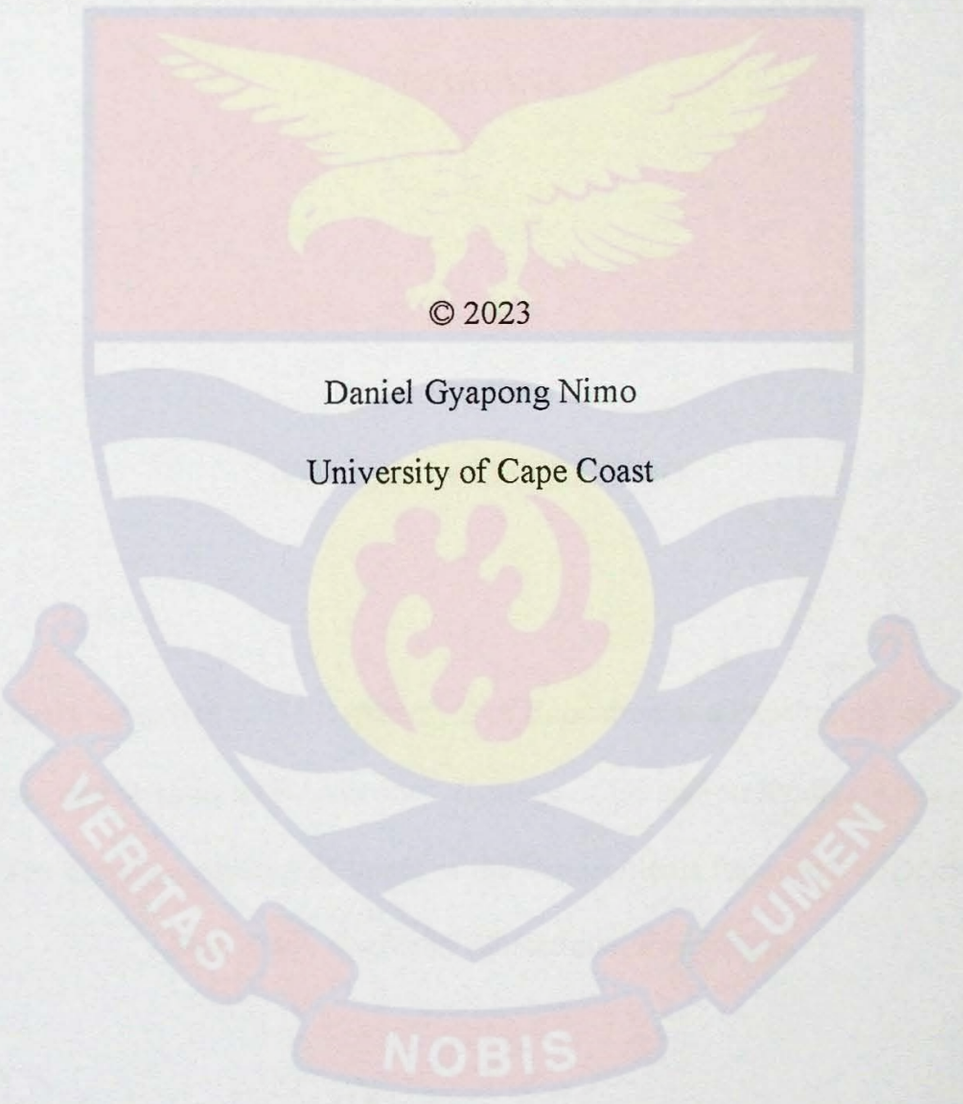
© University of Cape Coast https://ir.ucc.edu.gh/xmlui



© 2023

Daniel Gyapong Nimo

University of Cape Coast

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

UNIVERSITY OF CAPE COAST

PSYCHOLOGICAL SENSE OF COMMUNITY, WORK ATTITUDE AND TECHNOLOGICAL PEDAGOGY AS PREDICTORS OF TURNOVER INTENTIONS AMONG PUBLIC COLLEGES OF EDUCATION TUTORS IN GHANA

BY

DANIEL GYAPONG NIMO

Thesis submitted to the Department of Education and Psychology of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for award of Doctor of Philosophy degree in Educational Psychology

FEBRUARY 2023

CLASS NO.

ACCESSION NO.
7363

CAT. CHECKED

FINAL CHECKED

SAM JONAH LIBRARY
UNIVERSITY OF CAPE COAST
CAPE COAST

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

DECLARATION

Candidate's Declaration

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

Candidate's Signature: ..... Date: 20/02/2023

Name: DANIEL GYAPONG HIMO

Supervisors' Declaration

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

Principal Supervisor's Signature: ..... Date: 20-02-2023

Name: Prof. Mark K.O. Amponsah

Co-supervisor's Signature: ..... Date: 20-02-2023

Name: Dr. Ivy Kwenaa Akrumah

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

ABSTRACT

Framed through the correlational research design, this study examined the psychological sense of community, work attitude (i.e., job satisfaction and employee commitment) and technological pedagogy as predictors of turnover intentions of college of education tutors in Ghana. Two hundred and seventy-nine tutors participated in the study, and a questionnaire was used for data collection. The study employed a correlational design. Data on the research question was analysed with percentages, means and standard deviation, whereas multiple regression was used to test the hypotheses. Though the study revealed a high level of turnover intentions among the tutors, their psychological sense of community, job satisfaction and commitment were also high, coupled with a low level of technological pedagogy. Tutors' turnover intentions were significantly predicted by their sense of community and work attitude (i.e., job satisfaction and commitment). Quite intriguing, tutors' technological pedagogy also significantly predicted their turnover intentions (i.e., the lower their technological pedagogy, the higher their turnover intentions). These findings are relevant to governing bodies of the colleges of education in Ghana in modifying the existing practices in the colleges by adopting ways of increasing tutors' technological pedagogy to reduce turnover intentions. In particular, the governing bodies are encouraged to organise workshops and other on-the-job training programmes to enhance tutors' technological knowledge and skills since technology is progressively becoming a chief medium for delivering content at the colleges of education. Also, the government should give particular attention to the turnover intentions of tutors in order not to lose experienced tutors.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

KEYWORDS

Commitment

College Tutors

College(s) of Education

Job Satisfaction

Psychological Sense of Community

Technological Pedagogy

Turnover Intentions

Work Attitude

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

ACKNOWLEDGMENTS

I am very thankful to my supervisors, Prof. Mark Owusu Amponsah and Dr. Ivy Kesewaa Nkrumah, for their useful suggestions, guidance and dedication throughout this work. You kept me going through the toughest time with your overwhelming confidence in my capability to finish this degree successfully. For this and more, I say God richly bless you for making this dream a reality. I owe much gratitude to my dear wife, Ms Dorothy Akuffo Boateng, for her unflinching support and encouragement, which has helped me in reaching this far. I would also like to thank my children, Kwaku Anarfi Gyapong, Ama Akwaago Anarfi Gyapong, Kwasi Akuffo Anarfi Gyapong, and my sister-in-law, Paulina Aboagye, for exercising patience toward my perpetual absence at home during my studies. I further express my sincere heartfelt gratitude to my parents and siblings, Rev. Emmanuel Gyapong Nimo, Lydia Nimo Gyapong, and David Nimo Gyapong, who always wished and dreamed for my success in life.

I am equally grateful to Dr. Ruth Keziah Annan-Brew, Dr. Frank Quansah, Mr. Francis Tabiri, Dr. Inuusah Mahama, Dr. Isaac Amoako, Mr. Appiah-Kubi Collins and the late Mr. Emmanuel Asante for their countless support toward this success. Again, many thanks go to the Director of the National Council for Tertiary Education, principals, and participants from the selected colleges of education for their unwavering support in making this effort fruitful.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

DEDICATION

To my dear wife, my children, my parents and my siblings

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	8
Research Question	9
Significance of the Study	10
Delimitations	13
Limitations	13
Definition of Terms	13
Organisation of the Study	14
CHAPTER TWO: LIT ERATURE RE VIEW	
Introduction	16
Theoretical Framework	16
Psychological sense of community (PSoC) theory	16

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Theories of Job Satisfaction 21

Equity Theory 21

Expectancy Theory 25

Components of Expectancy Theory 26

Employee Commitment Model 29

Three-Component Model of Commitment 29

Turnover/ turnover intention 31

Conceptual Review 34

Psychological Sense of Community 34

Job Satisfaction 34

Employee Commitment 36

Sources of Employee Commitment 38

Turnover Intentions 39

A Deep Understanding of Technological Knowledge (TK) 45

Technological Pedagogical Knowledge (TPK) 46

Assumptions 48

Empirical Review 48

Psychological Sense of Community Among Teachers 48

Relationship between Psychological Sense of Community and Turnover Intentions 50

Work attitudes and Turnover Intentions of Teachers 51

Job Satisfaction and Turnover Intentions 51

Organisational Commitment and Turnover Intentions 55

Teachers' Knowledge of Technological Pedagogy 60

Teachers' Difficulties in Integrating Technology/ICT in Education 63

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Relationship between Technological Pedagogy and Turnover Intentions 67

Chapter Summary 68

CHAPTER THREE: RESEARCH METHODS 70

Overview 70

Research Philosophy 70

Research Approach 71

Population 71

Sample Size and Sampling Procedure 72

Data Collection Instruments 79

Validity and Reliability of Instrument 84

Data Collection Procedures 88

Ethical Consideration 89

Data Processing and Analysis 90

Research Question 91

Testing of Hypotheses 92

Hypothesis 1 92

Hypothesis 2 93

Hypothesis 3 93

Hypothesis 4 93

CHAPTER FOUR: RESULTS AND DISCUSSION 95

Overview 95

Data Analysis on Demographic Characteristics of Respondents 95

Tutors' Level of Technological Pedagogy in the Colleges of Education 101

Discussion of Findings 118

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Level of Psychological Sense of Community of Public College of Education Tutors in Ghana 118

Level of Job Satisfaction of Public College of Education Tutors 120

Tutors' Level of Commitment in the Public College of Education in Ghana 122

Level of Tutors' Technological Pedagogy in the Public Colleges of Education in Ghana 123

Tutors' Level of Turnover Intentions in the Public Colleges of Education in Ghana 125

Tutors' Psychological Sense of Community and Turnover Intentions 127

Tutors' Job Satisfaction and Turnover Intentions 129

Commitment of Tutors and Turnover Intentions 135

Technological Pedagogy of Tutors and Turnover Intentions 139

Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions among Tutors 141

Observed Model 142

Chapter Summary 144

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview 145

Summary of Key Findings 145

Conclusions 146

Recommendations 148

Contributions of the Study to Knowledge 149

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Suggestions for Further Studies 150

REFERENCES 152

APPENDIX A 178

QUESTIONNAIRE 178

APPENDIX B: Estimation of Factor Structure Reliability of the Scale 185

APPENDIX C: INTRODUCTORY LETTER 189

APPENDIX D: ETHICAL CLEARANCE 190

APPENDIX E: NUMBER OF TUTORS IN EACH COLLEGE OF EDUCATION IN GHANA 191

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

LIST OF TABLES

Table		Page
1	Colleges Sampled from the Five (5) Zones	73
2	Sampling of Colleges from the Three Zones	74
3	Proportionate Sample of Tutors from the 20 sampled Colleges	76
4	Summary of Statistical Tool for Data Analysis	94
5	Demographic Characteristics of Tutors	96
6	Level of Psychological Sense of Community of CoE Tutors	98
7	Level of Tutors' Job Satisfaction in the CoE	99
8	Level of Tutors' Commitment CoE	101
9	Distribution of Tutors' Level of Technological Pedagogy	102
10	Distribution of Levels of Turnover Intentions of Public CoE Tutors	103
11	Model Summary of Psychological Sense of Community Predicting Turnover Intentions among Public CoE Tutors	105
12	ANOVA Test for Psychological Sense of Community Predicting Turnover Intentions among Public CoE Tutors	106
13	Coefficients of Psychological Sense of Community Predicting Turnover Intentions among Public CoE Tutors	106
14	Model Summary of Job Satisfaction Predicting Turnover Intentions of Public College of Education Tutors	108
15	ANOVA Test for Job Satisfaction Predicting Turnover Intentions of Public College of Education Tutors	108
16	Coefficients of Job Satisfaction Predicting Turnover Intentions of Public College of Education Tutors	109

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

17 Model Summary of Commitment Predicting Turnover Intentions of Public College of Education Tutors 111

18 ANOVA Test for Commitment Predicting Turnover Intentions of Public College of Education Tutors 111

19 Coefficients of Commitment Predicting Turnover Intentions of Public College of Education Tutors 112

20 Model Summary of Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education 113

21 ANOVA Test for Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education 114

22 Coefficients of Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education 114

23 Model Summary of Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions of Public College of Education Tutors 116

24 ANOVA Test for Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions Among Public CoE Tutors 117

25 Coefficients of Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education 117

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

LIST OF FIGURES

Figure		Page
1	Turnover/Turnover Intention Model	32
2	Psychological Sense of Community, Work Attitude, Technological Pedagogy Predicting Turnover Intentions of Tutors	47
3	Sampling of Colleges under Zones	78
4	Sampling of Tutors from each College	79
5	Normal Q-Q Plot of Turnover Intentions	104
6	Turnover Intentions Model Predicted by Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy in the Colleges of Education	143

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

LIST OF ABBREVIATIONS

ASHBA: Ashanti, Bono, and Ahafo Regions

BECTA: British Educational Communications and Technology Agency

CoE: College(s) of Education

CETAG: College of Education Teachers' Association of Ghana

EGA: Eastern and Greater-Accra Regions

GTEC: Ghana Tertiary Education Council

NAB: National Accreditation Board

NCTE: National Council for Tertiary Education

NTC: National Teaching Council

MoE: Ministry of Education

PRINCOF: Principals' Conference

PSoC: Psychological Sense of Community

TK: Technological Knowledge

TPK: Technological Pedagogical Knowledge

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER ONE

INTRODUCTION

Work attitude among teachers plays an important role in teaching and learning in that the attitude of teachers towards their jobs sustain and promote the education system; however, labour agitations such as strike has become rampant in the colleges of education in Ghana. Strike actions among job-related behaviours are usually the result of a lack of job satisfaction and commitment perceived by employees when there is an inequity between the services they offer at the workplace and what they receive in return (Adams, 1963).

As long as job satisfaction and commitment remain the basic measures of turnover intentions or turnover of employees, it is critical to find appropriate ways of managing tutors' satisfaction and commitment. This study aimed to determine the influence of a psychological sense of community, job satisfaction, commitment, and technological pedagogy on turnover intentions of college of education tutors in Ghana.

Background to the Study

Education plays a significant role in nurturing self-growth and human capital development for the socioeconomic development of a nation, and teachers are the pivot of any educational system (Odden, 2000). Educational institutions and teaching professionals seem to be the most significant elements of how learners perform. This depends on the content or subject matter knowledge of the teacher. Educationists, politicians and social commentators have shown that quality education depends on the worth of teaching and

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

learning. The issue of quality teaching is a concern to people and stakeholders such as the Ghana Tertiary Education Commission (GTEC), the National Teaching Council (NTC), the Ministry of Education (MoE), and the government, among others. According to Abdul-Rashid (2012), quality education brings into focus the need to formulate reforms that could raise education standards in Ghana.

Several educational reforms have been initiated over the years to find the best and lasting standards concerning colleges of education in Ghana. Reforms at the teacher training colleges have resulted in policy changes to produce first-class teachers to satisfy the country's educational needs (Buabeng, Ntow, & Otami, 2020). The government of Ghana, through the MoE, issued a White Paper after a comprehensive review of Ghana's education system (Government of Ghana, 2004). The information in the White Paper indicated that all the 38 Teacher Training Colleges at that time should be advanced to diploma-awarding institutions and be affiliated with the universities concerned with education (Government of Ghana, 2004). As a result, the then 38 Teacher Training Colleges were renamed College of Education (CoE) to start tertiary education in 2008. This lasted for 14 years when the colleges of education were transformed from diploma-awarding institutions to degree-awarding institutions in 2018. Currently, there are 46 colleges of education, and all of them offer degree programmes.

As teacher-training schools have become degree-granting universities, they have had to change some of their long-standing procedures. A good example is the widespread adoption of projectors, cyber use, computers, and other ICT-related hardware into today's college classrooms. High-tech

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

instructional technologies are increasingly being used in the classroom because of their demonstrated effectiveness in boosting teacher efficiency and student productivity. Apau (2016) has added that teachers' familiarity with ICT and their facility with available technological tools are just as crucial to modern classroom instruction as teachers' familiarity with the subject matter and pedagogical methods. There seems to be some correlation between these technologies and educational pursuits.

Given that, educators (teachers, parents, administrators, NGOs, and others) must integrate these technologies into instruction to enhance classroom facilitation (Apau, 2016). This concern from educational stakeholders to incorporate ICT into classroom instruction had attracted the attention of researchers because teacher education programmes before the award of the Diploma and degree award focused on developing sound pedagogical skills and competencies to meet different needs of learners in the classroom (Ntim, 2017). Going forward, the current degree programmes have upgraded the pedagogical skills and competencies to include digital literacy and critical thinking of student teachers. Credence to this can be given to Dogan, Dogan, and Celik (2021), who explained that teacher education is structured basically to train student teachers with content knowledge in technology, pedagogical skills, and attitudes that are needed for classroom instruction. From the current education trend at the college level, tutors need to combine technological pedagogy and content knowledge in their facilitations of lessons. The success of classroom instruction and the achievement of the expectations of the new curriculum in the colleges predominantly depend on tutors' work attitude (i.e., their

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

satisfaction and commitment), their psychological sense of community and their pedagogical approaches to instruction.

Even though ICT has been argued to aid in effective teaching and learning (see Twum, Yarkwah, & Nkrumah, 2021), some other crucial issues must be considered for effective teaching and learning. Notable among these issues are tutors' work attitude and psychological sense of community towards teaching. First, the idea of upgrading the 46 colleges by the education ministry is pleasant since it aims to advance the certificate they award. However, the success of this idea is greatly dependent on the work attitudes of the tutors in all the colleges of education. Work attitude is the state of mind of an employee towards the diverse aspects of the work situation (Malini & Atchyuthan, 2016). According to Malini and Atchyuthan (2016), job satisfaction, job involvement, and organisational commitment are three key attitudes to obtaining useful results. These work attitudes ensure the sustainability and progress of the institution. This suggests that it is vital to focus on sustaining tutors' job satisfaction and commitment so that they can have a positive work attitude to perform better.

Conversely, Azeez, Ilesanmi, and Adeoye (2016) pointed out that public academic institutions do not consider their employees' satisfaction and commitment. In addition, academic institutions do not give their employees any platform to air their dissatisfaction but rather clamp their complaints with ideological and state apparatus (Azeez *et al.*, 2016). These unpleasant ways of managing academic staff appear to be stimuli that may activate tutors' turnover intentions.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Regardless of the contributions of teachers' work attitude to sustain teaching and learning, their psychological sense of community (PSoC) cannot be left out. The PSoC, in this regard, refers to tutors' feeling of belonging to the college of education as a tertiary institution. Active or passive participation in decision-making among tutors can influence their sense of belonging, which involves how an individual perceives his or her bond to the teaching community and the intensity of these ties to the teaching community (Doolittle & MacDonald, 1978). The influence of PSoC and commitment on tutors' job performance in the colleges is a critical one since the tutor's job performance seem to be an important indicator to assess the performance of the colleges of education. It is, therefore, necessary for the MoE, NCTE, and NTC to determine and implement applicable mechanisms to sustain tutors' motivation in the colleges to boost work performance. This can be done by creating helpful relationships with co-workers and making them have a sense of belonging at work with higher job satisfaction and low level of job stress (Ditzel, 2017). Gleaning from the foregoing, knowledge on how to satisfy tutors and make them committed to their job to erase any intention of leaving should be of concern to stakeholders of the colleges of education in Ghana.

Statement of the Problem

My experience as a tutor at the college of education and my interaction with some college tutors revealed a continual dissatisfaction, frustration and psychological debilitation of tutors at the colleges of education concerning their job, which seems to compel most of them to quit for another job elsewhere. This claim is evidenced in the College of Education Teachers' Association of Ghana (CETAG), Principals Conference (PRINCOF), and Ghana Tertiary Education

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Commission's (GTEC's) submissions on the issue of attrition rate in the colleges of education. CETAG indicated that from 2016 to 2021, the colleges lost seven to ten percent of tutors to traditional universities (College of Education Weekly journal, 2021). PRINCOF added that between September 2020 and June 2021, on average, three tutors from each college left the colleges of education to take up appointments as Assistant Lecturers in the traditional universities in Ghana. Furthermore, information from GTEC revealed that the cause of the attrition issue was related to the dissatisfaction with service conditions as communicated by CETAG members. This perpetual frustration of college tutors emanates from the endless refusal of successive governments to address their needs related to service conditions. When they become dissatisfied with their service conditions, they resort to labour agitation such as industrial action like a strike to demand what is due them.

Labour agitations in public institutions are signs of setbacks and delays in the vision of the institution, and in the case of schools, the students become the most affected ones because labour agitations disrupt the school curriculum and impair students' performance academically (Egwu, 2018). Colleges of Education in recent times have registered quiet persistent labour agitations such as strike actions, and they attributed the reasons to issues of conditions of service. Typical cases are the strike actions that occurred in the colleges by the tutors in the 2018/2019 academic year (College of Education Weekly Journal, 2019) and the 2020/2021 academic year (College of Education Weekly Journal, 2021). This situation of continuous labour tension within the colleges is likely to temper with the quality of education which we are seeking to attain as a nation. Furthermore, it has the potency to dwindle the effectiveness of teaching

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

and learning as well as students' academic performance in their pursuit of education to become trained teachers. So, looking at this persistent situation of labour tension within the colleges, one may ask if such a situation is likely to diminish the satisfaction level of tutors? Further, is it likely to reduce the level of commitment among tutors in the colleges, which can linger with diminished cooperation and togetherness, which is the case of a psychological sense of community? The foregoing questions are relevant to be answered to know whether they positively or negatively affect turnover intentions among the teachers and teaching and learning within the colleges.

However, a careful examination of previous studies on work attitude (i.e., job satisfaction and commitment) and turnover intentions (e.g., Nutsuklo, 2015; Cobbold & Asamani, 2015; Morris & Bloom, 2002; Akomolafe & Ogunmakin, 2014; Afebia, 2016; Addai, Kyeremeh, Abdulai, & Sarfo, 2018) have not considered the predictors of turnover intentions among tutors in the public colleges of education, creating a gap that needs to be filled.

Furthermore, the earlier researchers investigated the influence of other variables like career orientation, organisational justice, and demographic variables on turnover intentions, but none of them considered whether or not teachers' sense of belonging to the tertiary institution and technological pedagogy (i.e., ability to use technological tools during teaching and learning) can affect their turnover intentions. The reason is that the new reform classifies the colleges of education as tertiary institutions and demands a change in tutors' pedagogy, hence, technological pedagogy. Technological pedagogy is crucial since a lack of knowledge in integrating ICT into teaching is a requirement yet a challenge to some teachers (Oppong, 2009). Teachers are expected to use

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

some form of technology in their class room instruction by following contemporary educational practice (Kurt, 2019). Yet, there is a paucity of research on the potential consequences of work attitude and technological pedagogy towards turnover intentions; hence, the need to test for implications that work attitude and technological pedagogy have on turnover intentions of college tutors. Therefore, the study sought to examine the level of tutors' sense of belonging to the tertiary institution, job satisfaction and commitment, knowledge and skills of college tutors to facilitate lessons with ICT, and their turnover intentions in the colleges of education. In addition, the study investigated whether turnover intentions of tutors in the public colleges of education can be predicted by their sense of belonging to the tertiary institution, how satisfied and committed they are to their job, as well as their ability to facilitate lessons with ICT tools.

Purpose of the Study

The purpose of the study was to examine the psychological sense of community, work attitude (i.e., job satisfaction and commitment) and technological pedagogy of public College of Education (CoE) tutors and how these variables influence their turnover intentions. Specifically, the objectives of this study were to:

1. find out the levels of psychological sense of community, work attitude (i.e., job satisfaction, commitment), technological pedagogy, and turnover intentions among tutors in the colleges of education in Ghana.
2. find out the effect of a psychological sense of community on turnover intentions among tutors in the colleges of education in Ghana.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

3. find out the influence of work attitude (i.e., job satisfaction and commitment) on turnover intentions of tutors in the colleges of education in Ghana.
4. find out the effect of technological pedagogy on turnover intentions among colleges of education tutors in Ghana.
5. find out the predictor variable (psychological sense of community, job satisfaction, commitment, technological pedagogy) that contributes more to tutors' turnover intentions in the colleges of education in Ghana.

Research Question

The following research question has been posed for the study based on the study's objectives:

1. What is the level of psychological sense of community, job satisfaction, commitment, technological pedagogy, and turnover intentions among college of education tutors in Ghana towards their work?

Hypotheses

The following hypotheses were formulated to guide the study:

1. H_0: Psychological sense of community will not predict turnover intentions of tutors in the public colleges of education in Ghana.

   H_1: Psychological sense of community will predict turnover intentions of tutors in the public colleges of education in Ghana.

2. H_0: Work attitude [(a) job satisfaction and (b) commitment] will not predict turnover intentions of tutors in the public colleges of education in Ghana.

   H_1: Work attitude [(a) job satisfaction and (b) commitment] will

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

predict the turnover intentions of tutors in the public colleges of education in Ghana.

3. H_0: Technological pedagogy will not predict turnover intentions of tutors in the public colleges of education in Ghana.

   H_1: Technological pedagogy will predict turnover intentions of tutors in the public colleges of education in Ghana.

4. H_0: (a) Psychological sense of community, (b) job satisfaction, (c) commitment and (d) technological pedagogy will not significantly predict the turnover intentions of tutors in the public colleges of education.

   H_1: (a) Psychological sense of community, (b) job satisfaction, (c) commitment and (d) technological pedagogy will significantly predict the turnover intentions of tutors in the public colleges of education.

Significance of the Study

The beneficiaries of the study include regulatory bodies of the college of education such as MoE, GTEC, Principals, administrators and councils of the various colleges of education, tutors and researchers.

First, the findings of this study would aid regulatory bodies such as MoE and the Ghana Tertiary Education Commission (GTEC) of the college of education in their understanding of how to work attitude, the sense of belonging and technological pedagogy influence turnover intentions. Knowledge of tutors' sense of belonging, job satisfaction and commitment would inform the regulatory bodies as to the concerns and attitudes of the tutors in discharging their duties. This knowledge about the tutors would also guide the regulatory

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

bodies to take specific actions to address the needs of the tutors, if any and to allay the turnover intentions that tutors have towards their work. This is because every employer hopes to have an employee with an open heart toward work. The findings will help them sharpen the regulatory guidelines and improve the tutors' service conditions. It will also inform the MoE to give the tutors immediate listening ears through negotiations to devoid tutors' expression of dissatisfaction and lack of commitment in the form of strike actions, absenteeism, and psychological withdrawal, among others. However, in a situation where the tutors' satisfaction levels, commitment and sense of belonging are up to expectation, the authorities will continue to motivate them to ensure the sustainability of expected job satisfaction, commitment and sense of belonging.

Secondly, the various colleges of education in Ghana stand to benefit from the study. At the college level, the study's results will contribute to the work of the leadership of each college's individual administrative and council bodies. The reason is that the study seeks to find tutors' levels of satisfaction, commitment, sense of being part of the college as tertiary educators and their ability to use technology in lesson facilitation. This will help reveal areas of tutors' concerns to the administrative body and governing council of each college since they are the immediate management bodies of the colleges so that they can advance plans and mechanisms to maximise tutors' work achievement and to reduce turnover intentions in the colleges. By so doing, the leadership of each college will be able to identify concerns beyond them and forward them to higher authorities like MoE and GTEC. Moreover, the latent significance of the study is that the findings will serve as sources of information to assist all

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

stakeholders of the various colleges in fashioning out policies that would reduce tutors' turnover intentions.

To the tutors, the study will serve as reference material to aid in advancing their grievances with an appreciable degree of confidence to the leaders and external management of the various colleges. That is, the study will make the concerns and grievances of the college of education tutors obvious to the authorities of colleges of education. Even though tutors have a union, concerns of individual tutors may not be heard, or each tutor cannot be represented at the union. This is where the present study becomes paramount: it allows tutors to air their worries and issues concerning their satisfaction, commitment, and sense of belonging to the college as a tertiary institution.

Furthermore, the study will help identify the skill and knowledge level of tutors' technological pedagogy, that is, the ability of tutors to use technology to facilitate lessons. The reason is that the inability of the tutors to use the available ICT tool in teaching may cause dissatisfaction. Because they might have little or no knowledge about using ICT tools where they are required to use them, therefore, the policies formulated based on the study results will inform principals and the affiliate universities for the various colleges to organise workshops on integrating ICT in teaching at least once every academic year for tutors with low technological pedagogy. This will equip such tutors with the knowledge and skills to integrate ICT when facilitating lessons and to motivate those who will show mastery of the usage to do more and ultimately improve their professional competence.

Finally, the study will assist other researchers by serving as a baseline and reference material for further studies. That is, it will help provide a strong

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

theoretical and empirical framework to contribute to the existing literature for the benefit of future researchers who would like to research this area.

Delimitations

The study was geographically restricted to public college education tutors in Ghana. These colleges have been categorised into five zones. This study excluded the private colleges because the private colleges might differ in terms of conditions of service from the public colleges. The study was also restricted to investigating the psychological sense of community, job satisfaction, employee commitment, and technological pedagogy as predictors of college of education tutors' turnover intentions.

Limitations

There were some methodological errors in as much as a quantitative approach was employed to measure the variables under consideration. First, because the closed-ended questionnaire was used as the sole data collection instrument, the participants were restricted from responding to the available options, which hindered the qualitative side of the data. Secondly, owing to the COVID-19 pandemic, the initial plan to collect face-to-face data was not possible. The researcher had to resort to online data collection, reducing the questionnaire's response rate. Despite the limitations, the findings of the study inform policy and practice and contribute to knowledge.

Definition of Terms

College of education is used in the study as all the public colleges of education in Ghana which has been considered as teacher education institutions.

Tutors' Commitment in this study refers to how loyal and devoted the tutors

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

are in carrying out their duties as teachers and other responsibilities in the colleges of education.

Job satisfaction: - This refers to the feelings of tutors towards teaching in the college of education based on a difference between the services they render and what they get in return.

Psychological sense of community is used in the study as the feeling of tutors as part of tertiary educators, where members matter to each other and the college and believe that through members commitment, tutors' needs will be fulfilled.

Technological pedagogy is the knowledge and ability to facilitate lessons with technology or ICT tools.

Turnover intentions the mindset tutors conceive after comparing what they get and what they can get from a similar institution.

Work attitude in this study comprises job satisfaction and tutors' commitment.

Organisation of the Study

The study has been structured into five chapters to make it easier to read and understand. Background to the study, statement of the problem, the purpose of the study, research questions and hypotheses for the study, significant, delimitation, and limitation are all covered in Chapter One. The Review of related literature is presented in Chapter Two. The review is organised into three thematic areas: the theoretical framework, conceptual framework and empirical review. In Chapter three, the methodology section explains how the study was carried out in terms of research design, population, sample size, and sampling techniques. In addition, instrumentation, validation of the instrument and data

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

collection have been presented in Chapter Three. It also describes the sources of data for the study, data collection methods, ethical considerations and how the data was processed and analysed. Chapter Four of the study looked at the results and discussion. The final Chapter of the study is Chapter Five, which presents the findings, conclusions, recommendations and areas for further investigation.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER TWO

LITERATURE REVIEW

Introduction

This study investigated the influence of a psychological sense of community, job satisfaction, and technological pedagogy on turnover intentions among College of Education tutors in Ghana. This review of the related literature was intended to place the study into an intellectual context by reviewing the main contributions made by earlier researchers. In this chapter, the review has been organised into three thematic areas. The first thematic area dealt with theoretical framework theories such as the psychological sense of community theory (McMillan & Chavis, 1986); Equity theory (Adam, 1963); Expectancy theory (Vroom, 1964), and the three-component model for employees' commitment (Meyer & Allen, 1984), and turnover intentions model (Mobley, 1977). While the second thematic area touched on conceptual review, the third thematic area captured empirical review for this study.

Theoretical Framework

Psychological sense of community (PSoC) theory

Most current community research is based on the psychological sense of community hypothesis (McMillan & Chavis, 1986). McMillan and Chavis discussed the concept of a sense of community and defined it as the experience of belonging to a group or organization where members value one another and the group and have faith that the group's dedication would meet the needs of the members. A psychological sense of community was used to ascertain how

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

tutors feel when they believe they are interdependent with the college as a tertiary institution. The psychological sense of community theory seeks to clarify the relationships between the elements that make up a sense of community and how these elements interact to produce that sense. Four components make up a sense of community, according to McMillan and Chavis (1986). The most important factor is membership, followed by influence, need-fulfillment, integration, and emotional connection. Such elements have been thoroughly examined.

Membership

Being a member means you have some affiliation with a group or society. A sense of belonging among a group of people, as described by McMillan and Chavis (1986). Limits, feelings of security, a sense of community, pride in one's group, personal investment, and a common language of symbols all characterise the membership sphere.

Boundaries are the markers that describe people who belong and people who do not belong, including language, clothes, traditions, and others. The boundaries give members the emotional safety required for exposure to their wants and feelings and for the growth of intimacy. Deviants may not be regarded, criticised, or punished, particularly in organisations with unclear boundaries.

Second, psychological security is included in the broader definition of membership's protective function (McMillan & Chavis, 1986). In order to feel safe emotionally, one must be able to express their emotions openly. Feelings alone are not sufficient to guarantee safety. The third factor involves a person's sense of belonging in the group, which includes their sense of acceptance,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

willingness to make sacrifices for the group, and satisfaction with their role within the group. Identity is defined by McMillian and Chavis (1986) as the feeling of being part of a group.

Personal investment is crucial in creating emotional bonds, the fourth component of membership. McMillan (1976) contended that working for a community or institution would inspire one to feel as if he or she had earned their position and membership and feel more valued because they had made a private investment. For example, college fraternities have been shown to use hazing to bond the group together (Peterson & Martens, 1972). The fifth and final component of membership is a shared symbol system. The understanding of shared symbol systems is a prerequisite for group understanding.

Influences

McMillan and Chavis (1986) pointed out the concept of influence as a bidirectional in a group. Thus, workers in an institution influence the institution, whereas the institution also influences the workers. This means that one must have some control over what the institution does (Peterson & Martens, 1972). On the other hand, cohesiveness within an institution can depend on the capacity or the institution's ability to influence its members.

Integration and fulfilment of needs

The third component of McMillan and Chavis' (1986) concept of feeling of community is integration and fulfilment of needs. Translating this into more ordinary words means reinforcement. In terms of reinforcement as a motivator, it is self-evident that the individual-group members maintain a healthy sense of belonging (McMillan, 1986). They call the participation of members in a group person-environment fit, where members are seen as being rewarded. Although

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

several reinforcers have been identified, it is difficult to identify all the determinants that bring individuals together. The status of being a member is one of such reinforcers. It was shown by Peterson and Martens (1972) that the success of a group brings the group members together.

