, supervisor characteristics, making up the Quality of work life of the employees in the service to raise the image of the profession. This is because in contemporary Ghanaian situation, employees expect more than just pay for their work (Oluyinka et al., 2015; Owusu, 2004). A progressive culture of ensuring better Quality of work life for employees can improve their self actualisation along with positive effects on quality-of-service delivery and productivity (Fu et al., 2015). Hence, organisations need to focus on the work life aspect of the employees to stimulate positive attitude and behaviour at the workplace such as reduced absenteeism (Gupta & Hyde, 2016), improved job satisfaction (Lee et al., 2015), enhanced commitment (Farjad & Varnous, 2013) and low turnover (Mosadeghrad, 2013).

Research has shown that an enormous number of teachers are leaving their jobs and or moving to other jobs (Samah and Aisha, 2008). Again, in 2021, the Report of the Education Committee of Parliament found that over 45,000 teachers quit the teaching profession. Based on the forementioned, this study is necessitated by the fact that many teachers always seek for greener pastures elsewhere as their working life is poor as compared to other public sector workers. Again, studies on Quality of work life have focused on organisations such as health (Mosadeghrad, 2013; Almalki et al., 2012), manufacturing (Korunka et al., 2008) and other sectors without much attention on the education sector.

### **Purpose of the Study**

The primary focus of this study is to examine the influence of Quality of work life on teachers' turnover intentions at the Ghana Education Service in Nkwanta South Municipality.

### **Research Objectives**

Specifically, the study seeks to;

1. Examine the level of turnover intentions among teachers of the Nkwanta South Municipality.
2. Assess the quality of work life among teachers of the Nkwanta South Municipality.
3. Analyse the effect of quality of work life on turnover intentions among teachers of the Nkwanta South Municipality.

### **Research Questions**

1. What is the level of turnover intentions among teachers of the Nkwanta South Municipality?
2. What is the quality of work life among teachers of the Nkwanta South Municipality?
3. What is the effect of quality of work life on turnover intentions among teachers of the Nkwanta South Municipality?

### **Significance of the Study**

Investigating Quality of work life and teachers' turnover intentions within the Nkwanta South Municipality can be of prime interest to the government and policymakers. It will help the government and policymakers to formulate appropriate policies that will help to improve upon the education system in Ghana. The results of the study will also help Directors of Ghana

Education Service at each district level know how to handle matters of Quality of work life of teachers in their various districts or regions. Moreover, being a pioneering study on the topic in Ghana the results and recommendations from the study will set the pace in developing and discussing contextual solutions to social issues in another context. There is no doubt that the existing literature will see the contribution of this study as to how Quality of work life influences to employees' turnover intentions.

### **Delimitation of the Study**

The study will be conducted in the Nkwanta South Municipal Assembly located in the Oti Region of Ghana. The participants of the study will be the teachers under the Ghana Education Service within the municipality. Although, the study will be conducted within only one district of the Ghana Education Service, the results of the study will be applicable to other districts across Ghana and beyond.

### **Limitations of the Study**

The unwillingness of respondents to accept questionnaires and answer was a challenge for the study. Even those respondents who accepted the questionnaire left some of the questions unanswered. The questionnaire was designed on the Likert style and therefore did not give the employees an opportunity of expressing themselves fully. It will therefore make generalisation difficult. Also, only staff of the Ghana Education Service at Nkwanta South Municipality has been included in this study. Therefore, future research should be conducted on a larger scale by considering other districts in the country. However, the researcher will observe the necessary measures to get the data the

data from the respondents of the Ghana Education Service in the Nkwanta South Municipal Assembly.

### **Definition of Terms**

**Quality of work life:** Quality of work life is defined as the quality of the relationship between the staff and with the total working environment (Sajjad & Abbasi, 2014).

**Turn Over Intentions:** Turn over intentions can be defined as an employee's intention to voluntarily change jobs or companies (Birgit et al., 2007).

**Career Growth and Development:** This is defined as the range of work roles or opportunities available to an employee in the organization to develop a particular set of skills, knowledge, qualifications and experiences (Kansal & Singhal, 2018).

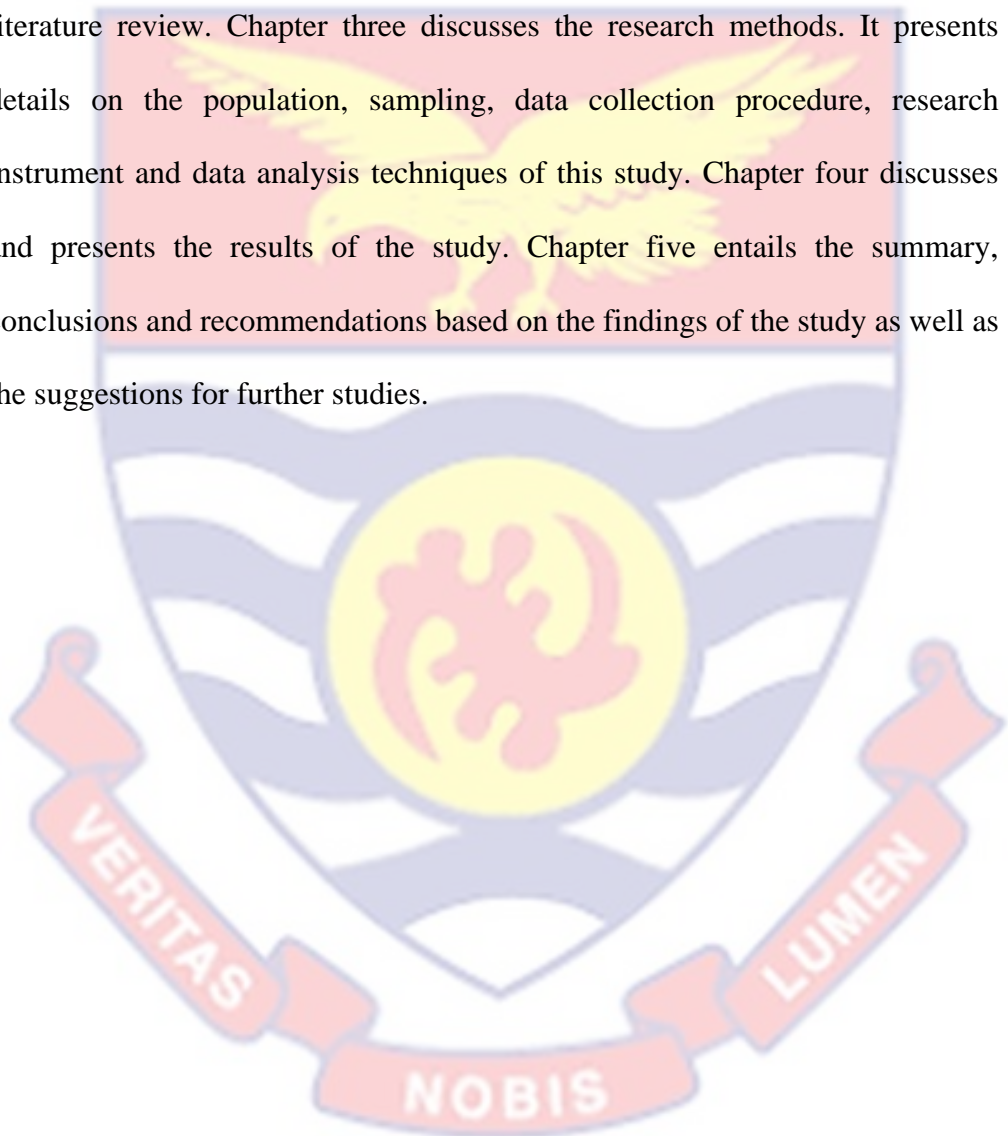
**Compensation and Rewards:** Compensation encompasses all forms of tangible and intangible remunerations received by employees while reward represents whatsoever that an employee may value and that an employer is willing to offer it in exchange for his contributions (Merriman, 2014).

**Social Support:** It refers to the employee's perception regarding the quality and strength of relationships at the work place, which provide resources such as communication of information, emotional empathy and tangible assistance (Kossek et al., 2011).

**Employee Welfare:** Employee welfare refers to a set of policies and programmes, which provides support to the employees and their families as well as enhance personal effectiveness and quality of life (Kim et al., 2018)

### Organisation of the Study

This study is organised into five chapters. Chapter one of the study covers the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation, definition of terms and organisation of the study. Chapter two comprises literature review. Chapter three discusses the research methods. It presents details on the population, sampling, data collection procedure, research instrument and data analysis techniques of this study. Chapter four discusses and presents the results of the study. Chapter five entails the summary, conclusions and recommendations based on the findings of the study as well as the suggestions for further studies.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

The focus of this chapter is to outline arguments made by prior researchers concerning the constructs under the study. A literature review is a comprehensive overview of prior research regarding a specific topic (Denney & Tewksbury, 2013). The chapter opens a discussion on the relevant theories that underpin the study and have been adopted in extant literature to expand knowledge in the field. The chapter further reviewed the concepts such as quality of work life and turnover intentions. The chapter also covered an empirical review of studies done on the variables whiles presenting the direction of the study on the pictorial conceptual framework to aid readability and understanding.

#### Theoretical Review

Many theories can be deployed to explain the constructs contained in this study. However, the most applicable theory from which inferences can be drawn to illustrate the interrelationships among the constructs of the study is the Social Exchange Theory (SET). Thus, the social exchange theory is relevant for this study because employee's intention to leave an organisation is dependent on the quality of work life that managers give to the employees, among which include their quality of work life. This theory is review below.

