UNIVERSITY OF CAPE COAST

RELATIONSHIP BETWEEN ORGANISATIONAL CLIMATE AND

RETENTION OF TUTORS IN COLLEGES OF EDUCATION IN

CENTRAL REGION, GHANA

BENEDICTA MENSAH
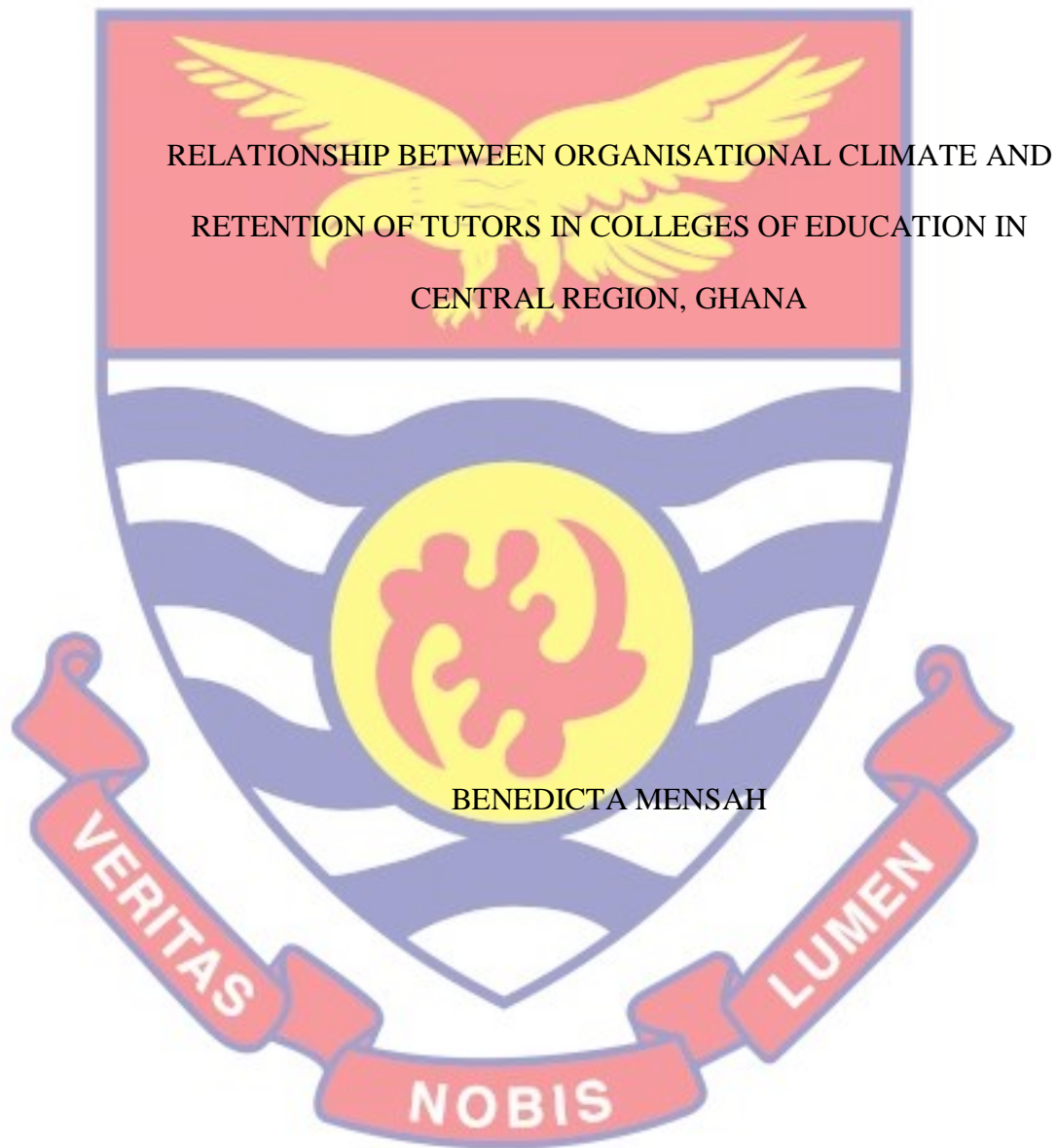
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BY

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Thesis submitted to the Institute for Educational Planning and Administration, School of Educational Development and Outreach, College of Education Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Philosophy degree in Administration in Higher Education

OCTOBER 2021

DECLARATION

Candidate's Declaration

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

Candidate's Signature…………………………   Date……………………
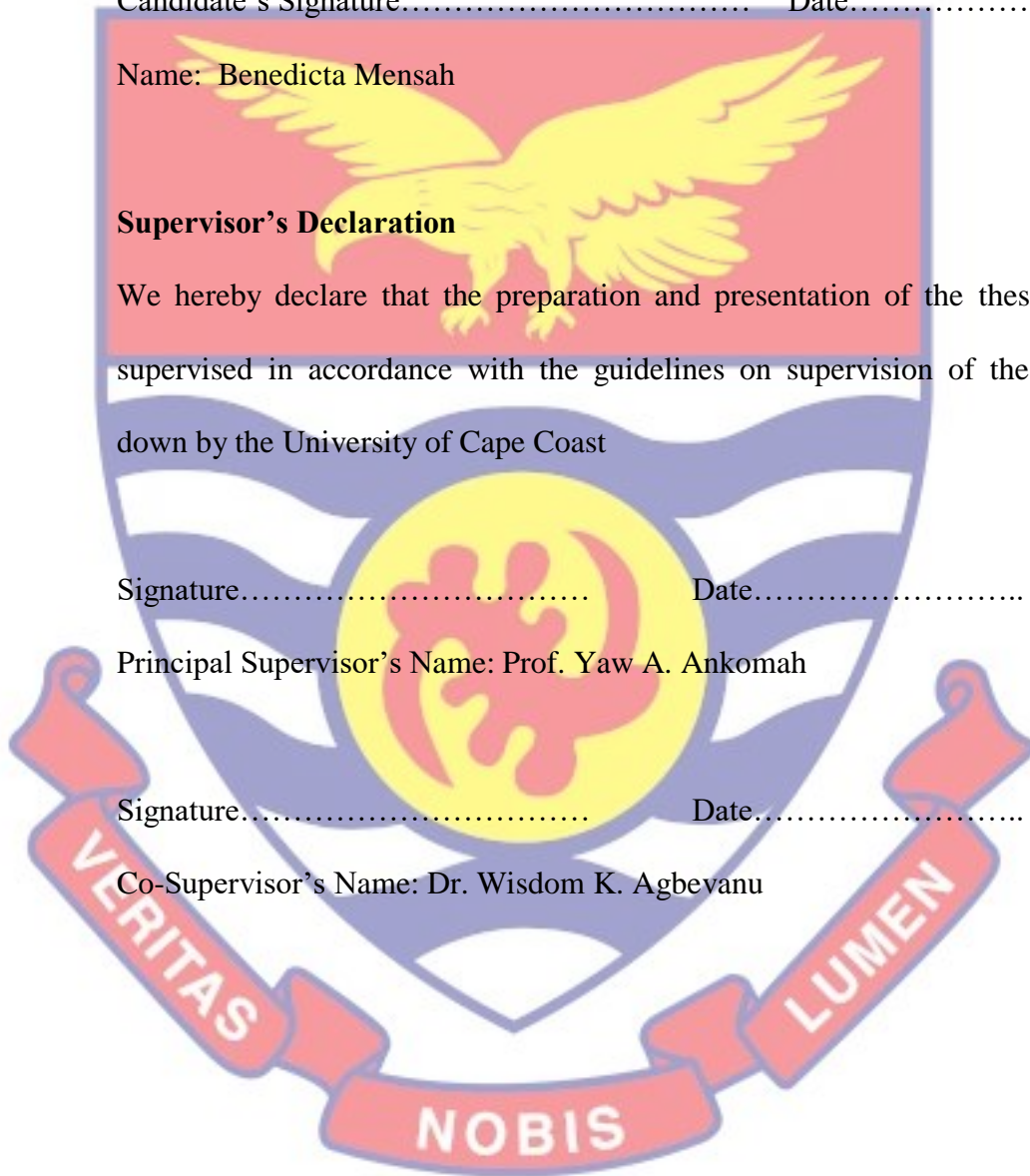
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Supervisor's Declaration

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

Signature……………………………   Date……………………..

Principal Supervisor's Name: Prof. Yaw A. Ankomah

Signature……………………………   Date……………………..

Co-Supervisor's Name: Dr. Wisdom K. Agbevanu

ABSTRACT

This study examined the relationship between organisational climate and retention of tutors in Colleges of Education in Central Region of Ghana. A concurrent embedded mixed-methods and descriptive designs were adopted. A sample of 108 tutors, 3 Principals, and 3 Vice-Principals were used. The sample was selected through census, purposive, stratified, and simple random sampling. Semi-structured interview guide and questionnaire were used to gather data. The qualitative data were transcribed and reported verbatim. Besides, quantitative data were analysed using frequencies, percentages, means, standard deviations, Spearman correlation, Mann-Whitney U test, Cross-tabulation, and Chi-Square test. This study revealed that there was a fairly good organisational climate and statistically, there was no significant difference in perceptions of organisational climate regarding male and female tutors. However, statistically a strong positive relationship emanated from organisational climate and retention of tutors. Organisational climate helped to explain approximately 33 per cent of retention decisions of tutors. In addition, relationship among employees ranked first among the salient factors. Finally, it emerged that some demographic factors have statistically no significant influence on retention of tutors, for instance, gender, age, level of education and rank. The study concluded that positive organisational climate increases the retention of tutors. Thus, it was recommended that Principals of Colleges of Education and Ghana Tertiary Education Commission (GTEC) should help improve a healthy (positive) organisational climate to retain tutors for a longer span of time and to minimise intention of tutors to quit Colleges of Education.

KEY WORDS

College of Education

Organisational climate

Retention

Demographic factor

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Bravo to all my colleagues especially, Pastor Wiredu, Rev. Akafia, Rev. Andoh-Appiah, and Mr. James Donkoh whose friendliness and support made this interesting course bearable.
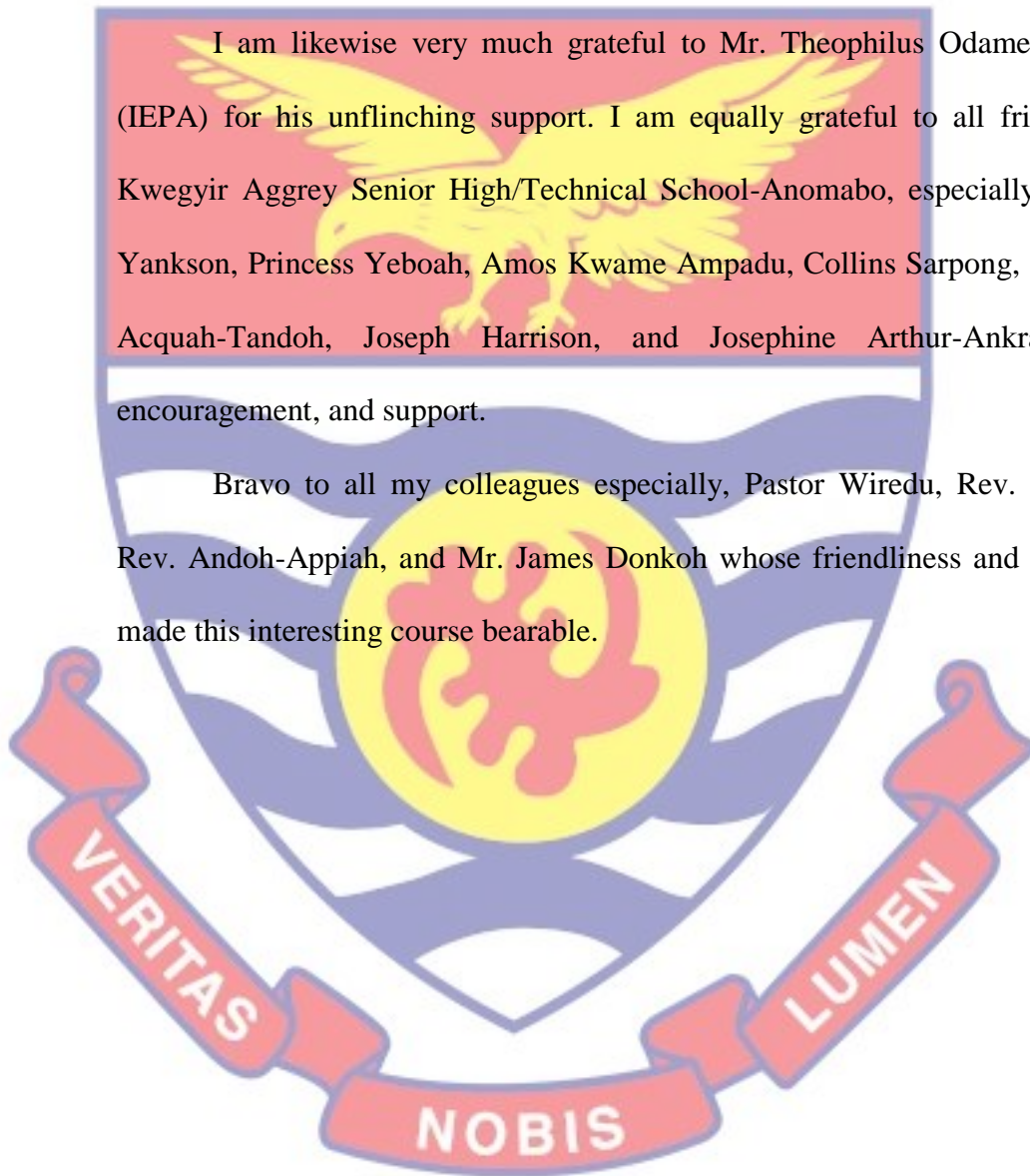
DEDICATION