Another reinforcer in interpersonal attraction literature is competency (Hester, Roback, Weitz, Anchor & Mckee, 1976). People are drawn to each other if there is consistency in their talents or experience which may benefit each other. People appear to be certain of individuals and organizations providing the most benefits. The key argument is that individuals do what serves their needs. The psychological sense of community within groups motivates the members to find a better way of bringing people together to help each other meet their needs (McMillan & Chavis, 1986).

Shared Emotional Connection

Shared Emotional Connection may be defined as the commitment and belief that individuals will continue to share similar experiences, events, and time. McMillan and Chavis (1986) have listed seven significant characteristics of a shared emotional link:

i. Hypothesis of contact: Frequent interaction among members in a group strengthens their closeness.

ii. Level of interaction: The more constructive the relationship and experience, the greater the bond. Cohesion is encouraged by the performance.

iii. Closure of events: If the relationship is unclear and the roles of the group are left unresolved, it will hinder group cohesiveness.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

iv. Shared theory of the valent case: the more significant the shared case is to those involved, the stronger the connection of the group. There seems to be a strong connection, for instance, between and among individuals who encounter a crisis together.

v. Investment: This element helps more than just borderline preservation and cognitive disagreement. Investment defines the significance of the past and current status of the members of the community, in this sense, the workers' institutions.

vi. Spiritual bond: The writers acknowledge that it is difficult to offer an explanation this quality but posit that it is available in all institutions to some extent.

Relating to the psychological sense of community theory, colleges of education tutors have many things in common with their counterparts in other analogous institutions. Tutors in a college belong to a common association (i.e., Local CETAG) in their respective institutions where group and individual needs are acknowledged. For example, in the current regime of college transition to tertiary status, where members without the required qualification are to be pushed back to the GES, members in individual colleges, through their leadership, lobbied for affected members to be granted an extension of time to upgrade themselves. Aside from this, issues of remuneration, promotions, and even essential workshops to update tutors are often initiated by members within individual colleges for redress. Group cohesion often provides individual members with a sense of membership, where individuals have the opportunity to influence decisions that affect the group and the members. Significantly, at the end of it all, members are together to solve individual and group challenges

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

(i.e., integration and fulfilment) to forge ahead toward achieving academic goals. The opportunity for quality interaction among members (shared emotional connection) gives members hope that they will always want to stay and give their all within the college. Looking at the individual colleges within the context of the foregoing, there is reason to believe that individual awareness of group relevance for both individual and group needs (i.e., a sense of community) is likely to strengthen their attachment to the college or possibly ignite turnover intentions. Based on this premise, the current study sought to investigate the 'sense of community' impact on turnover intentions.

Theories of Job Satisfaction

Some authors have propounded detailed theories on job satisfaction. Among them are expectancy and equity theories, which have been classified as process-theories. Process theories are primarily concerned with what motivates individuals. In job satisfaction theories, the concept of 'expectation' from cognitive theory takes centre stage (Luthans, 2011) of individuals. Process theories seek to explain how criteria and aims are satisfied and comprehended cognitively (Perry, Mesch, & Paarlberg, 2006). As a result, equity and expectancy theories have been reviewed in this study.

Equity Theory

In 1963, John Stacy Adams came out with Equity theory drawn from exchange theory, dissonance, and social comparison in estimating how individuals cope with others in a relationship. The Equity theory can be explained as a fair balance between an employee's services rendered and the returns he or she gets in an institution or organisation. According to Adams (1963), the services and what an employee expects are input and output,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

respectively. Inputs and outputs are the primary elements of exchange relationships in Adams' theory. Inputs may be defined as the investments an employee contributes to the exchange process. According to Adams (1965), education background, work experience, intellect, seniority, age, training, abilities, social status, and personal experience are all input factors that influence an employee's performance. In an individual exchanging his or her services, inputs can include previous work experience, training, work effort, and training. From the definition of input factors of equity theory, it can be deduced that college tutors expect the Ghana Tertiary Education Commission and Ministry of Education to consider the number of years served in the college and their educational qualification as their input and remunerate them as such. This made the researcher hypothesise that job satisfaction and commitment of college tutors would be significant predictors of their turnover intentions in college of education in Ghana because the tutors would expect salaries commensurate with their academic qualification and the number of years taught.

The result of an economic transaction is called a product. Employees have several expectations of their employers, including those related to pay, management, benefits, employment status, job requirements, working environment, and others (Adams, 1965). The third factor in a comparison is the party or person used as a point of comparison, in addition to the inputs and outcomes (Al-Zawahreh & Al-Madi, 2012). A member of this comparison group could be a coworker or colleague from a different company. Indeed, it might be the same individual in a new setting.

According to Adams' equity theory, workers should receive pay, benefits, and other perks commensurate with their effort. The worker verifies the transaction by contrasting his efforts with other workers and finding unfair

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

treatment. Workers evaluate their input and output in terms of the benefits they obtain from their jobs, and they also compare these metrics to those of others they consider important (Robbins, 2005). This illustrates how one's perception of the causal chain between actions and consequences determines whether or not one considers a social exchange fair.

As a worker evaluates his inputs and outputs in relation to those of his significant others, three distinct types of exchange relationships develop. To begin with, it causes pay inequality, which occurs when an employee realises that his results are more than what he offers after doing comparisons. Second, Adams hypothesised that inequity arises not only when certain people are substantially overpaid but also when others are relatively underpaid; therefore, underpaid inequity. Here, a worker feels that his outputs (results) fall short compared to his efforts. The underpayment threshold is lower than the overpayment threshold, as stated by Leventhal, Weiss, and Long (1969). People are more likely to accept overpayment in an exchange transaction than underpayment (Mowday, 1983). An employee who is paid more than he is worth tends to provide much better results, either in terms of quality or quantity, as Adams (1965) argued. The third type of trade connection is known as equity, which describes the situation in which an employee believes that his output is commensurate with his inputs. Overpayment represents one end of the spectrum, and underpayment represents the other when considering the relationship between an employee's input-to-output ratios and relevant others (Adams, 1965).

When evaluating the efficacy of an exchange relationship, Mowday (1983) suggests two criteria be met by both the giver and the receiver. As a first

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

step, one or both participants in the exchange process must acknowledge the presence of input or outcome. After this comes the consideration that either the input or the outcome of the exchange is crucial. If an employee's efforts are considered input, they should receive fair compensation. The issue arises when only the employee, the employer, understands a particular feedback piece. For instance, an employee might feel underpaid because his or her promotion was based more on seniority than merit (Adams, 1965).

According to equity theory, those underpaid or overpaid may experience distress, which may prompt them to make efforts to restore fairness. It's possible to restore both material and mental equity (Morse, Gruzen & Reis, 1976). Those who feel they have been treated unfairly in the workplace may take steps to restore physical equity by, for example, working fewer hours in hopes of receiving a higher wage. This is typically manifested by teacher absenteeism, tardiness, and strike action coordinated by teachers' unions. By distorting one's perception of reality, one can restore psychological equity and trick oneself into thinking that the current status quo of inequality is acceptable (Adams, 1965). When workers perceive an unfairness, the greater the inequity, the more intensely they feel the pain and work to restore equity. In sum, the equity theory explains the levels of motivation exhibited by employees in the workplace. Employees feel highly motivated when they are treated fairly; however, when they perceive that they are being treated unfairly in an organisation, they become demotivated. These suggest that the motivation level of an employee is strongly dependent upon the degree to he or she feels being treated fairly, in terms of rewards, compared to similar employees. Thus, individuals appreciate their reward or outcome after evaluating the ratios of their outcomes based on

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

the services rendered to the organisation against the outcomes of co-workers or colleagues in the same or similar institution. If the individual's outcome per input ratio and the comparison of others are perceived to be unequal, then there is inequity. Also, the theory has made us understand that the greater the injustice (in the context of either over-reward or under-reward) perceived by the employee, the more discomfort they become. Employees try to restore equity either in the physical or psychological form to reduce distress. The physical restoration may range from lateness to work, absenteeism, and sometimes strike, whereas the cognitive restoration may also include delay and or refusal of what is expected of them intentionally.

To address the issue of tutors' turnover intentions in the colleges of education, the equity theory provides a basis to determine whether the job satisfaction of tutors can be a predictive factor of their turnover intentions in college tutors.

Expectancy Theory

Expectancy theory seems to fit the data if understood as a process theory. The expectancy theory explains why people have certain preferences for actions. The central idea behind expectancy theory is that individuals are driven to take action when they have reason to believe that doing so will result in a favourable outcome. In other words, this suggests that people's expectations of their success and the outcomes they can expect from their efforts serve as the basis for their motivation to work and that they modify their behaviour accordingly (Fang, 2008). Understanding the context in which an employee's performance occurs is helpful. According to the expectancy theory, people are motivated when they hope they will be rewarded with something they want.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Though not comprehensive, the concept of a person's unique motivational traits provides leaders with a springboard to learn more about inspiring their teams (Lawler, Porter & Vroom, 2009). As a motivational process theory, the expectancy theory highlights how an individual's expectations influence their experiences and subsequent interactions. The theory explains that people are motivated when they see a connection between their efforts and positive results. If you succeed, you will receive a nice reward, which can be used to take care of a pressing necessity. There is enough need to go around to make an effort worthwhile (Lawler et al., 2009). Vroom postulated that an individual's level of motivation is predicated on their anticipation of future outcomes. It is assumed that people try to maximise pleasure while minimising discomfort when making decisions. This conforms to the law of effect, which emphasises reinforcement and states that people perform behaviours with positive feedback and avoid those with negative feedback. There is no causal link between people's jobs and their aspirations, as Vroom sees it. An employee's performance on the job can be affected by many factors, including their level of expertise, knowledge, experience, attitude, and ability. The expectancy theory proposed by Vroom states that valence, instrumentality, and anticipation all additive play roles in determining the sources of motivation. He argued that people make deliberate decisions between competing options because they are motivated to maximise pleasure and minimise distress (Vroom, 1964).

Components of Expectancy Theory

According to Vroom, people will work hard to succeed if they care about what they are working towards (Weihrich & Koontz, 1999). Vroom's expectancy theory is defined by valance, instrumentality, and expectancy (VIE).

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

However, expectancy comes first, followed by valance and instrumentality. According to Vroom, people only engage in certain behaviours in the knowledge (expectation) that they will be rewarded (valence) once they are finished (instrumentality). In terms of a mathematical formula, he expressed his expectancy theory of motivation as: motivation = valence × expectancy × instrumentality. The overall score will be zero if one of the variables is scored zero. This suggests that there will be no motivation.

An expectation is a rate at which a particular action is likely to produce a specified level of performance. The vroom theory considers that individuals' preferences and motivations will always differ (Weihrich & Koontz, 1999). As one example, the expectancy theory suggests that in order for rewards to be effective at altering behaviour, people must place a high value on them (Perry et al., 2006). One's expectancy is a self-assessed measure of confidence in one's abilities to bring about the desired results. They are arbitrary ways to gauge how sure someone is of themselves. A highly motivated person should have faith that the output of his efforts will be satisfactory, according to the research presented by Scholl (2002), who argued that the expectancy factor is included because of the correlation between an individual's effort and performance. The expectancy component unquestionably happens in the future as opposed to generic, environmental life due to the perceptual nature of the components (i.e., VIE) (Redmond, 2014). It's possible, then, for one person to put in a lot of effort and see big rewards for it, while another person putting in the same or similar amount of effort may see few or no rewards at all.

By contrast, instrumentalists are those who insist their actions have a decisive impact on the results they get (Isaac, Zerbe & Pitt, 2001). It's also a

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

measure of how likely it is that one effect will trigger another one you want to happen. To move up to the next level of responsibility and pay (level 2 output) in the organisation, for instance, could motivate an employee to perform well at the first level (Luthans, 2011). The instrumentality of the expectancy theory refers to the expectation of a reward following the satisfactory completion of a task (Scholl, 2002). The instrumentality aspect of the theory conditions workers due to the correlation between their hopes (reward) and their actions (effort). As such, it is a measure of an employee's trust in their employer to fulfil their promised benefits.

As opposed to instrumentality, which is concerned with the results of performance, valuing a performance refers to the extent to which one prefers or is rewarded for that performance. According to Isaac et al. (2001), a person's sensitivity to the value of an outcome or reward can be measured by how much they anticipate enjoying it. To rephrase, valence measures how significantly individual values a given incentive. Both internal and external influences are at play (such as achievement awareness). It is important to remember that valence does not measure an employee's actual happiness with a result but rather their expected happiness with a result (Redmond, 2014).

Expectancy theory, like equity theory, depicts dissatisfaction among workers as a result of their expectations (such as salary) not being met after they have performed their duties. According to the first part of the second hypothesis, the theory suggests that tutors' job satisfaction can be used to anticipate their intentions to leave the profession.

To conclude on the theories used in the study, the job satisfaction theories (i.e., equity and expectancy) describe the perception and feelings of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

employees based on the services and effort rendered at work and the rewards they get in return. The perception and the feelings of an employee based on the effort and services offered at the workplace seem to influence the tutors' sense of being regarded as tertiary educators. This explains that equity theory, expectancy theory and psychological sense of community theory complement each other and are related.

Employee Commitment Model

Three-Component Model of Commitment

Meyer and Allen (1984) proposed the three-factor model of workers. In this case, their model was chosen because it has been subjected to the most exhaustive empirical testing (Cobbold & Asamani, 2015). According to Meyer and Allen (1984), the three-part model they developed to explain commitment is grounded in previous studies that found recurring concepts central to the concept. According to this theory, employees are less likely to leave their jobs when they feel a sense of belonging to their company. The model's constituents are dedication to norms, maintaining those norms, and emotional investment.

Beginning with an emotional investment, Meyer and Allen's four-factor model of employee dedication builds towards a more intellectual and ethically grounded level of dedication. How emotionally invested an employee is in his or her work is an affective factor (Meyer & Allen, 1997). Employees who are emotionally invested in their company are enthusiastic about working there and want to stay because they feel their work contributes to the organization's larger mission (Beck & Wilson, 2000). This suggests that a person's orientation is a key factor in how they feel about their place of employment. According to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Gould (1979), some workers put in extra time and effort at the office without expecting anything in return.

Employees' emotional investment in an organization's mission and values are discussed in attachment, while continuance commitment focuses on the employee's rational evaluation of the negative consequences of leaving. Kanter (1968) agrees with this definition and adds that an employee's knowledge of the cost of leaving the organisation will negate any benefit from remaining with the company. The decision to leave a job is heavily influenced by the individual's assessment of the benefits and drawbacks of doing so. The concept of instrumental attachment, in which an individual's connection to a company is based on an evaluation of financial incentives, provides an alternative definition of loyalty (Beck & Wilson, 2000). Beck and Wilson explain that even if workers are paid poorly, they may remain with the company because of the time and effort they have already invested in the business (2000). This proves beyond a reasonable doubt that workers do not stay at their current jobs because they enjoy doing so but because they have made substantial monetary and time commitments to their current employers.

Normative commitment is the final part of the organisational commitment model. As defined by Meyer and Allen (1997), normative commitment occurs when an employee feels compelled to remain with the company. The internalisation of a set of normative beliefs about responsibility and obligation is what keeps an employee in their position. Employees believe that staying in an organisation is morally correct, regardless of how satisfied they are with the organisation. This seems to explain that commitment actions are socially recognised behaviours beyond formal organizational ones.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Rules that govern the duty-sharing relationship between employers and employees have been shown to affect employees' levels of normative commitment to their organisations. The concept of social exchange, upon which the obligation of reciprocity rests, holds that anyone who receives a benefit has an imperative moral duty to return the favour in some way (McDonald & Makin, 2000). Meyer and Allen (1997) argue that a societal or organisational socialisation process is responsible for the development of a sense of moral obligation. Therefore, workers feel obligated to remain with the company in order to continue receiving its benefits.

In conclusion, employees' commitment to their organisation is conceptualised as a mental state that distinguishes their work experience and has bearing on their decision to remain a part of the organisation. According to the second hypothesis, this means that a tutor's level of dedication to their institution can be used to predict whether they will stay or leave the college of education.

Turnover/ turnover intention

The turnover intention model was produced by Mobley in 1977 and termed the intermediate linkage model, which is a psychological approach to the choice of turnover by employees. This model was chosen for the study because it was validated by Hom, Griffeth, and Sellaro (1984) as an effective model. Also, it has been a popular model to offer a sequential explanation of how a dissatisfied employee decides to quit his or her organisation. Mobley suggested that turnover is a withdrawal decision process that takes place between dissatisfaction with the job and quitting. A series of mental steps, the model is named after the fact that it requires the worker to assess his or her

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

current position. This was because most employees, particularly teachers, perceive their job as poor in Ghana (Osei, 2006). Figure 1 shows major steps linking job dissatisfaction to turnover or turnover intentions.

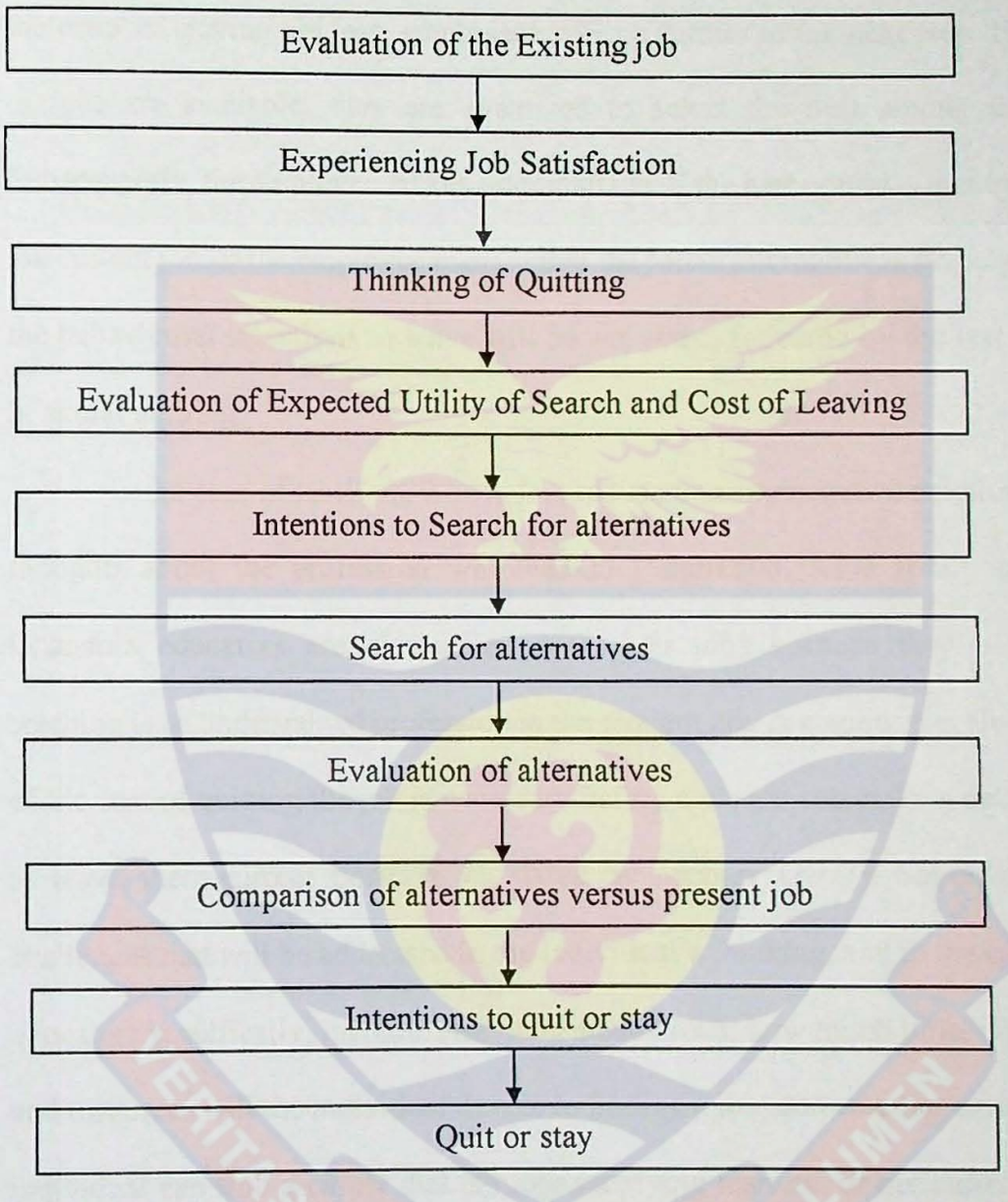


Figure 1: Turnover/Turnover Intention Model

Source: Mobley (1997)

Figure 1 illustrates how the cognitive process of staying of quitting one's job begins. The process starts with the evaluation of employee's current jobs, followed by the satisfaction or dissatisfaction of the employee with the job. If an employee feels dissatisfied with the current job, it leads to thinking about

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

leaving the job. An employee's level of cognitive action may result in the assessment of the expected value of looking for a new job and the cost of quitting. If the perceived opportunity of finding a similar job is quite high and the costs of leaving are less, employees will go further to the next step. If the options are available, they are evaluated to select the best among them. Subsequently, the employee makes a comparison of the best option is made with the current job. If the employee realises that the found alternative is favourable, the behavioural intentions to leave will be activated, followed by the last step of actual quitting.

In the case of teachers, the model predicts that any negative emotions or thoughts about the profession will lead to resignation. As a result, many Ghanaian educators are dissatisfied with their jobs because they believe teaching is an undervalued profession in the modern era. A cognitive evaluation of the cost of quitting the job is necessary before a person can make a decision to leave their current position, as stated by Mobley (1977). Some of the challenges that will be addressed in the individual's thinking, and in the case of educators specifically, include: Are there steady jobs; how much time, energy, and resources will the individual devote to finding a job; and whether or not the individual can find a career that is more satisfying than his or her current job (teaching in the case of educators). The next step is to identify the desired outcome of the search, after which the individual will conduct an actual search and evaluate the pros and cons of their current job (in the case of teachers, the teaching profession) relative to the available career options. In effect, the individual has made up his or her mind about whether to leave or stay, resulting in either turnover or retention (Afebia, 2016). Mobley (1977) says that if people

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

realise the cost of quitting is large, they would think less about quitting and, as a result, act more passively. However, Mobley contends that if the cost of departing is low and jobs are plentiful, this condition will result in turnover intention and turnover. The model is not a hard and fast rule for dissatisfied employees. Because of individual differences, an employee may skip a step or two and decide to stay or leave his current job. This model is related to this study in that the tutors do not just leave the college; rather, they engage themselves in cognitive analysis about the cost and benefit of leaving the college. When the tutors realise that they will not get another job that is more lucrative than their current one, turnover intentions will be minimised.

Conceptual Review

Psychological Sense of Community

The term psychological sense of community, according to Sarason (1974), is defined as the way one sees him or herself as similar to others, accepts interdependence with others, is ready to sustain the interdependence by offering mutual help to each other, and feels that he or she is part of a bigger dependable group. The psychological sense of community has four elements, which have been discussed thoroughly under the theoretical review. The next concept to review is work attitudes (i.e., job satisfaction and employee commitment).

Job Satisfaction

Education on job satisfaction has developed with numerous definitions and descriptions over the years. Job satisfaction has been an important area of study in scientific literature. For instance, according to Koomson, Brown, Dramanu and Brew (2017), job satisfaction has received significant attention in economics in recent years since the role it has on an employee's decision to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

turnover or not in an organisation is well-known. The construct has been defined by Berry (1997) as a relative reaction of an individual to experience a job. Blum and Naylor (1998) definition of job satisfaction goes beyond that of Berry to include the workers general attitude made by the way they approach wages, conditions of work, control promotion related to the job, relationship, and talent recognition, among others. The satisfaction of employees is considered a versatile element in an institution's human resource strategies.

Locke and Latham (1990) defined job satisfaction as an employee's emotional condition resulting from their job performance evaluation, using perception as a benchmark (what workers wanted versus what they perceived as being offered by the job). Lofquist and Dawis (1991), using terms that broaden the definition to any environment encountered, defined job satisfaction as the emotional worth an employee places on the work setting, the requirements of an individual's results being fulfilled, a positive affective state resulting from an individual's appraisal of how well the work environment meets his or her needs.

McShane and Glinow (2000) agree, defining job satisfaction as an employee's evaluation of his or her job and job content. As a result, evaluating the positive and negative aspects of one's work and one's feelings while on the job are both important to achieving job satisfaction. Satisfied workers have positive views of their jobs based on their observations and feelings. Again, people's feelings about their jobs have been framed as a collection of beliefs about various facets of their employment. Variations in happiness inspire a wide range of plans and actions (Agyei-Kyeremateng, 2011). An employee's level of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

job satisfaction is a composite measure of their feelings about their work experience.

Teachers' perceptions of their work conditions are particularly relevant here because the participants are college tutors. According to Evans (1997), a teacher's level of job satisfaction is determined by how much value they place on contributing effectively across the board. Teacher job satisfaction can be broken down into external motivation (such as prestige, income, and power) and internal motivation (such as achieving job values and gaining supplementary benefits in the classroom), as described by Lortie (1975). Teachers who complain about family, students, or administration are more likely to leave the profession. Conversely, teachers who enjoy their work are more likely to devote themselves to their classrooms, administrative duties, and research into ways to improve student learning (Munaf, 2013). The term job satisfaction is used here to describe how tutors feel about their jobs in relation to the compensation they receive for their work.

Employee Commitment

Employee commitment is a universal construct denoting a worker's attachment and loyalty to the work and organisation with which he or she is associated (Kessler, 2013). Employees are committed to their organisation when their goals are consistent with those of the organisation, and when they desire to sustain their attachment with the organisation. Unsurprisingly, organizational commitment has been identified as a critical predictor of various attitudes and behaviours linked to work performance and turnover (Meyer & Allen, 1997). For example, a vast body of evidence demonstrates that organisations with higher levels of commitment from their members receive

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

more out of them in terms of higher and extra performance as well as lower absenteeism and lateness (Josias, 2005). Indeed, commitment of employees in organisations is among the most studied of all the characteristics and attitudes that have drawn the attention of organisational scholars. Much of this interest is due to the fact that organisational commitment appears to predict some organisational outcomes, including extra-role performance and turnover, better than job satisfaction (Kessler, 2013).

It has been argued that the commitment construct is unnecessary by Le, Schmidt, Harter, and Lauver (2010), while Cappelli (2000) disagrees and thinks it is irrelevant. To counter this view, Meyer (2009) argues that dedication is crucial because modern businesses require more dedicated employees. Whether or not an employee is dedicated to their employer can be deduced from their thoughts and goals, which may be reflected in their actions. Employee commitment is one of many psychological constructs for which a search of the literature reveals a wide range of definitions and indicators of intensity.

According to Ivancevich (2005), commitment is the process of expressing identity and the willingness to put forth effort on behalf of the organisation. Identifying with the company, becoming invested in the work, and showing loyalty are all ways in which an employee's commitment to the company can be seen, as defined by Abdu and Nzilano (2018). According to Ivancevich (2005) and Abdu & Nzilano (2018), organisational commitment from employees requires their free will to work towards the organization's goals. Tutors in higher education are responsible for various activities, including instructing students, monitoring their work on assignments, and providing feedback to their students. Accordingly, in this study, job commitment is

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

defined as tutors' level of devotion and attachment to their work, measured by how fulfilled they feel in their roles.

Sources of Employee Commitment

Employee commitment comes from three different places: instrumental, emotive, and normative (Bussing, 2002). According to Bussing (2002), the continuation commitment can be defined as employees' propensity to feel loyal to their employers based on their perceptions of the cost of quitting the company. Thinking about the investment made in an employee's current job, a relative lack of available options to make substitutions may affect the idea of quitting the job (Abdu & Nzilano, 2018). They further maintained that affective commitment focuses on the bond with the organisation. Normative commitment, on the other hand, relates to an employee's intention and willingness to remain with his or her existing employer. Normative commitment refers to an employee's willingness to work for a company and is based on a sense of loyalty and responsibility (Sparrow & Cooper, 2003). Meyer and Allen's three-commitment model, which I have described in depth as a model under theoretical review, is analogous to these sources of employee commitment.

Motivating teachers to remain dedicated to their jobs while carrying out their responsibilities in the classroom can be aided by a better grasp of the concepts of employee commitment and job satisfaction. More importantly, the correlation between job satisfaction and loyalty provides insightful metrics for evaluating staff performance. There is no connection between the two ideas because they mutually depend on each other for organisational success. According to this logic, dedication is a given in situations of contentment and

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

vice versa. Consequently, the ideas provide a foundation for identifying whether or not tutors are satisfied with their working conditions in terms of compensation, student-teacher ratio, living arrangements, accessibility of public transportation, and other necessities.

Turnover Intentions

Turnover has been variously defined by various authors. Employees at a company see it as a way out of their current predicament (Petriglieri, 2011). But individual turnover also happens when workers leave a company. In addition, Kirpal (2004) maintains that a worker's departure or requested and accepted transfer to a different department or comparable institution constitutes a permanent turnover. When an employee lacks commitment to the company, a learning culture, quality exchange between leaders and followers, and dissatisfaction with the company's overall policies, according to Joo (2010), the employee is more likely to leave the company. By bringing in new employees from a wide variety of experiences, perspectives, and skill sets, turnover helps an organisation maintain a competitive advantage. It enables businesses to reduce spending by lowering salaries while adding more productive workers to replace those who are being let go.

There is a significant distinction between turnover and turnover intentions, but many writers use them interchangeably. Employees' attitudes towards their jobs and the company as a whole are what we call their turnover intentions. How people feel and act towards a piece of work reflects the ideas they take away from it. Turnover is the act of leaving an organisation, while turnover intentions refer to the thought of leaving, showing a behavioural attitude toward leaving a company (Aydogdu & Asikgil, 2011). According to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Sager, Grfifeth, and Hom (1998), turnover intentions occur when an employee plans to leave their current position and look for work elsewhere. According to the works of Aydogdu and Asigil, as well as Sager et al., if employees are unhappy with their work environment, they may exhibit behaviours that give the impression that they want to leave the company.

Lee, Murrmann, Murrmann, and Kim (2010) described turnover intentions as an organization's employees want to leave their current position for better possibilities, whereas Lee and Jimenez (92011) defined turnover intentions as the relative power of an individual's desire to quit an organisation. Before Lee and Jimenez's definitions, Tett and Meyer (1993) had maintained that actual turnover is normally preceded by turnover intentions which are termed as an employee's plan to quit the organisation he or she is working for another career. Furthermore, turnover intention is the intent of an individual to leave an organisation voluntarily (Kim, Lee & Carlson, 2010). In summary, turnover intentions can be described as an employee's deliberate decision to quit or leave his or her work as a result of a negative experience with the company.

Types of Turnover Intentions

Employee turnover has been linked to many different factors in the workplace, including but not limited to conditions, pay, and management. Ulschak and Snowantle (1992) classify the causes of employee turnover as dissatisfaction with work, personal issues, and a mismatch with the company's culture. Their definition of job-related factors included unhappiness in the workplace, the tension between employees and managers, and pay disparities. Employees who quit for reasons related to their jobs tend to think that their employers have some say. Teachers in Ghana have been on strike and leaving

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

the profession in droves due to persistently low salaries and dwindling benefit packages (Cobbold & Asamani, 2015). They said that employees have little motivation to continue working with the organisation if a similar organisation offers even a marginally higher pay when they are demoted to a lower pay grade with fewer benefits.

Employee turnover also results from factors unrelated to the job (Ulschak & Snowantle, 1992). These are personal life concerns that have an impact on their work performance. Relocation, marital issues, family problems, mental health or emotional instability, addictions, and substance abuse. The lack of employees within the organisation appears to be one of the causes of their intentions to leave. Such personnel does not feel at ease in the workplace for a variety of reasons, including the fact that they lack the necessary qualifications and have problems filling the position or the fact that they are qualified but do not operate well in the setting in which they have been place (Gyampo, 2012).

Technological Pedagogy

The next concept to review is technological pedagogy. Simply put, the concept refers to incorporating technology during lesson facilitations. The concept of technological pedagogy was born out of Shulma's (1986) Pedagogical Content Knowledge. Many researchers have expanded on Shulman's work, particularly in the twenty-first century's first decade, because the era saw the introduction and accessibility of new digital technologies that have become increasingly important in the educational process (Apau, 2016). Though textbooks and overhead projectors were used when Shulman conceptualised his knowledge base for teaching and learning, technological concerns were not planned to the extent they are now (Koehler & Mishra, 2008).

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Digital computer technologies, artefacts, and mechanisms used in routine life are all in the broad category known as technology (Apau, 2016). These digital technologies in education have altered the traditional classroom setting. Since the 1980s, Shulman's (content pedagogy) approach has included knowledge of how to incorporate technology into the classroom. In the research of Koehler and Mishra, this is an additional stipulation (2008). They introduced the novel idea of 'Technological Pedagogical Content Knowledge' (TPACK). According to Pierson, technological pedagogy studies how various technologies can be applied to enhance various facets of education. According to Pierson (2001), effective educators combine content knowledge with technical know-how in their classroom presentations. As referred to by Pierson, true technological integration requires teachers to have expertise in the subject matter, the teaching methodology, and the technology used in the classroom (Apau, 2016). There was a worldwide call for all educators to find ways to incorporate technology into the classroom as early as the first decade of the twenty-first century (Chapman & Mahlk, 2004). As advocated for by Gunter and Baumbach (2004), curriculum integration is the effective incorporation of technology into the curriculum to meet the units in the curricular goals, as well as computer literacy, information literacy, and integration literacy. This is in addition to the worldwide advocacy of incorporating technology in lesson facilitations.

In relation to technological pedagogy, Hughes (2004) came out with the term technology integrationists. It was explained that it refers to a teacher's ability to comprehend, consider and choose to use technology to enrich the curriculum, teaching, and student understanding in an unequalled way. As a

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

result, Hughes advanced four guidelines to raise technology integrationists from in-service and pre-service education. He mentioned that professional knowledge should include technology learning, treating the link between the subject matter and pedagogical content, challenging the present professional knowledge using technology learning, and teaching with many technologies.

Hughes (2004) meant to convey the importance of recommending the incorporation of technology in facilitation, but he was also interested in highlighting effective strategies for preparing and training educators to make the most of technological tools. Angeli and Valanides (2005) also proposed the idea of technology integration, though they called it Information and Communication Technology (ICT). According to Angeli and Valanides's stated goal, teachers should be able to integrate technology, pedagogy, and content seamlessly. Technological Pedagogical Content Knowledge (TPACK) refers to the synergy between content, pedagogy, and ICT in education, as conceptualised by Koehler and Mishra in 2008. Apau (2016) states that toICT to TPACK, a teacher needs to know about not only pedagogy. Additionally, Angeli and Valanides (2005) propose five interrelated principles for designing ICT to improve education. This includes finding content that can be modified with the help of ICT, finding relevant examples, developing appropriate teaching strategies, selecting appropriate ICT tools to facilitate content transformations and support teaching strategies, and incorporating ICT activities into classroom instruction.

Furthermore, literature has fairly expanded the core business of education and the demands of teachers in school. According to Guerrero (2005), teachers are expected to have competent knowledge about the content, learners,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

classroom, context, personal-practical and curricula. He further explained that the expected knowledge of a teacher to teach in the 21st century is the knowledge of technological pedagogy, which is an indispensable catalyst for success in teaching.