#### Social Exchange Theory (SET)

The Social Exchange Theory was propounded by Blau (1964) to illustrate how two parties in a relationship seek either party's interest through exchanges. According to the famous author, social exchanges are necessary for

maintaining good relationships among individuals (i.e., employers and employees) in an establishment. The theory further suggests that when one party does good or seeks the welfare of the other party, the later will feel obliged to reciprocate another good to the former. This implies that, once employers seek the seek the welfare of employees, they (the employees) will feel obliged to reciprocate another to the employer.

Moreover, Blau (2016) advanced that Social Exchange Theory is based on the principle that people enter into relationships in which they can maximise benefits and minimise costs. This stipulates that certain workplace antecedents like quality of work life can lead to improved employee attitudes, behaviour, performance and extra effort which will make them feel attached to the organisation (Cropanzano et al., 2001). The premise is that if employers take care of employees by providing them quality of work life and making them engaged (Hassan & Ahmed, 2011) in the workplace, the employees, in turn, will view that as beneficial, advantageous, and fair to them and may reciprocate by not willing to leave the organisation.

The relevance of Social Exchange Theory to this study is that, it contributes to explaining why employees who perceive an authentic leadership style in their supervisors develop a feeling of obligation to reciprocate with improved performance. Previous research has also indicated that Quality of work life elevates workers' performance by promoting employees' affective commitment and individual creativity (Duarte et al., 2021; Ribeiro et al., 2018). Consequently, this will develop the employees' propensity to perform effectively and respond with positive attitude, behaviour, and action – thus, become actively engaged. Again, according to Blau (1964), individuals who

receive favorable treatments from others are likely to return the other party's favour based on the norm of reciprocity. Thus, employees who experience a high level of quality of work life tend to have less intention to leave than those who perceive low quality of work life (Zhao, et al., 2013).

### **Conceptual Review**

This section reviews the concepts in order to help enhance our knowledge concerning the constructs used in this study. The constructs are quality of work life (QWL) and turnover intentions. The definitions given in the literature concerning Quality of work life will initially be addressed followed by a discussion of its application and also turnover intention. Specifically, different perspectives provided in the literature in defining and measuring the construct will be looked at accordingly. The review will address all the issues concerning the definition and the measurements of the constructs as mentioned earlier, thereby clearing all misunderstandings likely to befall the readers.

### **Quality of Work Life**

Human resources are the most precious asset of an organisation. Employees are the soft assets and are of hidden value, which can be of competitive advantage for the organisation in the long term instead of capital, technology or product and services. The struggle of organisations to survive and be efficient has accrued research interest around the concept of employees working life. A unique and inimitable workplace can be created by embedding Quality of work life in the socio-technical system of the organisation (Nayak, 2016). The growing body of academic and practical concern in Quality of work life is due to the significance of this concept in managing the human resource. This is because the explicit objective of the human resource policies in modern



workplaces has been to find the effect of better-Quality of work life on the employees, organisation and customers.

Research has shown that Quality of work life has significant impact on employee behavioural responses, such as organisational identification (Dechawatanapaisal, 2017; Nilgün, 2017), job satisfaction (Saad et al., 2008), job involvement (Permarupan et al., 2013), job performance (Beh & Rose, 2007), intention to quit (Lee et al., 2013), employee well-being (Dolan et al., 2008) and reduced absenteeism (Stefano et al., 2014). Thus, organisations that advocate for high Quality of work life can gain leverage in attracting skilled employees and retaining the existing workforce (Fanggidae et al., 2020). An increasing body of evidence also supports the positive effect of Quality of work life on the organisation like enhanced business performance, organisational efficiency, better service quality and customer satisfaction (Lee et al., 2015; Singh & Srivastav, 2012).

Quality of work life is part of the quality movement and deals with employee development and well-being (Narehan et al., 2014). Lee et al., (2013) emphasised that high Quality of work life can nurture happy, flexible, loyal, motivated and productive employees. Quality of work life is fundamentally a multidimensional concept that represents the mechanism, which regulates the relationship between individual and their work (Maqableh et al., 2021). Nayak (2016) defines Quality of work life as a process by which an organisation responds to the employee's needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work. Likewise, Rekhi and Sharma (2019) refers to Quality of work life as employee satisfaction with a variety of needs through resources, activities, and outcomes stemming

from participation in the workplace. Furthermore, Quality of work life encompasses the physical, technological, psychological and social dimension of work corresponding to the ideals of a more humane and healthier organisation (Daubermann & Tonete, 2012).

Sirgy et al., (2012) also described quality of work life as a construct which deals with the well-being of employees. They further defined quality of work life as employee satisfaction with a variety of needs through resources, activities, and outcomes stemming from participation in the workplace. These individuals' needs are described as health and safety needs, economic and family needs, and social needs, esteem needs, actualisation needs, knowledge needs deriving from the employee's participation in the workplace. Unswervingly, Koonmee et al., (2010) described the quality of work life as the perception to which the organisational environment meets the full range of employees' needs regarding their well-being at work. Butt et al., (2019) stated that Quality of work life enhances organisational identity, organisational commitment and job satisfaction, engagement, workload and performance. Quality of work life also reduces turnover intentions, organizational turnover, personal alienation, absence, claims and insurance and medical expenses (Parveen et al., 2017). Quality of work life promotes the well-being and autonomy of workers (Grote & Guest, 2017).

Despite widespread recognition of the concept of Quality Work Life, there has been a lack of consensus among management scholars regarding its definition and measurement. Parveen et al. (2017) attributed this fact to a wide range of focus concerning research in the areas of Quality Work Life. In general, Quality of work life is a construct that deals with the well-being of employees

and is significantly different from job satisfaction. From the education perspective, Brooks and Anderson (2005) stated Quality of work life as the degree to which teachers can satisfy important personal needs through their expectations in their work organisations while achieving the organisational goals.

### **Dimensions of Quality of Work Life**

Quality of work life has several dimensions. However, in a study conducted by Parvar et al (2013) the construct was said to have eight dimensions, including adequate and fair compensation, safe and healthy environment, growth and security, development of human capabilities, the total life space, constitutionalism, social integration and social relevance, physical work environment, career growth and development, compensation and rewards, social support, employee welfare. However, this study utilised only four of the dimensions; career growth and development, compensation and rewards, social support, and employee welfare because these have been argued to be more applicable in the educational sector as deployed by Nayak (2016).

### **Career Growth and Development**

Career growth and development can be defined as the range of work roles or opportunities available to an employee in the organisation to develop a particular set of skills, knowledge, qualifications, and experience (Kansal & Singhal, 2018). Training is said to be a relatively permanent change in attitude, skills, knowledge and behaviour through a formal orientation programme, cross-functional training, coaching, professional and personal development. In return, it promotes employee retention, staff morale, practice efficiency, job competency and quality of work life (Farjad & Varnous, 2013).

The teacher's indulgence in professional development can enable them to update knowledge and skills, enhance recognition, career progression, salary enhancement, and improve job satisfaction (Nayak, 2016). Srivastava and Pathak (2016) indicated the broad usage of employee assistance programs, career counselling, learning avenues, skill enhancement and behavioural training will help the employees utilise their abilities and competencies for optimum performance. Thus, educational institutions should encourage on the job training activities where learning occurs through social interaction, joint reflection and individual reflection so that employees can be able to transfer their learning to work situation (Berings et al., 2008). Sumathi et al. (2015) also suggest providing distinct career paths for employees to promote Quality Work Life. Favourable career opportunities may act as change agents to promote employee mental well-being. Workplaces that foster high Quality of work life must have fair career opportunities that enable employees to achieve career goals (Wyatt & Wah, 2001). Chang et al. (2007) advised that the gap between career needs and growth and the poor quality of mentorship can create job dissatisfaction. Organisations should try to design programmes for each career stage for deriving commitment, retention and reciprocity from employees. Mentoring relationships should also be encouraged to assist employees in formulating feasible career goals in the short term and long-term increments to get personal satisfaction and self-confidence from successful accomplishments of goals (Stefano et al., 2014).

### **Compensation and Rewards**

Compensation encompasses all forms of tangible and intangible remuneration received by employees while reward represents whatsoever that

an employee may value and that an employer is willing to offer in exchange for his contributions (Merriman, 2014). Compensation is a driver of employee attitudes and behaviours (Sweins & Kalmi, 2008), and it is vital for appreciating employee worth, attracting potential job incumbents, and retaining existing employees (Gerhart et al., 2003) along with the increasing the motivation and performance level of the workforce (Dineen & Williamson, 2012). Fair compensation is a relative term that depends on employee perception of fairness and is consistent with the business strategy, value, job design, responsibility and position. It acknowledges the difference in skills, responsibility, contribution, and encourages frequent promotion.

Compensation strongly influences continued organisational membership and reciprocity towards the organisation (Ahmad, 2018). Rewards received by teachers comprise of monetary incentives, development opportunities, recognition, respect within a hierarchical system, and enhanced public image of the profession (Hasselhorn et al., 2004; Van Vegchel et al., 2005). Rewards should reflect a person's effort and competence and be allocated with fairness and objectivity (Ahmad, 2018).

Williams et al. (2008) proposed two dimensions to measure the compensation satisfaction among employees, pay (satisfaction with pay level, structure and raise) and benefits (satisfaction with benefit level, determination and administration). Employers must emphasise on pay to attract employees and focus on expectancies and equity of benefits to retain employees (Carragher, 2011). Furthermore, the compensation and reward strategy of the organisation conveys an important message regarding the organisational culture, values and practices (Kuhn, 2009). Researchers have also found a significant relationship

between compensation, rewards, and Quality of work life (Sharma & Jyoti, 2013). Recognising and rewarding employees and considering them as associates increase Quality of work life (Rose et al., 2006). Lee et al. (2015) investigated the relationship between Quality of work life and job satisfaction and attributed fair pay as a ‘frustrater’ and good rewards system as a ‘hybrid’.