To my sweet husband, Dr. Dominic Degraft Arthur, and my lovely children,

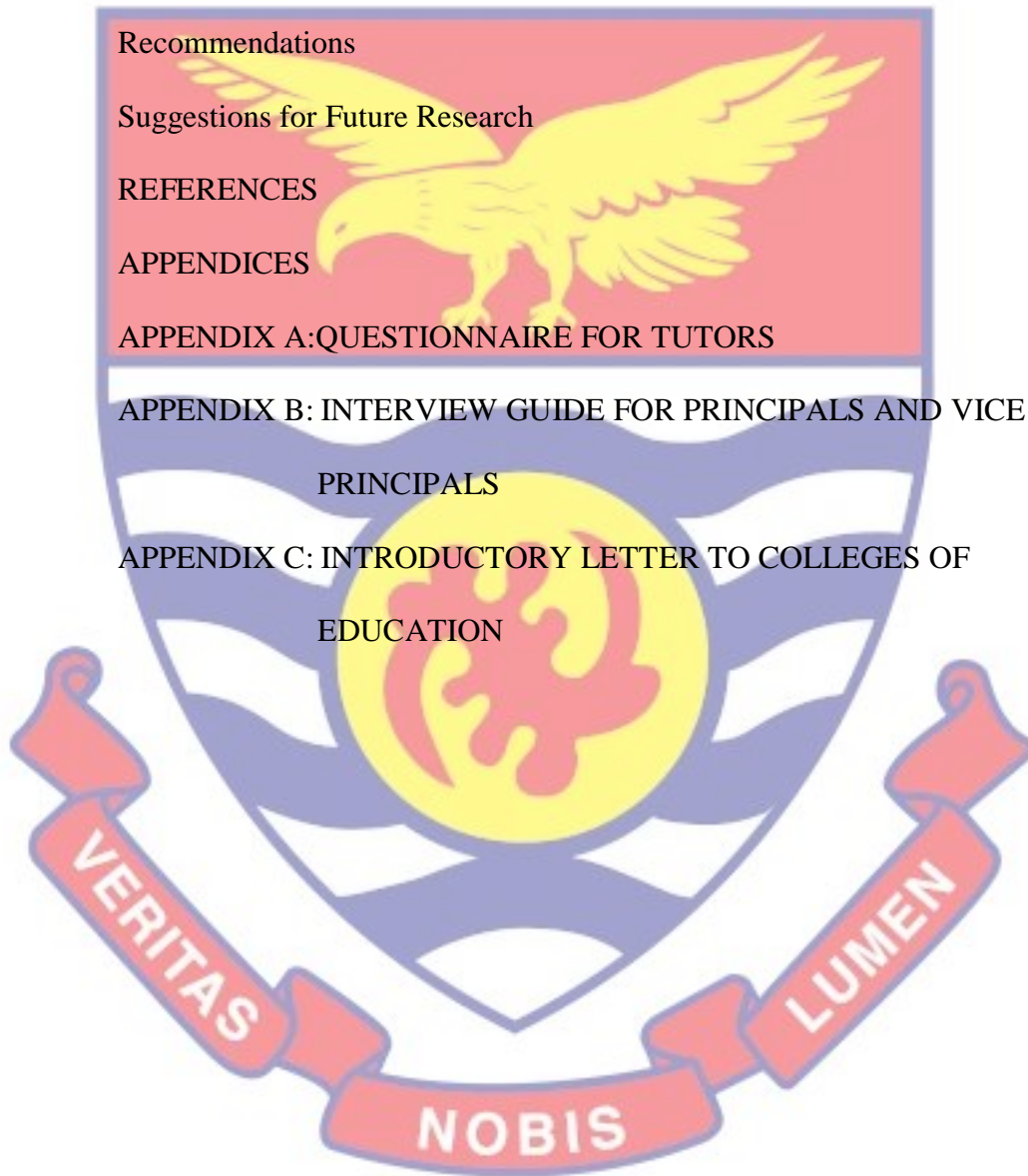Penuela, Jeshuruna, Christensen, and Ekow Steen.

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LIST OF ABBREVIATION

CoE	-	College of Education
FCDO	-	Foreign, Commonwealth and Development Office
GTEC	-	Ghana Tertiary Education Commission
ISM	-	Image of Schools through Metaphor
IT	-	Information Technology
MSMEs	-	Micro, Small and Medium Enterprises
NAB	-	National Accreditation Board
NCTE	-	National Council for Tertiary Education
NTC	-	National Teaching Council
OECD	-	Organisation for Economic Co-operation and Development
OLA	-	Our Lady of Apostle
SLEQ	-	School Level Environment Questionnaire
T-TEL	-	Transforming Teacher Education and Learning
UNESCO	-	United Nations Educational Scientific and Cultural Organisations
USA	-	United States of America

CHAPTER ONE

INTRODUCTION

Background to the Study

The role of education is very significant in the socio-economic development of every nation for several reasons: First, education helps to polish individuals' minds, thoughts, and character toward different groups within their community. Second, education helps to increase individual's chances of finding employment and improving future life chances (Asare, 2011). Consequently, educational planning has always been an integral part of the national development agenda that a nation undertakes periodically to help achieve the visions and objectives of the educational sector (Organisation for Economic Co-operation and Development, 2012).

This is crucial because teacher education plays a vital role in moulding and developing individuals, which thereby leads to improvement in social transformation and economic progress in the society (Rapti, 2013). Similarly, studies have shown that teachers form an essential segment of the country's development because they design and deliver instructions to pupils who are the future leaders of the country. As echoed by these scholars, Anamuah-Mensah, (2006) and Asare, (2011), these benefits could be achieved if the educational institutions recruit competent staff and safeguard their retention until they retired.

In Ghana, Basel Mission in 1848 established the first teacher training college (now College of Education) at Akropong-Akwapim. This initiative motivated other missionaries to establish teacher-training colleges to train teachers for their respective schools (Akyeampong, 2002). After gaining

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independence in 1957, the successive governments also established more teacher training colleges to augment the existing ones to train teachers for basic schools (Anamuah-Mensah, 2006).

A review of scholarly literature has shown that, over the past four decades, teacher education has witnessed several policy reforms. These reforms have led to the production of a diverse group of teachers (Anamuah-Mensah, 2006). According to Obeng (2008), Teacher Training Colleges originally ran 2-year Post-Middle Certificate 'B' programme, then 4-year Post-Middle Certificate 'A' and lately, 2-year Post-Secondary Certificate 'A' programme. However, the 2-year Post-Secondary was further extended to a 3-year Post-Secondary Certificate 'A' programme, which ran concurrently with the 4-year Post-Middle Certificate 'A' programme until in the 1980s when it was truncated. In 2002, Government of Ghana inaugurated a Presidential Committee to review the educational system. The Presidential Committee, which worked on education reform, proposed a complete review of teacher education curricula to ensure that education becomes pertinent to the development of the nation.

In 2008, Government of Ghana declared a memorandum to upgrade all Teacher Training Colleges into tertiary institutions and affiliate to universities that offer programmes in education (National Council for Tertiary Education, 2011). As a result, thirty-eight teacher training colleges, comparable to level 4 of International System of Classification of Education (ISCED) were upgraded to Colleges of Education (CoE) to run tertiary education programmes (Asare, 2011). The decision to upgrade Teacher Training Colleges to tertiary status was accomplished following the Ghana Colleges of Education Act 847.

Technically, before the upgrading and re-designation of teacher training colleges into tertiary institutions, Teacher Education Division of Ghana Education Service (GES) managed them because GES is mandated to manage the pre-tertiary education. The GES provided the funding, requirements for the enrolment of students in teacher training colleges, and appointment of staff (Opare, 2008). In addition, the Institute of Education of University of Cape Coast in collaboration with Teacher Education Division was tasked to develop and regularly assess educational curriculum, and products of teacher educational institutions (Opare, 2008). In 2012, College of Education Act (Act 847) was legally enacted to offer support to the conversion of teacher training colleges to Colleges of Education. These institutions are placed under NCTE, a government agency in charge of the management and regulation of tertiary education institutions in Ghana (Institute of Education, 2013).

The overarching objectives of the reform were in two folds; first, the reform intended to help improve quality of teaching and learning outcomes in basic schools. This has become very possible due to the rapidly changing society needs due to the technological advancement; thus, new crop of students are needed to play new roles for the development of society. Second, it also intended to attract competent youth into the teaching profession to work to improve the image of the teaching profession in contemporary times (Akyeampong, 2002). In practice, as echoed by Anamuah-Mensah (2006), the development and success of any educational system depend on the involvement, efforts, and role of the academic staff (tutors) or the professional expertise. Thus, recruiting, retaining, and improving the performance of high-

qualified teachers is a priority for the government. Because a highly competent staff in the educational sector is very important for the state in the sense that it helps the state to produce graduates who are competent to take-up leadership roles in the society.

Statement of the Problem

Organisational climate and retention of tutors have become a great concern for advanced learning institutions globally (Too, Chepchieng & Ochola, 2015) because literature suggests that more qualified teachers have that propensity to leave teaching to other professions (Borman & Dowling, 2006). For example, a recent empirical study by Agrawal (2016) on 150 respondents in Gwalior (Northern-most city in the Indian state of Madhya Pradesh) to determine the impact of organisational climate on employees' retention towards Faculty Members of Professional Institutions confirmed that the organisational climate alone explains a 6.1% variance in retention decision.

Similarly, Ghana National Association of Teachers (GNAT) revealed that teacher attrition and retention in 2013 documented that there were about 10,000 teachers (especially those in professional grades) who leave GES every year for other professions (Sam, Effah & Osei-Owusu, 2014). The problem, however, is that in Ghana, many teachers are produced yearly; nevertheless, the Ministry of Education continues to experience insufficiency of teachers since they are not inspired to remain in teaching profession. This was caused by a web of factors such as low prestige for teaching profession, low remuneration, unfavourable working conditions, inadequate institutional support, and the changing curriculum (Ministry of Education, 2012). At its

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core, this practice has a negative outcome on academic progress because it gets in the way of the steadiness of learning process, leading to a decline in educational standards (Sam, Effah & Osei-Owusu, 2014).