Again, Guerrero (2005) postulated a need to involve ICT in all school activities. Put another way, assimilating technological knowledge into curricular and extra-curricular activities in school. However, Niess (2005) opined that learning a subject matter using technology is not the same as teaching a subject matter with technology. Therefore, learning with the assistance of technology and teaching the subject matter with the support of technology are not the same. This implies that teachers trained in technology do not give assurance of their abilities to facilitate lessons with technology. Therefore, it is expedient for teachers to be trained on how to teach with technology.

Koehler and Mishra (2008) method for integrating technology supports Guerrero's pedagogical model because both authors highlight the significance of teachers becoming proficient with technology. This is because classrooms are unlike any other place where teachers must apply their technical knowledge and skills. Simply put, it makes sense for educators to acquire the skills necessary to effectively integrate technology into their lessons while also addressing topics that can be readily grasped by means of digital media. To ensure proper technology integration in facilitation, teachers need special technological pedagogical content knowledge (TPACK) knowledge.

Koehler and Mishra have highlighted the interaction between content, pedagogy, and technology in the classroom. Therefore, the TPACK framework

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

classroom, context, personal-practical and curricula. He further explained that the expected knowledge of a teacher to teach in the 21st century is the knowledge of technological pedagogy, which is an indispensable catalyst for success in teaching.

Again, Guerrero (2005) postulated a need to involve ICT in all school activities. Put another way, assimilating technological knowledge into curricular and extra-curricular activities in school. However, Niess (2005) opined that learning a subject matter using technology is not the same as teaching a subject matter with technology. Therefore, learning with the assistance of technology and teaching the subject matter with the support of technology are not the same. This implies that teachers trained in technology do not give assurance of their abilities to facilitate lessons with technology. Therefore, it is expedient for teachers to be trained on how to teach with technology.

Koehler and Mishra (2008) method for integrating technology supports Guerrero's pedagogical model because both authors highlight the significance of teachers becoming proficient with technology. This is because classrooms are unlike any other place where teachers must apply their technical knowledge and skills. Simply put, it makes sense for educators to acquire the skills necessary to effectively integrate technology into their lessons while also addressing topics that can be readily grasped by means of digital media. To ensure proper technology integration in facilitation, teachers need special technological pedagogical content knowledge (TPACK) knowledge.

Koehler and Mishra have highlighted the interaction between content, pedagogy, and technology in the classroom. Therefore, the TPACK framework

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

emphasised the significance of teachers' familiarity with instructional technology, pedagogy, and content areas. Therefore, Harris, Mishra, and Koehler (2009) proposed that TPACK emphasises the interconnections among curriculum content, technology, and specific pedagogical approaches, showing how teachers' knowledge of technology, pedagogy, and content can interact to provide effective facilitation. In contrast to what Voogt et al. (2013) pointed out, the technological aspect of TPACK is not concerned with possible applications of technology in education but rather with its implementation in the context of instruction and learning. In this analysis, we have focused on both TK and TPK, or pedagogical technological knowledge.

A Deep Understanding of Technological Knowledge (TK)

One definition of technological knowledge is the possession and effective application of technology. Mishra and Koehler (2008) classify technological know-how as either basic (including books, chalk, and a chalkboard) or advanced (including the internet, a computer, a projector, and digital video). Apau (2016) argues that technological knowledge includes everything from how to use a particular piece of technology to the history of that piece of technology. This software includes operating systems and widespread programs like Microsoft Office's suite of word processors, presentation and spreadsheet software, web browsers, and electronic mail clients. Koehler and Mishra argued further that educators should be able to produce and save documents, set up and remove hardware and software, and manage data. It is important to note, however, that technological knowledge is in constant flux; as a result, educators would do well to acquire a basic understanding of technology to keep up with the development of new

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

technologies. Therefore, institutions in charge of teacher education programmes must ensure that their curricula reflect the ever-changing nature of technology.

Technological Pedagogical Knowledge (TPK)

Teachers with technological pedagogical knowledge can facilitate lessons using various technologies because of their familiarity with and skill with those tools (Mishra & Koehler, 2008). Graham, Cox, and Velasquez (2009) define technological pedagogical knowledge as the familiarity with various learning activities in which a teacher participates by using new technologies like the internet, computer, projector, wiki, blog, and so on. Similarly, Owusu (2014) defines TPK as the ability to effectively employ a wide range of pedagogical strategies by drawing on a wide range of technological resources. How teachers can help their students gain access to and make sense of subject-matter knowledge with the help of technology is described in TPK's various definitions. Therefore, TPK believes that teachers should be able to choose an appropriate teaching tool based on their understanding of the tool, its applicability, strategies for using it, and their abilities to apply those strategies in the classroom (Apau, 2016). Learning about the reality of technological tools is crucial, and this is why Mishra and Koehler (2008) argue that technological content knowledge must precede technological pedagogical knowledge. They elaborated that technological pedagogy effectively integrates these technologies into courses with relevant content or themes at strategic points in the curriculum. Therefore, in the 21st century, this noble demand should be kept in mind by the lecturers and teachers who are preparing the future teachers. In light of the proliferation of digital tools, it is imperative that future teachers be exposed to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

these new methods of presenting and discussing content during their formal training.

Based on the discussions of the framework, a pictorial representation of the influence of the independent variables (i.e., psychological sense of community, job satisfaction, commitment, and technological pedagogy) on dependent variables (turnover intentions) has been constructed. This has been presented in Figure 2.

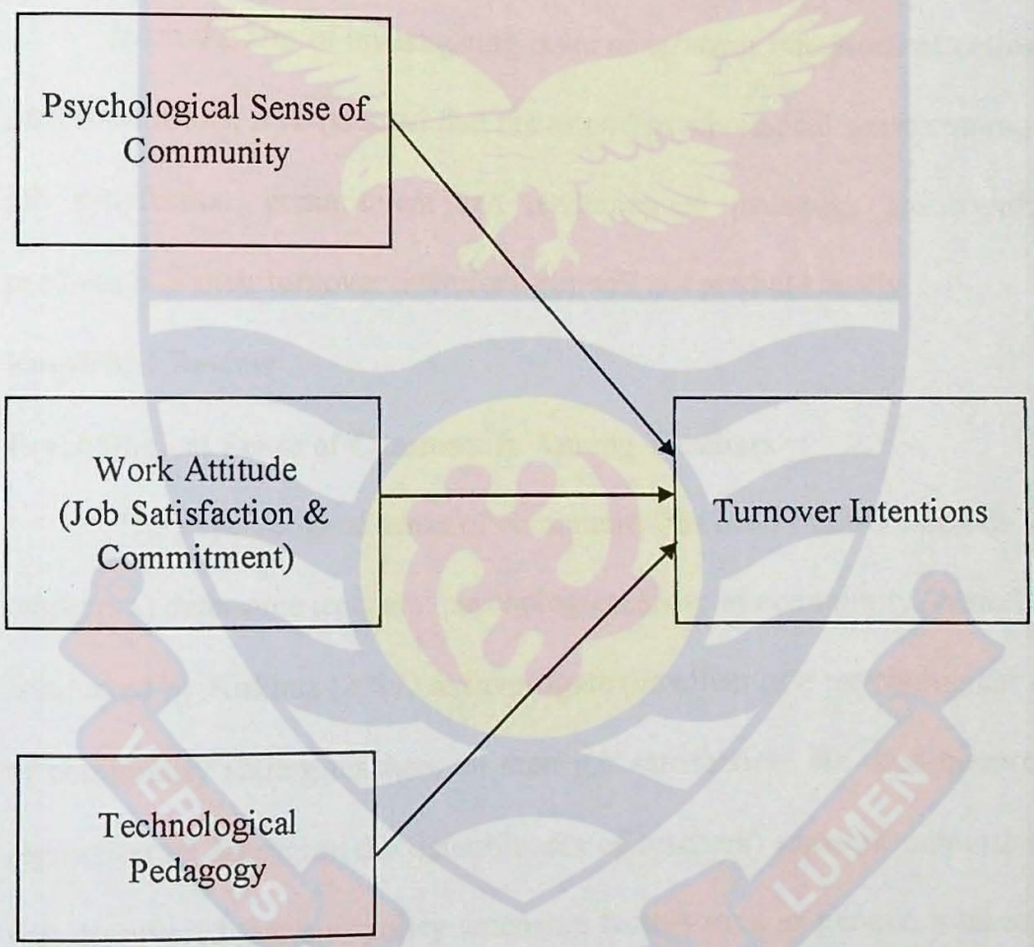


Figure 2: Psychological Sense of Community, Work Attitude, Technological Pedagogy Predicting Turnover Intentions of Tutors

Source: Author's Own Model (2021)

Figure 2 presents the hypothesised relationship between the independent variables (i.e., psychological sense of community, job satisfaction, commitment, and technological pedagogy) and the dependent variable (i.e., turnover intentions). The Figure portrays that a psychological sense of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

community, work attitude (i.e., job satisfaction and commitment) and technological pedagogy directly influence turnover intentions.

Based on these work-related constructs, my intent in this study was to measure turnover intentions as a product of the psychological sense of community, job satisfaction, commitment, and technological pedagogy of college tutors.

Assumptions

With the aim of investigating issue of turnover intentions of college of education tutors, it is assumed that the tutors' psychological sense community, job satisfaction, commitment and technological pedagogy are significant predictors of their turnover intentions but will not predict equally.

Empirical Review

Psychological Sense of Community Among Teachers

The psychological sense of community has been studied using different markers to determine teachers' psychological sense of community. A study was conducted by Kirkhus (2011) to investigate the effect of a psychological sense of community among teachers on their job satisfaction. He used hierarchical regression to determine the determinants of teachers' sense of community. It was discovered that non-policy amenable factors such as gender, total student enrolment, percent eligible reduced lunch and teaching experience had high predictive value and influenced teachers' sense of community. This means that apart from the known determinants (like salary, organisational policy, promotion, and supervision), gender, students' enrollment, and years a teacher spends in school can also determine teachers' satisfaction and sense of community. Among the factors, total enrolment was the strongest predictor,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

followed by students who qualified for free or reduced lunch. Kirkhus found out that teachers with low enrolment had a lower sense of community than their colleagues in schools with large but low socio-economic status. This suggests that teachers' sense of community would have been increased more if the socio-economic status of schools with large enrolment was high. Females were found with a higher sense of community than males, and as their experience in teaching increases so does their sense of community. This would have been attributed to gender differences in emotional attachment. The study again discovered that teachers' sense of community had a significant effect on their satisfaction.

Boosting teachers' collective efficacy is critical for raising student achievement because it encourages teachers to work together to build students' knowledge and skills. Cannata (2007) hypothesised that teachers in charter schools (private schools) would have a greater sense of community because they are more invested in the school's mission and have more say in the hiring process than their counterparts in traditional public schools. This research also provided estimates of how different charter school policy variables affect teachers' feelings of belonging to a larger community. According to Cannata, educators working in charter schools report a stronger psychological sense of community than their counterparts in traditional public schools. The role of a receptive principal, the weight of teachers' opinions in school decisions, and the magnitude of the student body all played mediating roles in this relationship.

One more indicator of whether or not employees have a strong psychological sense of community at work is the length of service. Ditzel (2017) conducted a study to gauge the New Zealand nursing workforce's emotional

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

connection to its local community. It was discovered that workers with less work experience tend to have a weaker psychological sense of community. It is possible that lower pay and incentives contribute to the lack of team spirit among newer employees. Because in many companies, seniority and perks are tied to the length of service.

Consequently, the rewards of working for a company for a short period are likely to be diminished. The degree to which workers feel emotionally connected to one another can significantly impact performance. Vanover (2014) looked into the link between workers' emotional attachment to their workplace and productivity using information from six different units totaling over two thousand people. Findings indicated that the team with the best work performance also had the highest sense of community score, while the team with the worst work performance had the lowest sense of community score. Employees who scored higher on the psychological sense of community test may have felt a deeper connection to the company than their coworkers who scored lower on the test, even though both sets of employees were working for the same company. This demonstrates that a sense of psychological community at work correlates with higher productivity levels.

Relationship between Psychological Sense of Community and Turnover Intentions

Previous research have tackled the issue of turnover intentions from the perspective of job satisfaction; a better indicator of retention might be a sense of community. McCole et al. (2012) conducted a study to determine if seasonal employee's sense of community to an institution relate to their decision to return to work. The results from their study showed a strong but negative correlation

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

between the employees' sense of community and retention from year to year. This explains that if an individual believes that the institution does not care about their membership or well-being, he or she may not be available for the following year's contract. It could be deduced from the study that the result may be able to provide supervisors with advice on how to deal with retention issues.

The reviewed work on teachers' psychological sense of community offered similar results on teacher sense of community with varied descriptions of employees. Psychological sense of community among teachers can play a significant role in promoting sharing of responsibility within the college of education and boosting self-confidence, as members experience increased feelings of belonging, and to affect students' academic achievement positively.

Work attitudes and Turnover Intentions of Teachers

In this study, work attitude of teachers comprises job satisfaction and commitment. Several academics have investigated how teachers' job satisfaction and commitment affect their intentions to leave the service. According to Kotze and Roodt (2005), there is a strong correlation among job satisfaction, employee commitment and employee retention. Detail review has been done on job satisfaction and commitment below.

Job Satisfaction and Turnover Intentions

Addai et al. (2018) investigated the level of job satisfaction and how it influences turnover intentions. A sample size of 114 secondary school teachers in Offinso South District were sampled to respond to the questionnaire. Means and standard deviation as well as linear regression analysis were performed. The mean and standard deviation result revealed that teachers' level of job satisfaction was low. Further, the study showed that teachers' job satisfaction

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

was adversely related to their intentions to quit the teaching job. This suggests that the selected secondary schools were likely to experience high attrition rate of teachers because, the study has revealed that the more teachers were dissatisfied, the higher their thought of leaving.

Singh (2015) surveyed lecturers teaching in Punjabi universities to learn about their attitudes towards their jobs and their intentions to leave. He took a random sample of 258 lecturers from both Punjab's professional and non-professional universities, for a grand total of 516 educators. The study sought to address two key concerns: measuring the level of job satisfaction among teachers in both institutions in Punjab, and presenting their comparative position regarding the impact of job satisfaction on turnover intentions. Results showed that educators at both professional and non-professional schools reported high levels of job satisfaction. Moreover, a statistically significant inverse correlation was found between job satisfaction and faculty members' intention to leave their current position at either institution.

Eight hundred and sixty school teachers in Rawalpindi and Islamabad were surveyed by Shah and Jumani (2015) to determine the correlation between job satisfaction and future intentions to leave the profession. Descriptive research was used in their study, with questionnaires serving as the primary data collector. The data were analysed using multiple regression, and the results showed that teacher job satisfaction significantly predicted their intentions to leave their current position.

To better understand why faculty at the University of Karachi's Business School stay or leave, Ibad (2019) looked into the connection between faculty members' communication skills and their level of job satisfaction. She surveyed

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

168 professors as her sample size. According to the findings, there is a correlation between job satisfaction and the likelihood of turnover among academic faculty.

Furthermore, Bond (2013) investigated the influence of job satisfaction and organisational commitment on turnover intentions of teachers in Louisiana public schools. He employed questionnaire to obtain data from sample size of 244 teachers. The findings from the multiple regression analysis revealed that both job satisfaction and commitment significantly affect turnover intentions among the teachers. Specifically, the researcher found out that the teachers were content with their jobs, especially, with their co-workers and the work itself. They were also found to be committed and engaged to their organisation with little intention to quit. However, the teachers were found to be disgruntled with their salary job promotions or advancement. Malik, Danish and Munir (2012) investigated how turnover intentions of teachers could be affected by how satisfied they are with regard to promotion and pay of teachers in Pakistan higher education institute. A survey data was obtained from 230 teaching staff. Multiple regression was employed to analysed the data. The result showed that pay and promotion predicted turnover intentions.

Ansah-Hughes (2016) assessed the impact of job satisfaction on turnover intentions among teachers. Three hundred and six (306) teachers were randomly sampled from public Junior and Senior High Schools teachers in Techiman municipality in Brong-Ahafo region of Ghana. The findings of the study were that though majority (85%) of the teachers perceived teaching as their ideal profession, they still had the intention to change their profession due to poor condition of service, pay and insecurity in the profession. The findings

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

from Ansah-Hughes investigation educate that irrespective of the level of institution, determinants of job satisfaction affect turnover intentions of teachers.

In addition, determining the factors that influence teachers' intentions to leave the teaching service, qualitative study was conducted by Raymond in 2018. He sought to find answers to the question: how do the teachers who currently left public schools in Oklahoma describe the influence of intrinsic and extrinsic factors on their satisfaction or dissatisfaction in their job? When the teachers (participants) were asked to tell their perception of intrinsic and extrinsic variables that affect satisfaction and dissatisfaction of job, it was revealed that, intrinsically, teachers were absolutely denied of professional recognition and respect, but loaded with responsibilities. The teachers reported that they only find satisfaction in the success of the students' and lastly, their source of motivation was the teaching itself. Also, for the extrinsic factors, it was uncovered that teachers appreciated interpersonal relations and organisational communication, teachers were receiving low pay, teachers were displeased with district administration policies, and teachers did not have a supportive working environment, and finally articulated that they have been disappointed by the state of Oklahoma. The expression from the participants shows that the management looked down upon them and maybe treated them like low class employees. The findings of the study give clear indications about teacher's intentions to quit teaching.

Perrachione, Petrsen and Rosser (2008) did a study on job satisfaction and turnover intentions among Missouri public elementary school teachers. Questionnaire was sent to 300 randomly sampled teachers. The results show

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

that determinants of job satisfaction like personal teaching efficacy and working with students significantly influence turnover intentions of the teachers whereas determinants like low pay and work overload did not have any effect. Further analysis from the study revealed that teachers who experience satisfaction with their teaching profession were more likely to stay.

Teachers' plans to stay in the profession could be influenced by a number of factors, including but not limited to a generous salary, public acclaim, and open lines of communication with management and colleagues. Teachers who said they planned to stay in the profession reported high levels of happiness both in and out of the classroom. However, those educators on the verge of leaving the profession cited only extrinsic factors such as heavy workloads, low pay, and unfair policies as reasons for their dissatisfaction with the profession. Raymond (2018) and Perrachione (2008) took different approaches to analysing the role of intrinsic motivation in predicting job satisfaction. Raymond opted for the qualitative, while Perrachione went in the opposite direction and used numbers. Because teachers' intrinsic factors were able to produce satisfaction, leading to their intention to stay, and because teachers' extrinsic factors resulted in dissatisfaction, leading to their intention to quit, the results of Perrachione et al. support the Two Factor theory by Herzberg (1959).

Organisational Commitment and Turnover Intentions

Like job satisfaction and turnover intentions, empirical investigations about Meyer and Allen's (1997) commitment model and turnover intentions found that employees who are extremely dedicated to their occupations had lower intentions to leave their profession, and such employees are considered loyal. Among the types of commitment, continuance, affective and normative,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

affective commitment has been found to be positively related to employees' turnover intentions. Meyer and Allen (1997) emphasised the relevance of emotional commitment by stating that individuals with strong affective commitment are more likely to achieve greater performance levels and make significant contributions than those who display continuity or normative commitment.

Several studies on employee loyalty and turnover intentions have yielded mixed findings. Some studies have found a link between the affective type of commitment and the likelihood of turnover (Guntur, Haerani, & Hasan, 2012; Meyer & Allen, 1997), but others have found no such link (Guntur, Haerani, & Hasan, 2012; Meyer & Allen, 1997). (Saporna & Claveria, 2013; Sangroengrob & Techachaicherdchoo, 2010). According to Guntur et al. (2012), the affective component of commitment was the most predictive of turnover intentions. Contrary to the findings of Guntur et al. (2012), Lew and Sarawak (2011) found that academic staff in Malaysia reported an inverse significant effect of affective commitment on turnover intentions. In addition, Fuentes (2013) found that among 95 secondary school teachers in Davao City, Philippines, there was a negative correlation between affective commitment and intentions to leave the profession. Saporna and Claveria (2013) conducted a study with the intent of identifying the connection between commitment and turnover intentions, but they found no statistically significant connection between any of the three components of commitment and turnover intentions. Sangroengrob and Techachaicherdchoo (2010) found that dedication had no bearing on employee turnover plans. Conclusions drawn from the analysed

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

literature suggest that employee dedication to their jobs is no guarantee of their continued employment at the same organisation.

Schalk and van Rijckevorsel (2007) looked into the impact of normative commitment on turnover intentions in the Netherlands, much like they did with affective commitment. They found that normative commitment directly impacted the likelihood of turnover. They determined that commitment to norms had a greater impact on turnover intentions than feelings about ones job. The normative commitment was found to correlate significantly to leave (Maertz et al., 2012). Moreover, they argued that employees who feel a sense of commitment to their organisation are less likely to consider leaving their position.

Irving, Coleman and Cooper (1997) investigated the relationship among the types of commitment, the outcome measures of job satisfaction, and turnover intentions. The results showed that while job satisfaction was negatively correlated to continuance commitment, a positive association was found between job satisfaction and affective commitment and between job satisfaction and normative commitment. The influential work of Meyer, Allen and Smith (1993) agreed with these findings. In other words, due to financial constraints or a lack of competent alternatives, those employees who stacked with their institution because they had to were not content with their work. Generally, the findings of the study indicated a negative correlation between turnover intentions and the three types of commitment, whereby affective commitment became the highest predictor. This indicates that as an employee's affective engagement rises, so does his or her desire to leave the organisation. It could be deduced from the studies on commitment and turnover intentions

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

that low intent of employees to quit their job will result from accurate prediction and effective action on the factors leading to organisational commitment.

Wang and Chen (2011) discovered a robust relationship between loyalty and the likelihood of quitting one's job. Employees who are invested in the success of their employer are more likely to remain in their positions. Education supervisors' levels of job satisfaction, emotional commitment, and intention to leave were studied by Huang and Vliert (2004). Having an emotional connection to one's work was found to be a more accurate predictor of resignation than was job satisfaction. Affective commitment provides a more comprehensive explanation for an employee's loyalty to his or her organisation, explaining why someone would stay with the same company despite being unhappy with his or her job.

The State of Turnover rate in the College of Education in Ghana

The College of Education weekly journal reported on 14th June, 2021 that about 140 tutors in the public College of Education seek greener pastures at technical and mainstream universities. This became evident when the News Desk of the College of Education weekly journal reports that as of May 2021, 140 tutors across the 46 Colleges have left for either technical university or mainstream university for greener pastures when they complete their Ph.D. studies or at advanced stages of the programme. The News Desk added that other tutors who have joined the universities were not on Ph.D. programme but may hold various second degrees capable of placing them at Assistant lectures at the universities (College of Education Weekly Journal, 2021). When the colleges of education Teacher's Association of Ghana (CETAG) were contacted about the situation, it was revealed that from 2016 to 2021, the Colleges have

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

lost between seven to ten percent of their members to other analogous tertiary institutions, especially the traditional universities. Like CETAG, the Principals' Conference (PRINCOF) disclosed that between September 2020 and June 2021, on average, three tutors from each College have left to take up appointments, in most cases, as Assistant Lecturers in Universities in Ghana.

CETAG posited that the influence of tutors' mobility was differences in conditions of service. The association further explained that even though both Assistant lecturers and Tutors hold similar qualifications (i.e., M.Phil. which is the minimum requirement needed to teach in a tertiary institution in Ghana), and they both teach undergraduate students, conditions of service has skewed largely in favour of those teaching in the mainstream universities. It can be explained from the situation that if measures are not put in place, the issue of turnover from the College (put other way, leaving the college) to the technical and mainstream universities may rise tremendously because investigation by the News Desk discovered that on average, 40 percent of tutors in the Colleges are on their doctoral programmes and might have the intentions to leave after completion, if not before (College of Education Weekly Journal, 2021). The revealed information from the News Desk suggests that the high rate of tutors fleeing and joining mainstream universities can be attributed to poor conditions of service at the College level.

Veteran tutors who led and run the numerous transitional developments such as the Gender Responsive Improvement Plan (GRIP), the T-TEL Challenge Fund, the College Improvement Plan (CIP), Payment By Results (PBR), and other significant initiatives by the Ghana Tertiary Education Commission (GTEC) and Transforming Teacher education and learning (T-

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

TEL) all in the of name of assisting the Colleges transition into fully-fledged tertiary institutions, have joined other institutions for better conditions of service and other remunerations (College of Education Weekly Journal, 2021). This trend has deprived the Colleges of qualified personnel, particularly the teaching staff.

Teachers' Knowledge of Technological Pedagogy

Technological pedagogy among teachers has been operationalized in this study as the teachers' capacity to incorporate technology into teaching and learning, so this section of the review focuses on the various works and studies conducted on this topic by researchers and scholars. Research backs up the idea that students learn more from instructors who are both well-versed in their subject matter and skilled in delivering it via the most effective information and communication technology (ICT) tools available. Therefore, it is important for educators to have relevant knowledge in this area.

Adeyinka (1989) conducted a study to find out how well-versed history teachers were in the use of technology like projectors, film, and film strips in the classroom. According to the results, many classrooms never make use of available technological resources. Another key finding from the research was that most educators have never even considered using ICT tools in the classroom because they feel unprepared to do so. Inadequate training in the use of ICT by facilitators may account for these results. This may be because there aren't enough ICT resources available at the school for anyone to consider inviting resource persons to train or organise a teacher workshop.

Similarly, Yidana (2007) investigated the extent to which educators understand how to use technology in the classroom. The study found that half

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

of the educators surveyed had a limited understanding of technology, while 35.8 percent were only moderate users of technology and 14.4 percent were heavy users. That most educators lack sufficient understanding of how to use technology in the classroom is implied by this finding. One possible explanation is that teachers are more comfortable with traditional technologies like textbooks and whiteboards than they are with ICT resources.

Oppong's (2009) study confirms that teachers often lack the knowledge and practice to incorporate technology successfully into their lessons. Even though teachers had access to traditional history textbooks, he discovered that they were not provided with other forms of ICT-oriented resources, such as audio media and video, to use in their classrooms. The vast majority of teachers lacked even the most fundamental knowledge and skills for using computers in the classroom, according to a study by Wanjala, Aurah, and Symon (2015), who conducted research in Kenya to investigate factors affecting the integration of computers in mathematics instruction. Researchers found that teachers' level of comfort with and belief in the educational value of technology were the best predictors of whether or not teachers would use computers in the classroom. This indicates that teachers are not making use of technological resources. Lack of variety in classroom media resources is a problem. Instead, lecturers are constrained to using nothing but prescribed texts and syllabi in their classes.

A teacher's level of expertise may be affected by the way they think about the role of information and communication technology in the classroom. According to research conducted with social studies educators, incorporating technological resources like computers, projectors, and the Internet into the classroom would be beneficial, but most educators lacked the necessary

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

proficiency in using such tools (Gulbahar & Guven, 2008). Once again, the results of their research indicated that educators favoured the use of technological aids like computers, televisions, and projectors. A lack of confidence and inability to try new things could be to blame for teachers' lack of ICT use during facilitation. It's possible the educators felt helpless in the face of technological innovations like wireless networks and internet connectivity, which they lacked the knowledge and expertise to effectively implement in the classroom. In 2012, Buabeng-Andoh surveyed educators to learn their thoughts on integrating technology into the classroom. Most educators have reported that internet-based teaching and learning resources are easier to access thanks to technological advancements. Also, Abdullah's (2012) research aimed to find out how frequently elementary school teachers in Damascus and Al Qunaitera use ICT-based tools in the classroom. A total of 250 educators were chosen at random for his descriptive study. It was found that educators have a dim view of technology based on information and communication technologies and only make limited use of such tools in the classroom. Teachers may have a negative attitude towards utilising ICT in the classroom because they are not regularly exposed to new software.

The level of teachers' familiarity with ICT determines how well they are prepared to implement it. As an illustration, Boakye and Banini (2008) looked into teachers' receptivity to using ICT in the classroom. While a sizable minority of educators (29%) reported using ICT to research topics and draught lessons, the vast majority (71%) did not. The majority of teachers were found to be unprepared to successfully implement ICT into their lessons. Scientific faculty members were the focus of a study conducted by Pamuk, Ergun, Cakir,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Yilmaz, and Ayas (2013). It was also hoped that teacher perspectives on TPACK factors and their relevance to ICT integration in the classroom would be gleaned. The researchers surveyed 222 Singaporean teachers in the classroom and in the field. Every facet of teachers' pedagogical content-knowledge (TPACK) was found to have a strong positive relationship with teachers' perceived pedagogical content-knowledge. The demographic characteristics of teachers, such as age, gender, years of experience in the classroom, and so on, were also significantly related to how they viewed TPACK. The results indicate that most teachers are open to incorporating digital resources into their lessons and see the benefits. It has been argued that educators' attitudes towards technology are crucial to integrating tools like computers, projectors, the internet, and audio-visual media resources into the classroom. Assessment of college faculty members' ICT knowledge and skills may be necessary for more effective use of ICT in teaching and learning.

Teachers' Difficulties in Integrating Technology/ICT in Education

Some teachers believe that incorporating ICT into lesson plans is challenging, and may ead to difficulties during teaching and learning. These challenges are called barriers by Schoepp (2005). The study's authors wanted to find out if teachers' familiarity with using technology to enhance classroom instruction had any bearing on whether or not they would continue their education beyond high school. Teacher-level and school-level barriers to integrating technology into lesson facilitation have been identified by the British Educational Communications and Technology Agency (Becta, 2004). This review focuses heavily on the barriers of technology on the side of teachers because determining teachers' levels of knowledge in technological pedagogy

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

and the effect it has on their intentions to leave is crucial to accomplishing the study's goal. The most common barriers to integrating technology into teaching and learning are found at the teacher level, with a lack of teacher competence, confidence, resistance, and negative attitudes to change being the most common.

Researchers have indicated teachers' lack of confidence as one of the major barriers that hinders teachers from integrating technology in their facilitations. For instance, Beggs (2000) affirmed that teachers mind set of failure and fear make them incompetent. Balanskat, Blamire and Kefala (2006) discovered that because teachers' knowledge in ICT is limited, it makes them feel anxious and lack confidence about the usage of it in classroom. Likewise, Becta (2004) settled their research with the statement: Teachers who disregard themselves as well-qualified in the use of technology during teaching and learning exhibit some level of anxiety when they are in front of the students and also think that the students know more than they do. In addition, the teachers who responded to the Becta's survey expressed a lack of confidence in facilitating lessons with technology by indicating that they were afraid to go to class with minimal ICT knowledge. However, being familiar with the various technological teaching aids and having the confidence to use them seem to make lesson facilitation easy. The willingness of teachers to incorporate technology into teaching and learning can be affected by the degree of their confidence level and how the technological materials are familiar to them (Osborne & Hennessy, 2003). This can be explained by the fact that educators who confidently facilitate lessons with technology appreciate the importance of ICT. This became known in work conducted by Cox, Preston and Cox (1999), who

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

discovered that teachers with confidence in the use of technology understand that innovations are beneficial to their teaching and personal work and are ready to broaden their utilisation in the future.

There is also the question of whether or not teachers have the skills necessary to effectively incorporate ICT into classroom practice, which is directly related to teachers' levels of self-assurance (Becta, 2004). Some educators give the impression that they are not comfortable working with computers and are unhappy with the improvements and additional learning opportunities resulting from the widespread adoption of technology in the classroom. In some contexts, using educational technology may be more difficult than in others. It has been argued that teachers' lack of technical competence is a significant barrier to the adoption and use of technology in schools in developing countries (Al-Oteawi, 2002). Albirini (2006) notes that teachers' lack of technical competence in Syria has been the primary barrier to adopting technology in the classroom. As a result, a lack of teachers' ICT knowledge and skills is a major barrier to integrating technology into science education in Saudi Arabia. Since 2006 (Almohaissin). Korte and Husing (2006) surveyed educators in 27 European countries to report how they used ICT in the classroom. According to the survey results, educators are not incorporating ICT into their lessons. They claimed that they could not implement ICT in the classroom because of a lack of ICT knowledge among their staff. Therefore, a lack of competence among tutors in the College of Education may be attributed to one of the major barriers to technological pedagogy.

Findings show that teachers' lack of confidence in using technology in the classroom is just as significant as teachers' negative attitudes and resistance

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

to change. ICT integration into science education has been hampered, according to Gomes's (2005) research, because science teachers are hesitant to adopt new technologies. Waston's (1999) idea of integrating technology into the classroom provided a concise summary of the importance of incorporating certain new technologies into the classroom, but teachers take varying approaches to implement this idea. Waston argues that it is crucial to consider educators' perspectives on change because such views have a direct bearing on the teaching and learning that occurs in the classroom (1999). Perhaps this explains why Becta (2004) found that teachers' resistance to new technologies was so high. Becta reemphasized the significance of teachers' awareness of the advantages of using ICT tools in the classroom when discussing the topic. In his research, Schoepp (2005) found that teachers generally agreed that sufficient technological resources were available, but they disagreed that using them would aid, guide, or inspire their teaching. Those who do not see the value in incorporating new technologies into the classroom often assume that their students won't benefit from doing so.

Opposition to change seems not an obstacle in and of itself but rather an indication that something is not right (Bingimlas, 2009). In other words, people don't fight change in a vacuum. Earle (2002) claims that two factors encourage educators to incorporate technology into their lessons. Both motivating and inhibiting factors play a role in this process. Inadequate technical support, a lack of teacher skills, and a lack of preparation time are some discouraging factors, while control over new technologies, internet access, and innovation are some encouraging factors.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Educators are not hesitant to implement new technologies into their lessons if they do not see a need to adjust their pedagogical methods, as reported by Cox et al. (1999). They also claimed that teachers who fight change aren't against it because they know it's necessary but because they aren't prepared for it and aren't given enough time to become familiar with the new tools. It's not a problem all teachers have to deal with. Korte and Husing (2006), for instance, claimed that only a small percentage of European teachers were opposed to students' use of ICT in the classroom. This is because some European educators still think using computers in the classroom does **not** provide significant educational benefits for students.

Relationship between Technological Pedagogy and Turnover Intentions

The reformation of the educational system in Ghana that has warranted a change in tutors' pedagogy at the College of Education level demands tutors to fuse technology into lesson facilitations. Hence, facilitators must be encouraged to practice their profession by organising resources and events to balance learners' needs with educational provision. Curriculum change or modification that emphasises technology integration in education might decrease the satisfaction level of tertiary educators and increase turnover intentions. Nyberg and Trevor (2009) argued that facilitators in higher institutions are mostly old and perceive that the advent of computers or technology is not for their generation; hence they give less attention. From their submission, it is obvious to opine that, for higher educational institutions, turnover as a result of technology remains a major problem that affects the institution's outcome.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

High turnover intentions among teachers can be attributed to inadequate attention given to the provision of resources and unfriendly conditions of services (Rasanen et al., 2020). This explains that before incorporating technology into teaching college education, a complete course, a number of workshops, and in-service training should be given to tutors to sharpen their knowledge level and skills in technology. Mahlasela and Chinyamurindi (2020) conducted a study to investigate the influence of technology-related factors on turnover intentions among government employees in South Africa. The literature divided technology-related factors into technology-based job autonomy, technology-based job overload, and technology-based job monitoring. The study discovered a significant positive relationship between each technology-related factor and turnover intentions. In addition, while technology-based job autonomy did not make them want to leave their work, technology-based job overload and technology-based job monitoring influenced the employees' intentions to leavk.