Frustrater is an attribute that creates dissatisfaction when unfulfilled but does not create satisfaction when fulfilled. Similarly, hybrid is an attribute that creates satisfaction when fulfilled and dissatisfaction when unfulfilled. Employees who are content with their compensation can derive higher job satisfaction, and who are rewarded may exude higher self-esteem, confidence, and willingness to face new challenges (Pratheepkanth, 2011). Employees may also feel obliged by receiving rewards and recognition from their organisation and respond with higher levels of commitment (Misra et al., 2013). Furthermore, lack of rewards can create an unpleasant work environment, diminish employees’ work efforts, affect Quality of work life and may cause them to withdraw from their jobs (Bustamam et al., 2014). Adequate salary and benefits are part of the relational psychological contract that can make the employee feel obligated to go beyond the explicit requirement of the job role (Aggarwal & Bhargava, 2011).

### **Social Support**

Social support refers to the employee’s perception regarding the quality and strength of relationships at the workplace, which provide resources such as communication of information, emotional empathy and tangible assistance. Kossek et al. (2011) conceptualised social support as stemming from multiple sources (supervisors, coworkers, family) and differentiated by content as

general (support received on the job by social interaction or resources) or specific (support through the provision of resource to reinforce a particular role demand). The relatively frequent interaction between the employee and supervisor at work makes the supervisor a potential shaper of the employee's support perception (Tuzun & Kalemci, 2012). Aryee et al (2013) defined a family supportive supervisor as one who is sympathetic to the employee's desires to seek a balance between work and family and who engages in efforts to help accommodate the employee's work and family responsibilities.

The extent to which supervisors provide encouragement and support to employees within their work groups is a strong determinant of job satisfaction and can reinforce the employee's positive self-image (Ajala, 2013). The presence of an encouraging and accommodating supervisory and managerial culture can promote a good relationship with co-workers, which is an important determinant of Quality of work life (Connell & Hannif, 2009). The co-workers take the role of the pseudo agents of the organisation and provide emotional support, such as the action of caring or listening sympathetically and tangible assistance such as help with a work-related problem (Sumathi et al., 2015).

### **Employee Welfare**

Employee welfare refers to a set of policies and programs, which provides support to the employees and their families as well as enhance personal effectiveness and quality of life (Kim et al., 2018). Welfare benefits are often decided through interaction among the firm, regulatory authorities, employees, and society (Oliver & Cravens, 2001). Welfare plans are influenced by several factors like government regulations, the strategy of the organisation, business unit activity, industry type, general competitive and economic environment as

well as cultural factors (Oliver & Cravens, 2001). Dencker et al. (2007) categorised employee welfare benefits into protection programs, paid time off policies, accommodation, and enhancement programs.

Protection programs provide protection against income or health through pension schemes, family benefits, sickness benefits, health promotion, and safeguarding against unemployment or disability. Paid time off policies compensate employees when they are performing primary work duties such as vacation, holidays, etc. Accommodation and enhancement benefits promote opportunities for employees and their families through flexible work schedule, tuition fee reimbursement, maternity/parental leave and career breaks (Swamy et al., 2015). In education sector, providing employees with canteens, subsidised meals, medical facilities, education facilities for children, childcare or elderly care facilities, retirement benefits, recreational facilities, subsidised transport facilities, housing allowances, provision of loans, etc. are regarded as welfare benefits. They are extremely valuable for educational workers and their families to improve job satisfaction and quality of life (Teti & Andriotto, 2013).

### **Turnover Intention**

Turnover intention refers to the subjective estimation of the employee regarding the probability of leaving the organisation in near future (Moorhead & Griffin, 2012). It is a conscious and deliberate willfulness to leave the organisation. Additionally, it is the final step in withdrawal cognition process, which includes the thoughts of quitting and intention to search for alternative employment. The concept of turnover intention differs from turnover. Turnover refers to the act of actually leaving the organisation while the turnover intention is the perception to leave the organisation (Campione, 2015). Thus, the actual



behaviour of the employee may be different from the intention (Ong et al., 2019).

Still, most of the researchers have examined turnover intention (turnover intent, intention to quit, intention to leave, anticipated turnover) to be the best and accurate predictor of actual turnover across industries (Agus & Selvaraj, 2020; Liu & Onwuegbuzie, 2012). Oosthuizen et al (2016) indicated that the turnover intention consists of a progression of three phases, thinking about leaving, thinking about searching for a job and searching for a job. The decision to leave an organisation is initiated by job dissatisfaction followed by search of alternative jobs, accepting a job offer and lastly leaving the organisation (Kashyap & Rangnekar, 2014).

Maertz and Campion (2004) identified eight motivational forces that are the reasons of voluntary turnover namely affective, calculative, contractual, behavioural, alternative, normative, moral and constituent forces. These motivational forces were uniquely configured to derive four decision types i.e., impulsive quitters (leave a job quickly), comparison quitters (rationally compare alternate jobs), preplanned quitters (plan when to quit) and conditional quitters (plan to quit if some uncertain events occur). Hooi and Leong (2015) found that the primary determinants of turnover intention of an employee are job satisfaction and compensation. Thus, turnover intention refers to the subjective estimation of the employee regarding the probability of leaving the organisation in near future (Iqbal et al., 2014). It is a conscious and deliberate willfulness to leave the organisation (Yusoff et al., 2015). Additionally, it is the final step in withdrawal cognition process, which includes the thoughts of quitting and intention to search for alternative employment.

### **Relationship Between Quality of work life and Turnover Intention**

Quality of work life and its relation to turnover is gaining more attention, particularly for millennial workers in the U.S. (Campione, 2015). Research has shown that employees' perceptions of dimensions of quality of work life can significantly influence job satisfaction, organisational commitment, turnover intentions, and voluntary turnover (Campione, 2015; Mosadeghrad, 2013). Griffin and Moorhead (2012) indicated turnover intention was mainly determined by job satisfaction, commitment, and work-related attitudes. Numerous scholars identified conditions related to salary, an aging workforce or retirement, dissatisfaction with the job itself or characteristics of the job, and enhanced external opportunities as factors that can lead to turnover intentions (Abu Jadayil, 2011; Aladwan et al., 2013; Dickey, Watson & Zangelidis, 2011; Ghosh et al., 2015).

More recent literature has corroborated that quality of work life has been negatively correlated with turnover intentions (Kang et al., 2018; Mosadeghrad, 2013; Swamy et al., 2015; Yusoff et al., 2015). Employees who experienced poor quality of work had increased levels of turnover intentions. Such results supported Sharma and Jyoti (2013) findings that indicated quality of work life was positively correlated with job satisfaction and organisational commitment. Additionally, quality work life, job satisfaction, and organizational commitment were negatively correlated with turnover intention. Therefore, perceptions of good quality of work life minimized employees' desires to leave companies. Kamel (2013) showed employee motivation and performance declined when quality of work life was low, especially during the early stages of an employee's career. Results of a study that examined the relationship between Quality of

work life and job satisfaction of construction employees supported this finding (Shan et al., 2017). Perceptions of quality of work life had a significant and positive effect on job satisfaction of these employees.

Huang et al. (2007) examined that the factors of Quality of work life were significant predictors of turnover intention. They further indicated that perception of work-life balance decreases turnover intention, but the meaning and creative job characteristics encourage employee's intent to leave. Furthermore, Quality of work life initiatives like supervisory support, career opportunities and fair reward system can reduce the intention of employees to exit the organisation (Korunka et al., 2008). Surlenty et al. (2014) revealed that Quality of work life factors such as work-life balance, job characteristic and supervisory behaviour have a significant negative relationship with turnover intention. Thus, Quality of work life and turn over intentions are closely related such that the turn over intentions of employees is determine by their Quality Work Life.

### **Empirical Review**

Huang et al (2007) conducted a study on the impact of quality of work life on auditors' career and organisational commitment in Taiwanese public accounting firms, and how those commitments, in turn, affect turnover intention of the employees of the firm. A random sample of 600 auditors in the four largest accounting firms in Taiwan received the questionnaire and was analysed using partial least square structural equation modelling. The study found out that different dimensions of Quality of work life including compensation and rewards, job characteristics, employee welfare, training and development result

in distinctive effects on organisational and career commitments and turnover intentions.

Furthermore, Kamel (2013) examined the mediating role of affective commitment in the relationship between quality of work life and intention to leave. Additionally, the study investigated quality of work life in College of Business Administration, at King Saud University, as faculty members have perceived it. Data was collected from faculty members on the main campus. A set of multiple regression analyses was conducted. It was found out that the full mediation of affective commitment in the relationship between quality of work life and intention to leave the organisations.

In another study, Mosadeghrad (2013) explored the level of quality of work life (QWL) among hospital employees in Iran. The study aimed to identify the factors that were critical to employees' Quality of work life and also to test a theoretical model of the relationship between employees' Quality of work life and their intention to leave the organisation. A survey was conducted based on a sample of 608 hospital employees using a validated questionnaire. The results showed that first, hospital employees reported low Quality Work Life; second, employees were least satisfied with pay, benefits, job promotion, and management support; third, the most important predictor of Quality of work life was management support, followed by job proud, job security and job stress; and finally, an inverse relationship was found between employees Quality of work life and their turnover intention. The study concluded that managers can take appropriate actions to improve employees' Quality of work life and subsequently reduce employees' turnover.