Seemingly, organisational climate and retention of tutors in Colleges of Education is a perennial phenomenon because teacher education is of the highest quality toward achieving any educational agenda in Ghana (Asare & Nti, 2014). Besides, there have been similar studies on this critical area that primarily focused on teacher education and practices in Ghana (Anamuah-Mensah, 2006); degree of autonomy in Colleges of Education (Nyarkoh, 2016) and prospects and challenges of transition of Ghanaian Training Colleges to tertiary level (Opare, 2008).

It is not known whether retention of tutors is as result of organisational climate alone because, there are many factors that relate to retention of tutors (Kwegyir-Aggrey, 2016) even though organisational climate is a contributing factor. However, there have been studies concerning tutors in Colleges of Education on variables such as teacher recruitment and retention (Soglo, 2000). Transitional challenges (Atiku, 2013), assessment of ICT usage (Abreh, 2010; Gbeze, 2014; Mensah, 2009; Van-Ess, 2013; Wireko-Ampem, 2015), work place environment (Abdul-Rashid, 2012), provision and utilisation of guidance services (Agyeiku, 2020), education programmes and staff development (Acquah, 2012), committee system in   management (Essien-Baidoo, 2018), integrating teaching of Social Studies with Science (Ampofo, 2020).

It appears that, no study has been done on the relationship between organisational climate and retention of tutors in Colleges of Education,

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particularly in Central Region using the concurrent mixed-methods approach. The situation thus, necessitated an investigation into the relationship between organisational climate and retention of tutors in College of Education in the Central Region of Ghana to help inform policy decisions.

Purpose of the Study

The purpose of this research was to examine the relationship between organisational climate and retention of tutors in Colleges of Education in Central Region of Ghana.

Research Questions

This study aimed at finding responses to the ensuing questions:

1. What are tutors' views on organisational climate that exists in Colleges of Education?

2. What difference exist between male and female tutors' perceptions of organisational climate in the Colleges of Education?

3. What kind of relationship exist between organisational climate and retention of tutors in Colleges of Education?

4. Which salient factors influence the retention of tutors in Colleges of Education?

5. How do tutors' demographic factors (gender, age, level of education, rank, and length of service) influence their intention to stay in Colleges of Education?

Hypothesis

Developing from the research questions 2 and 3, the following hypotheses were framed and tested.

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H1:   There is no significant difference between male and female tutors'
       perceptions of organisational climate in Colleges of Education.

H2:   There is statistically a strong positive relationship between
       organisational climate and retention of tutors in Colleges of Education.

Significance of the Study

This study is very important because it would help in building knowledge and gaining insight into organisational climate dimensions that result in the retention of employees and how administrative heads can ingrain practices that will improve organisational climate to retain talented tutors to achieve and sustain quality education delivery for the youth who are the future leaders for the society.

In addition, the results of the study may reveal the roles and position of Government, GTEC, allied institutions, agencies and other stakeholders in Colleges of Education. In this way, the findings are expected to benefit these policymakers, in formulating realistic and far-reaching policies of re-innovative purposes to improve organisational climate and selecting pragmatic retention strategies in educational institutions.

Delimitations

The study delimited organisational climate to dimensions (independent variables) such as organisational structure, responsibility, identity, rewards/recognition, warmth, and conflict. While factors of retention of tutors such as promotional opportunities, involvement in decision-making, training and development, work environment, a relationship among employees, distributive justice, leadership style, and salary represented dependent variables. Demographic factors were delineated to gender, age, level of

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education, rank, and length of service. The study also looked at how male and female tutors perceive the organisational climate of their respective Colleges of Education. The study was restricted to tutors, Principals, and Vice-Principals because they have in-depth knowledge on the subject of this study.

Limitations

First, the selection of three Colleges of Education out of forty-six was limited because of geographic area representation. Thus, drawing generalisations with this sample in a country with many Colleges of Education such as Ghana would be awkward.

Second, the variables of organisational climate and retention of employees used by the researcher were unduly many, and this development, therefore, affected a vigorous analysis of the study.

Finally, it was difficult to access data from the tutors during the fieldwork because most of them were assessing and supervising off-campus teaching practice. While others were, busy working on their thesis and school assignments, so they came to campus only when they had lectures and/or it was time for T-TEL conference.

Notwithstanding, these challenges did not affect the objectives which the researcher set out to achieve in the study.

Operationalised Definition of Terms

Organisation: An organisation is defined as a social unit formed and retained by collective human interaction. In this respect, an organisation comprises people in the social unit, who work together to attain their goals.

School as an organisation: School is considered as an organisation because it comprises clusters of people comprising teachers, learners, headteachers, management members, and governing boards working in various dimensions to meet their shared goals such as educating young people in the society.

Organisational climate: Organisational climate refers to the prevailing internal working environment such as the feelings of belonging, care, and goodwill among members.

Retention of Tutor (teacher): Retention of tutor refers to capability of an academic institution to afford excellent work-life, the best place of work, as well as formulating and executing the best practices in human resources to minimise teacher mobility and provide a more conducive learning atmosphere in schools.

Employee Turnover: This refers to measurement of employees quitting or resigning from their jobs based on personnel policies and practices of a firm, and need replacing in a set amount of time.

Organisation of the Study

The study was organised into five chapters. First, Chapter One discussed background to the study, statement of the problem, a set of research question and hypotheses, the significance of the study, delimitations, and limitations, operationalised definition of terms, organisation of the study, and concluded with a chapter summary.

Chapter Two presents literature review related to organisational climate and retention of tutors. The chapter focused on the theoretical frameworks and conceptual issues underpinning the study. In addition, the

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chapter presents empirical issues and conceptual framework guiding the study. The overarching goals of the literature review were twofold; first, the literature review will help the researcher to gain greater insights on the relationship among the key variables of organisational climate and retention of tutors. Second, it also serves as a basis for guiding the analysis of the current study and ends with a chapter summary.

Chapter Three presents methods and procedures which are organised into seven sub-headings, comprising the research design, study area, study population, sample and sampling procedures, data collection instruments, data collection procedure, data processing and analysis, and chapter summary.

Chapter Four presents findings and discussion, which are categorised, into three parts. The first part focuses on description of demographic characteristics of participants while the second, on descriptive statistics of responses on organisational climate and retention of tutors in college of education. The third part addresses each of the specific questions in this study and concludes with a summary. Finally, Chapter Five provided summary, conclusions, recommendations, and then suggestions for future research.

Chapter Summary

This section discussed the background to the study, statement of the problem, the purpose of the study, research questions and hypothesis, significance of the study, delimitations, limitations, operationalised definition of terms, organisation of the study and concludes with a summary.

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CHAPTER TWO
LITERATURE REVIEW

Introduction

This chapter presents a review of relevant literature on organisational climate and retention of tutors. The chapter reviewed the theoretical framework related to organisational climate and retention of tutors. Then follows the review of conceptual issues on the topic, empirical studies on organisational climate and retention of tutors and the conceptual framework. The chapter ends with a summary.

Theoretical Framework

An organisation involves people in the social unit working together to attain organisational goals. However, retaining highly-talented employee is a corporate challenge for most organisations. Several scholars have proposed numerous employee retention theories to help organisations consider the work environment and the bahaviour of their employees in order to retain competent employees for a long time.

To examine the relationship between organisational climate and retention of employees, equity theory, expectancy theory and theory of organisational equilibrium were adopted to help Colleges of Education understand the salient factors contributing to retention of tutors. The discussion of the theories is as follows:

Equity Theory

Equity Theory of Stacey Adams, who is a workplace and behavioural psychologist (Adams, 1965), directs this study. The central premise of equity theory is that equity is important in both the design and allocation of

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conditions of service to employees largely, because it is a key determinant could influence employee's retention or attrition in an organisation. According to Bell and Miles (2012), equity theory can be described as the fair allocation of resources to employees in an organisation that influences employee's actual contribution and responsibility in the employment contract.

Equity theory suggested that an employee's motivation was based on the perception of fair relationship between inputs and its outputs when compared to that of peers (Redmond, 2010). The fair ratios perceived by the employee can be uneven, and then inequity exists. However, the difference in inequity increases as the anxiety felt by an employee also increases. Therefore, the greater anxiety employee senses due to perceived inequity, the harder they work to decline their anxiety and upsurge the perceived levels of equity (Huseman, Hatfield & Miles, 1987).

Armstrong (2006) categorised equity into two broad forms: distributive equity and procedural equity. Distributive equity refers to the perception of fairness felt by employees about conditions of service in connection with their contributions to organisational success. Procedural equity denotes the perception of fairness felt by employees about processes in which management uses to reward employees in an organisation.

As posited by equity theory, management in every organisation holds it a duty to recognised employees' inputs such as knowledge and skills to allow equity and fairness to operate. This is because employees would always assess fairness of their organisation in comparing the conditions and treatment of their workplace with that of other relevant organisations. Thus, when employees find that working conditions and treatment in their organisation are

fair and better than other relevant organisations, they would like to stay in their organisation (Ng'ethe, Iravo & Namusonge, 2012).

Similarly, if the workers perceive unequal conditions of service and treatment in their organisations compared with other employees in other relevant organisations, they may start to feel an unpleasant emotional condition in their workplace, leading to a change in their attitudes, and behaviour towards their work. In the worst-case scenario, these poor conditions of service may also force the workers to quit the organisation for other relevant organisations (Armstrong, 2006; Cole, 1999; Ng'ethe *et al,* 2012).

Equity Theory was very applicable to this study for several reasons. First, the theory helped one to understand that management in every organisation has to pay particular attention to the equity system: provision of equal treatment in terms of their conditions of service to motivate them to stay in the organisation. Conversely, where there is unequal treatment in the allocation of conditions of service, employees are likely to be demoralised, which in larger part can influence them to quit to other relevant organisations where they can enjoy fair allocation of conditions of service. Though huge advancement has emanated from the equity theory, yet several issues are unceasingly linked with it. A significant subject of the theory was the subjectivity of the comparison process, in that human nature has a tendency to distort their inputs especially regarding effort in doing something, even though there is equal treatment in the allocation of conditions of service at the workplace. Accordingly, it becomes difficult when comparing their levels of commitment to stay or quit the job (Redmond, 2010).

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Equity theory is appropriate for this study because tutors in Colleges of Education perceive fairness within their working climate and compare with peers in most especially, the universities with similar qualification to determine retention or turnover (Rogoff, Callanan, Gutiérrez & Erickson, 2016).

Expectancy Theory

Expectancy Theory was considered a key motivational theory in management and administrative discourse in the 1960s and 1970s (Klein, 1991). Generally, literature on organisational behaviour has revealed that one of the first scholars to have propounded expectancy theory and applied it to management and administration was Victor Vroom (Vroom, 1964). The theory was later developed and refined by Chiang and SoCheong (2008) and Baker-Eveleth and Stone (2008). According to these authors, the theory has progressed in contemporary years as a key paradigm for the study of employees' behaviour and attitudes towards work in organisational settings. Kreitner and Kinicki (2007) opined that expectancy theory established the assumption that individuals are motivated to behave in ways that yield anticipated and valued outcomes. The central argument of the theory is that employees will be excited if they anticipate that their efforts in an organisation results in good outcomes, then it means that they have hopes (Vroom, 1964).

According to expectancy theory, there are four assumptions (Vroom, 1964). First, it assumed that employees upon joining organisations have expectation that desires efforts/aspirations are likely to be met by the management, thus, this kind of expectation influences how employees retort to the organisation. Second, an employee's behaviour is an outcome of conscious

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choice. In this way, employees have the liberty to select behaviours that are defined by expectancy beliefs singularly. Employees also expect various conditions of services from the organisation including attractive wages/salary, security, career development, favourable working climate, and recognition. Fourth, employees will choose among alternatives to achieve positive results for their efforts used in the workplace.

Additionally, Vroom (1964) claims that expectancy, instrumentality and valence, form the base of expectancy theory. First, perceived relationship between employees' effort and a given level of performance explains the expectancy. Expectancy also denotes the connection of a chosen course of action to its predicted outcome. This can be achieved when employees are provided with the necessary supports such as the provision of the right resources and the right skills to perform the assigned task (Mullins, 2007).