Chapter Summary

In this Chapter, relevant review of literature was done on issues related to the variables under study. These included theories of psychological sense of community, equity and expectancy theories and employees' commitment model. Also, concepts of job satisfaction, employee commitment, intentions and turnover intentions and technological pedagogy were reviewed. The literature reviewed in this chapter is rooted in information that addressed the research questions and hypotheses raised in the study. The topics discussed in the review of literature emphasised the predictive abilities of work attitudes (i.e., job satisfaction and commitment), technological pedagogy and psychological sense

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

of community on positive or negative turnover intentions. Thus, some tutors are motivated to teach and retain in the colleges, depending on their sense of community, satisfaction, commitment, and knowledge of technology.

The reviewed literature on psychological sense levels presented diverse information on the high and low psychological sense of community levels. This was a result of contextual factors that determined the sense of community. In addition, the review on job satisfaction presented varied information. Because, at one point, the job satisfaction level was high, and at another, it was low among teachers. However, the literature concluded that teachers may have high job satisfaction and still want to leave the service, which is possible because of the poor condition of service. With respect to the level of technological pedagogy of teachers, the literature revealed that teachers' knowledge level and ability the use technology to facilitate lessons were low. Furthermore, it was noted from the review that a psychological sense of community, job satisfaction, and commitment significantly influence turnover intentions.

The present study examined the psychological sense of community, job satisfaction, commitment, technological pedagogy and turnover intentions. Moreover, the study investigated the effect of a psychological sense of community, job satisfaction, commitment, and technological pedagogy on turnover intentions among college tutors to come out with areas of concern. The next chapter presents the research methods used to carry out the study.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER THREE

RESEARCH METHODS

Overview

This chapter presents procedures adopted to obtain the results of this study. Specifically, the chapter discusses the research design, population, sample size, sampling procedures, instrumentation, and ethical consideration. Also, procedures employed for data collection, processing and analysis have been presented in this chapter.

Research Philosophy

The philosophy employed to underpin this study was positivism which is based on the idea that science is the only means of knowing the truth (Dudovsky, 2016). The main tenet of positivism is based on observing and measuring a phenomenon (Ary, Jacobs, Sorensen, & Razvieh, 2006). The researcher aligns with positivists idea of knowing to be independent and objective in dealing with responses from respondents. Furthermore, the researcher employed positivist philosophy because this study considered the traditional scientific method involving objective data gathering and hypothesis testing to arrive at systematic, generalizable findings and open to replication by other investigators (Ary, Jacobs, Sorensen, & Razvieh, 2006). In the case of this study, the data collected in the study was empirically based, which helped explain tutors' psychological sense of community, job satisfaction, commitment, technological pedagogy, and turnover intentions in the colleges of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

education. The positivists idea helps to appreciate this study as value-free that posed this investigation and its findings to scientific explanation.

Research Approach

This study is well-suited to a quantitative approach due to the nature of the data collection tool and the research design used. The quantitative methodology used in this study involved converting survey answers into numerical form for precise statistical examination (Gray, 2013). The quantitative method also permits extra-large samples to be used for extra-large-population extrapolation. Because the study required the testing of hypotheses via meticulous statistical data analysis and interpretation, a quantitative approach was used.

Research Design

This study made use of a correlational research design. It was deemed appropriate to empoy to investigate the independent variables' predictive ability on the dependent variable (Ary, Jacobs, Sorenson, & Razvieh, 2006). In addition, the correlational design was used since it determines the direction (e.g., positive or negative relationship) between the predictor and criterion variables. Furthermore, correlational design was used because I wanted to obtain statistical information based on the tutors' responses to enable me to deduce the appropriate results for the stated research hypotheses after data analysis (Cohen, Manion, & Morrison, 2018).

Population

The target population for the study comprised all tutors in the colleges of education in Ghana. The total number of tutors in all the colleges of education was 1,847, and these colleges have been grouped into five (5) zones (GTEC,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

2020). These are: NORTHERN zone (Upper East, Upper West and Northern Region), ASHBA zone (Ashanti, Bono and Ahafo Regions), EGA zone (Eastern and Greater-Accra Regions), CENT-WEST zone (Central and Western Region) and VOLTA. The total population (i.e., 1847) was overwhelmingly large and according to Cohen *et al.* (2018), if the population is large, there is the need to determine the sample size from the overall population. The accessible population was 1,353 tutors from NORTHERN, ASHBA and EGA zones. Therefore, tutors in these colleges were sampled, which is presented in the following discussion.

Sample Size and Sampling Procedure

Out of the total population (1,847) of college of education tutors in Ghana, 298 were sampled for the study. This sample size was obtained through the a multistage sampling approach, where the sampling was carried out in stages using more than one sampling technique at each stage (Frey, Botan & Kreps, 2000). The sampling was done in four stages. Three (3) zones were selected from the five (5) zones, and three zones were sampled to get a more representative number of the zones. The second stage enabled me to sample some colleges from the selected zones, while in the third stage, the number of tutors to be sampled from each college was determined. Finally, the fourth stage helped in the selection of tutors from their respective colleges. These stages are further described in the ensuing discussions.

In Stage one (1), simple random sampling was first used to sample three zones from the five zones because I wanted to give an equal chance to all the zones. As a result, the tutors in the three zones (1,353) became the accessible population for the study and have been presented in Table 1.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 1 - *Colleges Sampled from the Five (5) Zones*

S/N	Northern Zone (Upper East, Upper west and Northern Region)	Place	No. of tutors
1	Bagabaga College of Education	Tamale	70
2	Evangelical Presbyterian College of Education	Bimbila	41
3	Gambaga College of Education	Gambaga	26
4	Gbewa College of Education	Pusiga	44
5	McCoy College of Education	Nadowli	19
6	Nusarat Jahan Ahmadiyya College of Education	Wa	46
7	St. John Bosco's College of Education	Navrongo	59
8	St. Vincent College of Education	Yendi	25
9	Tamale College of Education	Tamale	48
10	Tumu College of Education	Tumu	29
11	Dambai College of Education	Dambai	35
	ASHBA ZONE (Ashanti, Bono, and Ahafo Regions)		
12	Agogo Presbyterian College of Education	Agogo	50
13	Agona SDA College of Education	Agona	31
14	Akrokerri College of Education	Akrokerri	44
15	Al-Faruq College of Education	Wenchi	31
16	Atebubu College of Education	Atebubu	37
17	Berekum College of Education	Berekum	52
18	Mampong Technical College of Education	Mampong	41
19	Offinso College of Education	Offinso	46
20	St. Ambrose College of Education	Domaa	24
21	St. Joseph College of Education	Bechem	46
22	St. Louis College of Education	Kumasi	47
23	St. Monica's College of Education	Mampong	34
24	Wesley College of Education	Kumasi	49
	EGA ZONE (Eastern and Greater-Accra Regions)		
25	Accra College of Education	Greater-Accra	37
26	Ada College of Education	Ada	40
27	Kibi Presbyterian College of Education	Kibi	34
28	Methodist College of Education	Akim Oda	28
29	Mount Mary College of Education	Somanya	54
30	Abetifi Presbyterian College of Education	Abetifi	48
31	Presbyterian College of Education	Koforidua-Akropong	63
32	Presbyterian Women's College of Education	Aburi	24
33	Seventh Day Adventist College of Education	Koforidua-Asokore	51
	Total		**1,353**

Source: Field data 2021

From Table 1, serial numbers 1 to 11 are colleges in the NORTHERN zone, 12 to 24 are colleges from the ASHBA zone, and 25 to 33 are colleges

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

from the EGA zone. This number (1,353) of tutors was noted to be overwhelmingly large (see, for example, Cohen, Manion & Morrison, 2018), and therefore, 20 colleges in the three zones were further sampled to get a manageable number of colleges in order to collect accurate data. The procedure followed in sampling the colleges in the three zones as well as the number of tutors in each college is described in Stage Two (2) below.

In Stage two, a stratified sampling technique was used in that the colleges of education were already grouped into various strata. Therefore, to obtain the 20 colleges from the three zones, the number of colleges within each zone (i.e., NORTHERN 11, ASHBA 13 and EGA 9) was divided by the total number of colleges for the three zones (i.e., 11+13+9=33) and multiplied by 20. For instance, for the NORTHERN zone, it was calculated as: 11/33×20=7; for the ASHBA zone, 13/33×20=8 and for the EGA zone, 9/33×20=5. This means that seven (7), eight (8) and five (5) colleges were randomly selected from NORTHERN, ASHBA and EGA zones, respectively. This is presented in Table 2.

Table 2 - *Sampling of Colleges from the Three Zones*

S/N	College of Education Under Zones	Population
	NORTHERN ZONE	
1	Bagabaga College of Education	70
2	Evangelical Presbyterian College of Education	41
3	Gbewa College of Education	44
4	Nusarat Jahan Ahmadiyya College of Education	46
5	St. John Bosco's College of Education	59
6	Tamale College of Education	48
7	Dambai College of Education	35
	ASHBA ZONE	
8	Agogo Presbyterian College of Education	50
9	Akrokerri College of Education	44
10	Berekum College of Education	52
11	Mampong Technical College of Education	41

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

12	Offinso College of Education	46
13	St. Joseph College of Education	46
14	St. Louis College of Education	47
15	Wesley College of Education	49
	EGA ZONE	
16	Ada College of Education	40
17	Mount Mary College of Education	54
18	Abetifi Presbyterian College of Education	48
19	Presbyterian College of Education	63
20	Seventh Day Adventist College of Education	51
	Total	**974**

Source: Field data (2021)

Table 2 presents the sampling of colleges as well as the corresponding number of tutors from the three zones. From Table 2, serial numbers 1 to 7 are colleges sampled from the NORTHERN zone, 8 to 15 are colleges sampled from the ASHBA zone, and 16 to 20 are colleges from the EGA zone. The number (974) of tutors from the colleges in the three zones was considered too large, so there was the need for a determination of sample size from the 974 tutors. This has been described in stages 3 and 4.

In Stage 3, the proportionate stratified sampling technique was used to sample the college of education within the selected zones. The proportionate stratified sampling technique was adopted to ensure fair representation of tutors in the various colleges of education. Therefore, out of the 974 tutors in the selected zones, 278 were determined by using Krejcie and Morgan's (1970) sample size determination Table. Following the proportionate sampling technique, the researcher calculated the proportion of tutors to be sampled from each college by using the number of tutors in each college and the total number of tutors (974) in the 20 colleges, which was multiplied by the 278. For instance, to sample tutors from Bagabaga College of Education, the number of tutors in Bagabaga College of Education (i.e., 70) was divided by the total number of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

tutors in the 20 colleges (i.e., 974) and multiplied by the sample size (278); this is given as: 70/974×278=20. This means that 20 tutors were sampled from Bagabaga College of Education. The same processes were used to calculate the representative samples from all the remaining colleges. This is presented in Table 3.

Table 3- *Proportionate Sample of Tutors from the 20 sampled Colleges*

S/N	College of Education Under Zones	Population
	NORTHERN ZONE	
1	Bagabaga College of Education	20
2	Evangelical Presbyterian College of Education	12
3	Gbewa College of Education	13
4	Nusarat Jahan Ahmadiyya College of Education	13
5	St. John Bosco's College of Education	17
6	Tamale College of Education	14
7	Dambai College of Education	10
	ASHBA ZONE	
8	Agogo Presbyterian College of Education	14
9	Akrokerri College of Education	12
10	Berekum College of Education	15
11	Mampong Technical College of Education	12
12	Offinso College of Education	13
13	St. Joseph College of Education	13
14	St. Louis College of Education	13
15	Wesley College of Education	14
	EGA ZONE	
16	Ada College of Education	11
17	Mount Mary College of Education	15
18	Abetifi Presbyterian College of Education	14
19	Presbyterian College of Education	18
20	Seventh Day Adventist College of Education	15
	Total	**278**

Source: Field data (2020)

Quite clearly, Table 3 has shown that 278 tutors were considered for the representative sample of the colleges of education in this study. These tutors were carefully and scientifically sampled from the 46 colleges of education in Ghana. However, one tutor from each of the twenty (20) colleges was added to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

the 278 to increase the sample size to 298, averting the attrition of non-response effect, and incomplete or spoiled responses (Cohen *et al.*, 2018).

In Stage 4, a systematic sampling technique was employed to obtain the sample size of the 298 tutors. This was done by obtaining a staff list of tutors from each college, which was used as a sampling frame. Also, Kth number was determined to guide me in selecting the tutors from each college. The Kth number was determined as 974 divided by 298 as in: 974/298=3; hence, the Kth number was 3. After determining the Kth number, the first tutor in each college was selected randomly before selecting every 3rd participant. This was done in all the colleges to arrive at the 298 tutors.

Out of the 298 tutors, males were 184(61.7%) and females were 114(38.3%). Moreover, 87(29.2%) were within the age range of 41-45 years, 85(28.5%) fell within 36-40 years, 59(19.8%) were within 46-50 years, 34(11.4%) fell within 31-35 years, 18(6.0%) were within 51-55 years, 12(4.0%) were within 56-60 years, and 3(1.0%) fell within 25-30 years. Concerning rank of tutors, 6(2.0%) were Assistant Tutors, 276(92.6%) were Tutors, Senior Tutor were 13(4.4%), and Principal Tutor 3(1.0%). With respect to qualification, tutors with Ph.D. were 8(2.7%), M.Phil. holders were 173(58.1%), M.Ed. holders were 70(23.5%), tutors with M.sc were 24(8.1%), M. Arts holders were 20(6.7%), 1(.3%) tutor had MBA and 2(.7%) tutors had First Degree.

In addition to Tables 1, 2 and 3, multi-stage sampling approach has been provided in a pictorial form, with procedures followed in arriving at the 298 sample size for better appreciation, as presented in Figures 3 and 4.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

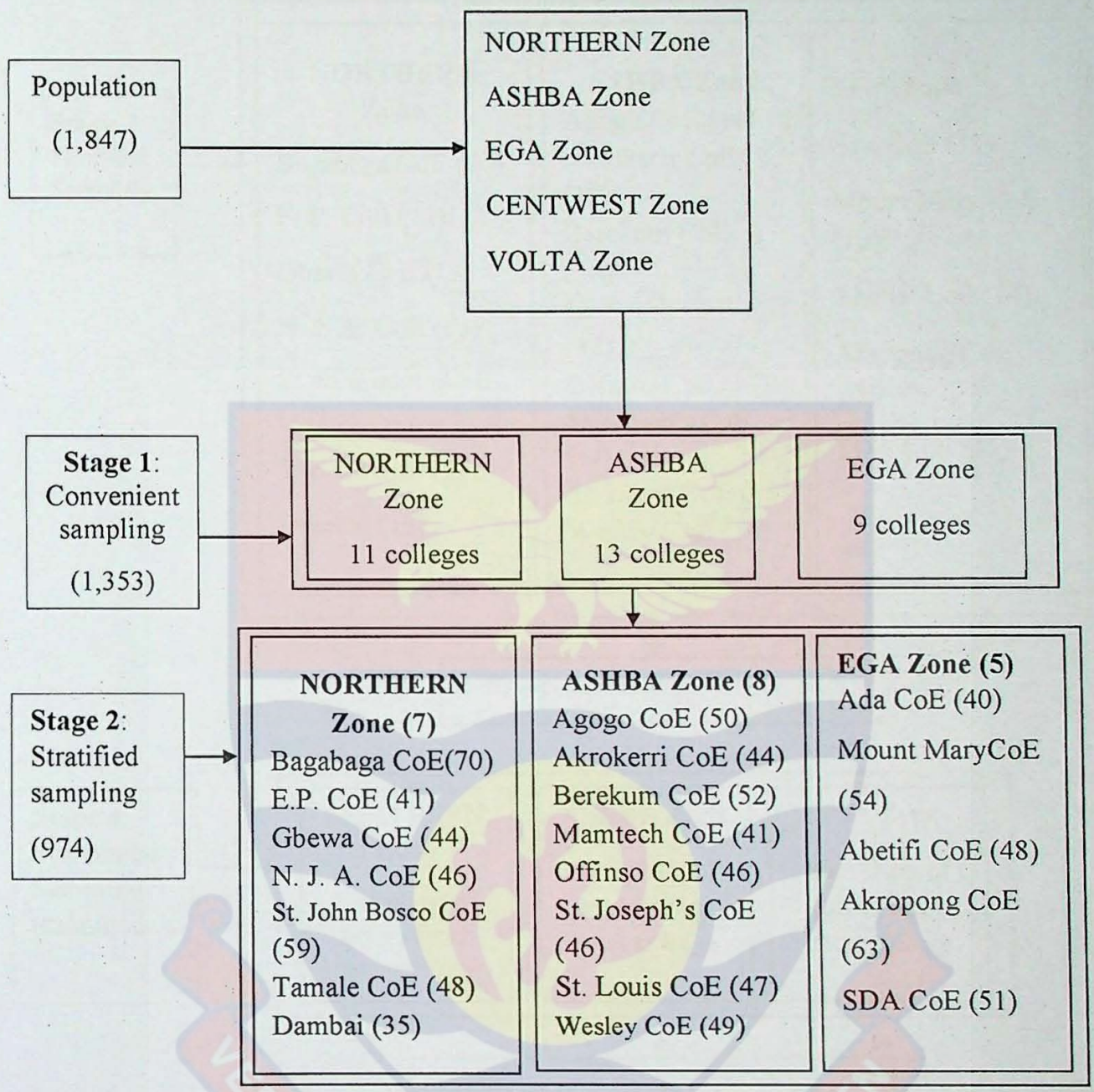


Figure 3: Sampling of Colleges under Zones

Source: Author's Own Model (2021)

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

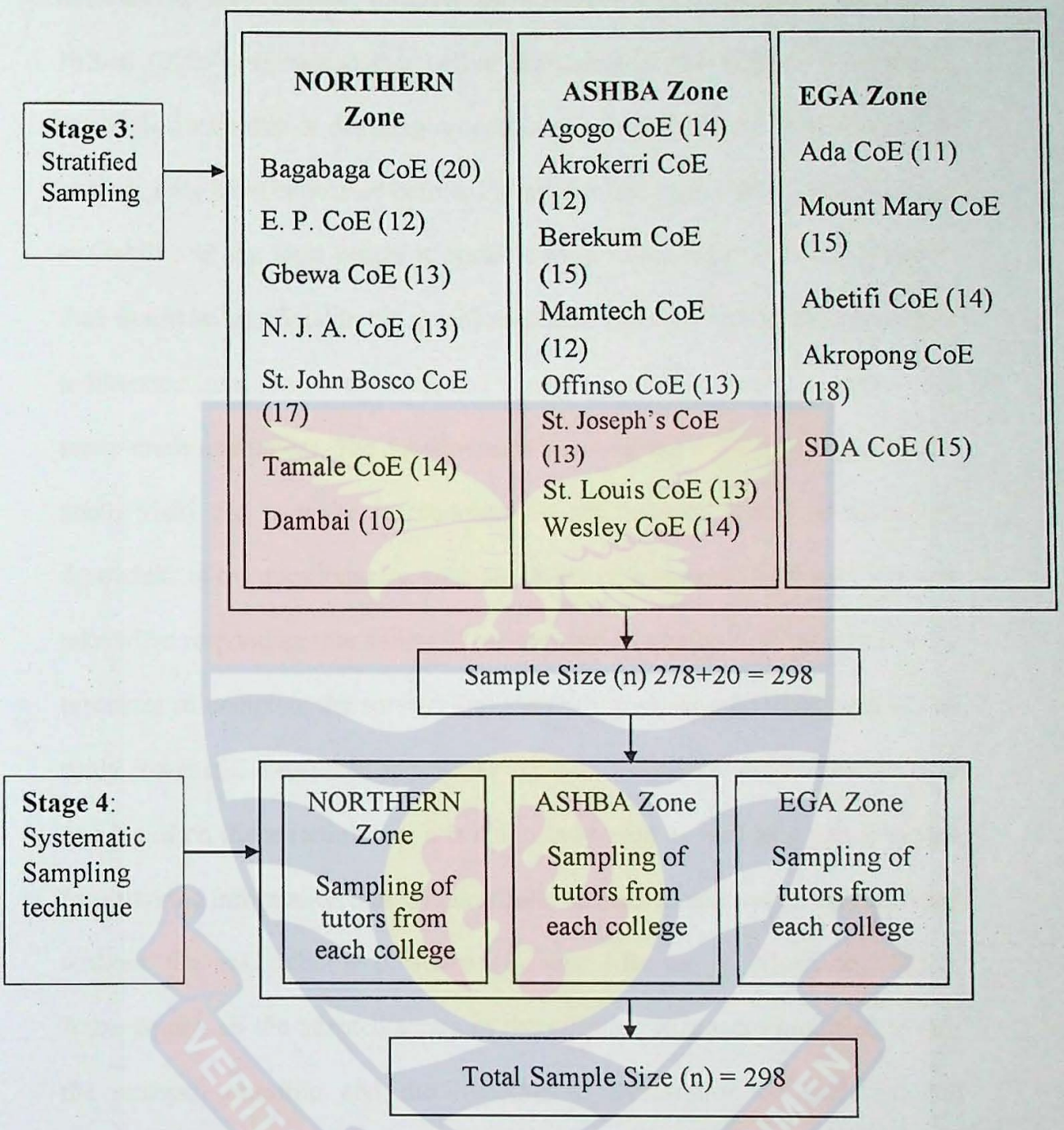


Figure 4: Sampling of Tutors from each College

Source: Author's Own Model (2021)

Figures 3 and 4 present how the sample size (298) was obtained.

Data Collection Instruments

The main data collection tool for the study was a questionnaire. The questionnaire has been adapted from a variety of measuring scales to solicit data on the five different constructs: a psychological sense of community, job

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

satisfaction, commitment, turnover intentions and technological pedagogy. Pallant (2005) maintained that before the usage of the original instrument, established mistakes or daunting aspects of the instrument could be dealt with because they have been used before. Pallant further argued that the immediate availability of the tools makes it possible to evaluate them to assess whether they would be beneficial in the specific research context. Finally, the researcher is liberated from time-consuming and costly test creation through access to a ready-made instrument. The questionnaire was adapted in such a manner that it could yield the requisite information on the subject matter. Despite the drawbacks of the questionnaire, such as the use of language, the duration it will take when responding, the ability of the respondents to read, the availability of resources to complete the survey, and attitudes towards the importance of the study, it was still considered acceptable to use it. The choice of the questionnaire was based on the assertion that it is commonly used as well as a valuable tool for gathering information that is numerically structured and can be administered without the researcher's presence (Cohen, Manion & Morrison, 2018). Accordingly, all the adapted scales in the questionnaire were modified to suit the research question and the hypotheses. Description of each adapted instrument is as follow.

Psychological Sense of community

The most frequently used scale of sense of community index (SCI) based on Chavis and McMillan (1986) psychological sense of community model was modified to measure the tutors' psychological sense of community. The items were made from 12,000 adults in a neighbourhood participants project. The 12 items have been grouped under the four dimensions in the

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

psychological sense of community theory: Items 1, 2, and 3 constituting Integration and fulfilment of needs; Items 4, 5, and 6 constituting Membership; Items 7, 8, and 9 constituting Influence; and Items 10, 11 and 12 Shared Emotional Connection. The original version's score ranged from 0 to 12, with 0 being the least score and 12 being the highest score, with a reliability of .69. The sense of community index was valued at true =1 and false =0. Some of the statements in the scale were: "I think this community is a good place for me to live" and "I feel at home in this community." However, for the sake of this study, terms such as community and neighbour were modified as 'college' and 'co-worker,' respectively. Also, the scoring of the items was changed from True =1 or False =0 to a Four-point Likert scale as Strongly agree =4; Agree =3; Disagree =2; and Strongly disagree =1. The score range for the modified scale was 12 to 48. The sense of community index has been used in workplaces, including education settings. In educational settings, it has been used by Krafona (2014) and Kirkhus (2011). The instrument to measure psychological sense of community is presented in section B on the questionnaire.

Job Satisfaction

To measure tutors' job satisfaction, the original job satisfaction survey developed by Spector (1985) with a reliability of .91 was adapted. The instrument has 36 items, which are distributed over nine dimensions. These are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication. The items have been rated on a 6-point Likert scale as Agree very much =6, Agree moderately =5, Agree Slightly =4, Disagree slightly =3, Disagree moderately =2, Disagree very much =1. The score ranges from 36 to 216. Negatively worded statements

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

should be reversely scored and these are Items 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34 and 36, but on the questionnaire for this study, the negatively worded items were 20, 22, 24, 26, 28, 30, 32, 34, 36, 37, 39, 41, 42, 44, 47, 49, 50, 52 and 54. One of the statements in the scale includes, "I feel am being paid a fair amount for the work I do." For the sake of this study, items such as: "Raises are too few and far between", "The goals of the organisation are not clear to me", "There is too much bickering and fighting at work" were respectively modified as: "Elevations are too few and far between", "The goals of the college are not clear to me", and 'There is too much backbiting and fighting at work'. Similarly, this has been filed under Questionnaire Section C.

Commitment

On the issue of measuring tutors' commitment, Meyer, Allen and Smith's (1993) organisational commitment scale was also adapted. On the scale, 19 items have been distributed over the three aspects, namely, affective commitment, continuance commitment, and normative commitment, with a reliability of .87. The instrument has been used by Werang and Agung (2017) and Twum (2015). The items are on a 7-point Likert scale with "Strongly agree =7", "Agree =6", "Slightly agree =5", "Undecided =4", "Slightly disagree =3", "Disagree =2", and "Strongly disagree =1". The minimum and maximum scores were 19 and 133, respectively. For the sake of this study, a statement like "I would be happy to spend the rest of my career with this organisation" was modified to "I would be very happy to spend the rest of my career with college of education". Like job satisfaction, Items 56, 57, 58 and 66 are negative statements. The items to measure tutors' commitment have been placed in Section D of the questionnaire.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Technological Pedagogy

In order to collect data on tutors' technological pedagogy, technological pedagogy and content knowledge instrument developed by Le *et al.* (2010) was adapted. The instrument has ten aspects, however, the aspect that measures technological pedagogy with a reliability of .86 was employed to measure the technological knowledge of tutors because they could help solicit data needed for the work. The survey has a 4-point Likert scale: "Strongly agree =4", "Agree =3", "Disagree =2", and "Strongly disagree =1". The minimum score was 10, whereas the maximum score was 40. The alternative, neither agree nor disagree, was taken from the options tutors were to select in that college tutors have no option other than to use technology to facilitate lessons. This can be found under Section E on the questionnaire.

Turnover Intentions

To determine the extent by which tutors intend to leave or continue to work in the College, a six-item scale of turnover intentions developed by Bothma and Roodt (2013) was equally adapted. The six-item scale has a reliability of .80. Bothma and Roodt recommended the six-item scale of turnover intentions to assess employee intentions in both business and academic research to predict turnover intentions. Items in the scale include: "How often have you considered leaving your job? and "To what extent is your current job satisfying your personal needs?". The instrument has a 5-point Likert scale. On the scale, items indicated with 'R' should be reversely scored, and the total turnover intentions score is determined by adding the score of the individual items with a minimum score of 6 and maximum score of 30. (Bothma & Roodt, 2013). This has been placed in Section F of the questionnaire.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

In summary, all the items on the questionnaire were close-ended. The questionnaire was made up of six sections, namely Sections A, B, C, D, E, and F. Section A elicited the bio-data of respondents. Section B sought data on the psychological sense of community among tutors in the college of education in Ghana. Sections C and D dealt with data collection on work attitude (i.e., job satisfaction and employee commitment, respectively) among tutors. Also, Section E elicited data on the college of education tutors' level of knowledge in technological pedagogy. Section F is concerned with collecting data on the tutor's intentions to stay or leave the college of education. In all, the questionnaire was made up of 89 items (see Appendix A).

Validity and Reliability of Instrument

The validity and reliability of the instrument went through several steps to generate valid scores. First, the items, even though came from standardised scales, they were further examined, shaped and modified by the supervisors of this thesis to suit the context of the study and helped to fulfil the content and face validity aspect of the instrument.

Secondly, the instrument was pilot tested at Akrokerri, St. Vincent, and Akatsi Colleges of Education, and the choice of these colleges was based on the fact that they shared similar characteristics with the target population. Further, the responses obtained were used to conduct confirmatory factor analysis (CFA) and to check the internal consistency reliability for all the scales. The CFA yielded results relative to issues of factor loadings and average variance extracted (AVE). The internal consistency reliability was determined through Cronbach's alpha since it is the most wide reliability test tool applied by social researchers (Sekaran, 2006). Descriptions of the psychometric properties of the

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

instrument are as follows, starting with a psychological sense of community, followed by job satisfaction, commitment, technological pedagogy and turnover intentions:

The psychological sense of community scale consisted of four dimensions with three items under each dimension. After the CFA, the results indicated that the factor loadings of the items were within the range of .658 to .863, which was above the threshold of .3 (Pallant, 2005). The first dimension (i.e., integration and fulfilment needs) of the psychological sense of community scale yielded an AVE of .633. The Cronbach alpha yielded internal consistency reliability of .722. The second dimension (i.e., Membership) also yielded an AVE of .533. The Cronbach alpha yielded internal consistency reliability of .726. The third (i.e., influence) and the fourth (i.e., shared emotional connection) dimensions also yielded AVE of .504 and .541, respectively. Again, the internal consistency reliability for the third (i.e., influence) and the fourth (i.e., shared emotional connection) dimensions were.728 and .804, respectively. The information on factor loadings means that there was no violation of the threshold by Pallant (2005), suggesting that a good item should not have a load less than .3. Furthermore, it also means that the items were quality to measure the construct of psychological sense of community. Since all the AVE scores ranged from .504 to .541, they satisfied the requirement of Fornell and Larcker (1981), suggesting that a good item should have an AVE of .5 and above. This means that the items were good for measuring the psychological sense of community. The reliability figures also met the requirements of Pallant (2005), indicating that a good instrument should have a reliability of .7 and above. By

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

implication, this means that the items were consistent in measuring the construct of a psychological sense of community.

With regard to the job satisfaction scale, it has nine dimensions, with four items under each dimension. From the CFA results, all the factor loadings fell within the range of .582 to .891. This does not violate the threshold of Pallant (2005) suggesting that a load of a good item should not be less .3. This indicates that the items were quality to measure tutors' job satisfaction in the colleges of education. The average variance extracted (AVE) for the pay as the first dimension was .521. This was followed by promotion with AVE of .551; supervision .572; fringe benefit .507; contingent reward .522; operating condition .553; co-workers .514; nature of work .514 and communication .537. All the AVEs met the threshold of Fornell and Larcker (1981) suggesting that a good item should have AVE of .5 and above. By implication, the AVE results warrant the accuracy of the instrument to measure college tutors job satisfaction. The reliability aspect of this scale was tested using Cronbach's alpha. Pay produced a reliability of .762; promotion .778; supervision .872; fringe benefit .724; contingent reward .709; operating condition .764; co-workers .731; nature of work .774 and communication .781 which met the condition of Pallant (2005) stating that the reliability of a good instrument should be .7 and above. This means that the items were consistent in measuring the job satisfaction construct of the tutors.

Concerning the commitment scale, there were three dimensions involved. Like the factor loadings of psychological sense of community and job satisfaction, the factor loads results (ranged from .540 to .865) produced by the CFA for the commitment items were all above .5, as required by Fornell and

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Larcker (1981). The AVE for affective commitment was .527; continuance .533 and normative .564. The reliability of affective, continuance and normative commitment were .720, .711 and .751 respectively. The psychometric properties of the commitment scale indicate that the items in the scale were good and could be used to measure tutors' commitment in the colleges of education.

With the technological pedagogical scale, it is a unidimensional scale with 10 items and after the confirmatory factor analysis, the results of the loads were within the range of .593 to .894 with AVE of .545.

Since the factor loads ranged from .593 to .894, it indicated that the items did not violate the threshold of Pallant (2005) who asserted that a good item should have factor load not less .3. Likewise, the AVE result did not violate the requirement of Fornell and Larcker (1981) suggesting that a good item should not be less .5. In checking the internal consistency reliability, Cronbach's alpha was used, and the result produced reliability coefficient of .849. These psychometric properties mean that the items were quality to accurately measure tutors' technological pedagogy in the colleges.

Last but not the least, the turnover intention scale also yielded factor loadings ranging from .589 to .842 for the six items, and the AVE was .531. Though Cronbach's alpha produced a reliability coefficient of .689, it was moderate in terms of consistency. Since the factor loadings and AVE respectively satisfied the threshold for Pallant (2005) and Fornell and Larcker (1981), the information means that the scale is accurate for the data collection on tutors' turnover intentions in the colleges of education. Detailed information on the psychometric properties of the instrument is presented in a Table (see Appendix B).

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Data Collection Procedures

During data collection phase of scientific investigation, the researcher engages him or herself in series of activities to ensure accurate data. To obtain the population (in other words, the number of tutors in each college) for this study, I went for ethical clearance from University of Cape Coast's institutional review board after a proposal of the study has been reviewed. In addition, I took an introductory letter from the Department of Education and Foundations in UCC, and these documents were sent to the National Council for Tertiary (NCTE) Education to provide the requested data on the number of teaching staff in the Colleges (See Appendices C and D respectively). This data helped determine the exact number of tutors from each college to be sampled to administer the questionnaire. I also wrote letters in addition to the ethical clearance and the introductory note to the colleges that were considered for the study to obtain the list of tutors and their email or WhatsApp contacts as a sampling frame. The list of the tutors in each college facilitated sampling of tutors from each college and also it helped in the administration of the questionnaire.

To administer the questionnaire, I first sent a message to inform and explain the study's purpose to the sampled tutors so they could understand exactly what they were being asked to perform. After the tutors had replied to indicate their acceptance of participating in the study, I sent the questionnaire to them online on September 25th, 2020. To do that, the link to the site where the questionnaire could be found was sent to the selected tutors personally via their email or WhatsApp contacts. Though the researcher's college was part of the colleges randomly sampled for the study, they were also given the link to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

the site to respond to the questionnaire instead of hardcopy to avoid bias. My telephone number was added to the preamble of the questionnaire, so a few of the tutors who had challenges accessing the questionnaire called for assistance. According to Amedahe (2002), in survey administration, respondents are randomly or intentionally chosen and administered the survey to them personally or by electronic means such as by phone or mail. The adoption of the online survey administration was due to the restrictions on movement by the president of Ghana during the Covid-19 outbreak. One month was scheduled to be used in collecting the data; however, because the slow response rate, it travelled to one-month two weeks. To ensure an effective return rate, follow-up telephone calls and messages to the tutors were made as a reminder.

Ethical Consideration

The ethical clearance and introductory letter from the Department of Education and Psychology, enabled the researcher to seek permission from the principals to obtain data from their tutors in the selected colleges. The ethical clearance briefed them about the purpose and importance of the study.