Similarly, Surlenty et al (2014) studied the relationship of quality of work life factors and turnover intention among accounting professionals in Malaysia. Data was collected using a structured questionnaire gleaned from the literature. The data was analyzed using Smart Partial Least Squares, a second-generation structural equation modeling software. The study found out that supervisory behavior, job characteristics and work life balance all have a significant negative relationship with turnover intention with work life balance the most significant predictor of turnover intention.

Yusoff et al (2015) found in their study that the dimension of Quality of work life was negatively related to turnover intentions of the employees in the manufacturing firm in Malaysia. The study examined the relationship among Quality Work Life, organizational commitment, and turnover intention of employees at a manufacturing firm in Malaysia. The elements of the Quality of work life investigated were compensation, growth, security, and social relevance. Compensation was the only Quality of work life dimension that positively related to normative commitment but all the other dimensions of Quality of work life were found to be negatively related to turnover intention.

### **Lessons Learnt from the Literature Review**

In the review, a number of lessons have been learnt. Among these lessons stemmed from the place of the research, methodological use and analytical tools employed in the previous works. From the review, the studies conducted so far are outside the Sub-Saharan Africa. A number of the studies reviewed showed that the scholars used the simple random sampling techniques in drawing the respondents. Few of them relied on non-probability sampling techniques such as purposive for their qualitative approach. Concerning the

analytical tools, majority relied on the use of correlation and regression between the two variables. Much was not seen on the use of the techniques such as partial least square structural equation modelling. The conclusions drawn in the studies were that, quality of work life predicted the turnover intention of employees in the various settings. However, there is still a general need for a study like this in the education sector of Ghana focusing of teachers who have always been the centre of economic development in any country.

### **Conceptual Framework**

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is the linked of the concepts, empirical research and important theories used in promoting and systemising the knowledge espoused by the researcher (Peshkin, 1993). From a statistical perspective, the conceptual framework describes the relationship between the main concepts of a study. It is arranged in a logical structure to aid provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014). The framework makes it easier for the researcher to easily specify and define the concepts within the problem of the study (Luse et al 2012). Figure 1 below shows the framework of the study.

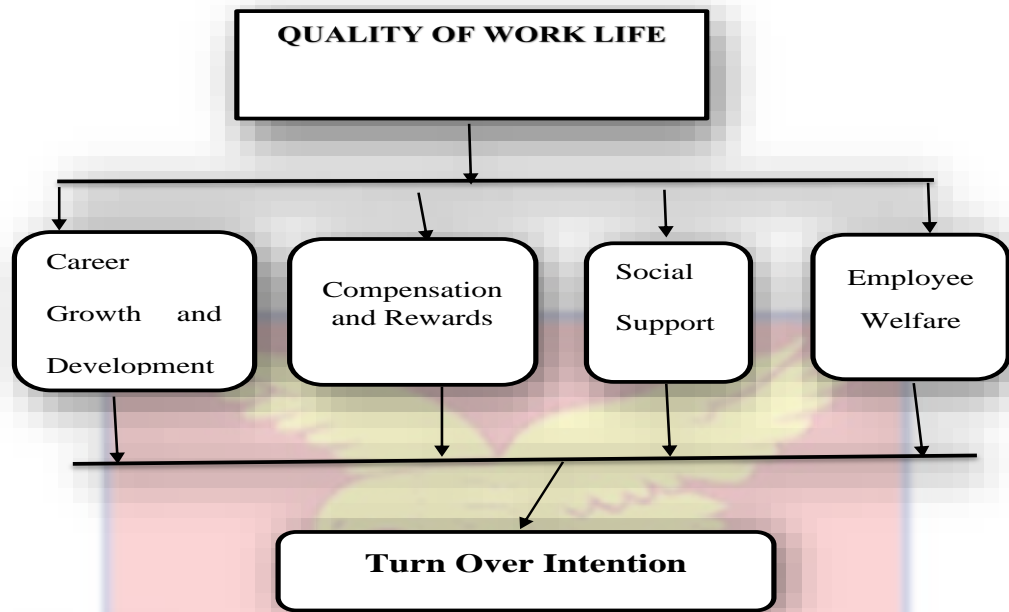


Figure 1: Conceptual Framework

Source: Author's Own Construct (2021)

The conceptual framework illustrates the interrelationships of quality of work life and employee turnover intentions. As depicted in the figure, quality of work life defined by career development and growth, compensation and rewards, social support and employee welfare serves as the independent variable, while turnover intention serves as the dependent variable. According to the framework, it is expected that the quality of work life comprising its dimensions will manipulate turnover intentions of the employees in the study organisation.

### Chapter Summary

The chapter reviewed the literature on theoretical, conceptual and empirical issues relating to quality of work life and employee turnover intentions. Important issues and lessons from the review informed the conceptual framework of the study. The review further proved beneficial in the

research methods section, analyses, presentation of findings, discussions, conclusions and recommendations.





## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter presents the methodology used to carry out this study on Quality of Work Life and Teachers Turn Over Intentions: A Case of Ghana Education Service at Nkwanta South Municipality. It therefore identifies how the research was undertaken and the rationale behind each of the methods that was used. The elaborated elements under this section include; research design, research approach, research area, population, sample and sampling techniques, instrument, data collection procedure, reliability, validity, data analysis and ethical issues.

#### Research Design

According to Sekaran and Bougie (2016), a research design is a plan or a guide which specifies how data relating to a given research should be collected, measured and analysed. Kothari (2004) also posited that research designs deal with creation of decisions vis-à-vis the techniques which are utilised in gathering data, the type of strategies and instruments for sampling, and ways in which the constraints of time and cost can be dispensed. Sekaran and Bougie (2016), and Saunders et al. (2016) categorised research design into three broad categories; namely, exploratory, descriptive and causal designs. In the view of the authors, researchers employ an exploratory design when little or no information exists about how study variables have been dealt with by earlier scholars. Furthermore, a descriptive design is utilized by scholars when they want to describe and understand the characteristics of the study variables.

Finally, researchers adopt a causal design when they want to determine how one variable causes another variable to change.

This research adopted the correlational research design. The correlational study design was employed, because it allows the researcher to explore the relationships or links between the variables under study. Thus, it would help measure the extent to which the study variables are related or to determine which variables are interacting and what type of interaction is occurring. Sekaran and Bougie (2016) argue that for causal design to be used, a researcher must be certain that a change in the dependent variable is not caused by any other variable except the variable of interest. The authors further asserted that if the study failed to establish the above condition, it could at best be considered as a correlational one. Since this study cannot conclude that quality of work life balance is the only variable that causes change in the turnover intentions, it can only be considered as a correlational one rather than a causal one. Creswell (2014) averred that a correlational design is a helpful design because through it, researchers can examine the relationship between the variables of interest.

### **Research Approach**

According to Saunders et al (2016), there are three broad approaches of research, namely; quantitative, qualitative and mixed methods. While quantitative approach enables the researcher to examine associations between variables, qualitative approach deals with small aspects of social reality (Sekaran & Bougie, 2016). Saunders et al. (2016) advanced that the difference between quantitative methods of research and qualitative methods of research may be influenced by the nature of data used for the study. Whereas numeric

data is used in quantitative research, non-numeric data is utilised in qualitative research.

Neuman (2014) posited that the two approaches can also be differentiated in terms of the procedure used in data collection and analyses. For example, whereas in quantitative research method, questionnaire is predominantly used by researchers for data collection and also analysing data quantitatively, in qualitative research method, interview is used by researchers for data collection and the analysis is done qualitatively. Sekaran and Bougie (2016), and Saunders et al. (2016) indicated that the third approach which is mixed method is merely a combination of the earlier two approaches. The authors further asserted that whilst the quantitative research method permits the generalisation of the sample results to the entire population, qualitative research method is not for the generalisation of the sample results to the entire population.

The current study employs the quantitative research approach. This is due to the nature and purpose of the study under consideration. The current study demands that the researcher collect numerical data that would be analysed quantitatively. The current study also demands that the study's result is generalized on the entire population. Tashakkori and Teddlie (2010) averred those quantitative methods are often considered as deductive in nature because inferences from tests of statistical hypotheses result to general inferences about characteristics of a population. Lincoln et al (2011) are also of the view that quantitative approach to research is directed towards the development of testable hypothesis and theories which are generalizable across settings. The

factors raised earlier are the reasons behind the choice of quantitative research approach against the qualitative research approach.

### **Study Area**

Nkwanta South District Assembly is one of the twenty-five districts in the then Volta Region. The district was carved out of the Kete-Krachi District in 1989 operating under the name Nkwanta District Assembly. Following the creation of the Nkwanta North District in 2008, the Nkwanta District Assembly operated under a new L.I. 1892 of 2008 with a new name - Nkwanta South District Assembly. Its administrative capital is at Nkwanta. The General Assembly has a membership of forty-five (45), made up of thirty (30) elected members, thirteen (13) government appointees, the District Chief Executive and one Member of Parliament. The Assembly has three (3) Area Councils and sixty (60) Unit Committees. The Area Councils are Nkwanta Area Council, Ntrubo Area Council, and Tutukpene/Kecheibi Area Council. The Nkwanta South District is located at the northern part of the Volta Region and covers a land area of about 2,733 sq. km, representing 14.7% of the total land area of the region thus making it the largest district in the region. The district is bounded to the north by Nkwanta North District, to the south by the Kadjebi District, to the east by the Republic of Togo and to the west by Krachi East District.