Second, valence is "the feeling about specific outcomes. This is the attractiveness of or preference for, a particular outcome to the individual" (Mullins, 2007, p. 266). Mullins espoused that valence differs from value because value is the actual satisfaction obtained from by the outcome, while valence is an outcome desired but gave less satisfaction or outcome undesired but turned out to give satisfaction. In view of that, valence is an expected satisfaction from an outcome, which may derive in its own right. However, this certain outcome generally stems from other outcomes to which it was anticipated to lead. For example, some employees may value promotion or a pay raise as job satisfaction leading to retention, while other employees would prefer additional vacation days and enhanced insurance benefits to promotion as satisfaction in an organisation.

Third, instrumentality denotes the relationship between the perceived degree of performance and the outcome. This means that under the instrumentality, the quantity of outcome is comparative to the level of performance. For example, employees receive rewards in the form of a salary upsurge, upgrade, appreciation, or achievement for meeting performance expectations in an organisation. Thus, an instrumentality becomes low when reward is equal for all performances outcome in an organisation (Mullins, 2007). See Figure 1 for the basic model of expectancy theory.
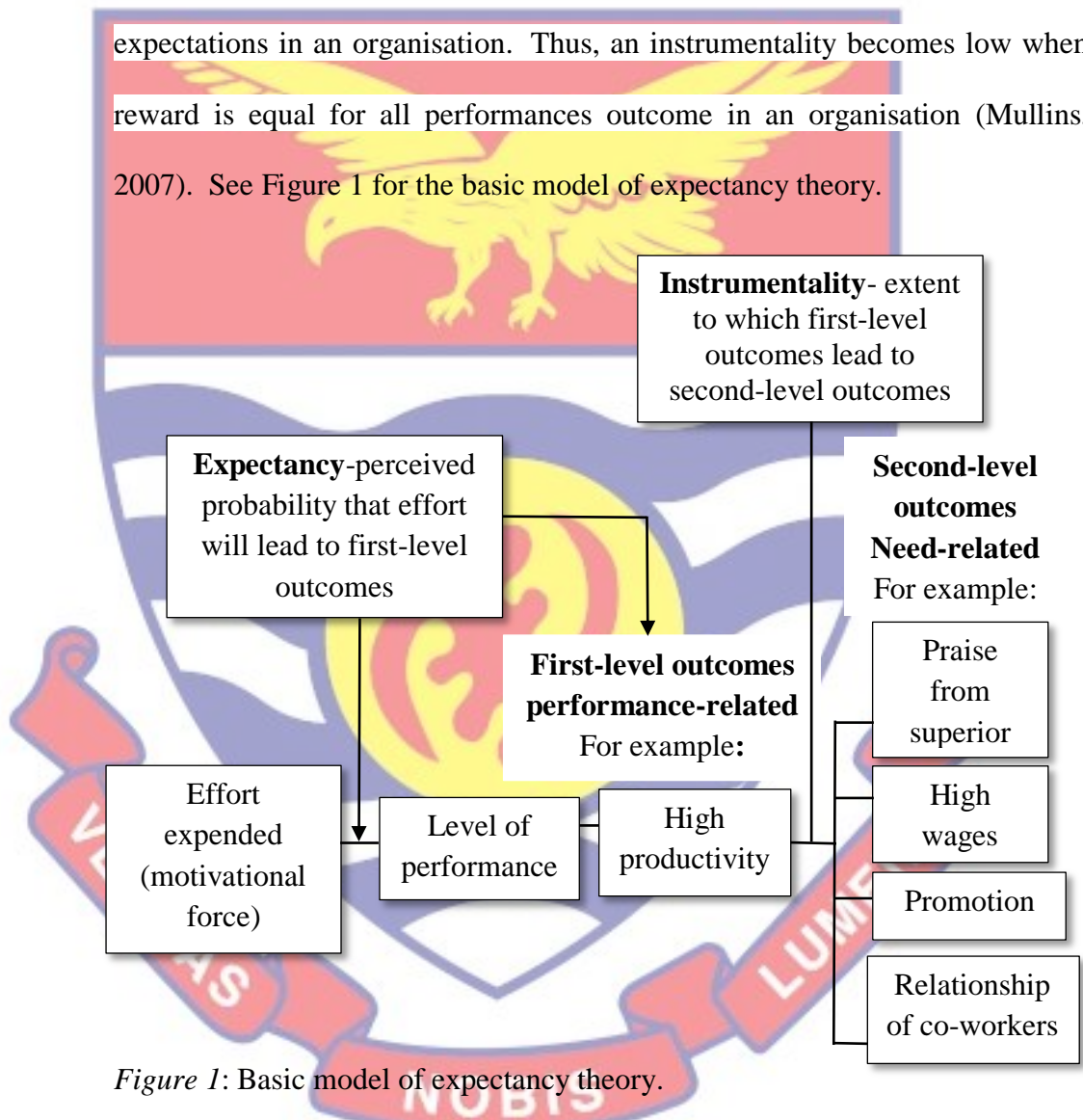
Figure 1: Basic model of expectancy theory.

Source**:** (Vroom in Mullins, 2007).

As Figure 1 shows, for motivation to be high, the expectancy and total valence of all *outcomes* and instrumentality must be high. According to Vroom (1964), valence denotes the anticipated value employees place on a reward. This means that, if something has a positive valence, it indicates that it

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is something that an individual is drawn to positively, while a negative valence refers to something that an individual would not be drawn to, or does not expect satisfaction of the outcome. In addition, expectancy means, there is the likelihood that first-level outcomes will result from the effort of the employees in an organisation. It is based on employee's knowledge, confidence, and anticipated challenges likely to encounter in achieving high performance and productivity in an organisation. Finally, instrumentality denotes the belief of a given level of achieved task performance leading to various task outcomes. Implying, in respect of instrumentality, the outcomes are related to the performance. Thus, an employee will exhibit a good attitude towards work in an organisation based on the anticipation that his attitude towards work will result in a desired outcome and performance.

As posited by Vroom (1964), valence explains a behavioural alternative, in an organisation in which decision of employee was measured based on value of reward. Thus, management should effectively determine the value of reward in which employees should get from the desired performance. This reward is likely to motivate employees to put positive attitudes to achieve the preferred performance at the workplace.

Second, to enhance the effort-performance tie, managers must ensure that training programmes are frequently organised for the employees to strengthen their knowledge, skills, and capabilities at the workplace. Again, management must carefully match employees to appropriate responsibilities and roles and communicate the roles required for the task, while providing sufficient resources for the accomplishment of those tasks (Klein, 1991; Robbins, 2003).

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Finally, to improve the performance-outcomes tie, managers should link strictly the specific performance outcome that an organisation requires to the rewards desired by employees. That is, managers need to ensure that rewards are given to employees based on merit for the desired performance. These may include praise from superior, high wages, and promotion (Vroom in Mullins, 2007).

The theory has been criticised by Chiang and SoCheong (2008), Baker-Eveleth and Stone (2008). As posited by scholars, the expectancy theory is difficult to test practicality. For instance, the basic assumptions of the theory, which perceived that individuals are rational in their decision-making, therefore, their beliefs, perceptions, and probability estimates influence their behaviour at the workplace might not always be the case. The argument is that everyday experience submits that people do not deliberate on the outcomes (positive/negative) of every action to such an extent. In summary, Vroom's theory has a direct bearing on this study because it exposes the rationality of employees' decision-making processes based on the outcomes of organisational settings towards one's needs to perform better in the organisation. For example, according to the theory, when employees perceive a high level of organisational climates such as rewards and promotion, and well-structured career development programmes to improve their career, they would feel that they are supported by the organisation, thus, they would be likely to remain. On the contrary, where the employees perceive the conditions of service to be very unfavourable at the workplace, they will be more likely to be discouraged; this can influence them to quit the organisation.

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Theory of Organisational Equilibrium

The theory of organisational equilibrium, which is associated with the work of March and Simon (1958) was used to anchor the study. The underlying tenet of the theory of organisational equilibrium is that employees are likely to put forth favourable effort in an organisation when their conditions of service match or exceed their inputs (Bruce, 2003). According to the theory, the relationship between inputs and employee performance is explained by a pair of stimulus mechanisms made up perceived desirability of quitting and effortless means of quitting (Segbenya, 2012).

Arguably, perceived desirability of employee leaving one organisation is influenced by levels of satisfaction of working climate of that organisation including the nature of job characteristics, a relationship of superior and co-workers, and job design (March & Simon, 1958). Similarly, the second aspect that is the perceived ease of leaving is caused by several conditions such as the visibility of employees to other organisations, and employees' propensity to search for a job. As noted by the theory, employees will be more likely to stay in jobs where there is a good organisational climate of the workplace coupled with the belief that there are few job alternatives available for them to explore. In contrast, employees will prefer to leave an organisation if they have job alternatives available, or have desirable skills and knowledge to do other jobs.

In general, organisation equilibrium theory is very imperative in administration and management discourse because organisation equilibrium theory propounded by March and Simon (1958) guide most recent motivation theories. Despite the aforementioned benefits associated with the theory of organisation equilibrium as espoused by March and Simon, there are varieties

of misconceptions about the theory. Many scholars believe that the theory lacks sufficient demonstrative and empirical validity.

The theory of organisational equilibrium fits into this study because it helps us understand the relationship between organisational climate and retention of tutors in Colleges of Education in the Central Region. As indicated by the theory, employees are likely to remain in certain organisation when they are content with the organisational climate at their workplace, but where the employees are not satisfied with the organisational climate at the workplace, the perceived ease of leaving is very high in the organisation.

Conceptual Review

The concepts reviewed in this section included the concept of organisational climate, dimension of organisational climate, gender differences in perceptions of organisational climate, relationship between organisational climate and retention, and finally, demographic characteristics and employees' retention.

Concept of Organisational Climate

Organisational climate may be described as a collection of qualities of an organisation induced from how its members relate with the environment (Reichers & Schneider, 1990). An organisational climate can be categorised into two, namely positive organisational climates (healthy climate) and negative organisational climate (unhealthy climate).

A positive organisational climate refers to a workplace environment with well-structured rules, policies, and procedures that regulate its operations. Typically, in a positive organisational climate, managerial behaviour and styles of leadership are suitable to work situations. In addition, employees in

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the organisation are recognised and rewarded for good performance. Thus, employees are proud to belong to the organisation (Bliar, 2012). By contrast, Bliar opined that negative organisational climate occurs where there are absence of well-structured rules, policies, and procedures that regulate an organisation's operation. Here, employees experience ineffective teamwork between departments in organisations, and poor communication to carry out their jobs effectively in an organisation.

Climate of an organisation such as a School

The climate of a school can be described as enduring characteristics which define a particular school, differentiate it from other schools, and on the other hand as the 'feel' which teachers and students have of that school (Atta, Agyenim-Boateng & Baafi-Frimpong, 2000). Concept of school climate and its significant influences on educational outcomes has been re-examined by many scholar for many decades (Marshall, 2004). The oldest scholars who examined school climates were Halpin and Croft (1963). These scholars identified six kinds of school climate such as open, autonomous, familiar, controlled, paternal and closed climates (Atta et al, 2000).

According to Atta *et al*., several factors influence the climate of an organisation such as a school. For instance, the size and structure of school, style of leadership, communication networks and goal of school. Besides, complexity of system, decision-making, technological adequacy (equipment, other resources available), motivation, economic condition, policy, and values also influenced school climate. These scholars added that demographic factors of members such as age, gender, marital status, educational level, etc., length of existence of school could influence school climate.

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According to Marshall, (2004), continuous research on school climates has identified the following factors that influence school climate: number and quality of interactions between adults and students; students' and teachers' perception of their school environment. Environmental factors (such as the physical buildings and classrooms, and materials used for instruction); academic performance; feelings of safeness and school size; feelings of trust and respect for students and teachers were considered as element that could influence school climate.