The main ethical concerns considered in this study were informed consent, autonomy, anonymity, confidentiality and avoidance of plagiarism. Before the data was collected, the participants' consent was requested. This was accomplished by giving the respondents a chance to tick Yes if they agreed to respond to the questionnaire or No if they were not interested in responding.

The respondents were allowed personal space to respond to the questionnaire in the way that favoured them. However, to avoid situations of giving offline responses regarding the study's objectives, participants were made to understand the study by explaining the whole idea behind the study and

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

giving them a chance to seek clarification before participating in the study. On the issue of ensuring participants' anonymity, the identities of the participants such as their names were not required.

Moreover, confidentiality as one of the issues of ethical considerations was addressed. All information provided by the tutors were kept in strict confidence. This was accomplished by using the participants' information only for its intended purpose and not disclosing it to any third parties. No one but the researcher had access to the completed questionnaires. Participants were also informed that they were under no obligation to participate in the study and could leave at any time if they desired.

Finally, the researcher ensured that the originality of this work could be verified. This was done by confirming that there was no plagiarism. As such, all primary and secondary data and ideas of other researchers used in the study were correctly cited and acknowledged by referencing them according to American Psychology Association (APA) style. Also, statements that were not cited were properly paraphrased to add some novelty to the work.

Data Processing and Analysis

Data that are gathered from respondents must be processed for easy analysis to be done. According to Ofosu-Asiamah (2013), data collected must be processed and managed in social research by editing, coding, categorising where applicable, and entering them into the necessary software to clean errors that may have gone unnoticed. To be able to do the editing, coding, and categorisation of the data, the data was downloaded into Microsoft Excel. All the editing was done in MS Excel, for instance, the time participants responded to the items was taken out, since it was not part of the solicited data but they

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

were recorded automatically by google. Also, responses from the participants checked whether participants responded to all statements or items by following the given direction. After editing the MS Excel, the data was transferred into the Statistical Product and Service Solution (SPSS) version 22 for coding. The coding was done by assigning numbers to the extent of agree or disagree, such as: Strongly Disagree =1, Disagree =2, Agree = 3, and Strongly Agree =4. Furthermore, the inverse items were recorded. With regard to the demographic variable, gender was coded as 1 for males and 2 for females. The rank of the tutors was also coded as: Assistant Tutor=1, Tutor=2, Senior Tutor=3, Principal Tutor=4 and Chief tutor=5. The categorisation of the data was done according to the colleges.

After processing the data, descriptive statistics (frequencies, means and standard deviation) were used analysed data on the demographics and the research question with the aim of describing what the data really shows (Ghahramani, 2000). Regarding the research hypotheses, the inferential statistics (multiple regression) was used to test them since inferential statistics enable researchers to make conclusions beyond the sample data to include the population (Pallant, 2005). Precisely, data to the research question and hypotheses were analysed as follows.

Research Question

What is the level of psychological sense of community, job satisfaction, commitment, technological pedagogy, and turnover intentions among college of education tutors in Ghana towards their work?

To answer the research question, responses made by the participants to the items in Section B (7 to 18) for a psychological sense of community, Section

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

C (19 to 54) for job satisfaction, Section D (55 to 73) for employee commitment, Section E (74 to 83) for technological pedagogy, and Section F (84 to 89) for turnover intentions were analysed using frequencies, means and standard deviation. Perry *et al.* (2006) assert that mean analysis helps to describe the average responses of participants concerning the research question. The use of standard deviation in this investigation was the basis that helped to determine how the scores of the stated variables were spread out from the average score (Pallant, 2005).

Testing of Hypotheses

Hypothesis 1

H_0: Psychological sense of will not predict turnover intentions of tutors in the public colleges of education in Ghana.

H_1: Psychological sense of community will predict turnover intentions of tutors in the public colleges of education in Ghana.

The use of multiple regression analysis helped to find the correlation between psychological sense of community and turnover intentions. The justification for using multiple regression was that both variables had continuous data. Multiple regression was used in that it can predict the effect of variable(s) on another dependent variable by indicating the strength and direction of the relationship between the independent and dependent variables. The same justification is established for hypotheses 2, 3 and 4 since they also have continuous data.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Hypothesis 2

H_0: Work attitude [(a) job satisfaction and (b) commitment] will not predict turnover intentions of tutors in the public colleges of education in Ghana.

H_1: Work attitude [(a) job satisfaction and (b) commitment] will predict turnover intentions of tutors in the public colleges of education in Ghana.

Data on hypotheses 2a and 2b were tested with multiple regression in that multiple regression has the capacity to predict the influence of independent variable on one dependent variable, with emphasis on strength and direction.

Hypothesis 3

H_0: Technological pedagogy will not predict turnover intentions of tutors in the public colleges of education in Ghana.

H_1: Technological pedagogy will predict turnover intentions of tutors in the public colleges of education in Ghana.

Like hypotheses 1, 2a and 2b, hypothesis 3 were also tested with multiple regression analysis.

Hypothesis 4

H_0: (a) Psychological sense of community, (b) job satisfaction, (c) commitment, and (d) technological pedagogy will not significantly predict turnover intentions of tutors in the public colleges of education.

H_1: (a) Psychological sense of community, (b) job satisfaction, (c) commitment, and (d) technological pedagogy will significantly predict turnover intentions of tutors in the public colleges of education.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 4 - *Summary of Statistical Tool for Data Analysis*

Data on:	**Statistical Tool**
Demographics	Descriptive Statistics (Frequencies and Percentages)
Research Question	Descriptive Statistics (Frequencies, Means and Standard Deviation)
Hypothesis 1 and 2	Inferential Statistics (Multiple regression analysis)
Hypothesis 3	Inferential Statistics (Multiple regression analysis)
Hypothesis 4	Inferential Statistics (Multiple regression analysis)

Source: Field survey (2021)

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study used correlational design by focusing on 298 respondents, who were obtained via multi-stage sampling approach. Out of the 298 participants who were supposed to respond to the questionnaire, 279 were eligible for the analysis, indicating 93.6% return rate. Results based on the responses to the research question and the various hypotheses were presented using the computations of descriptive (percentages, means and standard deviation) and inferential (multiple regression) statistics respectively. The presentation is in two parts. The first part presents and discusses the respondents' demographic information, while the second part focuses on analysis and discussion of the research questions and hypotheses. The analysis and discussion follow the order in which the objectives are presented in Chapter one.

Data Analysis on Demographic Characteristics of Respondents

The first component of the questionnaire was designed to gather background data from the respondents. This includes gender, age, rank, qualification, and teaching experience. The responses on the background information were analysed using frequencies and percentages. Detailed results of demographic characteristics of respondents are presented in Table 5.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 5 - *Demographic Characteristics of Tutors*

Variable	Sub-Scale	Frequency	Percentage (%)
Gender	Male	174	62.4
	Female	105	37.6
	Total	**279**	**100.00**
Age Distribution	25-30 years	2	.7
	31-35 years	33	11.8
	36-40 years	80	28.7
	41-45 years	84	30.1
	46-50 years	53	190
	51-55 years	17	6.1
	56-60 years	10	3.6
	Total	**279**	**100.00**
Rank	Assistant Tutor	6	2.2
	Tutor	257	92.1
	Senior Tutor	13	4.7
	Principal Tutor	3	1.1
	Chief Tutor	0	.0
	Total	**279**	**100.00**
Qualification	Ph.D.	8	2.9
	M.Phil.	161	57.7
	M.Ed.	65	23.3
	M.Arts	23	8.2
	M.Sc.	19	6.8
	M.Com	0	.0
	MBA	1	.4
	First Degree	2	.7
	Total	**279**	**100.00**
Teaching Experience	1-5 years	137	49.1
	6-10 years	61	21.9
	11-15 years	58	20.8
	>15 years	23	8.20
	Total	**279**	**100.00**

Source: Field survey (2021)

Table 5 presented demographic characteristics of the respondents. Table 5 showed that majority 174 (62.4%) of the tutors sampled for the study were males, while the remaining 105 (37.6%) were females. From Table 5, majority of the respondents 84 (31.1%) were between the ages of 41–45 years. The age

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

range of 25–30 years had the least 2 (0.7%) participants. With regard to the rank of tutors, Table 5 indicated that no tutor had attained the rank of Chief Tutor, only 3 (1.1%) tutors had received promotion to the principal tutor as the second highest rank indicating. It was obvious from Table 5 that out of the 279 tutors, 257 (92.1%) were at the rank of Tutor. This means that males are plenty than females in our schools. Ghana Statistical Service (2000) provides insight into the reason the male dominance; because the number of males attending higher institutions in Ghana is more than the females.

Considering the higher level of educational qualification attained by tutors, 161(57.7%) of tutors sampled for the study had had M.Phil. This was followed by 65(23.3%) and 19(6.8%) tutors with M.Ed and M.Arts respectively. Also, a considerable number 8 (2.9%) of tutors had obtained Ph.D. qualification.

In relation to the distribution of respondents' teaching experience, the data in Table 5 showed that 137 (49.1%) were tutors who had taught for 1 to 5 years. Also, 61 (21.9%) tutors had taught for 6 to 10 years; and 58 (20.8%) of tutors had teaching experience between 11 to 15 years. Relatively few of the tutors 23 (8.2%) had taught for more than 15 years.

Research question: ***What are the levels of psychological sense of community, work attitude (job satisfaction and commitment), technological pedagogy and turnover intentions among college of education tutors in Ghana?***

This research question aimed to determine the level of psychological sense of community, job satisfaction, commitment, technological pedagogy and turnover intentions of tutors in the colleges of education in Ghana. To address this research question, means, standard deviation, frequencies and percentages were used to analyse data on each variable.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Level of Psychological Sense of Community (PSoC) among Tutors in the College of Education

The respondents were asked to rate how much they agree or disagree to the statements about their psychological sense of community in the colleges of education on four-point Likert scale (Strongly Disagree =1, Disagree =2, Agree =3, and Strongly Agree =4). The overall scale has 12 items with score range of 12 – 48. Per the scale, a mean score of 2.50 was set to determine either low or high degree of tutors' psychological sense of community. A mean score of 2.50 or more indicated a high psychological sense of community whereas a mean score less than 2.50 indicated low psychological sense of community. The results are shown in Table 6.

Table 6- *Level of Psychological Sense of Community of CoE Tutors*

Dimensions	**Mean**	**SD**	**Rank**
Membership	3.24	.55	1st
Shared-emotional connection	3.04	.60	2nd
Influence	2.99	.55	3rd
Integration and fulfilment needs	2.95	.62	4th
Overall	**3.06**	**.48**	--

Source: Field survey (2021) Mean=2.50

The result in Table 6 generally revealed a high (M=3.06, SD=.48) psychological sense of community among the college of education tutors. Specifically, the tutors were high on the membership dimension. The membership dimension was followed by shared-emotional connection, influence, and lastly, integration and fulfilment of needs.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Level of College of Education Tutors' Job Satisfaction

In determining the tutors' job satisfaction level, means and standard deviation were adopted to analyse the data on job satisfaction. Respondents were asked to rate the extent to which they agreed or disagreed to the statements regarding how satisfied they were with work on six-point Likert scale (1 = Disagree very much, 2 =Disagree moderately, 3 =Disagree slightly, 4 =Agree slightly, 5 =Agree moderately, and 6=Agree very much). The overall scale has 36 items with score range of 36 – 216. To determine the extent of tutors' satisfaction, a mean score of 3.50 was established from the scale. A mean score of 3.50 or more represents high job satisfaction whereas a mean score of 3.49 or below represents low job satisfaction among the tutors. Table 7 shows the job satisfaction of tutors in detail.

Table 7- *Level of Tutors' Job Satisfaction in the CoE*

Satisfaction Dimensions	Mean	SD	Rank
Co-workers	4.14	.61	1st
Nature of work	4.13	.70	2nd
Contingent reward	3.98	.78	3rd
Operating conditions	3.78	.93	4th
Supervision	3.73	.57	5th
Fringe benefit	3.69	.69	6th
Pay	3.57	.68	7th
Promotion	3.23	.81	8th
Communication	3.17	.74	9th
Overall job satisfaction	**3.71**	**.39**	--

Source: Field survey (2021) Mean=3.50

Table 7 presented job satisfaction level of tutors in the college of education in Ghana. As seen in the Table, the overall job satisfaction is high (M=3.71, SD=.39). Though Table 7 showed that the CoE tutors were satisfied

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

with their co-workers, nature of work, operating conditions, contingent rewards, fringe benefits, supervision, and pay, there were differences in them. The data in Table 7 showed that the CoE tutors were highly satisfied with the relationships they had with their co-workers (M=4.14, SD=.61), nature of work (M=4.13, SD=.70) and contingent rewards. Relatively high job satisfaction was found in the operating conditions, supervision, and fringe benefit. Although, tutor's satisfaction with pay (M=3.67, SD=.68) was high, it was the least among the job satisfaction determinants. The Table further revealed that College of Education tutors were nevertheless, satisfied with promotion (M=3.23, SD=.81) and communication (M=3.17, SD=.74).

Level of Tutors' Commitment in the Colleges of Education

This aspect of the research question sought to measure the level of tutors' commitment of working in the colleges of education. The tutors were asked to rate how strongly they agree or disagree with statements about their jobs on a seven-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Undecided, 5=Slightly Agree, 6=Agree, and 7=Strongly Agree). The scale has 19 items, with scores ranging from 19 – 133. With the aid of means and standard deviation, data on tutors' commitment were analysed and interpreted. A mean score of 4.0 or more indicated the tutors' high level of commitment, whereas a mean score of 3.90 or lower indicated a tutors' low level of commitment of tutors. The results are shown in Table 8.

SAM JONAH LIBRARY
UNIVERSITY OF CAPE COAST
CAPE COAST
Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 8 - *Level of Tutors' Commitment CoE*

Commitment Dimensions	Mean	SD	Rank
Normative	4.60	1.16	1st
Continuance	4.19	1.20	2nd
Affective	3.91	.85	3rd
Overall	**4.25**	**.80**	--

Source: Field survey (2021) Mean=4.0

As presented in Table 8, the results showed that CoE tutors were generally committed to their work (M=4.25, SD=.80). Comparatively, the tutors were high on normative commitment, followed by continuance commitment. The results further showed that affective commitment was low for the CoE tutors (M=3.91, SD=.85).

Tutors' Level of Technological Pedagogy in the Colleges of Education

Evidence was needed to determine tutors' knowledge level on the use of technology in facilitating courses in the colleges. This accounted for the reason why the researcher investigated the level of technological pedagogy in the case of Ghana, among tutors in the colleges of education. The respondents were asked to score the extent to which they agreed or disagreed with the items addressing their knowledge level on the use of technology in teaching on a four-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree). The overall scale technological pedagogy has 10 items with score range of 10 – 40. A criterion value of 2.50 was determined from the four-point Likert scale ranging from 1 to 4. A mean score of 2.50 and above was used to determine tutors' high level of technological pedagogy, while 2.49 and below indicated

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

tutors' low level of technological pedagogy. Table 9 presented comprehensive statistical evidence about technological pedagogy among college tutors.

Table 9 - *Distribution of Tutors' Level of Technological Pedagogy*

Score range	Level of Technological Pedagogy	Frequency	Percent	Mean (SD)
>2.5	Low	183	65.6	2.29 (.62)
≤2.5	High	96	34.4	
	Total	**279**	**100.0**	

Source: Field survey (2021) Mean=2.50

As seen in Table 9, out of the 279 tutors, 183 (65.6%) had a low level of technological pedagogy, while 96 (34.4%) tutors had a high level of technological pedagogy. Table 9 also showed that tutors' technological pedagogy level was low. In summary, it can be deduced from the analysis that most of the tutors have little technological pedagogy. The results can also explain that most tutors in the CoE will face challenges when facilitating lessons with technology like a laptop, and projector among others.

Level of Tutors' Turnover Intentions in the Colleges of Education

In order to measure turnover intentions of tutors in the college of education, the tutors were given statements on a scale of 1 to 5 to solicit for their intentions to stay or quit their job. The overall turnover intention scale has 6 items with a score range of 6 – 30. A criterion score of 3.0 was first established from the responses to turnover intentions statements to determine tutors' high and low turnover intentions. A mean score of 3.0 or more represented high turnover intentions, whereas a mean score of 2.9 or below represent low turnover intentions among the tutors. The results from the analysis produced a

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

mean of 3.30, indicating high turnover intentions of the tutors (see Table 10). Since some of the tutors might be found in the middle of high and low turnover intentions, the criterion score of 3.0 was used to determine the number of tutors with low, moderate and high turnover intentions. To do that, a mean score less than 2.5 represented low turnover intentions, a mean score within the range of 2.5-3.4 indicated a moderate level of turnover intentions, while a mean score greater than 3.4 denoted high turnover intentions. Details are shown in Table 10.

Table 10 - *Distribution of Levels of Turnover Intentions of Public CoE Tutors*

Score Range	**Levels of Turnover Intentions**	**Frequency**	**Percent**	**Mean (SD)**
>2.5	Low	21	8	3.30 (1.15)
2.5-3.4	Moderate	146	52	
<3.4	High	112	40	
Total		**279**	**100.0**	

Source: Field survey (2021) Mean=3.0

Table 10 represents a descriptive analysis of turnover intentions among CoE tutors. Table 10 also showed that tutors' level of turnover intentions was high. The results from the Table indicated that 21(7.5%) tutors had low turnover intentions and had turnover intention scores of 2.4 or less. This was followed by 146(52.3%) tutors with moderate turnover intentions within the score range of 45-46. The results from the Table further revealed that 112(40.1%) tutors had high (<3.4) turnover intentions score. As a result, the finding suggested that the majority of the tutors, say over 90%, would want to quit their job if they got the opportunity.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Hypothesis 1

H_0: Psychological sense of community will not predict turnover intentions of tutors in the public colleges of education in Ghana.

H_1: Psychological sense of community will predict turnover intentions of tutors in the public colleges of education in Ghana.

This hypothesis tested whether psychological sense of community could predict turnover intentions among tutors in colleges of education in Ghana. The multiple regression analysis was conducted to address this hypothesis. The predictors were emotional connection, influence, integration, and membership for a psychological sense of community. The criterion variable was turnover intentions. The normality assumption was tested before the test was conducted. The normality test was conducted using the Q-Q plots, and the result is presented in Figure 5.

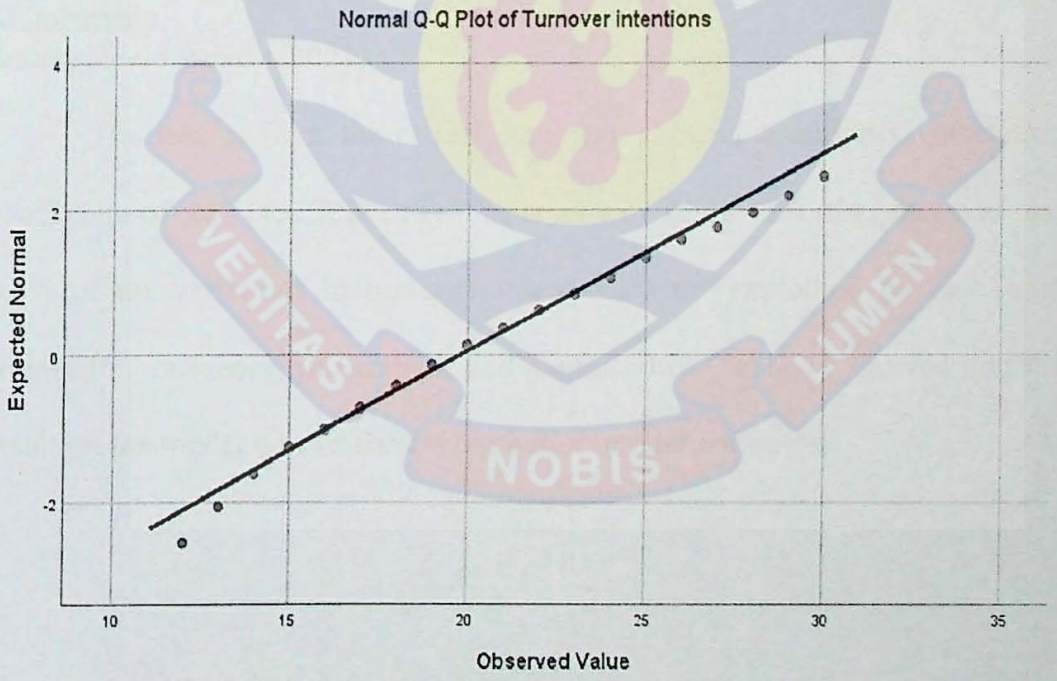


Figure 5: Normal Q-Q Plot of Turnover Intentions

The Q-Q plot showed in Figure 5 revealed that the data points are closer to the regression line. This depicted that the residuals for the turnover intentions

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

(dependent variable) were normally distributed; hence, the normality assumption was satisfied. The analysis in Table 11 indicated that the autocorrelation assumption was not violated since Durbin-Watson test yielded an estimate of 1.807, which fell within the range of 1.5 and 2.5 (Table 11). Also, all the VIF estimates were below 2.5. This suggested that the multicollinearity assumption was satisfied. The detail results of the overall model were presented in Table 11.

Table 11 - *Model Summary of Psychological Sense of Community Predicting Turnover Intentions among Public CoE Tutors*

Model	R	R Square	Adjusted R Square	VIF range	Durbin-Watson
1	.262	.068	.055	1.15-1.319	1.807

a. Dependent Variable: Turnover intentions
b. Predictors: (Constant), Emotional connection, Influence, Integration, Membership
Source: Field survey (2021)

The results from the model summary showed a multiple correlation coefficient of .262 (see Table 11). The results in Table 11 further revealed that 6.8% of the variations in turnover intentions were explained by emotional connection, influence, integration, and membership. Table 11 showed that the result on the model was fit for the regression model conducted.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 12 - *ANOVA Test for Psychological Sense of Community Predicting Turnover Intentions among Public CoE Tutors*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	259.389	4	64.847	5.032	.001[b]
	Residual	3530.833	275	12.886		
	Total	**3790.222**	**279**			

a. Dependent Variable: Turnover Intention

b. Predictors: (Constant), Emotional connection, Influence, Integration, Membership

Source: Field survey (2021)

The results in Table 12 showed a statistically significant relationship model, $F(4, 275)=5.032$, $p=.001$, with emotional connection, influence, integration, and membership as predictors and turnover intentions as a criterion variable. Table 13 provided more information with regard to the contribution of each of the predictor variables to the criterion variables.

Table 13 - *Coefficients of Psychological Sense of Community Predicting Turnover Intentions among Public CoE Tutors*

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.803	1.528		13.612	.000
	Integration	-.322	.143	-.162	-2.250	.025*
	Membership	-.072	.164	-.032	-.438	.661
	Influence	.292	.150	.131	1.944	.053
	Emotional connection	-.637	.164	-.311	-3.890	.000*

Criterion Variable: Turnover intentions R=.262; R^2=.068; *Significant, p<.05

Source: Field survey (2021)

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

The data in Table 13 revealed that emotional connection was the most significant and highest predictor of turnover intentions, (β=-.637, t=-3.890, p=.001). This was followed by integration, which negatively and significantly predicted turnover intentions (β=-.322, t=-2.250, p=.025). However, membership and influence did not significantly predict turnover intentions. The results imply that a unit increase in tutors' emotional connection will lead to a reduction of -.637 in tutors' turnover intentions, while a unit increase in tutors' integration will lead to a reduction of -.322 in tutors' turnover intentions.

Hypothesis 2 [a]

H_0: *Work attitude [(a) job satisfaction] do not predict turnover intentions of tutors in the public colleges of education in Ghana.*

H_1: *Work attitude [(a) job satisfaction] predict turnover intentions of tutors in the public colleges of education in Ghana.*

This hypothesis sought to find out whether job satisfaction predicts turnover intentions of tutors in the college of education in Ghana. The issue was addressed by conducting simple multiple regression analysis. While the criterion variable was turnover intentions, the predictors were communication, nature of work, promotion, supervision, rewards, pay, fringe benefits, co-workers, and operating conditions. Assumptions tested before the multiple regression were met. These included the normality, multicollinearity, and autocorrelation assumptions.

The analysis in Table 14 indicated that the autocorrelation assumption was not violated since Durbin-Watson test produced an estimate of 1.900, which fell within the range of 1.5 and 2.5. In addition, all the VIF estimates (1.341-1.609) were below 2.5. This explained that multicollinearity was low; thus, the

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

multicollinearity assumption has been satisfied. Table 14 gives details of the model summary.

Table 14 - *Model Summary of Job Satisfaction Predicting Turnover Intentions of Public College of Education Tutors*

Model	R	R Square	Adjusted R Square	VIF range	Durbin-Watson
1	.456	.208	.181	1.341-1.609	1.900

a. Dependent Variable: Turnover Intentions
b. Predictors: (Constant), Communication, Nature of Work, Promotion, Supervision, Reward, Pay, Fringe benefits, Co-workers, Operating Conditions
Source: Fields survey (2021)

As presented in Table 14, the model summary showed a multiple correlation coefficient of .456. The results further revealed that 20.8% of the variations in turnover intentions were explained by job satisfaction with communication, nature of work, promotion, supervision, reward pay, fringe benefits, co-workers, and operation conditions.

Table 15 - *ANOVA Test for Job Satisfaction Predicting Turnover Intentions of Public College of Education Tutors*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	787.598	9	87.511	7.840	.000[b]
	Residual	3002.624	270	11.162		
	Total	**3790.222**	**279**			

a. Dependent Variable: Turnover intentions
b. Predictors: (Constant), Communication, Nature of Work, Promotion, Supervision, Contingent reward, Pay, Fringe benefits, co-workers, Operation conditions
Source: Field survey (2021)

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

The results, as presented in Table 15 indicated a statistically significant model, $F(9, 270)=7.840$, $p=.001$, with communication, nature of work, promotion, supervision, reward, pay, fringe benefits, co-workers, and operation conditions as predictors and turnover intentions as a criterion variable. Table 16 showed contribution of each predictor.

Table 16 - *Coefficients of Job Satisfaction Predicting Turnover Intentions of Public College of Education Tutors*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.603	2.061		5.630	.000
Pay	-.016	.082	-.012	-2.197	.044*
Promotion	-.073	.067	-.064	-2.078	.042*
Supervision	-.249	.096	-.154	-2.597	.010*
Fringe benefits	-.144	.082	-.107	-2.075	.040*
Contingent reward	.128	.077	.108	2.061	.048*
Operation conditions	-.197	.066	-.199	-3.001	.003*
Co-workers	.031	.093	.020	2.031	.041*
Nature of Work	-.043	.078	-.033	-2.054	.045*
Communication	-.232	.079	-.185	-2.932	.004*

Criterion Variable: Turnover intentions $R=.456$; $R^2=.208$ *Significant, $p<.05$
Source: Field survey (2021)

The results in Table 16 revealed that operation condition was the most significant and highest predictor of turnover intentions, (β=-.199, t=-3.001, p=.003). This was followed by communication, which negatively and significantly predicted turnover intentions, (β=-.232, t=-2.932, p=.004). Supervision was the third significant predictor of turnover intentions (β=-.249, t=-2.597, p=.010). Pay followed supervision as the next significant predictor of turnover intentions (β=-.012, t=-2.197, p=.044). Promotion, fringe benefits, contingent rewards, co-workers, and the nature of work significantly

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

contributed to the turnover intentions of college of education tutors. The results imply that a unit increase in tutors' pay will reduce -.016 turnover intentions among tutors in the college of education. Similarly, an increase in promotion, supervision and fringe benefits will lead to a decrease of -.073, -.249 and -.144 respectively in tutors' turnover intentions in the colleges. In addition, a unit increase in operation conditions, nature of work and communication will reduce -.197, -.043 and -.232 respectively in tutors' turnover intentions. However, a unit increase in contingent reward and co-worker will increase .128 and .031 in tutors' turnover intention in the colleges.

Hypothesis 2 [b]

H_0: Work attitude [(b) commitment] do not predict turnover intentions of tutors in the public colleges of education in Ghana.

H_1: Work attitude [(b) commitment] predict turnover intentions of tutors in the public colleges of education in Ghana.

This hypothesis tested whether employee commitment can predict turnover intentions among tutors in the selected colleges of education in Ghana. A multiple regression analysis was performed to address this issue. The predictors were normative commitment, affective commitment, and continuance commitment. The criterion variable was turnover intentions. The analysis in Table 17 indicated that the autocorrelation assumption was not violated since the Durbin-Watson test generated an estimate of 1.699, which was within the range of 1.5 and 2.5. Furthermore, all the VIF estimates (1.423-1.978) were less than 2.5. This proposed that multicollinearity was low, and thus, the multicollinearity assumption was satisfied. Detailed results of the overall model are presented in Table 17.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 17 - *Model Summary of Commitment Predicting Turnover Intentions of Public College of Education Tutors*

Model	R	R Square	Adjusted R Square	VIF range	Durbin-Watson
1	.387	.150	.141	1.423-1.978	1.699

a. Dependent Variable: Turnover intentions
b. Predictors: (Constant), Normative commitment, Affective commitment, Continuance commitment
Source: Field survey (2021)

The results from the model summary showed a multiple correlation coefficient of .387 (see Table 17). The results in Table 17 further revealed that about 15% of the variation in turnover intentions was explained by normative, affective, and continuance commitment.

Table 17 shows the model fit for the regression model conducted.

Table 18 - *ANOVA Test for Commitment Predicting Turnover Intentions of Public College of Education Tutors*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	568.352	3	189.451	16.170	.000[b]
	Residual	3221.870	276	11.716		
	Total	**3790.222**	**279**			

a. Dependent Variable: Turnover intentions
Predictors: (Constant), Normative commitment, Affective commitment, Continuance commitment
Source: Field survey (2021)

The results in Table 18 showed a statistically significant model, $F(3, 276)=16.170$, $p=.001$, with normative commitment, affective commitment and continuance commitment as predictor variables to the criterion variable.

Table 19 provided more information regarding the contribution of each predictor variable to the criterion variable.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 19 - *Coefficients of Commitment Predicting Turnover Intentions of Public College of Education Tutors*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.362	1.223		14.190	.000
Affective	-.169	.044	-.233	-3.858	.000*
Continuance	-.096	.032	-.195	-3.003	.003*
Normative	-.123	.027	-.271	-4.493	.000*

Criterion Variable: Turnover intentions R=.387; R2=.150 *Significant, p<.05
Source: Field survey (2021)

The analysis in Table 19 revealed that normative commitment was the most significant and greatest predictor of turnover intentions, (β=-.123, t=-4.493, p=.001). This was followed by affective commitment, which was significant but negative predictor of turnover intentions, (β=-.169, t=-3.858, p=.001). Continuance commitment was the least significant predictor of turnover intentions, (β=-.096, t=-3.003, p=.003). The results imply that an increase each in affective commitment, continuance commitment, and normative commitment will respectively reduce -.169, -.096 and -.123 in tutors' turnover intentions in the colleges of education.

Hypothesis 3

H_0: ***Technological pedagogy do not predict turnover intentions of tutors in the public colleges of education in Ghana.***

H_1: ***Technological pedagogy predict turnover intentions of tutors in the public colleges of education in Ghana.***

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

This hypothesis intended to find out whether technological pedagogy can predict turnover intentions among tutors in the college of education in Ghana. The simple multiple regression analysis was conducted to address this hypothesis. The predictor was technological pedagogy whereas turnover intentions was the criterion variable.

The analysis in Table 20 indicated that the autocorrelation assumption was not violated since the Durbin-Watson test yielded an estimate of 1.832, which fell within the range of 1.5 and 2.5. Therefore, the result on the model was fit for the regression model conducted. Table 20 presents the details of this results.

Table 20 - *Model Summary of Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.128	.016	.013	3.669	1.832

a. Dependent Variable

b. Predictor: (Constant), Technological pedagogy

Source: Field survey (2021)

The results from the model summary showed a multiple correlation coefficient of .128 (see Table 20). The results further revealed that the technological pedagogy explained 1.6% of the variations in turnover intentions. Table 20 also shows the results on the model fit for the regression model conducted.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 21 - *ANOVA Test for Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	61.730	1	61.730	4.586	.033[b]
	Residual	3728.492	278	13.460		
	Total	**3790.222**	**279**			

a. Dependent Variable: Turnover intentions
b. Predictor: (Constant), technological pedagogy
Source: Field survey (2021)

The results discovered a statistically significant model, $F(1, 278)=4.586$, $p=.001$ with technological pedagogy as predictor variable and turnover intentions as a criterion variable (see Table 21). Table 22 gives more information regarding the contribution of each of the predictor variable to the criterion variable.

Table 22 - *Coefficients of Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.083	1.739		9.247	.000
	Technological pedagogy	.106	.049	.128	2.142	.033*

Dependent Variable: Turnover Intentions R=.128; R^2=.016; *Significant, p<.05
Source: Field survey (2021)

Table 22 provides information about the effect of technological pedagogy on turnover intentions. The unstandardized coefficient for technological pedagogy is .106, which indicated the extent to which turnover

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

intentions is predicted by technological pedagogy. By examining the Beta coefficient, it can be noted that technological pedagogy is an obvious predictor of tutor's turnover intentions. The data in Table 22 revealed that technological pedagogy was a significant predictor of turnover intentions, (β=.106, t=2.142, p=.033). The result implies that a unit increase in technological pedagogy will lead to a unit increase of .106 in tutors' turnover intentions.

Hypothesis Four

H_0: ***(a) Psychological sense of community, (b) job satisfaction, (c) commitment, and (d) technological pedagogy will no significantly predict turnover intentions of tutors in the public colleges of education.***

H_1: ***(a) Psychological sense of community, (b) job satisfaction, (c) commitment, and (d) technological pedagogy will significantly predict turnover intentions of tutors in the public colleges of education.***

This hypothesis sought to find out whether there will be varied predictive ability of psychological sense of community, job satisfaction, commitment and technological pedagogy of tutors' turnover intentions. The aim of this hypothesis testing was to find out which independent variable predicts more turnover intentions of tutors in the college of education. The issue was addressed by conducting multiple regression analysis. The predictor variables were psychological sense of community, job satisfaction, commitment and technological pedagogy while the criterion variable was turnover intentions. Assumptions such as normality, multicolinearity and autocorrelation were tested and met before the multiple regression analysis.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

The analysis in Table 23 showed that the autocorrelation assumption was not violated because Durbin-Watson test an estimate of 1.825 and this fell within the range of 1.5 to 2.5. Moreover, the VIF estimates ranged from 1.152 - 1.319 which were all below 2.5. This clarified that multicollinearity was low, therefore, this satisfied multicollinearity assumption. Details of the model summary are presented in Table 23.

Table 23: *Model Summary of Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions of Public College of Education Tutors*

Model	R	R Square	Adjusted R Square	VIF range	Durbin-Watson
1	.342	.117	.104	1.152-1.319	1.825

a. Dependent Variable: Turnover Intentions
b. Predictors: (Constant), Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy

Source: Field survey (2021)

Table 23 showed a multiple correlation coefficient of .342 in the model summary. The results further showed that 11.7% of the variation in turnover intentions were explained by psychological sense of community, job satisfaction, commitment and technological pedagogy. Table 24 produced the results on the model fit for the regression model conducted.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Table 24 - *ANOVA Test for Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions Among Public CoE Tutors*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	443.845	4	110.961	9.085	.000
	Residual	3346.377	275	12.213		
	Total	**3790.222**	**279**			

a. Dependent Variable: Turnover Intentions
b. Predictors: (Constant), Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy
Source: Field survey (2021)

Table 24 presented a statistically significant model, $F(4, 275)=9.085$, $p=.001$, with a psychological sense of community, job satisfaction, commitment and technological pedagogy as predictor variables. The contribution of each predictor to the turnover intention as a criterion variable has been presented in Table 25.