The district was elevated to a municipal status following the creation of new Regions in Ghana in 2017, where the municipality is now being located in the Oti Region. Schedule two of the Act 936 provides for the establishment of thirteen departments of the Assembly including Central Administration, Finance, Social Welfare and Community Development, Works, Agriculture, Disaster Prevention and Management (NADMO), Health, Physical Planning,

Urban Roads, Human Resource Department, Education. In terms of secondary education, the Municipality has four SHSs namely; Nkwanta Senior High School, Nkwanta Community Senior/Technical School, Ntruboman Senior High School and Kyabobo Girls Senior High School.

### **Population**

Population is the entire aggregation of cases that meet a designed set of criteria (Graneheim & Lundman, 2004). According to Ngechu (2004), population is seen as a set of elements, events, people, or group of items under a research-based investigation. Leedy and Ormrod (2010) also postulated that population can be seen as the target group about which the researcher is interested in acquiring information and drawing conclusions. The population of this study comprised all staff (both teaching and non-teaching) at the GES in all the Nkwanta South Municipality. These are made up one thousand six hundred and eighty-six (1686).

### **Sample and Sampling Procedure**

According to Ofori and Dampson (2011), and Sekaran and Bougie (2016), a sample is the representative portion of the population selected for the study. Saunders et al. (2016) advanced that the rationale behind the use of sample surveys instead of census by scholars is that a complete coverage of the entire population is difficult when dealing with large population. This means that sample surveys help researchers to conduct studies in a most efficient manner when large population is involved. Using the criteria based on the Krejcie and Morgan (1970) sample determination table, a sample size of 317 staff was selected to participate in the study.

Sekaran and Bougie (2016) advanced that sampling can be broadly categorised into two main designs; namely, probability sampling and non-probability sampling. According to the authors, whereas probability sampling design permits each element of the population to have a known and non-zero chance of being selected to be included in the sample, non-probability sampling design does not allow each of the elements of the population to have a known chance of being selected. In addition, rigorous quantitative studies usually utilise probability sampling designs because of its unbiasedness in the selection of the sample for the study and its ability in granting the researcher the generalization opportunity of the study results. In contrast, in qualitative studies, non-probability sampling designs are normally utilised because of the subjectivity associated with the selection of the sampling units for a study (Saunders et al., 2016). Based on the purpose of this study, the simple random sampling technique was used. This technique permits for selection of respondents without bias and elimination of any group. It offers every respondent equal participation in a given study (Krejcie and Morgan (1970).

#### **Data Collection Instrument**

Collecting data for a study involves using certain research instruments and procedures for collecting the data. In this study, a questionnaire was used in the collection of information from respondents on their respective knowledge on quality of work life and how it affects their turnover intentions. A questionnaire is a written document in survey research that has a set of questions given to respondents or used by an interviewer to ask questions and record the answers (Neuman & Kreuger, 2003). A questionnaire could be answered by the person from whom information is sought or through an interpreter. According

to Neelankavil (2007), questionnaires guarantee greater uniformity, consistency and objectivity in data collected. They also provide privacy and convenience for respondents during completion while guaranteeing greater anonymity (Neelankavil, 2007). Groves et al (2011) posit that there are distinct advantages in using questionnaires rather than interview methodology. One of such advantage is that questionnaires are less expensive and easier to administer than personal interview.

The questionnaire included closed-ended items, in which the questions permit only certain responses such as 'yes' or 'no' or the Likert type to choose from answers provided in the questionnaire. They were grouped into three sections, A to C. Sections A comprised mainly closed questions. Close ended questions, according to Becker and Watts (1999), guarantee accurate, unidimensional, exhaustive and mutually exclusive responses. They also save time spent in completing, coding and analysing questionnaires (Becker & Watts, 1999).

Section A focused on the demographics of respondents. Sections B and C gathered information on quality of work life balance and turnover intentions of the respondents respectively. Likert-scale questions were employed in measuring the two variables. A scale, according to Yates (2004) is a measurement instrument that associates qualitative constructs with quantitative metric units. Likert scales are the most reliable and most widely used scale in measuring people's attitudes, opinions and beliefs (Yates, 2004). They are easy to construct and they operate simply by combining respondents' scores on a variety of items into a single index. Scaling is achieved by ensuring that high-scoring and low-scoring individuals differ in their responses on each of the

items selected for inclusion in the index (Scheuren, 2004). Section B comprised of questions on quality of work life adapted from Swamy et al (2015) while Section C captured responses on turnover intentions (Nayak, 2017), all rated on a five-point Likert scale of 1 to 5 with 1 indicating least agreement and 5 denoting excellent agreement.

### **Data Collection Procedures**

Both primary and secondary data were used for this study. Primary data are original data sources that are collected fresh and for the first time and therefore happen to be the original in nature. The primary data was collected using the survey method. This involved the distribution of questionnaires and collection of data from respondents. In order to achieve the objectives of the study, well designed questionnaires with close ended questions were used. The questionnaires will be distributed to the respondents by the researcher. The researcher agreed with the respondents on appropriate time for the collection of the questionnaires. The time agreed upon was strictly adhered to so as to obtain a successful completion of data collection. Although efforts were made to have a higher response rate, it turned out that 280/317 questionnaires were fully completed and returned to researcher comprising an 88 percent.

Secondary data analysis involves a researcher using the information that someone else has gathered for his or her own purposes. Researchers leverage secondary data analysis in an attempt to answer a new research question, or to examine an alternative perspective on the original question of a previous study. In other words, secondary data refers to data that have already been collected for some other purpose; yet such data may be very useful for one's research purpose. Literature reviews account for many varieties of classification for



secondary data, including those that seek to distinguish between raw and compiled data (Mike, 2017).

### **Reliability and validity**

Administration of surveys should consider the aims of the study, the population under study, and the resources available to enhance the validity and reliability of the study (Mutepfa & Tapera, 2018). Reliability, according to Bless and Higson-Smith (2000), is concerned with consistency of the instrument, and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. A Cronbach's Alpha of 0.70 and above are regarded appropriate for checking reliability of a scale adapted (Pallant, 2016).

Validity on the other hand relates to the extent at which the survey measures right elements that need to be measured. In simple terms, validity refers to how well an instrument as measures what it is intended to measure. Reliability alone is not enough; measures need to be reliable as well as valid. For example, if a weight measuring scale is wrong by 4kg (it deducts 4 kg of the actual weight), it can be specified as reliable because the scale displays the same weight every time, we measure an item. However, the scale is not valid because it does not display the actual weight of the item. Research validity can be divided into two groups: internal and external. Internal validity refers to how the research findings match reality, while external validity refers to the extent to which the findings can be replicated to other environments (Pelissier, 2008).

### **Data Processing and Analysis**

The statistical tools employed for this study was the IBM SPSS Statistics (version 26). SPSS was used for data processing and generation of demographic

characteristics of respondents and means and standard deviation and regression were used to address the objectives of the study. The choice of the tools was based on their efficacy in examining the relationships between variables that were set in this study. The assessment of the objective one and two were done using mean and standard deviations values for the statements with a mean score range 1 to 2.9 representing not applicable or least agreement and 3 to 5 representing applicability or highest agreement of an item or statement made; a 0.1 cut-off point. Furthermore, for purposes of this research, any calculated standard deviation that is more than 2 standard deviations above or below the mean would be considered unreliable. This criteria for assessment were applied by Jadoo et al. (2015).

Moreover, objective three was analysed using regression techniques for examining the effect quality of work life on turnover intentions of Ghana Education Service staff at the Nkwanta South Municipal Assembly. The analysis of the objective was specifically based on the values of correlation (R), coefficient of determination (R squared) and statistical significance as well as the magnitude of the effect of the independent variables on the dependent variables. The R describes the direction and the strength of the association between the independent and dependent variable in a study. Cohen (1992) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient;  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  moderate,  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  strong.

Moreover, the coefficient of determination (R-squared) represents the variation in the dependent variable that is accounted for by the independent variable(s). In view of Ringle, and Sarstedt (2011),  $R^2$  values of 0.75, 0.50, or

0.25 for dependents variables can, as a rough rule of thumb, be respectively described as substantial, moderate, or weak. A statistical significance of variables or constructs are achieved when a 95% confidence interval probability is less or equal to 0.05 Or 5%; t-statistic of 1.96 or more (Pallant, 2016). In light of the above, the results of the variables and objectives will be assessed and reported in tables.

### **Ethical Issues**

According to Awases (2006), ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities. It is therefore important that everyone who is engaged in research should be aware of the ethics concern (Rubin & Babbie, 2016). The researcher employed every effort as far as possible to avoid violation of ethical principles. Edginton et al., (2012) have identified the basic ethical consideration for research as; respondents being fully informed about the aims, methods and benefits of the research, granting voluntary consent and maintaining the right of withdrawal. In line with this claim, the rationale for the study, assurance of confidentiality and the right of withdrawal was explained to the participants. Also, a letter of introduction elucidating the intent and authenticity of the study was sought from the Department of Human Resources Management. This letter was introduced to the respondents who want to establish the authenticity of the study.

### **Chapter Summary**

This chapter has provided information on how the primary data for the study was collected, organised, analysed and presented for easy comprehension. This chapter also presented information on the design of the study and scientific

approach it took in terms of approach to data needs, statistical techniques and systematic enquiry into the investigation under consideration.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The main research objective of the study was to examine the influence of quality of work life on teachers' turnover intentions at the Ghana Education Service in Nkwanta South Municipality. Based on this main research objective, specific objectives were used to achieve the study goal. This chapter provides the findings and discussions in line with the specific objectives of the study. The first part of the chapter provides background demographic information regarding the respondents. Next, the descriptive and inferential statistics (correlation and regression analysis) results per this study's research hypotheses are treated. The final section discusses each finding in detail.