Atta *et al*., (2000) poised that the perception of school climate was substantial to educational administrators because it was obvious that some climates yielded good results for specific tasks than others. In addition, some research supported the fact that the climate of a school influenced students' outcomes, and believed that closed climate bred closed learning climates. Thus, good climates indorsed discipline and a conducive environment.

Dimension of Organisational Climate

Dimension is a complex concept of organisational climate. Several researchers have also tried to examine the concept from diverse scopes. For example, Peterson (1995) identified five dimensions of organisational climate. For instance, 'means emphasis, 'social support', 'goal emphasis', 'reward orientation', and 'task support'. According to Peterson, means emphasis refers to the process through which management uses specific means to help employees understand the approaches and measures in which they should observe when performing tasks. In addition, social support refers to how managers take care of the employees' welfare in an organisation. Examples of social support include free health care services, free or subsidised cafeteria,

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gratuity, allowances such as entertainment, vehicle, responsibility, accommodation. Besides, goal emphasis refers to the means of making organisational goals and standards, as well as how to achieve such goals available to the employees. Rewards orientation however, denotes how the management offers rewards to employees. The rewards given to employees are dependent on capabilities of employees to carry out duties and responsibilities of the organisation. Finally, task support encompasses the way and manner in which managers make available required tools, materials and other resources to employees to conduct assigned tasks and responsibilities effectively.

Akin to the earlier views, Permarupan, Saufi, Suzana, Kasim, and Balakrishnan (2013) devised six scopes of organisational climate such as clarity, standards, responsibility, flexibility, rewards, and team commitment. In their opinion, organisation clarity means knowing employees' expectations and assessing how those expectations relate to organisation's goals, while standards of organisation focus on the structures that are used by management to improve performance in an organisation. That is, the extent that challenging, but achievable goals set by managers are synchronised. In addition, responsibility refers to the feeling of how employees can perform the roles delegated to them. At this point, the management has the feeling that employees can do their job without being strictly supervised and controlled by the immediate supervisors, while, flexibility denotes the extent that employees observe no instructions in procedures, which impede their initiative in the organisation. That is, the type of organisation where creativity and innovation are acknowledged by the management. Again, rewards are defined as fair

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return for achievement directly related to effort or service rendered. Here, an individual employee is recognised for good work by the management of the organisation. Finally, team commitment entails the engagement of employees in decision-making. Thus, every employee works towards the common objective. In their view, the effective functioning of these conditions tends to promote a healthy climate in an organisation.

Jyoti (2013) further posited that dimensions of organisational climate encompass the administration, management policies, personnel treatment, rules, role clarity, and team spirit and image. In essence, these dimensions are crucial because they facilitate in improving employees' commitment towards the organisation. Conversely, they can also influence employees to leave the job if they are not working effectively in an organisation. Along the same line of reasoning, Holloway (2012) also suggested six dimensions out of the established nine separate scales for organisational climate (structure, responsibility, challenges, reward, relationships, cooperation, conflicts, identity, and standards) by the earlier study conducted by Litwin and Stringer (1968). In his viewpoint, the dimensions can be described as follows; structure, responsibility, identity, reward, warmth, and conflict.

Although various scholars have provided different perspectives on the dimensions of organisational climate, these dimensions have similar influence on employees' retention or attrition. Thus, the researcher grouped the dimension of an organisational climate to encompass the following factors: Organisational structure, organisational responsibility, organisational identity, organisational recognition, organisational warmth, and organisational conflict.

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Organisational structure

Organisational structure denotes the formal task reporting system consisting of rank and associated responsibility regarding procedures, which guide employees and top management in achieving the goals of an organisation (Andrews, 2012; Herath, 2007). An organisational structure outlines how an organisation's programmes such as sharing of duties and supervision are done to help achieve an organisational goal (Lim, 2017).

Broadly, the organisational structure influences organisational action and provides the basis on which the required operational practices and principles rest (Jacobides, 2007). Equally, scholarly literature reveals that organisational structure is associated with at least three distinct features such as power, coordination, and control (Grossi, Royakkers & Dignum, 2007). According to the scholars, power relates to delegation of activity, while coordination entails the management of knowledge and information, and control relates to monitoring and recovery of issues. In essence, these features are crucial to help lay the foundation for a successful organisational performance, because these features help to define rules, procedures, task allocation, coordination, and regulations that the organisation runs. This, in part, helps to maintain compliance such as establishing principles related to accountability, efficient management of the workforce, and proper ethical behaviour towards the organisation.

Tran and Tian (2013) also defined organisational structure as the arrangement of duties to be done in an organisation. This is best represented by the organisational chart. At its core, organisational structure entails the internal differentiation and patterning of relationships that set limits and

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boundaries for the management of resources, mechanisms for the integration of the workforce, and problem solving for efficient performance by the workforce in an organisation. As echoed by Tran and Tian, every organisation is likely to perform well if an organisational structure is aligned with tasks, goals, human resources coupled with environmental requirements. Conversely, if an organisational structure is not aligned with tasks, goals, human resources and environmental requirements, the organisation will undoubtedly face difficulties in its operations, consequently, management is likely to spend more time-solving problem, which arises from incorrect organisational structure leading to poor performance.

In practice, this argument is highly illuminated in a study by Bridges (2009). According to the scholar, the term organisational structure is conceptualised as the relationships among the parts of an organised whole. That is, the relationships among people, positions, and organisational units, such as departments and divisions, to which the employees belong in an organisation. The basic elements of organisational structure are categorised as the following; the hierarchy of authority, division of labour, and rules and procedures. These basic elements help to strengthen formal and rational administrative structures that facilitate the organisation to conduct its activities. These practices help to boost coordination of communication, decisions, and actions of the management and workforce, leading to improved performance in an organisation.

Chen and Haung (2007) explain organisational structure as the formal procedure that regulates and coordinates employees and management in carrying out their roles to achieve organisation's goals. Supporting their point,

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Chen and Haung reiterated that management in every organisation is directed to shape organisational structure based on how the strategies, goals and assignment of roles to the employees are enacted. It also plays emphasis on the involvement of employees in decision-making, and the extent of integrating their views and inputs into the organisational policies and activities. In this way, the organisational structure was also regarded as a platform upon which the employees see their organisation and its environment. This practice, according to Chen and Haung, aids to maintain order within the organisation, which in turn aids to maintain the employees in an organisation. However, in cases where the organisational structure was poorly designed because of weak formal procedures such as lack of coordination, and motivation, there is a likelihood that employees will lose interest working in such environment. This as a result can lead to employee turnover.

Organisational responsibility

An organisation that operates effectively implements organisational responsibilities to ensure that actions and activities of the organisation benefit most of its people at all times. In practice, every organisation represents rationally ordered instruments for the achievement of stated goals (Adeniji, 2011). Broadly, organisation responsibility encompasses the activities and programmes carried out to complete a task and obligation, which were normally determined by the management. According to the scholar, procedures for organisational responsibility vary from one organisation to another organisation. Nonetheless, it generally follows a uniformed guideline

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depending on the type of organisations, as well as how these procedures work within an organisation.

Technically, organisational responsibility of every organisation is to ensure that tasks and responsibilities were allocated to the employees according to expertise and abilities. Allocation of tasks and responsibilities helps to maintain an organisational structure and allows employees in the organisation to commit to personal and team obligations and responsibilities. Building on the preceding views, Waddock (2004) reveals that this practice helps to avoid overloading of tasks and responsibilities of employees in an organisation, which in turn motivates them to work harder to accomplish their assigned roles and tasks in an organisation.

Inspired by the works of Litwin and Stringer (1968), Dockel (2003), Waddock (2004), Aguinis, and Glavas (2012), the researcher posited that organisational responsibilities are the strategies and practices in which a company develops in operationalising its activities that have an impact on stakeholders and the employees. This relationship creates favourable organisational climate for the employees to feel as part of the organisation. In this way, the employees feel as being their boss while discharging their duties in an organisation. This is because the management has provided the support that the employees need to build their career effectively as they handle the job assigned to them. Additionally, this favourable organisational climate makes the employees feel safe and secured and therefore attract them to stay in the organisation. However, where the organisation's actions and activities do not create room for them to feel part of the organisation, employees feel unsafe and insecure. This development could force employees to lose interest

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working in an organisation, which can therefore affect the survival and success of an organisation.

Organisational identity

Organisational identity refers to the declarations that employees in an organisation perceive to be distinctive and enduring with the intent of providing members a way to characterise and distinguish an organisation based on those aspects perceived to be most important by insiders (Albert, Ashforth & Dutton, 2000). As noted by these intellectuals, organisational identity helps to influence the behaviours of both management and employees in many aspects within an organisation. In the opinion of Watson and Watson (2012), every organisation has distinct identity issues, which guide the management's attention when they are making decisions, plans, and activities or providing more quantifiable solutions regarding specific organisational issues. Besides, these identity issues also guide the management in their engagement with the employees in an organisation.

Cangemi, Burga, Lazarus, Miller and Fitzgerald (2008) also argued that organisational identity tends to change the behaviour and perception of employees at their workplace. For example, according to the scholars, employees develop trust in their supervisors if their behaviour and relationship are perceived to be trustworthy by the employees. As echoed by the scholars, this is very important because, it can help employees enjoy good working relationship with their supervisors. This practice could influence employees to stay in the organisation. However, lack of trust in a supervisor in an organisation can lead to negative outcomes including fear, low uncertainty,

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and reduced job satisfaction. This development tends to demoralise the employees, which can therefore influence them to leave the organisation.

Organisational recognition

The success of every organisation largely depends on the employees' performance. However, employees are likely to perform their best if they get recognition from the organisation (Zabouj & Antoniades, 2015). According to Adenike (2011), organisational recognition can be described as the respect an employee obtains from colleagues, and what an organisation can afford employees for good performance. It helps upholds self-confidence and self-esteem of employees. Viewed from this perspective, Adenike posited that organisational recognition could come in several types including verbal or written, praise, and appreciation. In conclusion, he suggested that organisations should endeavour to show recognition to their employees in the following ways: giving them positive feedback, and using the organisation's newsletter to recognise achievements.

Silbert (2005) also noted that employee recognition entails informal and or formal acknowledgment of individuals' efforts towards the achievement of an organisation's success. Substantiating his point, Silbert maintained that appreciation is one of a key human needs, consequently, employees react to appreciation whenever it is expressed through recognition of their good work by the management. For example, generally, employees are motivated to remain in organisations when management and co-workers tend to recognise and appreciate their efforts since because it helps to provide a sense of ownership and belongingness in an organisation. For example, recognition can be in the form of naming a worker as 'Employee of the

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Month'. In support of this view, Armstrong (2006) postulated that this intangible incentive is higher desirable to the employees; as a result, it motivates them to exhibit positive behaviour towards the success of an organisation. It is a useful tool in attracting people to an organisation and in getting them to stay. In contrast, employees tend to feel unimportant and thus become disinterested in working in the organisation in cases where an organisation shows that it does not believe in recognising their employees for the good work done.

Organisational warmth

Organisational warmth entails healthy relationship such as friendliness, and social cohesion in an organisation (Allen & Shanock, 2013*).* Correspondingly, in organisations, where there is an element of cold and feign relationships among management and employees, the working climate becomes unfavourable for the employees because such a negative working atmosphere often creates unfriendly attitudes and perceptions. This development is most cases tend to make employees lose interest in working in such environments, leading to high attrition in the organisation (Holloway, 2012).

Organisational conflict

Organisational conflict denotes a state of disagreement that result from actual or perceived divergence of beliefs, resources, and relationships between employees in an organisation (Barki & Hartwick, 2001; Cangemi *et al.,* 2008; Habeeb & Kazeem, 2018).