Table 25- *Coefficients of Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions of Tutors in the Public Colleges of Education*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.430	2.507		3.762	.000
Psychological Sense of Community	-.132	.044	-.192	-2.980	.003*
Job Satisfaction	.078	.016	.298	4.770	.000*
Commitment	.165	.072	.118	2.282	.027*
Technological Pedagogy	.127	.051	.153	2.519	.012*

Criterion Variable: Turnover intentions R=.342; R^2=.117 *Significant, p<.05
Source: Field survey (2021)

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

The analysis in Table 25 showed that job satisfaction was the most significant predictor of turnover intentions (β=.298, t=-4.770, p=.001). This was followed by a psychological sense of community, which was a significant but negative predictor of turnover intentions (β=-.192, t=-2.980, p=.001). Technological pedagogy was shown to be the third significant predictor of turnover intentions (β=.153, t=2.519, p=.003). Commitment was the least significant predictor of turnover intentions (β=.118, t=2.282, p=.027). The results imply that job satisfaction will increase .298 in tutors' turnover intentions in the colleges of education. Also, a unit increase in the psychological sense of community will reduce -2.980 of tutors' turnover intentions in college education. The results on technological pedagogy and commitment imply that an increase in technological pedagogy and commitment will respectively increase .153 and .118 in tutors' turnover intentions in the colleges of education.

Discussion of Findings

The purpose of this section is to discuss the findings of the research question and hypotheses formulated for the study.

Level of Psychological Sense of Community of Public College of Education Tutors in Ghana

One of the research question concerns finding out the level of psychological sense of community among college of education tutors. The study revealed that tutors had high psychological sense of community (PSoC) in the College of Education. All four dimensions of PSoC confirmed this with shared-emotional connections being the highest, followed by membership, influence, integration, and fulfilment of needs. The result can be explained that tutors feel

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

for each other and the college at large, where they believe that each tutors' needs will be met through their commitment of being together. It also suggests that tutors are emotionally attached to their colleges of education and see themselves responsible for their duties.

Considering the individual dimensions of PSoC, the high emotionally tutors are likely to offer help among themselves and to the college they are working to realise individual tutors' dreams and aspirations. Because the tutors had high sense of community, tutors are likely to share challenging issues at work for success. Influence dimension was also found as high in determining tutors' level of PSoC. This suggests that the tutors' views are considered in decision making in the college, which may have relative influence on what the college does as an educational institution and receive some degree of reinforcement from the environment within which they work. The high level of psychological sense of community can also explain that tutors were emotionally attached to the colleges and greatly influenced the college's activities. Given that the tutors' psychological sense of community was high, as presented in this study, the findings clearly reflect the postulations of McMillan and Chavis (1986) theory of psychological sense of community. They explained that members in a group or association (in this study, institution) may feel part of a group or association, where members matter to each other and the group, and have confidence that the group's commitment will fulfil the members' needs.

Empirical evidence on the low or high PSoC of tutors has been provided by a number of researchers, including Kirkhus (2011), Cannata (2007), Ditzel (2017), and Vanover (2014). This study's findings corroborate those of Ditzel and Vanover, who also found that one group within an organisation had a strong

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

sense of community due to financial incentives, while another group within the same organisation had a weaker psychological sense of community. In most organisations, different departments receive different bonus structures and other perks. With the more financial incentive, tutors are more likely to report a strong psychological sense of community, shedding light on the issue at hand. A low psychological sense of community was also found among elementary school teachers by Kirkhus (2010), in contrast to the current study's finding of a high sense of community among college tutors. Possible explanations for the discrepancy between the present study and Kirkhus's (ibid) include a larger sample size and a lower socioeconomic status distribution among the student body.

What might have caused the differences among the findings of Ditzel, Kirkhus and the current finding seem to be differences in incentives Ditzel used to determine the level of psychological sense of community and large school enrolment by Kirkhus. However, the high level of psychological sense of community found in this study appears to be prestige attached to teaching in the college of education. Because, the socio-cultural environment recognises tutors in the college as tertiary educators.

Level of Job Satisfaction of Public College of Education Tutors

With regard to tutors' level of job satisfaction, the findings revealed that tutors in the colleges were highly satisfied with their job. This finding supports that of Ansah-Hughes who found high job satisfaction of teachers towards their profession in Bono-Ahafo region of Ghana. However, the finding contradicts with the findings of Addai et al (2018) who found a low levels of secondary school teachers in Offinso South District. The difference in the result might be

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

attributed to different levels of institutions that come with differing service conditions. From the study, since co-worker, an indicator of job satisfaction, yielded a high level of job satisfaction, it can be deduced that tutors' satisfaction could result from a healthy rapport with colleague tutors and their supervisors. The finding on a co-worker, determining the level of tutors' job satisfaction in this study, supports that of Alemi (2014), who found teachers to be very satisfied with their work and relationship with co-workers. With respect to pay, though it was found among the high determinants of tutors' job satisfaction, it appeared to be the least. This implies that tutors do not appreciate their pay so much as compared to the other determinants of job satisfaction. This finding supported Cobbold and Asamani (2015) who contended that issues on pay had been a common cause of several industrial actions and teacher attrition at the educational front in Ghana. From the finding, tutors seem to perceive their pay to be low and this could be tutors who have not been placed on the expected ranks, especially tutors with Ph.D. and M.Phil.

Unlike co-worker and pay among other determinants that were found to be, the findings of tutors' promotion and communication regarding job satisfaction were low. The low satisfaction of tutors' promotions might be attributed to no advancement of the tutors' career or delay in the process of their promotion, strict requirements such as at least two publications, and four years of service before one qualifies for promotion to mention a few. The dissatisfaction of tutors in terms of promotion might also be attributed to the fact that some tutors think they have served more than five years and have still not received their promotion, but Luthans (2011) maintained that teachers would be more satisfied if their promotion depended on work performance than

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

being promoted based on seniority. Further finding on the job satisfaction level of tutors revealed that tutors' job satisfaction in communication in the colleges was low. By implication, the dissatisfaction with the communication system by tutors can lower morale and motivation to perform well, leading to a less productive workforce. It can also impact time-delivery of responsibility if information for tutors is not well communicated on time. Again, tutors will be more satisfied if information that guides their work is communicated to them on time.

In general, the current study's findings are consistent with Singh (2015), who reported that teachers from both professional and non-professional institutions had a high levels of job satisfaction, but non-professional college teachers had an advantage in communication, remuneration, and promotion over professional college teachers.

Tutors' Level of Commitment in the Public College of Education in Ghana

Again, the research question formulated for this investigation was to determine the level of college of education tutors' commitment to their work. Evidence from the analysed data showed that tutors' commitment to their work was high. Comparatively, the results indicated that normative commitment was the highest, followed by continuance and affective commitment. What these findings suggest, in essence, is that tutors seem to feel devoted to their job and the college they belong to base on their observations of the associated costs the colleges may incur when they quit. It can further be posited that tutors who were normatively committed appear to feel that leaving the college would have dire consequences for the college. The findings presented here seem to support the study of Abdu and Nzilano (2018), who revealed that for one to quit, his job

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

may cost the organisation because it causes a relative lack of available alternatives as a substitutes for the organisation.

Moreover, the revelation of tutors' expression of high job satisfaction with the work conditions and supervision towards teaching may have motivated them to be highly committed to their job. The reason is that the use of effective and explicit instruction on the side of supervisors and effective management practices, motivates employees to be highly committed to the betterment of themselves and the organisation (Andrew, 2017). The high continuance commitment among the tutors relates to how much they need to stay at their colleges because when they leave their college, they may not get better opportunities elsewhere compared to what they are probably enjoying currently. This confirms the result of Beck and Wilson (2000), who found that employee attachment and connection to his or her organisation are based on an assessment of financial incentives. Furthermore, the high affective commitment of tutors could be that tutors identified themselves with the college's goals felt that they fit into the college and were satisfied with their work. Specific to the current study, the finding confirmed the finding of Huang and Vliert (2004) who found that the high affective commitment of employees made them attach themselves their organisation even if they were not happy with the values and goals of the institution.

Level of Tutors' Technological Pedagogy in the Public Colleges of Education in Ghana

The research question also sought to determine the level of technological pedagogy among college tutors in the college of education. Though the present study's findings revealed that some tutors had high technological pedagogy,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

most possessed a low levels of technological pedagogy. Presumably, the finding of the study showed that a greater percentage of tutors lack or have difficulty using ICT tools in teaching and learning. With this level of knowledge and skill in ICT of the tutors, it is a clear that tutors will hardly expose students to the use of ICT tools to search for electronic information. If this continues for a long, the tutors will restrict their pedagogy to textbooks and syllabi.

This finding supports the observation made by Becta (2004), who noted that the most common cause of teachers' low knowledge and difficulty in using ICT to facilitate lessons include lack of competence and confidence of the teacher, and their resistance and negative attitude to change. Beggs (2000) claims facilitators lack confidence because they are afraid of making mistakes when using technology. This study's findings are consistent with those of Balanskat, wherein researchers Blamire and Kefala (2006) found that teachers' limited knowledge of ICT made them nervous about using it in classroom settings.

The findings presented in this study confirmed the findings of a previous study (e.g., Adeyinka, 1989), which found the knowledge level of history teachers to be low because teachers claimed not to be comfortable with the use of technological aids such as computers or laptops, projectors, film and film strips among others to teach History. Again, the result of the study is synonymous with the findings of Yidana (2007), who explored teachers' abilities to adopt technology for pedagogical purposes. The findings of Yidana's work revealed that fifty percent of the teachers possessed low technological knowledge, thirty-six percent of them were also average technology users, whereas fourteen percent of the teachers were high users of technology. The

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

study's result gives the impression that facilitators who do not believe themselves as well qualified to integrate ICT into teaching are hesitant to use it in front of their students, who may know more than they do.

Tutors' Level of Turnover Intentions in the Public Colleges of Education in Ghana

This section of the research question sought to measure the level of tutors' turnover intentions in college education. Analysis of data on tutors' turnover intentions revealed that most the tutors had high turnover intentions, whereas hem had low turnover intentions. This suggests that few tutors would wish to be with the college and continue the job while the majority of them have the idea of quitting their job, which could be dependent on them getting better opportunities elsewhere. Several studies reported that employees with high turnover intentions are dissatisfied with either the supervision, conditions of their work, or salary, to mention a few. Also, the finding of this study concerning turnover intentions appears to support Raymond (2018), who found out that when teachers are denied professional recognition and respect, loaded with responsibilities, they turn to have high turnover intentions. It should not be surprising that high turnover intentions may cause absenteeism, lateness, neglect of other duties, just to mention a few.

Currently, the turnover intentions among tutors have raised issues in the News Desk of collages of education weekly journal report, and these give enough evidence to confirm this study's finding. The report revealed that as of May 2021, over 140 tutors across the 46 public colleges of education had left the colleges to seek greener pastures at the technical and mainstream universities in the country after completion of their Ph.D. studies or at advanced

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

stages of their programmes of study (College of Education Journal News Desk, June 2021). This presumes that the situation, if not curtailed, may result in veteran and experienced tutors resigning from the colleges of education in Ghana, as investigations by the News Desk further revealed that, on average, 40% of college tutors are on doctoral programmes. Thus, these tutors are likely to leave upon completion. High turnover intentions of tutors may be explained as tutors' means of expressing their dissatisfaction with salary, conditions of service and the like. It was declared in the report that the number one reason leading to a high rate of attrition is the poor condition of service (College of Education Weekly Journal, June 2021).

Furthermore, the study's findings are in support of the available statistics from the College of Education Tutors Association (CETAG) that the colleges have lost between seven to ten percent of tutors to other analogous tertiary institutions, especially the traditional universities 2016 to date (College of Education Weekly Journal, June 2021). Between September 2020 and June 2021, the principals of colleges of education indicated that, on average, three tutors from each college had left the college of education to take up appointments, in most cases, as Assistant Lecturers in Universities in Ghana (College of Education Weekly Journal, June 2021). This suggests that within one academic year, as many as 138 tutors had left the Colleges, even though these tutors had been given opportunities to pursue further studies as required by the Harmonised Status for College of Education. The new educational reform at the CoE has advanced the requirements of the staff; hence, capacity building of the teaching staff is key to the successful implementation of the programme.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Therefore, there is a need for enhancement of the conditions of service to teach at the college.

Tutors' Psychological Sense of Community and Turnover Intentions

One of the objectives of this study was to find out whether or not college tutors' psychological sense of community predicted their turnover intentions. The study revealed that among the dimensions of psychological sense of community, shared emotional connection and integration and fulfilment needs negatively and significantly predicted tutors' turnover intentions but membership and influence did not predict tutors' turnover intentions. The shared emotional connection being significant means that if tutors' emotional attachment to their colleges increases, their turnover intentions in the colleges will reduce. Considering the definition of shared emotional connection, where members belief that they will continue to share similar experiences, events and time (McMillan & Chavis, 1986), there can be events or activities that will bring frequent interaction among the tutors and regulators (i.e., GTEC and MoE) or tutors and the college council to strengthen the emotional connection of tutors with their colleges. This is because the more constructive relationship between the tutors and regulators and the college council, the greater their commitment to the college, thereby reducing their turnover intentions. Per the results, the tutors are not ready to leave the college if they are emotionally connected to the college. The emotional connection predicting turnover intentions could also be anger resulting from frustration and interpersonal conflicts with their bosses or co-workers. This is because tutors seem to get support and a source of joy from the interactions they have with their colleagues. Therefore, if there is no healthy relationship among the tutors to warrant such joy and support, tutors may not

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

feel emotionally connected to their colleges, and when they get opportunities elsewhere, they will leave.

This finding appears to confirm the principles of the psychological sense of community theory by McMillan and Chavis (1986), who posited that members of an association or institution matter to each other and have confidence that the group could meet their needs.

Furthermore, the integration and fulfilment needs negatively predicted turnover intentions among the college tutors significantly. This could be explained by the fact that if tutors' integration and fulfilment needs is increased, their turnover intentions in the colleges will reduce. The integration and fulfilment need means reinforcement, termed by McMillan and Chavis as person-environment fit. The finding explains that their expectations will be met if the tutors do not perceive themselves as fitting the college community. This is likely to develop their intent to leave the college since there is no reinforcement. Probably, individual tutors do not get any support from colleagues to meet their needs. For example, since promotion in the colleges now depends on publications, tutors with limited skill in publishing may wish to seek assistance from their counterparts; however, when they do not get this help, they might think there is no togetherness or teamwork for success to benefit all, leading to their intentions to turnover. The finding here seems to confirm McMillan and Chavis (1986) theorising that a psychological sense of community within group members motivates them to find better ways of helping each other to meet their needs. The finding of this study accords with that of McCole *et al.* (2012), who found a strong significant correlation between the employees' sense of community on year-to-year retention of employees.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Further, the study showed that membership and influence contributed to tutors' turnover intentions but were insignificant. This could be because membership and influence are less effective in predicting the turnover intentions of tutors in the context of colleges of education.

Tutors' Job Satisfaction and Turnover Intentions

The hypothesis aimed to find out if the job satisfaction of tutors could predict their turnover intentions in the colleges of education. This was done by testing the influence that each determinant of job satisfaction has on turnover intentions. The study revealed a statistically significant relationship between job satisfaction and turnover intentions among college of education tutors in Ghana. This finding supported that of Addai et al. (2018), who found job satisfaction as a predictor of turnover intentions among teachers in the Offinso South District. Likewise, the findings confirmed that of Shah and Jumani (2015), whose study revealed that teachers' turnover intentions could be predicted by job satisfaction. Furthermore, the finding from this study is in line with the finding of Ansah-Hughes, who found teachers with high job satisfaction and still had intentions to leave the service.

Specifically, the study revealed that pay significantly and negatively predicted turnover intentions. The result describes that as tutors pay increases, their turnover intentions decrease and vice versa. The low pay for tutors can adversely affect their job performance. When tutors are underpaid, their classroom interaction with learners reduces. As a result, low pay given to tutors hinders achieving the expectations of their educational goals in the colleges. The finding of this study is related to that of Cobbold and Asamani (2015). They found that low pay has been among the common determinants of the high

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

turnover rate, and this has been the cause of several industrial actions and teacher attrition on the educational front in Ghana.

Furthermore, the promotion of tutors significantly and negatively predicted tutors' turnover intentions. By implication, when tutors are promoted according to the appropriate periods, they are likely not to withdraw their services or try not to exit their current job for a more promotion-oriented job. The finding appears not to be surprising because every worker or employee, in one way or another other, yearns for progress in the job. Job progression in Ghana, for instance, is firmly associated with one's promotion. The promotion of workers comes along with benefits to the employees, which they may be appreciated; as a direct consequence, they will be motivated to work assiduously for the general progress of the institutions they work for. Malik, Danish and Munir (2012) investigated the effect of job satisfaction in terms of promotion and pay on the turnover intentions of teachers in Pakistan higher education institutes. The findings showed that pay and promotion predicted turnover intentions. Additionally, the study revealed that pay predicted turnover intentions more than promotion.

Also, the study revealed that supervision significantly and negatively predicted tutors' turnover intentions. The finding implies that supervisors who show interest in their subordinates' work output can help to prevent the workers from leaving their current jobs. Supervision in itself is an integral part of any serious business or institution. However, supervision should be done in such a way that every member of the group is brought on board without infringing on their rights and liberties. As supervisors realise that they are part of the process,

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

they go in line with those they supervise, and in the long run, the supervisee assumes they are respected and cherished by the supervisor.

In some ways, the results of the current study corroborate those of Mbaso and Dlamini (2017). They used faculty as their research sample and looked at how salary and benefits affected job satisfaction and intentions to leave. Their research showed that higher pay was associated with greater job satisfaction among academic staff, while they found no correlation between perks and reduced turnover. This study's results corroborated those of Hina, Zamir, and Nudrat (2014). They concluded that extra perks played a major role in predicting whether or not an employee would leave their current position.

The study also found that operational conditions, which include work ethics and protocols, were a significant and negative predictor of tutors' turnover intentions. Both external and internal operating conditions can be used. There are external requirements, like the minimum number of hours a tutor must work per week, and internal requirements, which are unique to each institution. In this way, if teachers have a positive view of the workplace, they will be less likely to consider leaving their positions. Also, universities are less likely to lose tutors if they provide desirable working conditions.

While operation conditions, among others, significantly and negatively predicted tutors' turnover intentions, co-workers significantly and positively predicted tutors' turnover intentions. This suggests that unaccommodating co-worker relationships might lead tutors to exit their current jobs because their colleagues might not be on level terms with them. These findings are related to the findings of Ansah-Hughes (2016), whose study showed that the majority of the teachers perceived teaching as their ideal profession, but they had the

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

intention to change their profession due to poor conditions of service, pay and insecurity in the profession. Likewise, the current study's finding confirmed the results of Alemi (2014), who sought to find out the level of job satisfaction among teacher educators. The study revealed that the majority (85%) of the teachers were very satisfied with the job itself and their relationship with co-workers. Thus, there is less likelihood for the teachers to have turnover intentions.

Additionally, the study revealed that the nature of the job significantly and negatively predicted tutors' turnover intentions. As the job specification and description favour tutors, they will have the desire to remain than leave. By implication, jobs with clear and understandable descriptions and specifications will likely entice workers to remain in college because they may find the job meaningful, appropriate and satisfying. The present study validates the findings of Paulik (2012), who revealed that job satisfaction among teachers is significantly related to the nature of work and conditions of service. More so, in Sri Lanka, it was revealed that work significantly influences information technology teachers' turnover intentions (Hettiarachchi, 2014).

With regard to communication as a determinant of job satisfaction, the study revealed that communication significantly and negatively predicted turnover intentions. This signifies that a good communication rapport will influence employees to stay on the job. Communication is an important component in every organisation in that it serves as a medium for sharing ideas and information. This current finding is related to the finding of Ibad (2019), whose study showed a significant relationship between lecturers' satisfaction with communication and turnover intentions. Likewise, the finding of the

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

current study corroborates the results of Raina and Roebuck's (2016) study, where good downward communication was significantly related to teachers' job satisfaction and turnover intentions.

Further, the finding presented here accords with the findings of earlier researchers (e.g., Perrachione, Petersen & Rosser, 2008) in terms of the composite factor (i.e., not the individual determinants) and turnover intentions. For instance, Perrachione, Petersen and Rosser (2008) found a significant relationship between job satisfaction and turnover intentions among teachers. Again, the current study's findings are in relation to the findings of Adeyemo and Afolabi (2007), Bond (2013) and Addai *et al.* (2018), whose studies revealed that job satisfaction significantly and negatively correlated with turnover intentions among teachers. Similarly, the current study's finding relates to the findings of Singh (2015), who found a significant and negative relationship between job satisfaction and turnover intentions among college teachers of both professional and non-professional institutions in Punjab.

Relating the results of this hypothesis to the theories underpinning the current study, with a focus on job satisfaction, specifically equity and expectancy theories by Vroom and Adams (1965), respectively, the significant effect of job satisfaction on turnover intentions among tutors may also be inequity perceived by the tutors after comparing themselves with colleagues in other institutions such as the technical universities and mainstream universities. That is, when they consider that they perform the same task just as their colleagues in the other institutions but do not receive the same conditions of service, they begin to develop the intention to turn over from their current workplace and join the other institutions which have better conditions of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

service. Therefore, if tutors of colleges of education are also considered tertiary educators, then they should be given equal treatment as their counterparts in technical universities and mainstream universities.

Likewise, from the explanations of the equity and expectancy theories by Adams (1965) and Vroom (1964), respectively, it can be inferred that the tutors are motivated by fairness and that it motivates them to work harder so that they can earn equivalent rewards. The theories bring to our understanding that in an instance where there is a mismatch between the effort and services rendered by tutors and what they get in return, they will have turnover intentions. It can further be deduced from the results that the extent to which tutors are satisfied in the colleges as members of tertiary institution can influence them to either stay or leave the college of education. It is not surprising that 140 tutors across the 46 Colleges of Education have left for either the technical universities or the mainstream universities (College of Education Weekly Journal, 2021). This can be explained by the fact that if the regulatory bodies such as the Ministry of Education and Ghana Tertiary Education Commission of tertiary institutions do not consider college tutors as members of tertiary educators, the switch of tutors from college to mainstream universities will continue unabated. This is so because tutors in the colleges see themselves as having equal potential to be in any of the mainstream universities. So, it is important that tutors are giving attentive and motivated by giving them allowances due them in order for them to stay in college. By so doing, it enables the colleges to have an adequate capacity building of staff for the successful implementation of the new four-year Bachelor of Education (B.Ed.) degree programme. This implies that motivation to work is grounded on people's

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

perception of the relationship between success and results and that employees adjust their behaviour based on their estimates of the expected outcome. In this regard, tutors will feel part of the teaching fraternity and will be ready to stay in the college and work to improve performance.

The findings from all the determinants of job satisfaction significantly predicted tutors' turnover intentions. These findings suggest that there is a high possibility for college tutors to remain and work in the colleges if they are paid accordingly to meet their expectations. This situation is not different in the colleges of education in Ghana. This is because PRINCOFs take on attrition rate in the colleges have witnessed the exit of 7%-10% of their teaching staff to either the technical universities or mainstream universities from September 2020 to June 2021. This is due to dissatisfaction with teaching in the colleges of education (College of Education Weekly Journal, 2021).

Commitment of Tutors and Turnover Intentions

One of the objectives of this study was to investigate if tutors' commitment could predict their turnover intentions in the colleges of education in Ghana. The findings showed that all the commitment dimensions significantly predicted tutors' turnover intentions in the colleges. Specifically, the results showed that normative commitment significantly and negatively predicted the turnover intentions of the college tutors. This means that if tutors' normative commitment increases, their turnover intentions will decrease. This explains that the more tutors feel responsible for their job, their turnover intentions will be reduced. This finding supports the normative aspect of the commitment model by Meyer and Allen (1997), who theorised that normative commitment relates to the extent an employee sees him or herself as obliged to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

stay with his organisation. Therefore, it can be explained from the finding that the extent to which tutors feel responsible for their jobs in the colleges of education reduces their intentions to leave the college. This implies that tutors who are normatively committed feel that leaving the college would have dire consequences on the students as well as the college, and these make them feel a sense of guilt about their intentions to turnover. This is because tutors feel they owe a great deal to their colleges, and their colleges deserve their loyalty. Sometimes, it is likely that tutors who are normatively committed to their job perform extra tasks like having a class with students besides the normal meeting hours.

The current finding is related to many previous studies (e.g., Irving, Coleman & Cooper, 1997; Schalk & van Rijckevorsel, 2007). For instance, Irving, Coleman and Cooper (1997) investigated the three types of commitment and turnover intentions using employees of regional Canadian governmental agencies. It was identified that normative commitment significantly and negatively predicted turnover intentions. Schalk and van Rijckevorsel (2007) also investigated the effect of normative commitment on turnover intentions in the Netherlands. They found out that, significantly, normative commitment negatively predicted turnover intention. Though the unit of analysis in their study was employees of a call centres in an insurance companies, their finding is still confirmed by the current study's result where tutors in the colleges of education were the unit of analysis. Indeed, the findings from Irving *et al.* (1997), Schalk and van Rijckevorsel (2007), as well as the current finding, give the impression that normative commitment is paramount irrespective of the institution.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

In addition, the present study showed that affective commitment significantly and negatively predicted tutors' turnover intentions. This signifies that when tutors have strong belief and acceptance of the goals and values of their college, they will not have intentions to leave the college; rather, they are willing to put extra effort into the roles assigned to them and desire to maintain their membership of the college. The finding seems not to be surprising because an employee who is affectively committed to his organisation may want to be with the organisation. This is because he/she believes his interactions with the organisation are consistent with the organisation's values and goals. Therefore, such employees feel emotionally attached to their job. The current finding confirms the finding of earlier researchers like Irving, Coleman and Cooper (1997), who found a significant effect of affective commitment on turnover intentions. The finding of this study is in line with a study conducted by Wang and Chen (2011), who found that affective commitment is significantly associated with turnover intentions.

Further, finding from the study revealed that continuance commitment significantly and negatively predicted turnover intentions among tutors in the colleges of education in Ghana. This implies that tutors' intentions to leave the college will be reduced after thinking about the costs and benefits involved in leaving the college. According to the commitment model by Allen and Meyer (1997), continuance commitment is about the cost and benefits that a worker associates with before consideration to leave the organisation. This means that tutors will be committed to their jobs if, after considering the costs and benefits of leaving the college, they realise that they do not stand the chance of benefitting if they leave. Irrelevance of the continuance commitment is based

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

on the social strength of the minds of the tutors. The current finding is consistent with the study of Irving, Coleman and Cooper (1997), whose finding showed that affective commitment is a significant predictor of turnover intentions. Also, the finding supports that of Guntur *et al.* (2012), who observed that affective commitment is a significant influence on turnover intentions among academic staff. However, the finding of this study regarding affective commitment as a predictor of turnover intentions contradicts the finding of earlier authors like Fuentes (2013) and Lew and Sarawak (2011), whose studies reported an influence of affective commitment on turnover intentions.

The findings from all the components of commitment revealed that the commitment of college tutors significantly and negatively affects their turnover intentions. The findings of this study can be explained that regardless of a particular type of commitment, college of education tutors' commitment should not be downplayed. This is in the sense that quality and experienced tutors can leave their current institution, and this can affect the achievement of the students due to a lack of commitment. Apart from the students suffering from the loss of quality and experienced tutors, the college management can also suffer because they might have spent money on recruiting and training such tutors. Evidence of this turnover intention is reported in the College of Education Weekly Journal (2021), where College Principals lamented at the Principals Conference (PRINCOF) that between September 2020 and June 2021, on average, three tutors from each college leave the college to take up appointments at the traditional Universities in Ghana. This is crucial because management at the colleges of education try to channel resources into training their staff via a series

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

of workshops; therefore, it becomes very unfortunate if these tutors who have received quality training leave the college.

The finding suggests that tutors who are committed to their profession are more likely to achieve greater levels of performance and make a significant contributions at work. Based on this, Huang and Vliert (2004) have proposed that tutors should be motivated to develop a strong commitment to their job to reduce their intentions to leave since employee commitment better explains their turnover intentions.

Technological Pedagogy of Tutors and Turnover Intentions

This hypothesis sought to test whether technological pedagogy can predict the turnover intentions of tutors in the colleges of education in Ghana. The study revealed that technological pedagogy significantly predicted tutors' turnover intentions in the colleges of education. The meaning of this finding is that when tutors' technological pedagogy is increased, their turnover intentions will also increase. This result suggests that colleges of education tutors who lack or possess low knowledge and skill in facilitating lessons with technology are more likely to leave the college. This group of tutors is likely to feel embarrassed in the classroom on lessons that deserve the aid of ICT tools, and if they not to continue to feel embarrassed in front of students and their colleagues, they may wish to leave the college and look for a job elsewhere. However, I consider this result quite surprising in that given this contemporary time, where technology is prevalent in the practices of most institutions and disciplines (see, for example, Twum *et al.*, 2021), I doubt whether tutors' low level of knowledge in integrating technology in their teaching will be the reason for the tutors to leave the college. My scepticism about the tutors' inability to

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

integrate technology in their teaching, leading to their turnover intentions, is grounded on my conviction that whichever employment they decide to do, their technological knowledge will still be a prerequisite. Therefore, in practice, their inability to incorporate technology in their teaching should not be the reason they may want to leave the college.

Despite this, the study's findings seemed consistent with those of similar studies. Adeyinka (1989) discovered, for example, that most educators don't experiment with ICT tools for teaching because they feel uneasy about their own inadequacy in this area. The facilitators' limited ICT knowledge may account for these results. This study's results also corroborate those of Yidana (2007), who investigated educators' familiarity with integrating technology into the classroom. He discovered that most educators were not particularly tech-savvy, and that only a minority of educators were heavy tech users. Oppong (2009) similarly reported that educators did not have access to ICT-focused resources like audio media when instructing students on historical topics.

Furthermore, this study's results corroborate teachers' beliefs about technology that have been uncovered in earlier research. Using technological tools like computers, projectors, and the Internet by teachers would be more advantageous, but they lacked basic skills in using the computers, as was found in an investigation of social studies teachers' perception of blending technology in teaching (e.g., Gulbahar & Guven, 2008). The results make sense if you consider the fact that teachers who are well-versed in technology are better able to incorporate it into their lessons and are less likely to leave the university. The current study's findings corroborate those of Mahlasela and Chinyamurindi (2020), who also found that technological factors are important predictors of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

employee turnover intentions. The majority of teachers in the current study agreed that technology helped them retrieve teaching and learning resources from the internet to improve teaching and learning, which is consistent with a finding by Buabeng-Andoh (2012).

Psychological Sense of Community, Job Satisfaction, Commitment and Technological Pedagogy Predicting Turnover Intentions among Tutors

One of the objectives set to guide this study was to determine whether or not a psychological sense of community, job satisfaction, commitment, and technological pedagogy among tutors would have varied predictions for their turnover intentions in the colleges of education. Moreover, this hypothesis was to find out the variable that contributed mostly to tutors turnover intentions in the colleges. The finding showed that all the variables were significant predictors of the turnover intentions of tutors but did not predict turnover intentions equally. Among the predictor variables, job satisfaction was the highest predictor of tutors' turnover intentions in the colleges of education in Ghana. Since job satisfaction was the greatest contributor to turnover intentions, it can be deduced that tutors are dissatisfied with their conditions of service at the colleges of education. The finding confirms the College of Education Weekly journal's report that seven to ten percent of college tutors had left the colleges from September, 2021, and also, three tutors from each college leave every academic year to the traditional and technical universities due to poor conditions of service for the college tutors. The finding also supports that of Ansah-Hughes (2016), who found that teachers perceived teaching as a good profession but still had turnover intentions as a result of poor conditions of service. Again, the finding is in line with the findings of Hovi-Makkonen

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

(2020), who found out that job satisfaction correlated with the willingness of employees to stay in the organisation's service. However, the finding contradicts the finding of Perrachione *et al.* (2008), who found teachers intentions to remain teaching to their satisfaction with the job.

Relating the finding to equity and expectancy theories, tutors do not see a fair balance between their effort and what they get. Thus, it can be argued that tutors' expectations are not realised after offering their services; hence, their dissatisfaction will make them have turnover intentions.

Observed Model

Based on the findings gathered from the study, an observed model was developed to guide theory and practice. This is presented in Figure 6 in a pictorial form for better appreciation.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

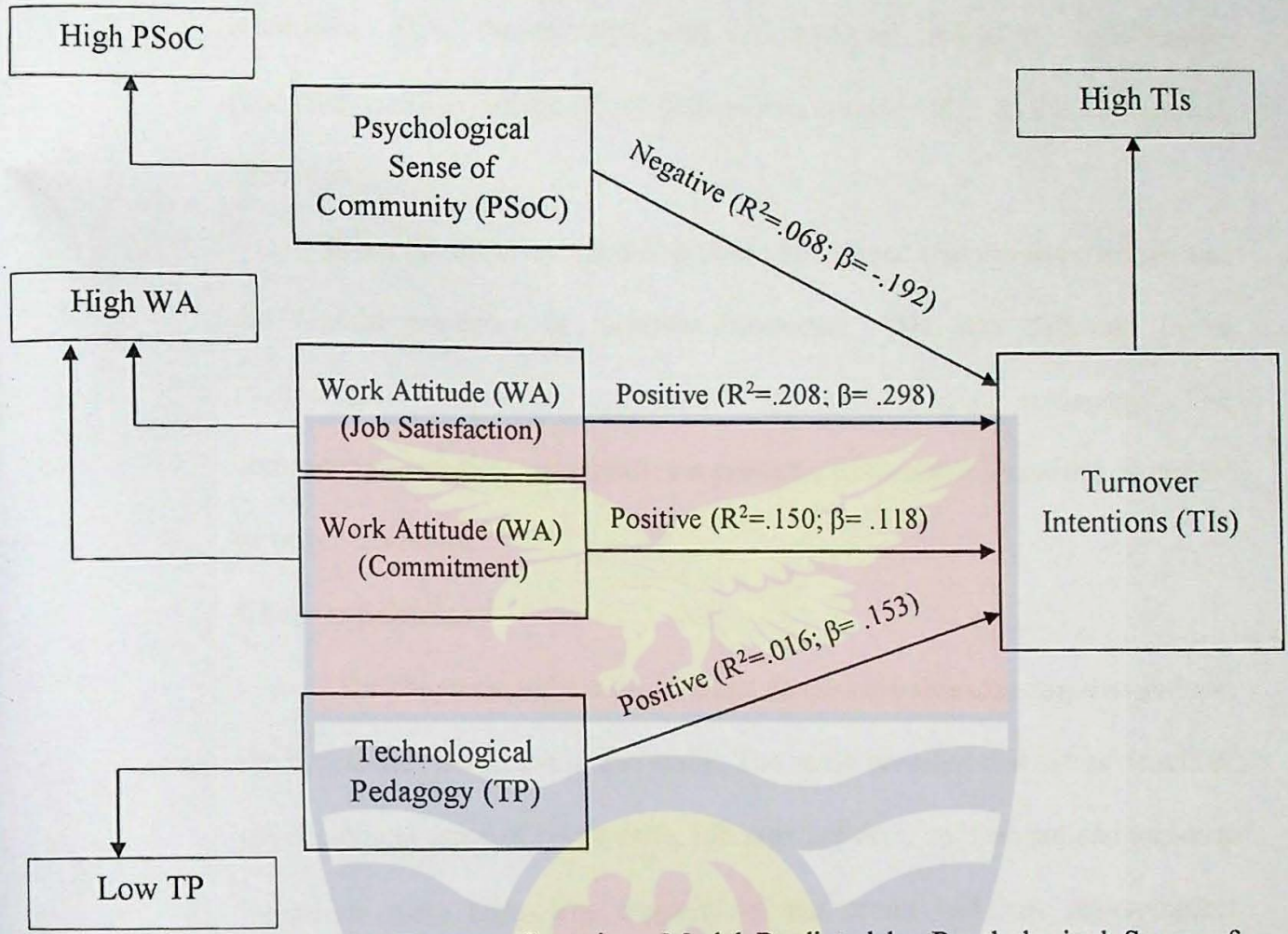


Figure 6: Turnover Intentions Model Predicted by Psychological Sense of Community, Job Satisfaction, Commitment, and Technological Pedagogy in the Colleges of Education

Source: Researcher's Model (2021)

Figure 6 represents an observed model based on the findings of the study. The figure depicts that tutors' psychological sense of community, job satisfaction, and commitment were high with moderate turnover intentions, whereas their technological pedagogy was low in the colleges. The tutors' levels of psychological sense of community, job satisfaction, commitment, and technological pedagogy predicted their turnover intentions in the colleges. The results reflect the observed model in Figure 6. The Figure shows that a high level of psychological sense of community negatively predicted turnover

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

intentions, high level of job satisfaction significantly predicted turnover intentions. Also, commitment and technological pedagogy significantly predicted turnover intentions of tutors and, respectively, in the colleges of education.