#### Socio-Demographic Characteristics of Respondents

The researcher found it appropriate to find out the respondents' demographic data to understand the respondents' characteristics. This was done with regards to their gender, age, level of education, and number of years worked with the Ghana Education Service. Table 1 presents the said demographics in terms of frequency and percentage.

**Table 1: Demographic Information of Respondents**

Variable	Frequency	Percentage (%)
<b>Gender</b>		
Male	215	76.8
Female	65	23.2
<b>Age</b>		
20-25 years	3	1.1
26-30 years	54	19.3
31-35 years	89	31.8
36-40 years	90	32.1
41 and above	44	15.7
<b>Level of Education</b>		
Certificate	4	1.4
Diploma	78	27.9
First Degree	168	60.0
Postgraduate	30	10.7
<b>Number of Year in Service</b>		
1-5 years	65	23.2
6-10 years	70	25.0
11-15 years	89	31.8
15 years and above	56	20.1
<b>TOTAL</b>	<b>280</b>	<b>100.0</b>

Source: Field Survey (2021)

With regards to the gender distribution of the respondents, it can be seen from Table 1 that 215 of the respondents representing 76.6% were males whereas the remaining 65 representing 23.2% were females. Implying that more males appeared to have been employed as teachers of GES in Nkwanta South Municipality, Ghana.

On the respondents' age distribution, it is observable that 90 respondents representing 32.1 % out of the 280 respondents are aged between 36-40 years. 31.8 % were aged between 31-35 years, 19.3 % were aged between 26-30 years whereas 44 representing 15.7 % were aged between 41 and above years and 3(1.1%) were aged between 20-25 years. The majority of respondents were between ages of 36 and 40 years. This higher number of teachers indicates

that there are more youthful teachers of Ghana Education Service in the Nkwanta South municipality. The least age group was between 20-25 years (1.1%).

Additionally, Table 1 indicated that the majority of the teachers in the service acquired their First-degree qualifications (N=168; 60%). This was followed by those who acquired Diploma qualifications 27.9%. Those who had acquired master degrees were 30 making 10.7% while the least was those holding Certificates (N=4; 1.4%). Regarding the number of years, the respondents had worked with GES in the study area, it was discovered that while the majority of the teachers have been engaged between 11 to 15 years (31.8%), the least number of years worked were those within 15 years and more (20.1).

#### **Assessing Turnover Intentions among Teachers**

This section presented the first research objective of the study by assessing the level of turnover intentions among teachers of the Nkwanta South Municipality. This was done to assess whether the teachers within the municipality were having high or low intentions of leaving their job. The result was analysed using the mean and standard deviation scores of the various statements describing the turnover intentions. The mean score was reported using a mean scale of 1 to 5 with mean scores of 1 to 2.9 indicating 'low' level turn over intention and 3 to 5.0 indicating 'high' level of turnover intention as applied in Dess et al. (2005) and replicated by Seidu (2020). The Skewness and Kurtosis were additional checks for data normality and distribution. The results were presented in Tables 2.

**Table 2: Turn Over Intentions among Teachers of the Nkwanta South**

**Municipality**

	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
I want to find a comparable job in a different organisation	3.34	1.49	-.264	.146	-1.344	.290
I am seriously thinking of quitting the job	3.01	1.50	.071	.146	-1.346	.290
I will look for a new job to work by next year	2.37	1.43	.615	.146	-.883	.290
I will look for a new job in the near future	3.30	1.52	-.216	.146	-1.362	.290
I am actively looking for a job outside the GES	3.03	1.51	.002	.146	-1.389	.290
As soon as I find a better job, I will leave GES	3.32	1.50	-.305	.146	-1.255	.290
I will not stay with the present employer until retirement	3.19	1.51	-.080	.146	-1.413	.290
I will not continue as an employee of GES for a longer period	3.00	1.52	.074	.146	-1.424	.290
Overall mean score of turnover intentions	3.07	1.29	.070	.146	-1.226	.290
Valid N (listwise)						

Source: Field Data (2021)

From Table 2, the overall average mean score of turnover intentions of the teachers was high at 3.07 with standard deviation of 1.29. This means that, there is a high level of turnover intention among the teachers sampled for the study in the Nkwanta Municipality. Again, it can be deduced from the table that the specific statements of turnover intention were all showing higher mean scores indicating the gross turnover intentions of the teachers within the study area. For instance, when the teachers were asked the question, “I want to find a comparable job in a different organisation”, majority of the them through the



mean responded that they would find other jobs elsewhere ( $M= 3.34$ ;  $SD= 1.49$ ). Also, the respondents indicated in agreement that they were seriously thinking of quitting their teaching jobs. This could be buttressed from the higher mean score recorded ( $M= 3.01$ ;  $SD= 1.50$ ). Furthermore, another instance of the teachers demonstrating signs of turnover intentions was that, they agreed they were not thinking of continuing to be employees of the Ghana Education Service for a longer period ( $M= 3.00$ ;  $SD= 1.52$ ).

The revelations from the findings suggest that teachers within the catchment of the Nkwanta South Municipal Assembly have high signs of leaving their jobs. Again, it can be deduced from the findings that the teachers have the tendency of looking for other jobs that seems better than the current teaching job. This revelation is not surprising because scholars such as Oosthuizen et al. (2016) have indicated that the turnover intention embodies the tendencies of employees thinking about leaving, thinking about searching for a job and actually leaving a job based on unsatisfied conditions of service. The findings support the position held by Kashyap and Rangnekar (2014) that the decision to leave an organisation is initiated by job dissatisfaction followed by search of alternative jobs, accepting a job offer and lastly leaving the organisation.

### **Assess the Quality of Work Life among Teachers of the Nkwanta South Municipality**

The second objective of the study that sought to assess the quality of work life among teachers of the Nkwanta South Municipality was addressed in this section. The assessment was done in respect of four key determinants of quality of work life identified from literature including career growth and

development, compensation and reward, social support and employee welfare. Tables 3, 4, 5 and 7 were used to report the findings. First, Table 3 assessed the quality of work life in terms of career growth and development.

**Table 3: Quality of Work Life in terms of Career Growth and Development**

	Mean	Std. Devi ation	Skewness	Std. Error	Kurtosis	Std. Error
I have opportunities for career advancement.	2.67	1.22	.269	.146	-.789	.290
There is provision for career counselling and assistance.	2.20	1.19	.615	.146	-.760	.290
There is permission and financial support for higher education.	1.95	1.15	1.108	.146	.358	.290
There is regular assessment of skills and abilities.	2.42	1.33	.530	.146	-.856	.290
The organisation promotes encouragement to develop new skills.	2.44	1.20	.515	.146	-.590	.290
There is continuous feedback and mentoring extended by the superiors.	2.47	1.211	.530	.146	-.575	.290
Overall mean score	2.36	.94	.515	.146	-.595	.290
Valid N (listwise)						

Source: Field data (2021)

The study assessed the quality of work life in terms of career growth and development. This was done to assess whether the Ghana Education Service provides the teachers with opportunities of growing or advancing their career. From Table 3, it can be illustrated that the overall mean score of career growth and development was low with a mean value of 2.36 and a standard deviation of 0.94. In detail, the result indicates that the teachers feel that they are not given opportunity to advance their career. This was reflected in the mean and standard deviation values ( $M= 2.67$ ;  $SD= 1.22$ ). Again, respondents indicated that there is inadequate provision of career counselling and assistance by Ghana Education Service ( $M= 2.20$ ;  $SD= 1.19$ ). Other indicators of low career growth and

development as shown in Table 3 include less permission and financial support for higher education, low regular assessment of skills and abilities, and there is low feedback and mentoring extended by the superiors.

**Table 4: Quality of Work Life in terms of Compensation and Reward**

	Mean	Std. Devia tion	Skewness	Std. Error	Kurtosis	Std. Error
My salary is adequate for my job, given the current job market conditions.	1.58	1.03	1.759	.146	2.129	.290
I am paid according to my individual capabilities, knowledge, and experience.	2.08	1.38	1.021	.146	-.306	.290
The GES pays its employees a salary that is at or near the top of its industry.	1.87	1.28	1.347	.146	.619	.290
I enjoy extra benefit.	1.59	1.08	1.860	.146	2.577	.290
I am satisfied with my salary if I compare it to my colleagues' salary.	1.92	1.36	1.279	.146	.295	.290
Overall mean score	1.81	1.01	1.202	.146	.236	.290
Valid N (listwise)						

Source: Field data (2021)

From Table 4, the respondents disagreed that they “are given a salary that is adequate for their job given the current job market conditions” (M=1.58; SD=1.03). The respondents further disagreed that they are paid according to their individual capabilities, knowledge, and experience, thus, the mean and standard deviation were M=2.08 and 1.38 respectively. It is also evidenced from

the Table 4 that the salary GES pays to the teachers was not at par or near the others in the industry ( $M=1.87$ ;  $SD=1.28$ ). The rest of the indicators according to the Table 4 show that compensation and reward was a low factor for quality of work life among the teachers in the study area. It could, therefore, be concluded that the level of compensation and reward as a determinant of quality of work life among the teachers was low ( $M=1.811$ ;  $SD=1.01$ ).

Next, was assessing the quality of work life in terms of social support.