Harolds and Wood (2006) also posited that organisational conflict could be caused by several factors such as individuals' values and beliefs,

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resource scarcity, ineffective methods of communication, and poor relationship between management and employees. In their opinion, organisational conflict serves as an indicator, which helps the management in identifying the malfunctioning systems within an organisation to help take tactical and necessary steps to manage it, because, the conflict can modify the attitude and conduct of the employees towards the organisation in that the parties involved in disagreement may not feel comfortable in the organisation. The point is that organisations, which experience some form of conflicts constantly, face some form of stifle disagreement in the decision-making process because even when team members share the same goals, they may approach the team's tasks from diverse and even opposing perspectives (Jehn, Northcraft & Neale, 1999). This practice creates a poor organisational climate in the workplace because there are constant overly tensions being experienced by the employees. Such organisational practice has a strong negative influence on them at the workplace; consequently, some employees who cannot cope with such situations are likely to leave the organisation (Robins, 1990).

Inspired by the earlier studies Jehn and Mannix (2001), Hess and Raza, (2010), Northouse (2010) and Bacigalupo (2011) the researcher concluded that organisations must make it a priority to ensure that proper communication channels are employed to deliver information to employees. This is likely to help build trust and team building among employees and management. This practice will aid to reduce the incidence of organisational conflicts and its impacts on the attrition rate in an organisation.

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Gender Difference in Perceptions of Organisational Climate

Pfafflin (1984) argued that organisational climate is a diverse concept that centres on the mode in which employees in an organisation perceive the work setting and its effects on the workers' psychological welfare. According to Pflafflin, within an organisational setting, females generally have a higher perception of an organisational climate of discrimination than their male counterparts do, which in most instances results in an increasingly negative perception of the entire organisational climate. In essence, this perception might be suggestive of female employees exhibiting a more closed climate profile in an organisation. For example, as espoused by Pfafflin, if one subdivision of employees such as female employees encounters these negative working climate perceptions than the subgroup in an organisation, the female group is likely to feel some form of inequity, and thereby lead to attrition.

In addition, Valentine and Godkin (2000) asserted that gender differences in perceptions are usually evident in organisational socialisation in a working setting. According to Valentine and Godkin, within an organisational setting, employees who are working under male supervisors are more probable to perceive supporting work-related issues such as autonomy, greater diversity of skills and experiences, and initiatives to conduct the assigned tasks. Similarly, those employees working under female supervisors are more probable to observe gendered-centered issues such as formation of relationships among employees, and discussion of marital issues. In the viewpoint of the scholar, this form of practice reduces the effect of job information exchange in an organisation, leading to poor supervision at the workplace. This development can serve as disincentive for employees, thus,

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some of the employees who are not ready to work under such unfavourable conditions can easily leave for organisations where they hope to enjoy better supervision from their immediate supervisors (Chen, Mao, & Hsieh, 2012).

Eagly (1987) and LaPierre and Zimmerman (2012) postulated that differences in perceptions at the workplace occur due to prejudice of employees to respond steadily with their social roles. For instance, even in a female-dominated workforce, the percentage of women in supervisory roles is lower. However, even where women are given supervisory roles, they encounter challenges in human relations aspects, which are largely attributed to gender stereotypes that exist between men and women in supervisory relationships. In their opinion, women are commonly seen as less career-oriented due to their commitment to their family than a job, and less interested in organisational rewards than male employees are. Thus, women usually have to work diligently to prove their competence.

Relationship between Organisational Climate and Retention

In general, employers are duty-bound to ensure that their employees, particularly the experienced and highly skilled workers have remained in the organisation. Because employees are very important assets in that workforce with well-qualified knowledge, skills, capabilities, and commitment are crucial in facilitating the organisation to achieve its visions and missions (Jackson & Mathis, 2006).

According to Chaminade (2007), and Aguenza & Som (2012), the concept of retention refers to an arrangement taking by an organisation to provide favourable working conditions to employees to ensure that they remain in an organisation for the long term. Scholarly literature has posited

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that retaining employees is very important in an organisation because it is very costly for an organisation to recruit and train newly-recruited employees (Griffeth & Hom, 2000). In line with that assertion of the costs, Kreisman (2002) added that retaining employees helps to reduce the recruitment costs, training costs, costs of lost talent to another organisation, and loss of productivity.

Connell and Phillip (2002) have also observed that retaining employees in an organisation is central in promoting efficient performance and success. As espoused by Connell and Phillip, employees become more familiar with the organisation's vision and mission, programmes, and policies, when they stay longer in an organisation. This is because, every employee needs time to familiarise himself or herself with new working environments to know the co-workers, develop some form of trust in the colleagues in those organisations bearing in mind the benefit that the workforce is compatible with each other and work as a team. As a result, when a new employee joins the existing workforce, the issue of how to adjust becomes a daunting challenge, thus, the newly recruited employees in some instances find it tough to establish a comfort level with the existing team members. This, according to Connell and Phillip, commonly affects the organisation's performance and success.

Pfeffer (1995) and Cohen and Nelson (2010) also noted that retaining an employee in an organisation makes employees loyal, and committed towards the vision and mission of the organisation because the employees obtain all forms of incentives from the organisation. Thus, the employees will scarcely castigate the policies of the management of the organisation primarily

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because they always support the work of the management. Again, the employees will continue to work very diligently to help the organisation accomplish its targeted goals to aid improve the success of the organisation.

Other writers such as Dessler (1999) and Powers (2006) have also advanced our knowledge on the need for employees' retention in an organisation. According to them, retaining employees helps to maintain the reputation of the organisation. In their opinion, an organisation's reputation becomes at stake when there is frequent employee turnover. In their views, irrespective of whether employees were dismissed by the management or they left on their own accord, they would discuss the ill feelings and bad sentiments about the organisation with friends and other people who are much concerned about the organisation. This practice is likely to expose the organisation to the public to ask many questions about the nature of management practices and organisational planning. As a result, many competent and prospective employees will not be prepared to take an appointment in such a place, leading to the loss of well-qualified and competent personnel into the organisation.

Mitchell (2002) and Kreisman (2002) further hinted that persistent high turnover also creates unrest among present employees in an organisation. According to them, when employees leave an organisation, they create vacant positions in an organisation. At its core, this condition leads to increased workloads for other existing staff members. In many cases, this condition can cause work backlogs and slow productivity if the organisation does not find a replacement immediately. Again, the existing staff tends to demonstrate a lack of trust and commitment in the organisation when they see their co-workers are frequently leaving the organisation to other organisations. Taken together,

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the lack of trust and commitment of the employees towards the organisation is likely to have a negative attitude and behaviour towards work. This situation can negatively influence the success and performance of the organisation.

As a follow-up to the earlier studies, Ambrose (1996) argued that, while employees' turnover leads to the reduction of salary outflow in the short term, whenever an employee leaves the current organisation he is more probable to join the organisation's competitors. Really, such an employee is likely to leak the strategies, and policies of his former organisation to new organisation. As noted by Ambrose, this practice is likely to affect the organisation, since its activities and policies are exposed to its competitors in the sub-sector.

Salient Factors that Influence Retention of Teacher (Tutor)

Retention of Tutor is a topical issue in educational planning, administration, and management because it has become a global challenge in contemporary times (Basavanthappa, 2010). Teacher retention can be described as a voluntary arrangement that is done by an organisation to help create enabling working conditions to help retain teachers for a long period in the teaching profession. (Chaminade, 2007; Johnson, Griffeth & Griffin, 2000)

Building on Johnson *et al.* (2000), Adeniji (2011) alluded that improving the performance of education was generally based on the ability to entice, retain, and keep hold of quality and competent staff in the school. As such, staff retention helps to promote smooth flow in teaching, enabling tutors and students with enough time for research, facilitating mentoring of students leading to improved academic performance

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Scholarly literature has also observed that tutor intentions to stay in an organisation are contributed by several conditions such as employee personal characteristics such as age, the nature of a tutor's current job; and adequate working conditions (Armstrong, 2006). According to him, retention of tutors is very important for an organisation because they help an organisation to accomplish a competitive gain over organisations due to the level of vast experiences gained over a while.

Furthermore, Gaiduk, Gaiduk and Fields (2009) documented that employees working in many organisations such as the teaching profession focus more on decent remuneration, opportunities for training and development, career advancement, recognition, and challenging working environment. Walker (2001) recognized seven variables that could improve employee retention: compensation and appreciation of the performed work, provision of challenging work, chances for promotion and further learning, invitational atmosphere within the organisation, positive relations with colleagues, a healthy balance between the professional and personal life, and lastly good communications. In this way, the need for mentorship and the creation of favourable working conditions for them is of great importance.

Taken together, studies on retention of tutors have underscored several determinants that influence retention of tutors in the teaching profession. These determinants include promotional opportunities, involvement in decision-making, training and development, work environment, relationships among employees, distributive justice, leadership, and attractive salary (Joyce, Andrew & Muchativugwa, 2014; Korantwi-Barimah, 2017). Based on the

identified factors of retention a selection of them has been discussed in detail in the subsequent sections.

Promotional opportunities

Promotional opportunities referred to as the transparency of an institution's promotional rules, and the availability of chances of the staff getting promotions in the institution (Ng'ethe *et al*., 2012). In principle, tutors were expected to work in an environment where they can have the opportunities to improve their career development so that they will grow within the organisation for them to be able to occupy demanding positions in an organisation.

Substantiating the preceding points, the scholars contended that promotion opportunities have a stronger influence on employees' retention in an institution. This is because employees feel the sense of being valued in the organisation, and the management has good intentions for their progression career when the organisation organises career development programmes for them. These promotional opportunities provided for them by the management serve as motivations to influence the employees' intent to stay. Conversely, employees who feel stagnant in their positions and dissatisfaction with promotion policies will not be motivated to stay in the organisation. This development can influence them to leave the organisation (Hausknecht, Howard & Vance, 2008; Jackson & Mathis, 2006).

Involvement in decision-making

Employees' involvement in decision-making of an organisation is very important factor in promoting employees' retention (Kipkebut, 2010). Generally, employees' involvement in decision-making of an organisation

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occurs where opportunities are created for the employees to participate in meetings, contribute to the organisation's plans and actions, and also management regularly consult them during the design and implementation of programmes and activities in the organisation. This organisational practice often leads to innovation, collective problem solving, organisational learning and adaptability, and fosters improvement in social capital in an organisation. According to Kipkebut (2010), this practice has an influence on employees' retention in an organisation, because they feel extremely inspired as part of the organisation. Similarly, employees may be demotivated, feel that they are not part of the organisation, and thus may prefer to leave the organisation, where the management does not create favourable conditions for them to express their sensitivity and views to support the organisational success.

Training and development

The concept of training is very significant in human resource management practices. Training helps to broaden workers' skills, competencies, and abilities for doing a particular job. Development denotes activities (training activities) organised for workers to help improve their abilities and capacities towards a current and future role in an organisation (Chew, 2004). In his analysis, Dockel (2003) pointed out that an investment in regular training helps to develop competent workforce aimed at a strategic transformational role in the organisation.

In addition, Osei and Adu (2016) argue that the training and development result in an enormous number of outcomes to the organisation on one hand and the employees on the other hand. In their opinion, the outcomes of training and development may include increases in productivity,

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improvement in the quality of work, increases in morale and motivation of employees. There may be development of new skills, knowledge, and abilities, efficient and correct use of new tools, reductions of waste, accidents, and other overhead costs. Then also, explanations of new or changed policies and regulations, and improvement of manpower deployment to ensure continuity of leadership in an organisation. In practice, opportunities for training and development are very crucial factors that influence the young and enthusiastic employees' intention to either stay or leave an organisation.

As echoed by Dockel (2003), in an organisation, where management organises regular training and development programmes for the employees to enable them do their job correctly, effectively, and conscientiously, the employees will be motivated to stay. Conversely, where they do not have access to available opportunities for training and development programmes to help build their capacities for the future tasks, employees will be likely to leave since they do not foresee any benefits to gain from their current place of work.

Work environment

Every organisation has a distinct environment in which its members operate. This environment appears as the personality of the organisation, which distinguishes it from other organisations (Chew, 2004). Principally, effective and efficient working environments such as availability of decent office space, availability of working equipment, air conditioning, and comfortable chairs are key to help reduce the job stress experienced by the employees. This is because job stress usually creates burnout, overload, or being overwhelmed, which leads to poor performance and productivity in an

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organisation. Thus, in an organisation, where the management upholds the creation of a healthy work environment that is safe, empowering, and satisfying, workers will be more content with their jobs, consequently, they will prefer to remain in the organisation since they are better of working in the organisation (Michael, 2008).