From the observed model, it could be noticed that job satisfaction was the highest predictor of turnover intentions. This was followed by a psychological sense of community and technological pedagogy. The commitment was the least significant predictor of turnover intentions of tutors' turnover intentions.

Chapter Summary

The chapter sought to analyse and discuss the research question and test the hypotheses presented in this study. The study revealed that tutors' levels of psychological sense of community, job satisfaction, commitment, and turnover intentions were high. The majority of the tutors had low technological pedagogy. The study further showed that a psychological sense of community, job satisfaction, commitment, and technological pedagogy were significant predictors of turnover intentions, with job satisfaction being the highest predictor.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The study examined how a psychological sense of community, job satisfaction, commitment, and technological pedagogy predicted turnover intentions among tutors in the colleges of education. A correlational research design was employed for the study, with the questionnaire being the main instrument for data collection. The study was guided by one research question and four hypotheses. A sample size of 298 college tutors was obtained through a multistage sampling approach (convenient, proportionate stratified and systematic sampling techniques). However, out of the 298 respondents, responses from 279 respondents were deemed fit and legible for data analysis. Data on the research question was analysed with descriptive statistics (frequencies, means and standard deviation), whereas inferential statistics (multiple regression) was adopted to test the hypotheses. This chapter presents a summary of findings and conclusions, and based on the conclusions, recommendations are provided to inform policy direction.

Summary of Key Findings

The study revealed that the level of psychological sense of community, job satisfaction, commitment and turnover intentions among the tutors were high, while their level of technological pedagogy was low in the colleges of education.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

In hypothesis one, the study revealed that the integration and emotional-connection dimensions of the psychological sense of community significantly predicted turnover intentions among college of education tutors negatively. Looking at these findings, it was evident that the psychological sense of the community of tutors predicted their turnover intentions.

The study revealed that turnover intentions of tutors in the colleges of education were significantly predicted by job satisfaction and commitment. Concerning hypothesis three, the study revealed that colleges of education tutors' technological pedagogy significantly predicted their turnover intentions.

Hypothesis four showed that the turnover intentions of tutors could be predicted by all the predictor variables. Comparatively, job satisfaction was found to be the highest predictor of turnover intentions of tutors, followed by a psychological sense of community, technological pedagogy and commitment being the least.

Conclusions

First of all, the study showed that tutors in the colleges of education in Ghana had a high level of psychological sense of community, job satisfaction, commitment and turnover intentions but low technological pedagogy. With a high level of tutors' psychological sense of community, it can be concluded that tutors have a high sense of belonging to the college and that they have a personal connections with colleague tutors and supervisors. Also, it presupposes that the tutors see themselves fit in the colleges.

In relation to a high level of tutors' job satisfaction, it suggests that college tutors are content with the interaction with their co-workers, the nature of their work, contingent reward and operating conditions in the colleges of

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

education. Therefore, dissatisfaction will set in if tutors are not pleased with the determinants of job satisfaction.

Regard to the high commitment level of college tutors, it implies that tutors in the colleges of education are emotionally attached to the work they do in the colleges and that they feel obliged to be with the college. It can also be inferred that when tutors are not passionate about their work in the college, they will be less committed to their tasks and other related activities in the college.

The high level of turnover intentions of the college tutors implies that the majority of the college of education tutors, especially the MPhil. and Ph.D. holders are likely to leave the college to either join the mainstream or technical universities or look for a different jobs.

On the issue of determining the tutors' level of technological pedagogy, the finding was found to be low. This implies that the majority of the tutors may have a deficits in their lesson deliveries and that they may be restricted solely to print-based materials. Again, it can be concluded that the tutors may not be able to incorporate technology-based activity in their teaching. It can further be concluded that the majority of the tutors are likely not to surf the internet for relevant resources and utilise digital technologies such as laptops and projectors in order to enhance their lessons. By implication, their lesson presentations may not meet the needs of students given the use of technology in this contemporary time; and in view of that, students are likely to lose interest in their lessons.

Furthermore, college of education tutors' turnover intentions was predicted by their psychological sense of community. It can, thus, be concluded that tutors are more likely to leave their various colleges of education if they have a high sense of belonging to the college community.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

More so, tutors' job satisfaction and commitment predicted their turnover intentions in the colleges. It is worth concluding that when tutors are satisfied and committed to their work, they may contemplate leaving the college for another job elsewhere.

The findings of the study showed that tutors' level of knowledge in technological pedagogy predicted their turnover intentions in the colleges of education. It can be concluded that the more tutors suffer low knowledge in technological pedagogy, likely they are to leave the college of education. Thus, tutors' inability to support teaching and learning with technology can discourage them from teaching in the colleges of education. It can also be concluded that the students will be limited to printed information. This is because it is obvious that once they lack the skill and knowledge in technology, they may not be able to search for online information; therefore, they may not be able to recommend any educational site to their students.

Recommendations

On the issue of the technological pedagogy of tutors and their turnover intentions, it is recommended that the affiliate universities should collaborate with the principals in the various colleges of education to organise intensive college based-workshop prior to the beginning of each semester to expose tutors to the available ICT tools that support teaching and learning. By so doing, tutors would be furnished with the skills and techniques of facilitating lessons; and, thus, update themselves with current ways of integrating technology into their teaching.

The study revealed that turnover intentions were high among college tutors. Based on that finding, I recommend that college councils, finance

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

officers and secretaries who form the immediate managerial body of the colleges and have a hand in quality teacher education conduct regular surveys on possible circumstances such as tutors' requirements, physical and psychological needs that have the potency of igniting turnover intentions of college tutors. This will help ascertain and address issues of tutors' intentions to leave the college. By so doing, the colleges will have and sustain quality staff for capacity building and academic work.

Moreover, in addressing the issue of high turnover intentions among the tutors, I recommend that the Ministry of Education, Ghana Tertiary Education Commission and the labour commission must work with CETAG, the association of the tutors, to deal with labour constraints like colleges' academic calendar, which compels the tutors to work all year round without rest so that there will be an atmosphere devoid of tutors' intentions to leave the college.

Contributions of the Study to Knowledge

The study contributes to the scholarship on tutors' level of psychological sense of community, job satisfaction, commitment, technological pedagogy and turnover intentions in terms of theory, literature and policy.

The main contribution to theory, as occasioned by discussion in literature and findings of this study, has emphasised the conceptualisation of equity and expectancy theories of job satisfaction by Adams (1965) and Vroom (1964), respectively. The findings confirmed the proposition of equity theory, suggesting that whenever there is inequity on the side of an employee, there may be distress and dissatisfaction. However, the tutors were found to be highly satisfied; in other words, there was no inequity.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Furthermore, the finding confirmed the postulations of the expectancy theory of job satisfaction, suggesting that an employee's drive stems from their belief that they will receive what they desire after services and effort are rendered. It can be seen from the theory that if there is a failure of employee expectations, there is a likelihood of low satisfaction, but looking at the high satisfaction of tutors, confirmed that their expectations were met.

Though the findings of the study confirmed previous studies and the postulations of job satisfaction theories (equity and expectancy theories), the theories lack an explanation as to why satisfied employees will still want to leave their organisation, as in the case of the college of education tutors.

Apart from acknowledging the theories in this study, the findings again contribute to knowledge by revealing a model that though tutors may have a high psychological sense of community, job satisfaction, and commitment, they can still have turnover intentions. By practice, an immediate managerial body of the colleges has been alerted to conduct regular surveys to check possible circumstances such as tutors' requirements, and physical and psychological needs that have the potency of igniting their intentions of leaving the college.

So far as I know, no study has been conducted to address the issue of turnover intentions in the colleges of education in Ghana. Therefore, the present study contributes to the scholarship of turnover intention, which is significantly predicted by a psychological sense of community, job satisfaction, commitment and technological pedagogy.

Suggestions for Further Studies

This study focused exclusively on the quantitative approach. Therefore, a follow-up study through the qualitative approach should be conducted to give

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

variant conclusions on how psychological sense of community, job satisfaction, commitment and technological pedagogy affect turnover intentions of tutors in the colleges of education in Ghana to inform practice and policy-making.

Again, the present study gave all the attention to colleges of education. It is, thus, suggested that a comparative study should be conducted among college of education tutors, technical university lecturers and mainstream university lecturers in Ghana to ascertain differences and similarities in terms of their levels of psychological sense of community, job satisfaction, commitment and technological pedagogy and turnover intentions.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

REFERENCES

Abdul-Rashid, M. (2012). *The effect of work place environment on the performance of tutors of Tamale and Bagabaga Colleges of Education northern region of Ghana.* (Unpublished master's thesis, University of Cape Coast). Retrieved on July 27, 2019 from https://ir.ucc.edu.gh/xmlui/handle/123456789/2611

Abdu, N., & Nzilano, J. L. (2018). The Influence of Teachers' Job Satisfaction and Commitment in Teaching Public Primary Schools in Tanzania. *Journal of Education and Practice, 9*(1), 56-63.

Abdullah, S. H. (2012). *The degree of using computer-based technology by teachers within learning process: Field study in public schools located in Damascus and Al Qunaitera governorates* (Unpublished master's thesis, Damascus University). Retrieved on September 21, 2019 from https://uc.edu.kh/Occasional_Paper_Series/4.%20The%20Use%20of%20ICT%20Tools%20in%20High%20School%20Education%20A%20Case%20Study%20in%20Stung%20Treng%20Province.pdf

Addai, P., Kyeremeh, E. Abdulai, W., & Sarfo, J. O. (2018). Organisational Justice and Job Satisfaction as Predictors of Turnover Intentions among Teachers in the Offinso South District of Ghana. *European Journal of Contemporary, 7*(2), 235-243.

Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental psychology,* volume 2 (pp. 267-299). New York: Academic Press.

Adams, J. S. (1963). Towards an understanding of inequity. *Journal of Abnormal and Social Psychology, 67*(5), 422-436.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Adeyemo, D. A., & Afolabi, J. O. (2007). Influence of sexual harassment, occupational stress, emotional intelligence, and job satisfaction on withdrawal cognition of female practitioners in Oyo sate, Nigeria. *Pakistan Journal of Social Sciences, 4(*4), 639-464.

Adeyinka, A. A. (1989). Current problems of history teaching in some Nigerian Senior Secondary Schools. *Ilorin Journal of Education, 9*(6), 55-63.

Afebia, C. A. (2016). *Assessment of turnover intentions and employee commitment among teachers of the Ghana education service in the Bolgatanga municipality* (Master's thesis, University of Ghana, Ghana). Retrieved on July 5, 2019 from http://197.255.68.203/handle/123456789/21333.

Agyei-Kyeremateng, G. (2011). *Assessing Job satisfaction and morale among teachers' case study of Kumasi Metropolis and Atwima Nwabiagya District Education* (Unpublished master's thesis, Kwame Nkrumah University of Science and Technology, Kumasi). Retrieved on July 22, 2019 from http://ir.knust.edu.gh/handle/123456789/4213

Akomolafe, J. M., Ogunmakin, A. O., & Fasooto, G. M. (2014). Job satisfaction among Secondary School Teachers: Emotional intelligence, emotional stress and self-efficacy as predictors. *Journal of Education and Social Research, 3*(2), 335-349.

Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computers & Education, 47*(11), 373-398.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Almohaissin, I. (2006). *Introducing computers into Saudi Arabia secondary school science teaching: Some problems and possible solutions.* Unpublished paper. Retrieved on November 17, 2019 from https://files.eric.ed.gov/fulltext/EJ1096028.pdf

Al-Zawahreh, A., & Al-Madi, F. (2012). The Utility of Equity Theory in Enhancing Organisational Effectiveness. *European Journal of Economics, Finance and Administrative Sciences*, *4*(12), 215-235.

Alemi, B. (2014). *Job Satisfaction among Afghan Teacher Educators, A study of Job Satisfaction in four Teacher Training Colleges in northern Afghanistan* (Unpublished master's dissertation, *Afghanistan University*). Retrieved on July 22, 2019 from https://www.diva-portal.org/smash/get/diva2:713998/FULLTEXT01.pdf

Al-Oteawi, S. M. (2002). *The perceptions of administrators and teachers in utilising information technology in instruction, administrative work, technology planning and staff development in Saudi Arabia* (Doctoral dissertation, Ohio University). Retrieved on July 1, 2020 from https://www.learntechlib.org/p/126239/.

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

Andrew, A. (2017). Employees' commitment and its impact on organisational performance, *Asian Journal of Economics, Business and Accounting* *5*(2), 1-13.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Angeli, C., & Valanides, N. (2005). Pre-service elementary teachers as information and communication technology designers: an instructional systems design model based on an expanded view of pedagogical content knowledge. *Journal of Computer Assisted Learning, 21*(4), 292-302.

Ansah-Hughes, W. (2016). Assessing the Impact of Teacher Job Satisfaction Among Teachers. *Journal of Education and Practice 7*(30), 161-165.

Ansong, J. K. (2018). *Job satisfaction among career records personnel in the civil service of Ghana* (Unpublished master's Thesis, University of Ghana). Retrieved on 24/07/2019 from http://ugspace.ug.edu.gh/handle /123456789/26841

Apau, S. K. (2016). Technological Pedagogical Content Knowledge Preparedness of Student-Teachers of the Department of Arts and Social Sciences Education of University of Cape Coast. *Journal of Education and Practice*, *8*(10), 167-181.

Ary, D., Jacobs, L. C., Sorensen, C., & Razvieh, A. (2006). Introduction to research in education (8th ed.). USA; Wadsworth, Cengage Learning

Aydogdu, S., & Asikgil, B. (2011). An empirical study of the relationship among job satisfaction, organisational commitment and turnover intention. *International Review of Management and Marketing*, *1*(8), 43-53.

Azeez, R., Ilesanmi, J. F., & Adeoye, A. O. (2016). Job Satisfaction, Turnover Intention and Organisational Commitment, *Asian Journal of Economics, Business and Accounting 5*(12), 10-23.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

British Educational Communications and Technology Agency (2003). *Primary Schools. ICT and standards*. Retrieved on March 20, 2020, from http://www.becta.org.uk

Balanskat, A., Blamire, R., & Kefala, S. (2006). The ICT impact report: A review of studies of ICT impact on schools in Europe, European School net, Brussels, Belgium, Retrieved on May 24, 2021 from http://unpan1.un.org/intradoc/groups/public/documents/unpan/unpan037334.pdf.

Beck, N. M., & Wilson, J. H. (2000). Development of affective organisational commitment: A cross-sequential examination of change with tenure. *Journal of Vocational Behaviour*, *5*(6), 114-136.

Beggs, T. A. (2000). *Influences and barriers to the adoption of instructional technology.* Proceedings of the Mid-South Instructional Technology Conference, Murfreesboro, TN. *Educational Policy Manage* *5*(25), 13-28.

Berry, L. M. (1997). *Psychology at work*. San Francisco: McGraw Hill Companies Inc.

Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A Review of the Literature. *Eurasia Journal of Mathematics, Science & Technology Education*, *5*(3), 235-245.

Blum, H. S., & Naylor, J. C. (1988). *Industrial Psychology; Its theoretical social foundations*; New York, Harper and Row Publishers.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Boakye, K. B., & Banini, D. A. (2008). Teacher ICT readiness in Ghana. In Toure K., Tchombe T. M. S., & Karsenti T. (Eds.), *ICT and changing mindsets in education*. Bamenda, Cameroon: Langaa; Bamako, Mali: ERNWACA/ROCARE

Bond, S. T. (2013). *The influence of job satisfaction, organisational commitment, and employee engagement on intent to leave among public school teachers in south Louisiana*. (Doctoral dissertations, Louisiana State University). Retrieved on 5/6/2020 from https://digitalcommons.lsu.edu/gradschool_dissertations/1311

Bothma, C. F., & Roodt, G. (2013). The validation of the turnover intention scale. *SA Journal of Human Resource Management*, *11*(1), 12-26.

Buabeng, I., Ntow, F. D., & Otami, C. D. (2020). Teacher Education in Ghana: Policies and Practices. *Journal of Curriculum and Teaching* *9*(1), 86-95.

Buabeng-Andoh, C. (2012). An exploration of teachers' skills, perceptions and practices of ICT in teaching and learning in the Ghanaian second cycle schools. *Journal of Contemporary Educational Technology, 3*(1), 36-49.

Buss, A. H., & Portnoy, N. W. (1967). Pain tolerance and group identification. *Journal of Personality and Social Psychology, 6*(15), 106-118.

Bussing, A. (2002). Trust and its relationship to commitment and involvement in work and Organisations. *South Africa Journal of Industrial Psychology, 28 (4)*, 36-42.

Cannata, M. (2007). Teacher community in elementary charter schools. *Education Policy Analysis Archives, 15*(11). Retrieved October 10, 2020 from http://epaa.asu.edu/epaa/v15n11/.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Cappelli, P. (2000). Managing without commitment. *Organisational Dynamics*, *28*(4), 11-24.

Chapman, D. W., & Mahlck, L. O. (2004). *Adapting Technology for School Improvement: A Global Perspective*. International Institute for Educational Planning (IIEP) UNESCO. Retrieved on May 27, 2020 from www.unesco.org/iiep/PDF/pubs/F165.pdf.

Cobbold, C., & Asamani, L. (2015). Ghanaian Teachers' career orientations and their turnover Intentions. *Research on Humanities and Social Sciences*, *5*(6), 112-123.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. London: Routledge.

College of Education Weekly Journal. (2018, October 6). *News desk*, p. 3.

College of Education Weekly Journal. (2019, September 4). *News desk*, p. 1.

College of Education Weekly Journal. (2021, June 14). *News desk*, p. 1-7.

Cox, M., Preston, C., & Cox, K. (1999). *What factors support or prevent teachers from using ICT in their classrooms?* Paper presented at the British Educational Research Association Annual Conference. Retrieved March 20, 2020, from http://leeds.ac.uk/educol/documents /00001304.htm

Ditzel, L. M. (2017). Sense of community among nurses: Results of a study. *International Journal of Studies in Nursing (2)*2, 1-10.''

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Dogan, S., & Dogan, N. A., & Celik, I. (2021). Teachers' skills to integrate technology in education: Two path models explaining instructional and application software use. *Education and Information Technologies 2*(6)1311-1332. Retrieved from https://doi.org/10.1007/s10639-020-10310-4

Doolittle, R. J., & MacDonald D. (1978). Communication and a sense of community in a metropolitan neighbourhood: A factor analytic examination. *Communication Quarterly, 2*(6), 2-7.

Earle, R. S. (2002, July). The integration of instructional technology into public education: Promises and challenges. *ET Magazine, 42*(1), 5-13.

Egwu, S. (2018). Effects of Strike Action on Qualitative Education in Tertiary Institutions. *World Applied Sciences Journal 36* (9), 1038-1042.

Evans, L. (1997). Addressing problems of conceptualization and construct validity in researching teachers' job satisfaction. *Educational Research, 3*(93), 319-331.

Fang, C. Y. (2008). The moderating effect of impression management on the organisational politics performance relationship. *Journal of Business Ethics, 79*(3), 211-226.

Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and Statistics. *Journal Marketing Research*, 18, 382-388.

Fuentes, R. (2013). The influence of demographics, organisational commitment and burnout towards the turnover intentions of teachers. *Southeast Asian Interdisciplinary Research Journal, 1*(1), 145-158.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods*. (2nd ed.). Boston: Allyn and Bacon.

Gray, L. R., Mills, G. E., & Airasian, P. W. (200). *Educational research: competencies for analysis and applications.* Merrill/Pearson.

Ghahramani, S. (2000). *Fundamentals of probability* (2nd ed.). Prentice Hall: New Jersey

Gomes, C. (2005). Integration of ICT in science teaching: A study performed in Azores, Portugal. *Recent Research Developments in Learning Technologies.*

Government of Ghana (2004). *White paper on the report of the education reform review committee*. Accra: Ministry of Education, Youth and Sports.

Graham, C., Cox, S., & Velasquez, A. (2009). Teaching and Measuring TPACK Development in Two Preservice Teacher Preparation Programmes. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D. Willis (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 4081-4086).

Guerrero, S. (2005). Teachers' knowledge and a new domain of expertise: Pedagogical technology knowledge. *Journal of Educational Computing Research, 33*(3), 249-268.

Gulbahar, Y., & Guven, I. (2008). A Survey on ICT usage and the perceptions of Social Studies Teachers in Turkey. *Educational Technology & Society, 11*(3), 37-51. Retrieved on November 26, 2019 from www.ifets.info/journals/11_3/4.pdf.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Guntur, R. M. Y., Haerani, S., & Hasan, M. (2012). The influence of affective, continuance and normative commitments on the turnover intentions of nurses at Makassar's private hospitals in Indonesia. *African Journal of Business Management, 6*(38), 10303-10311.

Gunter, G., & Baumbach, D. (2004). Curriculum integration. In A. Kovalchick & K. Dawson (Eds.). *Education and technology: An encyclopaedia.* Santa Barbara, CA: ABC-CLIO, Inc.

Gould, J. D. (1979). European inter-continental emigration: Patterns and Causes. *Journal of European Economic History, 8*(3), 593-679.

Gyampoh, C. (2012). The effects of teacher turnover on performance of students in Ghana education service: A comparative study of Nifa and Okuapeman Senior High Schools in Akuapem North District. (Unpublished master's thesis, Kwame Nkrumah University of Science and Technology) Retrieved from http://129.122.16.11/bitstream/123456789/4417/1/Gyampoh%20thesis%20final.pdf

Herzberg, F. (1959). The Motivation to Work. New York, John Wiley and Son Inc.

Hina, Q., Zamir, S., & Nudrat, S. (2014). Impact of employee benefits on job satisfaction of teachers at higher level. *Journal of education and practices, 5*(7), 122-129. Retrieved on February 11, 2021 from http://pakacademicsearch.com/pdf.../122-129%20Vol%205,%20No%207%20(2014).pdf.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Hester, L. R., Roback, H., Weitz, L. J., Anchor, K. N., & McKee, E. (1976). The supervisor-supervisee relationship in psychotherapy training from the perspective of interpersonal attraction. *Comprehensive Psychiatry, 17*, 671-681.

Hettiarachchi, H. A. H. (2014). Impact of Job Satisfaction on Job Performance of IT Professionals: With special reference to Sri Lanka. *International Journal of Research in Information Technology, 2*(4), 906-916. Retrieved on July 21, 2019 from https://www.repository.kln.ac.lk/ handle/123456789 /12002.

Huang, X., Vliert, E. V. (2004). Job levels national cultures as joint root of job satisfaction. *Applied psychology 53*(3), 329-348. Retrieved from https://doi.org/10.1111/j.1464-0597.2004.00174.x

Hughes, J. (2004). Technology learning principles for pre-service and in-service teacher education. *Contemporary Issues in Technology and Teacher Education*, *4*(3), 345-362.

Hom, P. W., Griffeth, R. W., & Sellaro, C. L. (1984). The validity of Mobley's model of employee turnover. *Organisational Behaviour and Human Performance, 9*(12)141-174.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Hovi-Makkonen, N. (2020). *Perceptions of knowledge work; ICT professionals' job satisfaction and turnover intentions*, (Unpublished master's thesis, Abo Akademi University) Retrieved from https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.doria.fi/bitstream/handle/10024/177796/hovi-makkonen-nina.pdf%3Fsequence%3D5%26isAllowed%3Dy&ved=2ahUKEwiP6J7TiNL2AhVJhP0HHZ3gC6MQFnoECAUQAQ&usg=AOvVaw2KBoYfbf7XOLO2OhlcOn7P

Ibad, F. (2019). *Leadership Communication Styles and Job Satisfaction in Business schools.* Retrieve on 10/19/2020, from https://www.researchgate.net/publication/332353069

Isaac, R. G., Zerbe, W. J., & Pitt, D. C. (2001). Leadership and motivation: The effective application of expectancy theory. *Journal of Managerial Issues, 13(2)*, 212-226.

Irving, P., Coleman, D., & Cooper, C. (1997). Further assessments of a three-component model of occupational commitment: generalisability and differences across occupations. *Journal of Applied Psychology, 82*(3), 444-452.

Ivancevich, J. M. (2005). *Organisational behaviour and management* (7th ed.). New York: McGraw Hill.

Joo, B. K. B. (2010). Organisational commitment for knowledge workers: The roles of perceived organisational learning culture, leader-member exchange quality, and turnover intention. *Human Resource Development Quarterly, 21*(1), 69-85.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Josias, B. A. (2005). *The relationship between job satisfaction and absenteeism in a selected field services section within an electricity utility in the Western Cape.* (Unpublished Doctoral dissertation, University of the Western Cape) Retrieved on July 27, 2019 from https://core.ac.uk/ download/pdf/589127 31.pdf

Kanter, R. M. (1968). Commitment and social organisation: A study of commitment mechanisms in Utopian communities. *American Sociological Review*, 33, 499-517.

Kirpal, S. (2004). Work identities of nurses: between caring and efficiency demands. *Career Development International*, *9*(3), 274-304.

Kessler, H. E. (2013). Encyclopaedia of management Theory Koehler, M. J., & Mishra, P. (2008). Introducing TPCK. *Handbook of technological pedagogical content knowledge (TPACK) for educators*. New York: American Association of Colleges for Teacher Education.

Koomson, A. K., Brown, P., Dramanu, Y. B., & Brew, D. E. (2017). *Psychology of personnel management*. Accra, Rocky Paper Works Ltd.

Kurt, S. (2019). TPACK: Technological Pedagogical Content Knowledge Framework, Retrieved on January 12, 2020 from http:content-knowledge-tpack-framework/

Kirkhus, D. K. (2011). Contributory Factors to Teachers' Sense of Community in Public Urban Elementary Schools. (Master's thesis, Seton Hall University). Retrieved September 3, 2019 from https://scholarship.Shu .edu/dissertations/3

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Kim, B. P., Lee, G., & Carlson, K. D. (2010). An examination of the nature of the relationship between Leader-Member-Exchange (LMX) and turnover intent at different organisational levels. *International Journal of Hospitality Management*, *29*(4), 591-597.

Korte, W. B., & Husing T. (2006). *Benchmarking access and use of ICT in European schools: Final report from Head Teacher and Classroom Teacher Surveys in 27 European countries*. Germany: European Commission. Retrieved on July 11, 2019 from http://europa.eu.int/information_society/eeurope/i2010/docs/studies/final_report_3.pdf

Kotze, K., & Roodt, G. (2005). Factors that affect the retention of managerial and specialist staff: an exploratory study of an employee commitment model. SA *Journal of Human Resource Management*, 3, 48-55. http://dx.doi.org/10.4102/sajhrm.v3i2.65

Krafona, K. (2014). A Sense of Belonging in a University Community: A Study of Undergraduate Students. *International Journal of Psychology and Behavioural Sciences, 4*(1), 16-20.

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement, 30*(2), 607-617.

Lawler, E., Porter. L., & Vroom, V. (2009). Motivation and management Vroom's expectancy theory. *Value Based Management Website.* Retrieved October 8, 2020, from http://www.valuebase dmanagement.net/methodsvroom

Lee, G., & Jimenez, B. S. (2011). Does performance management affect job turnover intentions in the federal government? *The American Review of Public Administration*, *41*(2), 168-184.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Lee, H. R., Murrmann, S. K., Murrmann K. F., & Kim, K. (2010). Organisational Justice as a Mediator of the Relationships Between Leader-Member Exchange and Employees' Turnover Intentions. *Journal of Hospitality Marketing and Management*, *19*(2), 97-114.

Le, H., Schmidt, F. L., Harter, J. K., & Lauver, K. J. (2010). The problem of empirical redundancy of constructs in organisational research: An empirical investigation. *Organisational Behaviour and Human Decision Processes*, *112*(2), 112-125.

Leventhal, G. S., Weiss, T. & Long, G. (1969). Equity, reciprocity, and reallocating rewards in the dyad. *Journal of Personality and Social Psychology*, 13, 300-305.

Lew, T. Y., & Sarawak, M. (2011). Affective organisational commitment and turnover intention of academics in Malaysia. *International Conference on Business and Economic Research, 1*, 110-114.

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting & task performance*. Englewood Cliffs, N. J: Prentice Hall.

Lofquist, I. H., & Dawis, R. V. (1991). *Essential of person environment-correspondence counselling*. Minneapolis, MN: University of Minnesota Press.

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

Luthans, F. (2011). *Organisational behaviour; an evidence-based approach* (12th ed.). New York: McGraw-Hill/Irwin

Mbaso, C. M., & Dlamini, B. I. (2017). Impact of compensation and benefits on job satisfaction. *Research Journal of Business Management*, *11*, 80-90.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Maertz, C. P., Griffith, R. W., Campbell, N. S., & Allen, D. G. (2007). The effects of perceived organisational support and perceived supervisor support on employee turnover. *Journal of Organisational Behaviour, 28*(12), 1059-1075.

Mahlasela, S., & Chinyamurindi, W. T. (2020). Technology-related factors and their influence on turnover intentions: A case of government employees in South Africa. *Electronic Journal of Information System in Developing Countries, 86*(1). Retrieved on July 11, 2019 https://doi.org/10.1002/isd2.12126

Malik, M. E., Danish, R. Q., & Munir, Y. (2012). The impact of pay and promotion on job satisfaction: Evidence from higher education institutes of Pakistan. *American Journal of Economics, 10*(5), 6-9. Retrieved on July 11, 2019 from https://pdfs.semanticscholar.org/ 14b6/134599675ea 0287a7e96fd348579f889dc43.pdf.

Malini, G., & Atchyuthan, N. (2016). *The effect of employee work related attitudes on employee job performance: A study of non-academic staff (Skilled Labours) of the University of Jaffna. Proceeding from Eastern University of Sri Lanka International Conference on Contemporary Management. Sri Lanka, Eastern University of Sri Lanka.* Retrieved on July 11, 2019 from http://conf.jfn.ac.lk/iccm/wp-content/uploads/2018 /10/2016-OH.pdf

McCole, D., Jacobs, J., Lindley, B., & McAvoy L. (2012). The relationship between seasonal employee retention and sense of community: The case of summer camp employment. *Journal of park and recreation administration, 30*(2), 85-101.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui
McDonald, D. J., & Makin, P. J. (2000). The Psychological Contract, Organisational Commitment and Job Satisfaction of Temporary Staff. *Leadership and Organisation Development Journal*, 21, 84-91. Retrieved from http://dx.doi.org/10.1108/01437730010318174

McMillan, D. (1976). *Sense of community: An attempt at definition.* Unpublished manuscript, George Peabody College for Teachers, Nashville, TN.

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, *14*(1), 6-23.

McShane, S. L., & Von, G. M. A, (2000), *Organisational Behaviour*, Irwin McGraw Hill, USA.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organisation and occupations: extension and test of a three-component conceptualisation, *Journal of Applied Psychology*, *7*(8), 38-51.

Meyer, J. P. (2009). Commitment in a changing world of work. Commitment in Organisations, *Accumulated wisdom and new directions*, *9*(11), 37-68.

Meyer, J. P., & Allen, N. J. (1997), *Commitment in the workplace: Theory, research and application,* Sage Publication, Thousand Oaks, CA.

Meyer, J. P., & Allen, N. (1984). Testing the Side-Bet Theory of Organisational Commitment: Some Methodological Considerations. *Journal of Applied Psychology, 69*, 372-378. Retrievedhttp://dx.doi.org/10.1037/0021-9010.69.3.372

Mishra, P., & Koehler, M. J., (2008). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017-1054.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of applied psychology, 62*(2), 237-255.

Mowday, R. T. (1983). Equity theory predictions of behaviour in organisations. In R. M. Steers & L. W. Porter (Eds.), *Motivation and work behaviour* (3rd ed., pp. 91-113). New York: McGraw-Hill.

Morse, S. J., Gruzen, J., & Reis, H. T. (1976). The nature of equity-restoration: Some approval-seeking considerations. *Journal of Experimental Social Psychology, 12*(1), 1-8.

Munaf, S. (2013). University Teaching Faculties: A Cross Cultural Study. *International Journal of Information and Education Technology, 3*(3), 369-372.

Niess, M. L. (2005). Preparing teachers to teach science and mathematics with technology: Developing a technology pedagogical content knowledge. *Teaching and Teacher Education, 21*(5), 509-523.

Ntim, S. (2017). Transforming Teaching and Learning for Quality Teacher Education in Ghana: Perspectives from Selected Teacher Trainees and Stakeholders in Teacher Education. Retrieved on July 19, 2019 from URL:https://doi.org/10.5296/ije.v9i3.11686

Nutsuklo, P. A. (2015). *Factors Affecting Job Satisfaction among Teachers of Some Selected Senior High Schools in Accra.* (Unpublished Thesis, University of Ghana). Retrieved on 18 September, 2019 from http://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=1248&context= etd.ugspace.ug.edu.gh/handle/123456789/21557.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Nyberg, A., & Trevor, C. (2009). After layoffs, help survivors be more effective. Harvard Business Review, 87(6). Retrieved on July 20, 2019 from http://hbr.org/2009/06/after-layoffs-helpsurvivors-be-more-effect ive/ar/1

Odden, A. (2000). New and Better Forms of Teacher Compensation are Possible. *Phi Delta Kappan*, 76(35), 361–366.