**Table 5: Assessing the Quality of Work Life in terms of Social Support**

	Mean	Std. Devi ation	Skewness	Kurtosis		
	Statis tic	Stati stic	Statis tic	Std. Error	Statis tic	Std. Error
I am able to share problems with my superiors	2.45	1.20	.610	.146	-.359	.290
I receive individual help and support from my superiors	2.22	1.30	.855	.146	-.335	.290
My supervisors recognise and value my work	2.60	1.33	.489	.146	-.836	.290
My coworkers are helpful when I encounter difficulties in the work	2.68	1.26	.344	.146	-.752	.290
My coworkers share knowledge and information with me	2.99	1.22	.119	.146	-.819	.290
Working with people here is like being part of a family	2.81	1.26	.134	.146	-.915	.290
Social Support overall mean	2.62	.98	.392	.146	-.274	.290
Valid N (listwise)						

Source: Field data (2021)

From Table 5, it could be deduced that the respondents indicated a low level of social support provided by their employers, Ghana Education Service. This means that there is inadequate social support in terms of the teachers being

able to share their problems with their supervisors, share knowledge among colleagues as well as working together as one family in the profession. The indication from the Table 5 specifically point to the fact that the respondents perceive that Ghana Education Service does not make sufficient provision to see to the social needs of the teachers in the municipality. Finally, Table 6 presented the results of the level of employee welfare as part of quality of work life examined in the current study.

**Table 6: Quality of Work Life in terms of Employee Welfare**

	Mean	Std. Devi ation	Skewness	Std. Error	Kurtosis	Std. Error
There is provision of housing facilities	1.44	1.02	.399	.146	.70	.290
Canteen facility is available in my place of work	1.67	1.21	.788	.146	.92	.290
There is provision for treatment of self and family	1.43	.99	.432	.146	.98	.290
I receive compensation for workplace injury or disablement	1.41	.94	.615	.146	.33	.290
Overall mean – employee welfare	1.49	.90	1.459	.146	.43	.290
Valid N (listwise)						

Source: Field Data (2021)

Based on the criteria already followed for determination of low or high level of a variable, it can be concluded from Table 6 that teacher’s welfare in the Ghana Education Service, Nkwanta South municipality is low. This is because the overall mean and standard deviation of the subconstruct was low

( $M=1.49$ ;  $SD=0.90$ ). To buttress this assertion, the Table 6 revealed low levels or performance of the specific elements of the subconstruct.

**Table 7: Quality of Work Life in terms of the Four Elements**

	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
Career Growth and Development	2.36	.94	.515	.146	-.595	.290
Compensation and Reward	1.81	1.01	1.202	.146	.236	.290
Social Support	2.62	.98	.392	.146	-.274	.290
Employee Welfare	1.49	.90	.459	.146	.436	.290
Quality of Work Life	2.07	.73	.911	.146	.350	.290
Valid N (listwise)						

Source: Field Data (2021)

Table 7 finally presented the assessment of the quality of work life and its defining elements use in the study. The result revealed that, there exists a low level of career growth and development ( $M=2.36$ ;  $SD=0.94$ ); low level of compensation and reward ( $M= 1.81$ ;  $SD=1.01$ ); low level of social support ( $M=2.62$ ;  $SD=0.98$ ) and low employee welfare ( $M=1.49$ ;  $SD= 0.90$ ). Generally, the Table 7 depicted that quality of work life of the teachers in the study area was low ( $M=2.07$ ;  $SD= 0.73$ ).

Despite the numerous importance attached to availability of quality of work life in an institution, the current study demonstrated that quality of work life was not properly applied at the study area. According to previous scholars (Dechawatanapaisal, 2017; Nilgün, 2017; Permarupan et al., 2013), quality of

work life has significant impact on employee behavioural responses, such as organisational identification, job satisfaction, job involvement, job performance, intention to quit, employee well-being and reduced absenteeism. The implication is that the Ghana Education Service has somehow overlooked providing services that will enhance the teachers' quality of work life. Furthermore, Nayak (2016) upheld in his study that the teacher's indulgence in professional development as a practice of quality of work life can enable them to update knowledge and skills, enhance recognition, career progression, salary enhancement, and improve job satisfaction. The findings again give the indication that the Ghana Education Service should review and make efforts to improve upon the quality of work life of teachers in the country.

#### **Effect of Quality of Work Life on Turnover Intentions Among Teachers of the Nkwanta South Municipality**

The final research objective sought to examine the effect of quality of work life on turnover intentions among teachers of the Nkwanta South Municipality. The multiple regression approach was deployed to analyse the objective. This is because the respondents presented with four subconstructs of the main construct, quality of work life and how these may impact the turnover intentions of the teachers in the municipality. This study measured both the independent and dependent variables using the five-point, Likert-type scale of 1-5, 1 being – least agreement while 5 indicated highest agreement. The Table 8, 9 and 10 were used to report the findings therein.

**Table 8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.296 <sup>a</sup>	.088	.075	1.23917

a. Predictors: (Constant), Employee Welfare, Social Support, Career Growth and Development, Compensation and Reward

Source: Field Data (2021)

The results from Table 8 show two values of concern, the r- correlation coefficient and the r-square, coefficient of determination. The coefficient of determination indicates the relationship between the independent (quality of work life, herein, defined by career growth and development, compensation and reward, social support and employee welfare) and the dependent (turnover intentions) variables. The proportion of variation in the turnover intentions is explained by the regression model. The R Square value of .088 suggests that quality of work life accounts for approximately 8.8 percent of the variance in turnover intention of the teachers in the Nkwanta South Municipal Assembly. Thus, the remaining variance in turnover intentions could be due to other factors not captured in this report. The Pearson Product Moment Correlation coefficient is represented by the R value. Based on this, the quality of work life and turnover intentions have a weak connection, as shown by the R-value of 0.296.

Cohen (1992) recommends the following recommendations for interpreting correlation coefficient magnitude:  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium,  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  high. The findings show that there is a significant negative connection between quality of work life and turnover intentions among the teachers. Table 9 evaluates the regression model's statistical importance.



**Table 9: ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	40.542	4	10.136	6.601	.000 <sup>b</sup>
Residual	420.737	274	1.536		
Total	461.279	278			

a. Dependent Variable: Turnover Intentions

b. Predictors: (Constant), Employee Welfare, Social Support, Career Growth and Development, Compensation and Reward

Source: Field Data (2021)

The ANOVA results from Table 9 indicate a statistically significant influence,  $F(4, 278) = 6.601, p < .05$ . According to Tabachnick and Fidell (2012), a significant level of less than or equal to .05 is necessary for social science research. If such a condition is met, then the independent variable does a good job by explaining the dependent variable's variation. In this analysis, the  $p$ -value is well below .05 ( $p = .000$ ). Therefore, it can be concluded that the  $R$  and  $R^2$  between quality of work life and turnover intentions is significant, and therefore, quality of work life has significant effect on turnover intentions. Again, Table 10 was used to ascertain the contributions of each quality of work life element in explaining the regression model holding other things constant.

**Table 10: Coefficients**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	3.343	.235		14.202	.000
Career Growth and Development	-.200	.100	-.148	-2.007	.046
Compensation and Reward	-.352	.102	-.277	-3.448	.001
Social Support	-.372	.107	-.283	-3.468	.001
Employee Welfare	-.088	.102	-.062	-4.865	.008

a. Dependent Variable: Turnover Intentions

Source: Field Data (2021)

The results in the Table 10 exhibited that all the elements of the quality of work life had significant negative effect on the turnover intentions of the teachers in the Nkwanta South Municipal Assembly. Thus, the study averred that career growth and development (B= -.148, t= -2.007, P=0.046), compensation and reward (B= -.277, t= -3.448, P=0.001), social support (B= -.283, t= -3.468, P=0.001), and employee welfare (B= -.062, t= -4.865, P=0.008), had significant but negative effect on the teachers’ turnover intention. The significance of the dimensions along with the R-squared suggest that quality of work life can predict changes in the turnover intentions of teachers in the Ghana Education Service.

The negative effect of the quality of work life on turnover intentions suggests that the higher the level of quality of work life, the lower the tendencies of the teachers to develop the mind of looking elsewhere for other job offerings. The results imply that teachers’ intentions to turnover could be reduced when there is improved quality of work life at the work place. By improving the

quality of work life of teachers in terms of providing adequate career growth opportunities, good compensation and reward schemes, providing social support facilities and improving employee welfare, the turnover intentions of the teachers will be minimized. This will be beneficial to Ghana Education Service to avert the hiking number of teachers who quit the profession. The findings corroborated with the reports of previous scholars in the area. For instance, Kang et al. (2018) discovered in their study that quality of work life has been negatively correlated with turnover intentions. Again, the findings further support the position upheld in Sharma and Jyoti (2013) that quality of work life was positively correlated with job satisfaction and organisational commitment but negatively influenced turnover intentions in Jordan.

### **Chapter Summary**

The study examined the effect of quality of work life on turnover intentions of teachers at the Nkwanta South Municipal Assembly. In this chapter, results and discussions were presented to address the objectives of the study. The chapter presented the data collected which helped answer the research questions, thus, produced findings that were discussed, relating to views and outcomes from previous related studies.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter presents a summary of the results that emerged from the study which includes the sample size and the how the questionnaires were administered. The key findings are also discussed. In addition, it concludes and recommends ways to improve quality of work life in order to reduce teachers' turnover intentions. Lastly, research directions are outlined.

#### Summary of the Study

This research aimed to examine the relationship between quality of work life and turnover intentions of teachers at the Nkwanta south municipal assembly. There were three main specific objectives, which the study aimed to achieve, and these includes, to

1. examine the level of turnover intentions among teachers of the Nkwanta South Municipality.
2. assess the quality of work life among teachers of the Nkwanta South Municipality.
3. analyse the effect of quality of work life on turnover intentions among teachers of the Nkwanta South Municipality.