However, in a case where the working environment is not good for the employees, and for that matter, they recurrently experience job stress-related challenges such as depression or anxiety, anger, feeling overwhelmed and unmotivated with adverse effects on workers' mental health, the desire of the workers to stay in the organisation is likely to be poor. According to Chew (2004), and Michael (2008), to address the intricacies linked with the work environment and its influence on turnover, management in organisations should endeavour to provide proper attention to work environment to employees since the promotion of good working environment is a very critical factor that has strong tendency to influence an employee to remain in an organisation.

Relationship among employees

The relationship among employees is conceptualised as the dyadic relationship shared by staff who work under the same supervisor (Sherony & Green, 2002). Organisations with a sound employee relationship programmes that offer just treatment to all employees tend to influence them to put good attitude towards their jobs (Leah & Colin, 2013). In practice, a positive relationship among employees in an organisation is crucial to workgroup culture for several reasons. First, it helps to define the social environment within which the workers are working, as well as serving as organisational

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guides. It also helps to improve employees' job security, career advancement, and information access in an organisation.

Similarly, Leah and Colin (2013) posited that this form of employee relationship forms a basis for social support for all personnel in an organisation. Thus, in an organisation, where there are elements of greater social support and cohesion among workers, the workers are highly motivated and committed to remaining in an organisation. Conversely, where there is a poor relationship among employees in an organisation in connection with frequent increased conflicts, poor collegial support, and colleagues undermining behaviour, sexual harassment, bullying among workers, and annual leave disputes, the zeal, and interest to stay in an organisation become low. Basford and Offermann (2012) pointed out that forming good working relationships among co-workers is very significant because the promotion of good working relationships among co-workers helps to make the best use of the strengths of each other as co-workers. This, according to the writer, helps to influence employees' intention to stay in an organisation.

Distributive justice

Distributive justice is conceptualised as the perceived fairness in the distribution of resources in an organisation (Kipkebut, 2010; Price, 2001). In practice, employees generally respond to a fair distribution of outcomes (rewards) with a very good attitude and behaviour towards the organisation. Similarly, employees also respond to unfair distribution of outcomes (rewards) with a bad attitude and behaviour towards the organisation. Drawing from the Kipkebut, and Price, Mowday and Colwell (2003) argued that these prevailing situations have a great tendency to influence employees' retention.

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As echoed by Daly and Dee (2006), the success of every organisation depends largely on the employees, thus, management has to ensure that employees receive a fair distribution of rewards. This practice of providing an equal level of fairness is likely to induce the employees to stay in an organisation.   Similarly, perceptions of unfairness in the distribution of rewards can lead to frustrations and resentment in an organisation. This development can have a strong tendency to induce the employees to leave the organisation (Kipkebut, 2010; Lambert, 2003).

Leadership

Different scholars have defined leadership in different ways. According to Michael, (2008), leadership entails the art of motivating the followers to contribute towards achieving a common goal. Leadership helps to maximise efficiency towards achieving organisational goals. It also has a great influence on the intentions of employees such as retention or turnover in an organisation (Arami, 2016). Besides, Michael argues that employees will prefer to stay in an organisation where leadership shows concern by giving them roles and responsibilities that fit their knowledge, capabilities, and skills, as well as providing them regularly positive feedback and recognition of their good work. However, employees will be more likely to leave if they realise that, the immediate supervisors and management are not very concerned about their welfare, and career development.

Attractive salary

An attractive salary is a key condition that can induce an employee to remain in an organisation (Shoaib, Noor, Tirmizi & Bashir, 2009). Generally,

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the term salary was explained as payment made to an employee for performing services specified in an employment contract (Rosser, 2004).

Tettey (2006) also reveals that when employees enjoy attractive salaries from the organisation which commensurate with their outputs, they become more satisfied and committed with their job schedules, as a result, they become very highly motivated to stay in the organisation. However, in cases where they are not satisfied with their salaries, they duly become dissatisfied with the organisation. In his view, this practice negatively affects their level of commitment and loyalty towards the organisation. According to him, this situation can influence employees to leave the organisation.

Demographic Characteristics and Employees' Retention

The importance of demographic characteristics in employees' retention in an organisation cannot be over-emphasised (Pfeffer, 1995; Wallace, 1997). Substantiating their argument, the scholars reveal that the demographic variables such as the age of employees influence their behaviour, commitment, and the psychological contract towards the organisation because younger employees experiment work environment at early phase of their profession. In this vein, the attrition rate is very high among the younger employees than that of the older employees in an organisation. The point is that younger employees are ready to explore more prospects; therefore, they are more likely to leave their organisation to join other organisations in which they can get good salaries and conditions of services if they are not satisfied with their current conditions of services.

Recent literature also alludes that employees' level of education is also a very dominant factor influencing the intention to stay or leave an

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organisation (Manlove & Guzel, 1997). Education denotes the procedure in preparing entities in acquisition of knowledge, skills, attitudes and capabilities carry out future and current jobs (Rogoff *et al*., 2016). As explained by Manlove and Guzel, highly qualified employees have a tendency to be less content with their current jobs and are accordingly ready to leave to pursue more external job opportunities than those employees with limited education. These categories of employees believe that they have a quality higher level of education, which makes them marketable in the job market, thus, they can easily move to a new work environment if they are not satisfied with the organisational climate at the original workplace.

Gender is also noted for being potential characteristic in deciding employees' retention in an organisation (Agyeman, & Ponniah, 2014; Akova, Cetin & Cifci, 2015). In general, females comprise more than half of the entire population of the globe, nonetheless, across the globe; the status of females is much lower as compared to their male counterparts in every sphere of life. While females are identified with domestic life, professional work is regarded as a male-dominated sphere (Adu-Oppong, Aikins & Darko, 2017). Building on the preceding views of Agyeman and Ponniah, and Akova *et al*., Adu-Oppong *et al*. revealed that in line with the lower expectations of women about their careers, women employees have a high job satisfaction than their men counterparts. This, according to the scholars has a greater tendency to reduce job attrition rates among women than their men counterparts at a workplace do.

In a related study, (Cordero, 2011; Akova, Cetin & Cifci, 2015) observed that female employee are likely to stay in an organisation than their

male counterparts, when policies that create a meaningful balance between family and work life in an organisation are provided by the organisation. Policies may include provision of sufficient support, assistance and guidance in female professional matters, and provision of efficient working condition to tackle stress. The argument is that female employees do not only take care of their kids but they also care about their husbands and elderly parents. In this way, female employees generally find it very problematic to leave their job to a new working environment. In contrast, there is a higher attrition rate among male employees in an organisation despite the provision of policies that create a meaningful balance between family and work life. The point is that male employees are perceived to be reliable than female counterparts in the work environment. Because their kids are taken care of by their wives so they have the freedom to tackle stress, make quick decisions under an uncertain environment, and take any challenging responsibility at the work (Carli, 2001; Yousaf, Humayon, Rasheed, Ahmed, & Danish, 2014)

The level of the rank of employees is also a key determinant that influences retention and attrition rates in an organisation (DeCenzo & Robbins, 2007). When employees attain the highest rank in an organisation the tendency to stay in an organisation is very high than those with low ranks. In practice, giving the level of rank, those employees are likely to become part of the management of the organisation who take decisions for the organisation. This position makes them feel a sense of belonging to the organisation; thus, they would not be prepared to leave for any work environment, which is unfamiliar to them where they will be working under colleagues with a similar level of rank. Conversely, employees with a low level of rank have a higher

likelihood to leave an organisation. This is because they believe that they have low rank, thus they can easily move to any work environment and start their job career work under any management they are not equal with in terms of the level of rank of the management in the new organisation.

Scholarly literature on demographic characteristics and employee retention also proffers that the length of service of employees has influence retention and attrition rates in an organisation (Certo & Fox, 2002). In practice, the attrition rate is higher among employees with a few lengths of service than that of their counterparts with a longer length of service (Poole, 1997; Somers, 1995). According to the scholars, employees who have a long length of service are more committed to their organisations; consequently, the kinds of bonds they have established with their organisation reduce the likelihood that the employee will quit. However, employees who have spent few years in an organisation can easily end up leaving their job, their organisation and take up another job in another organisation because they are not seriously committed to the bonds of their original organisation.

Empirical Studies on Organisational Climate and Retention of Tutor

Organisational climate and retention of tutor are a very indispensable topical issue in the literature on administration and management in contemporary period (Holloway, 2012). Because retention of tutor has become more problematic for educational managers (Samuel & Chipunza, 2009).

In terms of empirics, a study by Cohen, McCabe, Michelli and Pickeral (2009) focused on the influence of school climate and retention of tutors (teachers) was conducted in Jordan. Using correlation and stepwise regression for the analysis, the study established that the desire for enhanced

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remuneration, conditions of service and value-added career progression influenced high attrition rates of tutors (teachers) from the educational system to other organisations. In addition, the deficiency of incentives for extra effort, the uncertainty of new teachers at workplaces, and delayed promotions accounted for high attrition rates among tutors (teachers). Concluding the study, the authors posited that better government and school managers must ensure that better conditions of service are provided for them to ameliorate the exodus of teachers from the educational system to other organisations.

A recent study by Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) also generally focused on school climate and teacher retention. The study was conducted in four selected higher institutions in Australia. The results revealed that the relationships between teachers and their colleagues and the school administration were not favourable which in turn had negative effects on the teachers' level of commitment to their profession. It was also found by the scholars that, the negative school climate also caused teachers to develop more feelings of low personal accomplishment, more cynicism, and depersonalisation resulting in low teacher retention. In addressing these complexities of teacher commitment and retention, the researchers recommended that government, the school managers, and administrators must ensure that favourable school climatic conditions such as better remuneration, spacious office for teachers, fairly allocation of tasks, and creation of healthy co-worker's relationships are provided for teachers.

In addition, Bobbitt, Leich, Whitener, and Lynch (1994) provided very interesting findings to help in understanding the influence of organisational climate on teacher retention. Data were collected through questionnaires from