Osborne, J., & Hennessy, S. (2003). *Literature review in science education and the role of ICT: Promise, problems and future directions*. London: Future lab.

Ofosu-Asiamah, D. (2013). *Examining the effects of parenting styles on academic performances of senior high school students in the Ejisu-Juaben Municipality, Ashanti Region.* (Unpublished thesis, Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology, Ghana) Retrieved on May 12, 2019 from http://ir.knust.edu.gh/handle/123456789/4213.

Oppong, I. K. (2015). *The effect of motivation on teachers' work performance in public senior high schools in the Sekyere South District.* (Unpublished master's thesis, Kwame Nkrumah University of Science and Technology) Retrieved on June 14, 2021 from http://ir.knust.edu.gh/handle/123456789/4213

Osei, G. M. (2006). Teachers in Ghana: Issues of training, remuneration and effectiveness. *International Journal of Educational Development 26* (1), 38-51.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Owusu, K. A. (2014). *Assessing New Zealand high school science teachers' technological pedagogical content knowledge.* (Unpublished doctoral thesis, University of Canterbury). Retrieved on July 19, 2019 from http://ir.canterbury.ac.nz/bitstream/10092/9254/1/thesis_fulltext.pdf.

Pamuk, S., Ergun, M., Cakir, R., Yilmaz, H. B., & Ayas, C. (2013). The use of tablet PC and interactive board from the perspectives of teachers and students: evaluation of the faith project. *Educational Sciences: Theory & Practice, 13*, 1815-1822.

Pallant, J. (2005). *Survival manual. A step by step guide to data analysis using SPSS for windows (Version 12).* Australia: Allen & Unwin.

Paulik, K. (2012). Job satisfaction and stress among teachers. *New Educational Review*, *30*(4), 138-149. Retrieved on July 11, 2019 from https://www.researchgate.net/.../287165205_Job_satisfaction_and_ stress_among_teacher.

Perrachione, B. A., Petersen, G. J., & Rosser, V. J. (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *Professional Educator*, *32*(2), 25-41.

Perry, J. L., Mesch, D., & Paarlberg, L. (2006). Motivating Employees in a New Governance Era: The Performance Paradigm Revisited. *Public Administration Review*, *66*(4). Retrieved on July 22, 2019 from ras.sagepub.com/cgi/content/refs/75/1/53

Peterson, J. A., & Martens, R. (1972). Success and residential affiliation as determinants of team cohesiveness, *Research Quarterly, 43*, 63-76.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Petriglieri, J. L. (2011). Under threat: Responses to and the consequences of threats to individuals' identities. *Academy of Management Review*, *36*(4), 641-662.

Sager, J. K., Griffeth, R. W., & Hom, P. W. (1998). A comparison of structural models representing turnover cognitions. *Journal of Vocational Behaviour*, *53*(2), 254-273.

Sekaran, U. (2006). *Research Methods for Business: A Skill Building Approach.* (4ed.). New Delhi: Sharda Ofsett Press

Singh, K. (2015). Impact of Job Satisfaction on Turnover Intentions - A Comparative Study of College Teachers of Professional and Non-Professional Institutions in Punjab. *International Journal of Technical Research and Applications*, *3*(3) 6-10.

Pierson, M. E. (2001). Technology integration practice as a function of pedagogical expertise. *Journal of Research on Computing Education*, *33*(4), 413-429.

Raina, R., & Roebuck, D. B. (2016). Exploring cultural influence on managerial communication in relationship to job satisfaction, organisational commitment, and the employees' propensity to leave in the insurance sector of India. *International Journal of Business Communication*, *53*(1), 97-130. Retrieved on July 27, 2019 from https:// journals.sagepub.com/doi/abs/10.1177/2329488414525453

Rasanen, K., Pietarinen, J., Pyhalto, K., Soini, T., & Vaisanen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. Soc psychol Educ 23, 837-859. Retrieved from https://doi.org/10.1007/s11218-020-09567-x

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Raymond, C. J. (2018). A case study exploring teacher job satisfaction and teacher retention issues in a large urban Oklahoma School District. (Doctoral thesis, Northeastern University Boston, Massachusetts) Retrieved on July 27, 2019 from https://repository.library.northeastern.edu/files/neu:cj8 2r812t

Redmond, B. F. (2014). *Lecture on expectancy theory (Lesson 4). Expectancy Theory: Is there a link between my effort and what I want?- Personal Collection of B. F. Redmond,* Penn State University, University Park, PA. Retrieved on July 11, 2019 from //cms.psu.educlass=external-linkrel=nofollowlinktype=rawwikidestination=

Robbins, S. P. (2005). *Essentials of organisational behaviour* (8th ed.). New Jersey: Prentice Hall.

Sangroengrob, T., & Techachaicherdchoo, T. (2010). *The impact of employee satisfaction, organisation commitment and work commitment to turnover intention: A case study of it outsourcing company in Thailand,* BAI Conference.

Saporna, G. C., & Claveria, R. A. (2013). Exploring the satisfaction, commitment and turnover intentions of employees in low-cost hotels in Oriental Mindoro, Philippines. *Journal of Tourism Research and Hospitality, 2*(1), 1-4.

Sarason, S. B. (1974). *The psychological sense of community: Perspectives for community psychology*. San Francisco: Jossey-Bass

Schalk, R., & van Rijckevorsel, A. (2007). Factors influencing absenteeism and intention to leave in a call centre. *New Technology, Work and Employment, 22*(3), 260-274.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Scholl, R. W. (2002). Motivation: Expectancy theory. *The University of Rhode Island Website*. Retrieved October 8, 2020, from http://www.uri.edu/research/lrc/scholl/webnotes/MotivationExpectancy.htm

Schoepp, K. (2005). Barriers to technology integration in a technology-rich environment. *Learning and Teaching in Higher Education: Gulf Perspectives, 2*(1), 1-24.

Shah, N. H., & Jumani, N. B. (2015). Relationship of job satisfaction and turnover intention of private secondary school teachers. *Mediterranean Journal of Social Sciences, 6*(4), 313-323.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Research, 15*(2), 4 -14.

Sparrow, P. R., & Cooper, C. (2003). *The employment relationship: Key challenges for HR*. Oxford: Butterworth Heinemann.

Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology, 13*, 693-713.

Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organisational commitment, turnover intention, and turnover: path analyses based on meta-analytic findings. *Personnel psychology, 46*(2), 259-293.

Twum, R., Yarkwah, C., & Nkrumah, I. K. (2021). Utilisation of cyber loafing activities among university students. *Journal of Digital Educational Technology, 1* (1), 1-8. Retrieved on 4 March, 2022 from ep2101. http://doi.org/10.21601/jdet/101912

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Twum, A. (2015). The mediating effect of employee commitment on service quality and client satisfaction among selected hospitals in Ghana. Unpublished Master's thesis, School of Business, Kwame Nkrumah University of Science and Technology, Ghana.

Ulschak, F. L., & Snowantle, S. M. (1992). *Managing employee turnover: a guide for health care executives*. Chicago: American Hospital publishing Inc.

Vanover, A. C. (2014). The Impact of Sense of Community on Business Unit Work Performance. *Honors Programme Theses.* Paper 14.

Voogt, J., Fisser, P., Pareja R., N., Tondeur, J., & van Braak, J. (2013). Technological pedagogical content knowledge–a review of the literature. *Journal of Computer Assisted Learning*, *29*(2), 109-121.

Vroom, V. H. (1964). *Work and motivation.* New York: Wiley.

Wang, J., & Chen, Z. B. (2011). Knowledge workers: an empirical study of relationship between organisational commitment and turnover intention. *Economic Research Guide, 3*(3), 108-109.

Wanjala, M. M. S., Aurah, C. M., & Symon, K. C. (2015). Pedagogical factors affecting integration of computers in mathematics instruction in Secondary Schools in Kenya. *Journal of Education and Practice, 6*(26).

Weihrich, H., & Harold Koontz (1999). Management: A global perspective. 10th ed. McGraw-Hill. Inc.

Werang, B. R., & Agung, A. A. G. (2017). Teachers' job satisfaction, organisational commitment, and performance in Indonesia: A Study from Merauke District, Papua, *International Journal of Development and Sustainability*, *6*(8), 700-711.

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Yidana, I. (2007). *Faculty perceptions of technology integration in the teacher education curriculum: A survey of two Ghanaian universities.* (Unpublished doctoral dissertation, Ohio University). Retrieved on July 11, 2020 from https://www.semanticscholar.org/paper/Faculty-Perceptions-of-Technology-Integration-in-A-idana/7986865d81826859875a53 6ddec385bac5244cc8

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDICES

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Topic: Psychological Sense of Community, Work Attitude and Technological Pedagogy as Predictors of Turnover Intentions among College of Education Tutors in Ghana

QUESTIONNAIRE

Dear Tutor,

This questionnaire has been designed to solicit information for research being undertaken on the above topic. The purpose of this study is to determine how psychological sense of community, work attitude (i.e., job satisfaction and commitment) and technological pedagogy affect tutors' turnover intentions to their job. Your participation is very important to the success of this study. The findings of the study will inform policies and practices by management and stakeholders towards tutors. Note that, your involvement in this study is voluntary. Therefore, I implore your candid and truthful response to the items provided in Sections A, B, C, D, E and F. Please be assured that this survey is for academic purpose and your response will be treated with confidentiality and anonymity they deserve. Therefore, your name is not needed. By agreeing to participate in the survey, please indicate your acceptance of participation by ticking **Yes,** or **No** for not participation in the space provided.

I consent to participate in this study: Yes ☐ No ☐

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

DIRECTIONS: Please tick [√] where appropriate in the spaces provided.

Section A: Demographic Data of Respondent

1. What is your gender?
   - Male [ ]
   - Female [ ]
2. What is your age?
   - 25 – 30 years [ ]
   - 31 – 35 years [ ]
   - 36 – 40 years [ ]
   - 41 – 45 years [ ]
   - 46 – 50 years [ ]
   - 51 – 55 years [ ]
   - 56 – 60 years [ ]
3. What is your Rank?
   - Assistant Tutor [ ]
   - Tutor [ ]
   - Senior Tutor [ ]
   - Principal Tutor [ ]
   - Chief Tutor [ ]
4. What is your highest educational qualification?
   - Ph.D. [ ]
   - M.Phil. [ ]
   - M.Ed. [ ]
   - M.Sc. [ ]
   - M.Arts [ ]
   - M.Com [ ]
   - MBA [ ]
   - First Degree [ ]
5. How many years have you taught in the college of Education? E.g., 7 years _____

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Section B: Psychological Sense of Community

This section aims to ascertain the extent to which you feel belonged to the teaching fraternity or academic community at the tertiary level. Please read each statement and show your response by ticking one box to indicate the extent to which you agree or disagree as follows:

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Agree (A); 4 = Strongly Agree (SA).

S/N	STATEMENT(S)	1	2	3	4
7	I think the college is a good place for me to work.				
8	People in the college share the same values.				
9	My colleagues and I want the same things from our work.				
10	I can recognise most of the people who work in the college.				
11	I feel at home in the college.				
12	Most of the people who work in the college know me.				
13	I care about the thought people I work with have about my actions in the college.				
14	I have influence over what the college is like to work in.				
15	If there is a problem in the college people who work here can get it solved.				
16	It is very important for me to work in the college.				
17	People in the college generally get along with each other.				
18	I expect to work in the college for a very long time.				

Section C: Job Satisfaction

This section aims to ascertain the extent to which you express happiness towards your work, as a result of certain gains you derive from your job at the tertiary level. Please read each statement and show your response by ticking one box to indicate the extent to which you agree or disagree as follows: **1 disagree very much; 2 = Disagree moderately; 3 = disagree slightly, 4 = Agree slightly, 5 = agree moderately, 6 = agree very much.**

S/N	STATEMENT(S)	1	2	3	4	5	6
19	I feel I am being paid a fair amount for the work I do.						
20	There is really too little chance for promotion on my job.						
21	My supervisor is quite competent in doing his/her job.						
22	I am not satisfied with the benefits I receive.						
23	When I do a good job, I receive the recognition for it that I should receive.						

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

24	Many of our rules and procedures make doing a good job difficult.						
25	I like the people I work with.						
26	I sometimes feel my job is meaningless.						
27	Communications seem good within the college.						
28	Elevations are too few and far between.						
29	Those who do well on the job stand a fair chance of being promoted.						
30	My supervisor is unfair to me.						
31	The benefits I receive are as good as most other organisations offer.						
32	I do not feel that the work I do is appreciated.						
33	My efforts to do a good job are occasionally blocked by long process.						
34	I find I have to work harder at my job because of the incompetence of people I work with.						
35	I like doing the things I do at work.						
36	The goals of the college are not clear to me.						
37	I feel unappreciated by the employer when I think about what they pay me.						
38	People get ahead as fast in College of Education as they do in other organisations.						
39	My supervisor shows too little interest in the feelings of subordinates.						
40	The benefit package I have is equitable.						
41	There are few rewards for those who work in College of Education.						
42	I have too much to do at work.						
43	I enjoy working with my co-workers.						
44	I often feel that I do not know what is going on with the College.						
45	I feel a sense of pride in doing my job.						
46	I feel satisfied with my chances for salary increases.						
47	There are benefits I do not have which I should have.						
48	I like my supervisor.						
49	I have too much paperwork.						
50	I don't feel my efforts are rewarded the way they should be.						
51	I am satisfied with my chances for promotion.						
52	There is too much backbiting and fighting at work.						
53	My job is enjoyable.						
54	Work assignments are not fully explained.						

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Section D: Employees Commitment

This section aims to determine your state of being willing to do your responsibilities at work. Please read each statement and show your response by ticking one box to indicate the extent to which you agree or disagree as follows:

1 = Strongly Disagree; 2 = Disagree; 3 = Slightly Disagree; 4= Undecided; 5 = Slightly Agree; 6 = Agree; 7 = Strongly Agree.

S/N	STATEMENTS	1	2	3	4	5	6	7
55	I would be very happy to spend the rest of my career with the college.							
56	I really feel as if the College's problems are my own.							
57	I do not feel a strong sense of belonging to the college.							
58	I do not feel emotionally attached to the college.							
59	I do not feel like part of the family at the college.							
60	The college has a great deal of personal meaning for me.							
61	Right now, staying with the college is a matter of necessity as much as I desire.							
62	It would be very hard for me to leave the college right now, even if I wanted to.							
63	Too much of my life would be disrupted if I decided to leave the college now.							
64	I feel that I have too few options to consider leaving this college.							
65	If I had not already put so much of myself into this college, I might consider working elsewhere.							
66	One of the few negative consequences of leaving College of Education would be the scarcity of available alternatives.							
67	I do not feel any obligation to remain with my current employer.							
68	Even if it were to my advantage, I do not feel it would be right to leave my college now.							
69	I would feel guilty if I left my college now.							
70	This college deserves my loyalty.							
71	I would not leave my college right now.							
72	I have a sense of obligation to the people in my college.							
73	I owe a great deal to my college.							

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Section E: Technological Pedagogy

This section aims to ascertain your technological pedagogy towards teaching. Please read each statement and show your response by ticking one box to indicate the extent to which you agree or disagree as follows:

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Agree (A); 4 = Strongly Agree (SA).

S/N	STATEMENTS	1	2	3	4
74	I can choose technologies that enhance the teaching approaches for a lesson.				
75	I can choose technologies that enhance students' learning for a lesson.				
76	The course I teaches has caused me to think more deeply about how technology could influence the teaching approaches I use in my classroom.				
77	I am thinking critically about how to use technology in my classroom.				
78	I can adapt the use of the technologies I have learnt about to different teaching activities.				
79	I can select technologies to use in my classroom that enhance what I teach.				
80	I have self-assurance of using technologies I select for my lessons.				
81	I can select technologies to use in my classroom that enhance what students learn.				
82	I have the classroom management skills I need to use technology appropriately in teaching.				
83	I have the technical knowledge and skills I need to use technology appropriately in teaching.				

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

Section F: Turnover Intentions

The following section aims to ascertain the extent to which you intend to stay in teaching. Please read each statement and indicate your response using the scale provided for each question by ticking one box:

1 = Never; 2 = Rarely; 3 = Sometimes; 4= Most of the Time; 5 = Always

1 = To no Extent; 2 = To Low Extent; 3 = To Some Extent; 4= To Large Extent; 5 = To a very Large Extent

1 = Highly Unlikely; 2 = Unlikely; 3 = Likely; 4= Most Likely; 5 = Highly Likely

S/N	STATEMENTS		1	2	3	4	5	
84	How often have you considered leaving your job?	**Never**						**Always**
85	To what extent is your current job satisfying your personal needs?	**To no extent**						**To a very large extent**
86	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	**Never**						**Always**
87	How often do you dream about getting another job that will better suit your personal needs?	**Never**						**Always**
88	How likely would you accept another job at the same compensation level should it be offered to you?	**Highly unlikely**						**Highly likely**
89	How often do you look forward to another day at work?	**Never**						**Always**

THANKS FOR YOUR COOPERATION AND PARTICIPATION

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX B

Estimation of Factor Structure Reliability of the Scale

S/N	Psychological sense of community scale	Loading	AVE	Alpha
	Integration and fulfilment of needs		.633	.722
7	I think the college is a good place for me to work.	.728		
8	People in the college share the same values.	.863		
9	My colleagues and I want the same things from our work.	.791		
	Membership		.533	.726
10	I can recognise most of the people who work in the college.	.743		
11	I feel at home in the college.	.672		
12	Most of the people who work in the college know me.	.771		
	Influence		.504	.728
13	I care about the thought people I work with have about my actions in the college.	.691		
14	I have influence over what the college is like to work in.	.658		
15	If there is a problem in the college people who work here can get it solved.	.776		
	Shared emotional connection		.541	.804
16	It is very important for me to work in the college.	.842		
17	People in the college generally get along with each other.	.607		
18	I expect to work in the college for a very long time.	.738		

Overall alpha = .897

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

S/N	Job Satisfaction scale	Loading	AVE	Alpha
	Pay		.521	.762
19	I feel I am being paid a fair amount for the work I do.	.722		
28	Elevations are too few and far between. [R]	.861		
37	I feel unappreciated by the employer when I think about what they pay me. [R]	.589		
46	I feel satisfied with my chances for salary increases.	.689		
	Promotion		.551	.778
20	There is really too little chance for promotion on my job. [R]	.597		
29	Those who do well on the job stand a fair chance of being promoted.	.838		
38	People get ahead as fast in College of Education as they do in other organisations.	.631		
51	I am satisfied with my chances for promotion.	.864		
	Supervision		.572	.872
21	My supervisor is quite competent in doing his/her job.	.693		
30	My supervisor is unfair to me. [R]	.845		
39	My supervisor shows too little interest in the feelings of subordinates. [R]	.856		
48	I like my supervisor.	.601		
	Fringe benefit		.507	.724
22	I am not satisfied with the benefits I receive. [R]	.781		
31	The benefits I receive are as good as most other organisations offer.	.639		
40	The benefit package I have is equitable.	.709		
47	There are benefits I do not have which I should have. [R]	.693		
	Contingent reward		.522	.709
23	When I do a good job, I receive the recognition for it that I should receive.	.891		
32	I do not feel that the work I do is appreciated. [R]	.657		
41	There are few rewards for those who work in College of Education. [R]	.629		
50	I don't feel my efforts are rewarded the way they should be. [R]	.684		
	Operating condition		.553	.764
24	Many of our rules and procedures make doing a good job difficult. [R]	.851		
33	My efforts to do a good job are occasionally blocked by long process.	.825		
42	I have too much to do at work. [R]	.582		
49	I have too much paperwork. [R]	.683		
	Co-workers		.514	.731

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

25	I like the people I work with.	.743		
34	I find I have to work harder at my job because of the incompetence of people I work with. [R]	.599		
43	I enjoy working with my co-workers.	.851		
52	There is too much backbiting and fighting at work. [R]	.649		
	Nature of work		.514	.774
26	I sometimes feel my job is meaningless. [R]	.796		
35	I like doing the things I do at work.	.586		
45	I feel a sense of pride in doing my job.	.663		
53	My job is enjoyable.	.801		
	Communication		.537	.781
27	Communications seem good within the college.	.654		
36	The goals of the college are not clear to me. [R]	.762		
44	I often feel that I do not know what is going on with the College. [R]	.863		
54	Work assignments are not fully explained. [R]	.628		

Overall alpha = .774

S/N	Employees Commitment scale	Loading	AVE	Alpha
	Affective commitment		.527	.720
55	I would be very happy to spend the rest of my career with the college.	.650		
56	I really feel as if the College's problems are my own.	.540		
57	I do not feel a strong sense of belonging to the college. [R]	.713		
58	I do not feel emotionally attached to the college. [R]	.689		
59	I do not feel like part of the family at the college. [R]	.778		
60	The college has a great deal of personal meaning for me.	.663		
	Continuance commitment		.533	.711
61	Right now, staying with the college is a matter of necessity as much as I desire.	.728		
62	It would be very hard for me to leave the college right now, even if I wanted to.	.775		
63	Too much of my life would be disrupted if I decided to leave the college now.	.642		
64	I feel that I have too few options to consider leaving this college.	.821		
65	If I had not already put so much of myself into this college, I might consider working elsewhere.	.702		
66	One of the few negative consequences of leaving College of Education would be the scarcity of available alternatives.	.698		
	Normative commitment		.564	.751
67	I do not feel any obligation to remain with my current employer. [R]	.695		

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

68	Even if it were to my advantage, I do not feel it would be right to leave my college now.	.609		
69	I would feel guilty if I left my college now.	.805		
70	This college deserves my loyalty.	.751		
71	I would not leave my college right now.	.865		
72	I have a sense of obligation to the people in my college.	.775		
73	I owe a great deal to my college.	.731		

Overall alpha = .72

S/N	Technological Pedagogy scale	Loading
74	I can choose technologies that enhance the teaching approaches for a lesson.	.867
75	I can choose technologies that enhance students' learning for a lesson.	.894
76	The course I teaches has caused me to think more deeply about how technology could influence the teaching approaches I use in my classroom.	.674
77	I am thinking critically about how to use technology in my classroom.	.837
78	I can adapt the use of the technologies I have learnt about to different teaching activities.	.593
79	I can select technologies to use in my classroom that enhance what I teach.	.762
80	I have self-assurance of using technologies I select for my lessons.	.615
81	I can select technologies to use in my classroom that enhance what students learn.	.700
82	I have the classroom management skills I need to use technology appropriately in teaching.	.692
83	I have the technical knowledge and skills I need to use technology appropriately in teaching.	.683

Overall alpha =.849

AVE = .545

S/N	Turnover Intentions scale	Loading
84	How often have you considered leaving your job?	.709
85	To what extent is your current job satisfying your personal needs?	.697
86	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	.842
87	How often do you dream about getting another job that will better suit your personal needs?	.733
88	How likely would you accept another job at the same compensation level should it be offered to you?	.589
89	How often do you look forward to another day at work?	.778

Overall alpha = .68

AVE =.531

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX C
INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 233-3321-32440/4 & 32480/3
Direct: 033 20 91697
Fax: 03321-30184
Telex: 2552, UCC, GH
Telegram & Cables: University, Cape Coast
Email: edufound@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

23rd June, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION
MR. DANIEL GYAPONG NIMO

We introduce to you Mr. Nimo, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing Doctor of Philosophy Degree in Educational Psychology and he is currently at the thesis stage.

Mr. Nimo is researching on the topic: "PSYCHOLOGICAL SENSE OF COMMUNITY WORK ATTITUDE AND TECHONOLOGICAL PEDAGOGY AS PREDICTORS OF TURNOVER INTENSIONS AMONG COLLEGE OF EDUCATION TUTORS IN GHANA."

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

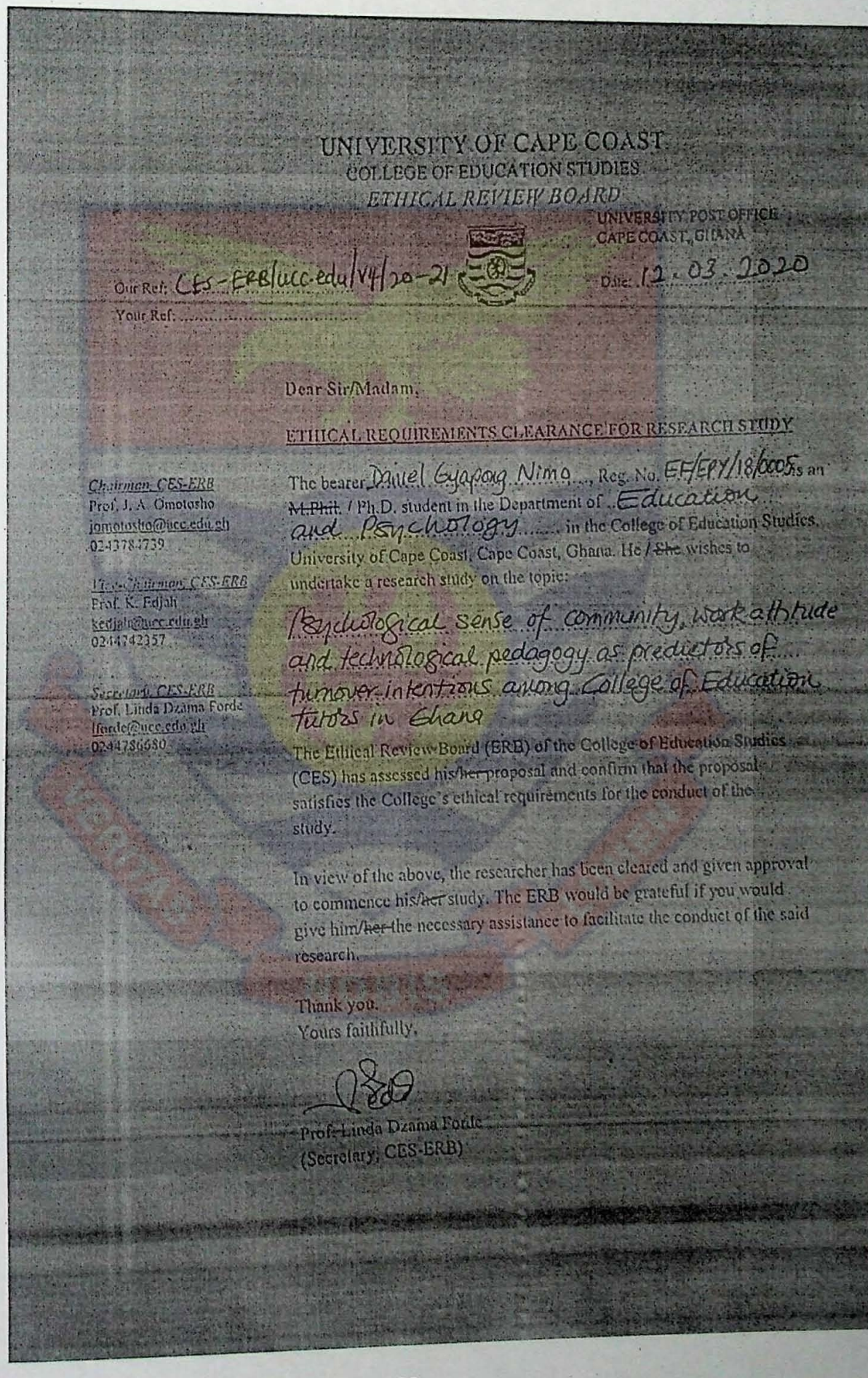
Theophilus A. Fiadzomor (Mr.)
Principal Administrative Assistant
For: HEAD

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX D

ETHICAL CLEARANCE



UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD
UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/V4/20-21 Date: 12.03.2020

Your Ref: .....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer Daniel Gyapong Nimo, Reg. No. EF/EPY/18/0005 is an ~~M.Phil.~~ / Ph.D. student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Psychological sense of community, work attitude and technological pedagogy as predictors of turnover intentions among College of Education tutors in Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

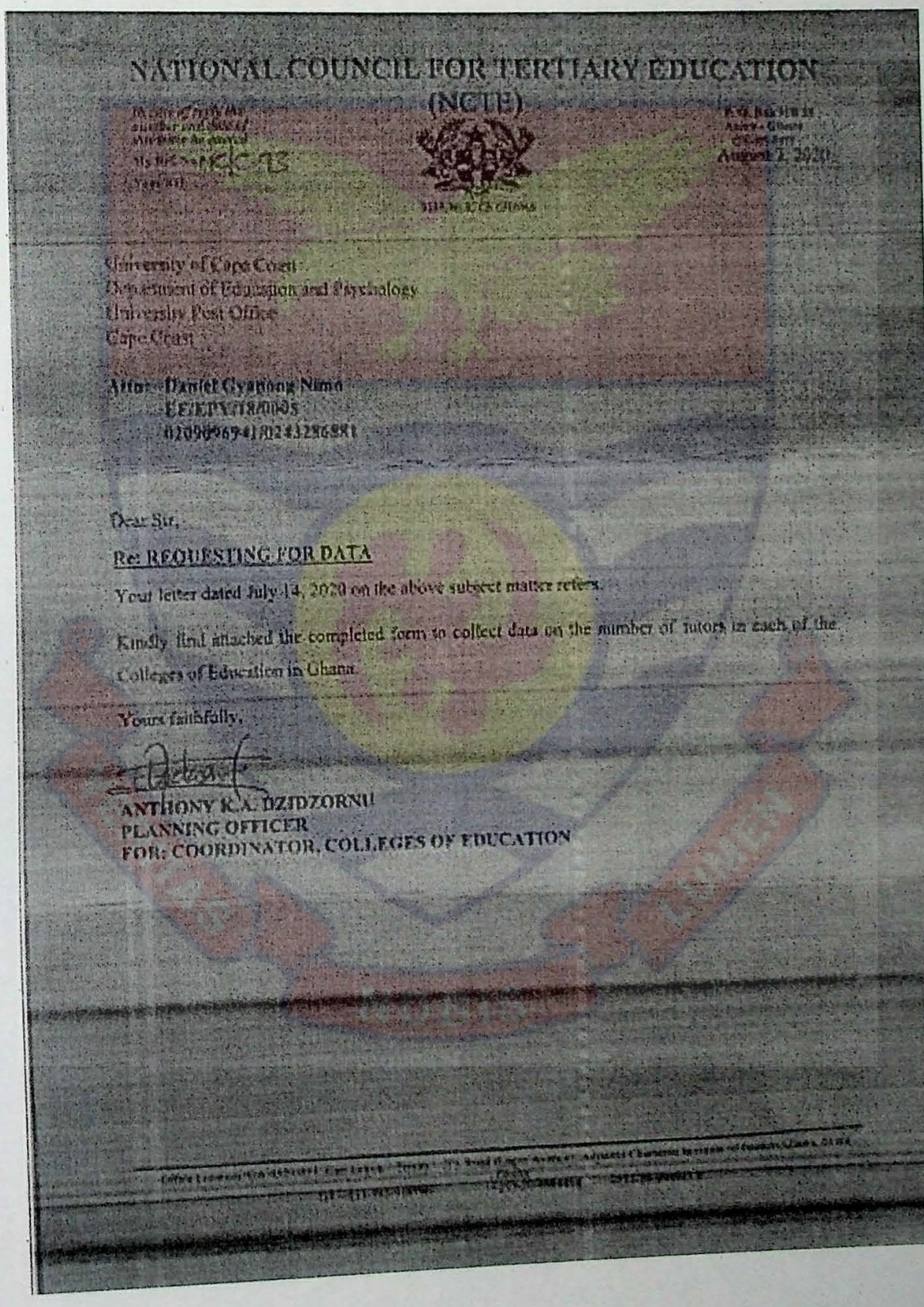
Prof. Linda Dzama Forde
(Secretary, CES-ERB)

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

APPENDIX E

NUMBER OF TUTORS IN EACH COLLEGE OF EDUCATION IN GHANA



NATIONAL COUNCIL FOR TERTIARY EDUCATION
(NCTE)

August 2, 2020

University of Cape Coast
Department of Education and Psychology
University Post Office
Cape Coast

Attn: Daniel Gyamfuo Nimo
EE/EPY/18/0005
0209096941/0243256881

Dear Sir,

Re: REQUESTING FOR DATA

Your letter dated July 14, 2020 on the above subject matter refers.

Kindly find attached the completed form to collect data on the number of tutors in each of the Colleges of Education in Ghana.

Yours faithfully,

ANTHONY K.A. DZIDZORNU
PLANNING OFFICER
FOR: COORDINATOR, COLLEGES OF EDUCATION

Digitized by Sam Jonah Library

© University of Cape Coast https://ir.ucc.edu.gh/xmlui

College Data on Tutors Strength

S/N	Public College of Education	No. of Tutors		Total
		Male	Female	
1.	Abetifi Presbyterian College of Education	34	14	48
2.	Agogo College of Education	18	19	37
3.	Akrokerri College of Education	33	7	40
4.	Akuapem Presbyterian Women's College of Education	35	15	50
5.	Akuse College of Education	39	9	48
6.	Akwamu College of Education	34	10	44
7.	Al-Hajj College of Education	28	3	31
8.	Atebubu College of Education	32	5	37
9.	Bagabaga College of Education	62	8	70
10.	Berekum College of Education	44	8	52
11.	Bia Lamplighter College of Education	17	4	21
12.	Dambai College of Education	33	2	35
13.	E.P. College of Education, Ahmedzai	28	8	36
14.	E.P. College of Education, Bimbilla	37	4	41
15.	Enchi College of Education	29	2	31
16.	Foso College of Education	28	10	38
17.	Gambaga College of Education	27	8	35
18.	Gbewaa College of Education	36	8	44
19.	Holy Child College of Education	16	19	35
20.	Jasikan College of Education	34	5	39
21.	Kibi Presbyterian College of Education	25	9	34
22.	Komenda College of Education	34	12	46
23.	Mampong Technical College of Education	33	8	41
24.	McCoy College of Education	17	2	19
25.	Methodist College of Education	20	8	28
26.	Mount Mary College of Education	41	13	54
27.	N.J. Ahmadiyya College of Education	38	8	46
28.	Offinso College of Education	34	12	46
29.	Our Lady of Apostle's College of Education	30	29	59
30.	Peki College of Education	24	6	30
31.	Presbyterian College of Education, Akropong	39	24	63
32.	Presbyterian Women's College of Education, Aburi	15	9	24
33.	SDA College of Education, Asokore	31	20	51
34.	SDA College of Education, Agogo	24	7	31
35.	St. Ambrose College of Education	20	4	24
36.	St. Francis College of Education	31	7	38
37.	St. John Bosco College of Education	53	6	59
38.	St. Joseph's College of Education	35	11	46
39.	St. Louis College of Education	24	23	47
40.	St. Monica's College of Education	22	12	34
41.	St. Teresa's College of Education	24	12	36
42.	St. Vincent College of Education	20	5	25
43.	Tamale College of Education	40	11	51
44.	Tumu College of Education	24	5	29
45.	Wesley College of Education	31	18	49
46.	Wiawso College of Education	30	7	37
	Total	1,395	449	1,844

SAM JONAH LIBRARY
UNIVERSITY OF CAPE COAST
CAPE COAST
Digitized by Sam Jonah Library