The study was based on the views of 280 teachers from the study area. A self-administered questionnaire was the main research instrument. The questionnaire contained several questions (items) and was subdivided into subscales. The maximum and minimum score for each question ranged from 1 to 5 where 1 meant least agreement and 5 stood for highest agreement. The study adopted the positivism philosophy thus relying on the quantitative

approach and descriptive correlational design. The data was then processed using the IBM SPSS Statistics (version 26) software. Both descriptive (means and standard deviations) and inferential statistics (multiple regression) were used to address the objectives of the study. The next sections presented the major findings of the study.

### **Key Findings**

The study assessed the level of teachers' turnover intentions at Nkwanta South Municipality. The finding indicated that there was high level of teachers' intentions to turnover in the study area. The findings implied that the teachers in the study area are demonstrating high tendencies of quitting the job. In relation to research objective two, the study found out that all the elements of quality of work life comprising career growth and development, compensation and reward, social support and employee welfare were low among the teachers in the municipality. It was averred, therefore, that quality of work life of the teachers was not appealing.

The third as well as final research objective focused on examining the effect of quality of work life on turnover intentions of then teachers in the Nkwanta Municipality. The study found out that quality of work life through career growth and development, compensation and reward, social support and employee welfare had significant negative effect on teachers' turnover intentions. This implies that all the elements of quality of work life jointly predicts the turnover intentions of the teachers negatively at Ghana Education Service, Nkwanta South Municipality.

## Conclusions

The study aimed at examining the influence of quality of work life on the teachers' turnover intentions at Nkwanta South Municipality (NSM). The following conclusions were, therefore, drawn based on the study's key findings.

In reference to the first research objective, the study concluded that the turnover intentions of the teachers at the Nkwanta South Municipality was high. The implication was that teachers are exhibiting signs of leaving the teaching profession for better alternatives sooner as opportunities present themselves. The motivation to stay connected to the teaching profession devoid of turnover intentions by the teachers should be looked at by the Ghana Education Service. It was concluded that, teachers with high intention to turnover portray low commitment and poor attitudes towards work.

With reference to the second research objective, the study's result revealed low performance of the elements of quality of work life of the teachers investigated. The result has largely been supported by previous empirical studies which suggest that the Ghana Education Service should develop strong quality of life roadmap or policies in order to build and raise teachers' enthusiasm to work than harbouring turnover intentions. The early success of the initiatives described would provide useful lessons for the Ghana Education Service to recognize career growth and development, compensation and reward, social support and teacher welfare as useful elements for enhancing quality of work life.

In relation to the final objective, the study concludes that Ghana Education Service should prioritise on building teachers' capability, implementing internal systems that support career growth and development,

compensation and reward, social support and teacher welfare to reduce the turnover intentions of the teachers in Ghana. This is essential because quality of work life through the elements had negative effect on turnover intentions of the teachers.

### **Recommendations**

On the strength of the research findings and conclusions made, the following recommendations are hereby made:

The study recommend that the Ghana Education Service and the Ministry of Education should make efforts to design policies encompassing programmes that will reduce the turnover intentions of the teachers. These policies can be drafted by involving the teachers in major decision making of the profession so as together will itemize the various elements of quality of life. This could practically include engaging teachers at all levels, basic and secondary to design policies comprising career growth of the teachers, compensation packages and general welfare of the teachers. This could be done through regular meetings, conferences, seminars and workshops where the views, comments and suggestions of all teachers are scrutinised and where necessary accepted to develop comprehensive quality of work life policies for the Ghana Education Service.

### **Suggestions for Further Research**

The study focused on how quality of work life could influence the turnover intentions of teachers at the Nkwanta South Municipality. Clearly, the study focused on only one municipality of the Ghana Education Service in the country as a result, generalising the study's findings to cover the entire education sector could be misleading. The study, therefore, suggested that

further researcher can replicate the study by extending the study area to the regional level or other metropolitan assemblies in Ghana to aid generalisation of findings.





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**APPENDICES**

**APPENDIX A**

**QUESTIONNAIRE**

**UNIVERSITY OF CAPE COAST**

**DEPARTMENT OF HUMAN RESOURCE**

**SCHOOL OF BUSINESS**

Dear Respondent,

The questionnaire is aimed helping the researcher to collect data from you regarding the quality of work life and turnover intentions in your organisation.

The outcome of the study hopefully will help to build up QWL in Ghana Education Service and other stakeholders of education. Every response will be treated as confidential, anonymous and general. You are entreated to provide objective and real response to the items.

**SECTION A: DEMOGRAPHIC CHARACTERISTICS**

Please read each item and indicate your response by ticking [] to provide the required information in the appropriate column.

1. Gender:

Male [] Female []

2. Age:

20- 25 years [] 25 - 30 years [] 31 - 35 years []

36 – 40 years [] 41 and above []

3. Academic qualification:

HND [] First Degree [] Postgraduate Degree []

4. Number of years in Ghana Education Service.

1 – 5 years [] 6 -10 years [] 11- 15 years []

15 above years [ ]

**SECTION B: QUALITY OF WORK LIFE**

For each of the following statements about quality of work life balance, please indicate (by ticking) the extent to which you agree them, using the following scale: (1-agreement; 5 – highest agreement).

S/N	Statements	1	2	3	4	5
<b>Career Growth and Development</b>						
1	I have opportunities for career advancement					
2	There is provision for career counselling and assistance					
3	There is permission and financial support for higher education.					
4	There is regular assessment of skills and abilities					
5	The organisation promotes encouragement to develop new skills					
6	There is continuous feedback and mentoring extended by the superiors					
<b>Compensation and Reward</b>						
1	My salary is adequate for my job, given the current job market conditions.					
2	I am paid according to my individual capabilities, knowledge, and experience.					
3	The GES pays its employees a salary that is at or near the top of its industry.					



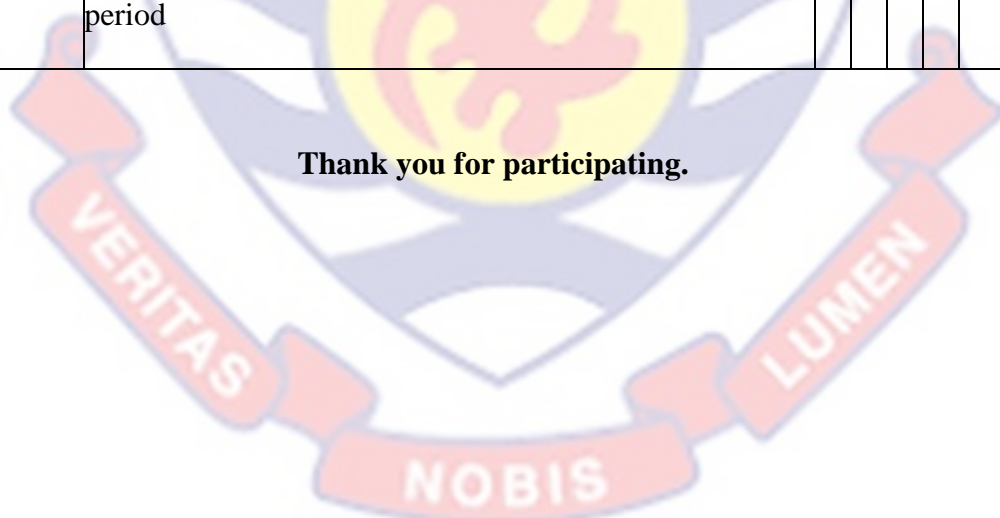
4	I enjoy extra benefit.					
5	I am satisfied with my salary if I compare it to my colleagues' salary.					
<b>Social Support</b>						
1	I am able to share problems with my superiors					
2	I receive individual help and support from my superiors					
3	My supervisors recognise and value my work					
4	My coworkers are helpful when I encounter difficulties in the work					
5	My coworkers share knowledge and information with me					
6	Working with people here is like being part of a family					
<b>Employee Welfare</b>						
1	There is provision of housing facilities					
2	Canteen facility is available in my place of work					
3	There is provision for treatment of self and family					
4	I receive compensation for workplace injury or disablement					

**SECTION C: TURNOVER INTENTIONS**

For each of the following statements about turnover intentions, please indicate (by ticking) the extent to which you agree them, using the following scale: (1- agreement; 7 – highest agreement).

S/N	Statement	1	2	3	4	5
1	I want to find a comparable job in a different organisation					
2	I am seriously thinking of quitting the job					
3	I will look for a new job to work by next year					
4	I will look for a new job in the near future					
5	I am actively looking for a job outside the GES					
6	As soon as I find a better job, I will leave GES					
7	I will not stay with the present employer until retirement					
8	I will not continue as an employee of GES for a longer period					

**Thank you for participating.**



APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST  
COLLEGE OF HUMANITIES AND LEGAL STUDIES  
SCHOOL OF BUSINESS  
**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

Telephone: 0312292969  
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UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref: SB/DHRM/PGS/21/20

30<sup>th</sup> June, 2021

Your Ref:

The Director  
Ghana Education service  
Post Office Box 22  
Nkwanta  
Oti Region

Dear Sir


**Introducing Mr Stephen Kwame Amenu**

The bearer of this letter, **Mr Stephen Kwame Amenu**, is a Master of Business Administration (Human Resource Management) Student of the University. He is currently conducting a research on the topic "**Quality of Work-Life and Employees Turnover Intentions: A Case of Ghana Education Service at Nkwanta South Municipality**".

The student would want to use your establishment as his unit of study. We would be grateful if you could offer him the necessary assistance, especially with regard to data collection.

We appreciate your anticipated assistance.

Yours faithfully

  
Prof Nana Yaw Oppong  
**HEAD**