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school managers, teachers' and educational administrators of the Department of National Centre for Education. It was established that 58 percent of the teachers were enjoying good working conditions as compared to their counterparts in other institutions so there was no need to quit from the teaching profession to other sectors. While, 10 percent of teachers objected that they were not enjoying good conditions of service as compared with counterparts in other sectors. Due to that, they were willing to leave the educational system to other sectors of the economy where they could get higher salaries and good conditions of service. The study recommended that the government should provide favourable and satisfactory conditions of service including pay scale and incentives for tutors (teachers) to motivate them to remain in the teaching profession.
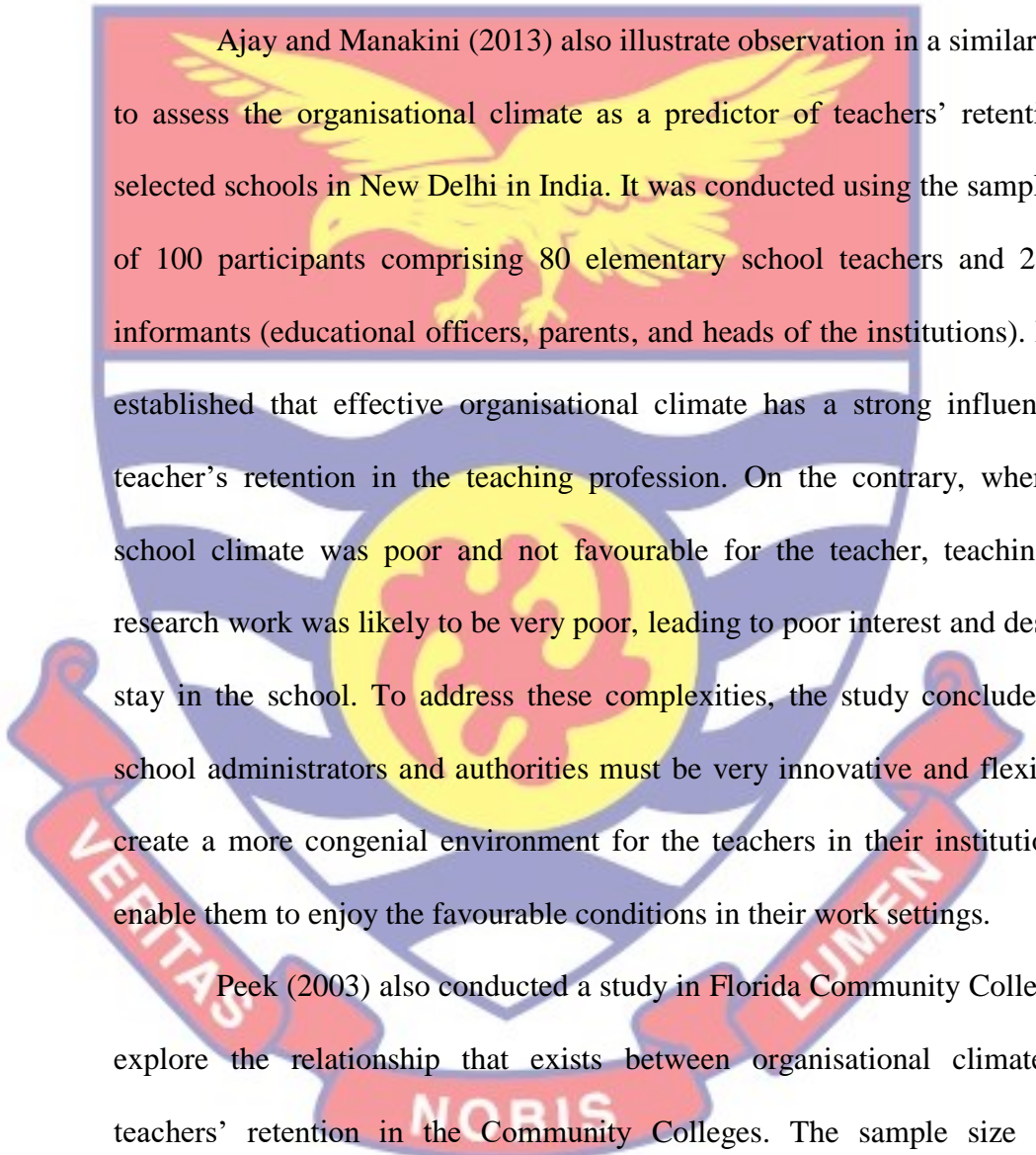
Again, a related study conducted in five selected universities in Jordan also provided an interesting result to improve our knowledge on the influence of an organisational climate on teacher retention (Al-Omari, Qablan, & Khasawnneh, 2009). Data were generated from 139 academic staff selected from the five Universities. It emerged that high rates of turnover in public universities in Jordan were attributed to structural factors including; unfavorable work environment for the faculty, insufficient level of autonomy, the unhealthy relationship among co-workers, and poor communication channels in the university administration. This practice had made academic staff lost confidence in their school management, resulting in dissatisfaction in the current job. Building from the preceding results, the researchers concluded that school managers and administrators must ensure that sound conditions of service are provided to the faculty members in the universities. In their view,

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this practice is likely to help halt their high attrition rates among faculty members in the universities in Jordan.

Ballinger, David, and Schoorman (2010) also conducted similar research in the United States to explore a relationship among leadership, retention and turnover of teachers in college of education. Three hundred and thirty (330) participants were selected as the sample size from 45 higher institutions. The findings revealed that teachers who were enjoying good conditions of service from their schools were less likely to leave the teaching field to other sectors compared to those teachers who were less supported by the heads of the institutions. The study concluded that the intention of teachers to quit the schools could be mitigated through the provision of efficient support systems such as effective communication channels, attractive welfare programmes, decent working environments, and the creation of enabling and healthy relationships among teachers in the teaching institutions.

Other writers including Hutchings, De Cieri, and Shea (2009) also examined the impact of employee attrition and retention in the Australian Higher Institutions. From the findings, it was found out that 65 percent of the participants claimed not to be satisfied with the conditions of service at the workplace. This included lack of overtime payments and bonuses, poor extra superannuation for two or more years of service, poor car leasing policy, inadequate opportunities for training and development programmes. Thus, they have a strong intention to leave the teaching profession to other organisations. Following the preceding findings, the writers proposed a number of factors that would motivate staff to stay in the organisation as follows, first motivational fit-conditions such as granting of autonomy to the

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teachers to carry out their tasks. Second, provision of decent compensation to teachers, cooperation with co-workers; trust at the workplace, there should be clear vision and strategy and appropriate selection practices at the workplace, and the provision of enabling environment to facilitate work-life balance for teachers.

Ajay and Manakini (2013) also illustrate observation in a similar study to assess the organisational climate as a predictor of teachers' retention in selected schools in New Delhi in India. It was conducted using the sample size of 100 participants comprising 80 elementary school teachers and 20 key informants (educational officers, parents, and heads of the institutions). It was established that effective organisational climate has a strong influence on teacher's retention in the teaching profession. On the contrary, where the school climate was poor and not favourable for the teacher, teaching and research work was likely to be very poor, leading to poor interest and desire to stay in the school. To address these complexities, the study concluded that school administrators and authorities must be very innovative and flexible to create a more congenial environment for the teachers in their institutions to enable them to enjoy the favourable conditions in their work settings.

Peek (2003) also conducted a study in Florida Community Colleges to explore the relationship that exists between organisational climate and teachers' retention in the Community Colleges. The sample size of 65 participants recruited for the study. The researcher employed variables such as concern for teachers' welfare and the degree of autonomy for the analysis. The results revealed that teachers had a very low level of autonomy to initiate decisions at the departmental levels in their schools. Again, the school

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management did not show great concern for the welfare of the teachers. From the findings, it emerged that these unfavourable conditions in the Colleges in Florida Community had negatively influenced teachers' retention. In conclusion, they proposed that school managers must help provide an effective and efficient organisational climate for the teachers to enable them to stay in the teaching profession.

Cano and Miller (1992) conducted a quantitative study to explain gender perceptions of the working climate in Agricultural Educational Institutions in Ohio. The findings showed that there was no significant difference regarding male and female perceptions of the organisational climate in the Agricultural Educational Institutions in Ohio. Thus, the retention rates among the male and female teachers were very high in the Agricultural Educational Institutions in Ohio. From the findings, this development was attributed to the sound conditions of service such as training and development, recognition/reward for good performance, competitive salary package, and job security operating in the institutions. Concluding the study, Cano and Miller indicated that school managers and administrators must ensure that well-structured policies were designed to help increase the level of support services provided for their teachers in the Agricultural Educational Institutions.

Similarly, Adeyemi (2008) conducted a study on organisational climate and teacher retention in Ondo State, Nigeria. The study was conducted in 360 schools. The purpose was to determine the influence of improved conditions of services such as high social recognition of teachers and leadership style on teachers' retention in the teaching profession. The findings established that the leadership style of the school managers was not very

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accommodating by the teachers. Besides, teachers' efforts were not appreciated and recognised by the school. These unfavourable conditions of service coupled with the poor leadership style of the school administrators and authorities were found to have negatively influenced the teachers. Drawing on the findings, Adeyemi concluded that school managers and authorities should endeavour to exhibit good leadership styles in their workplaces. Furthermore, a decent organisational climate should be created for teachers to help motivate teachers to remain in the teaching profession.

Furthermore, a similar study conducted by Amutuhaire (2010) at Makerere University to measure the relationship between organisational climate and teachers' retention at Makerere University in Uganda. Data were generated from the field through survey questionnaires and in-depth interviews. From the findings, 52 percent of the participants revealed that they were denied decent remunerations and other working conditions of service such as promotional opportunities, housing facilities, and career progression. Consequently, they intended to leave the teaching profession for satisfactory higher remunerations and better conditions of service. On the other hand, 24 percent of the participants also claimed that the conditions of service in the institutions were good; hence, they were ready to stay in the institution. Consistent with the findings, the writer documented that both the extrinsic and intrinsic factors in the study institution were critical to exert a negative influence on teacher retention in the University, thus, the University management must ensure that effective structures were put in place to help provide effective conditions of service to the teachers in the institution.

Bushe (2012) has also broadened our knowledge on organisational climate and teacher retention in his study. In this study, instruments such as survey questionnaires and semi-structured interviews guide were used to obtain data from the field. The findings showed that a shortage of skilled personnel in private universities in Botswana contributed to by the bad policies of school administrators and management such as the failure to provide adequate competitive salaries, career-oriented programmes, and good working environments to retain them. Following the preceding findings, it concluded that management in private universities in Botswana must ensure that well conducive working environments are provided to motivate the teachers to stay in the universities to help achieve positive outcomes.

Some scholars including Fisher and Grady (1998) also carried out an examination into teachers' perception of work environments and retention in the teaching profession. Data were collected from 162 teachers recruited from 48 schools in the State of Tasmania, Australia. The findings established that there was an unhealthy pattern of relationships among teachers in the schools; consequently, teachers did not enjoy a good relationship among themselves and students, leading to an ineffective teamwork, and a poor avenue for engagement of teachers in the decision-making process of the school. As part of the study, the scholars concluded that school management and authorities must ensure that these challenges are addressed through the provision of favourable conditions for teachers to work as a team to enable them to commit themselves to the job, and motivate them to stay in the schools.

Soglo (2000) provided detailed discussions on teacher recruitment procedures and retention in Volta Region. 173 participants from seven

Teacher Training Colleges selected and data collected through questionnaire, interview, and documentary information guide. The findings revealed that Teacher Training Colleges in the Volta Region did not have effective school-level supports for the academic staff. These included accommodation for the staff and a clear definition of responsibilities for the academic staff. It was also established that the absence of school-level supports for the academic staff obstructs management from retaining academic staff in the institutions.

Olorunjuwon (2008) study on the impact of intrinsic and extrinsic motivational factors and employees' retention in public sector institutions in the Eastern Cape Province of South Africa has improved our knowledge of employees' retention. The results established that employees enjoyed good conditions of service such as recognition/reward, sound competitive salary package, and job security. Concluding the study, Olorunjuwon postulated that effective motivation policies coupled with a healthy organisational climate have a greater influence on retention or attrition rates of employees in an organisation. As a corollary to the preceding findings, the writer pointed out that managers in organisations must ensure that a suitable conducive working climate coupled with efficient motivational policies is provided so that workforces become more committed and satisfied to remain in their organisations.

Finally, Korantwi-Barimah (2017) conducted an investigation into the factors that could influence retention of academic staff at Sunyani Technical University in Ghana. A qualitative research design was adopted and 9 participants purposefully selected for the study. It emerged from the findings that leadership style, type of institutional culture, and promotional

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opportunities were key factors influencing staff to remain at Sunyani Technical University in Ghana. Concluding the study, Korantwi-Barimah recommended that the administrators and managers in higher institutions in Ghana must make sure that these factors are highly focused on the formal retention strategies in the institutions to motivate workers to remain in their institutions.

The empirical literature review has shown that teacher retention is a very vital area that scholars in educational administration and management are still investigating. For example, several studies are being conducted in both developed and developing countries on teacher retention in higher institutions. Some key issues that have emerged from these studies include opportunities for training and development, and the effective provision of suitable working conditions. Although there were enormous empirical studies on retention of tutor, not much has been done in Ghana, and particularly in the Central Region. As a result, an empirical study conducted on organisational climate and retention of tutors in OLA, Komenda, and Foso Colleges of Education in the Central Region of Ghana will help to make policy decisions.

Conceptual Framework

The conceptual framework proposes comprehensive overview of relationship that exists among the organisational climate and retention of tutors. In reviewing scholarly literature, numerous issues and factors identified were categorised into three aspects to help us understand the nexus between organisational climate and retention of tutors (See Figure 2 for the nexus between organisational climate and retention of tutor).
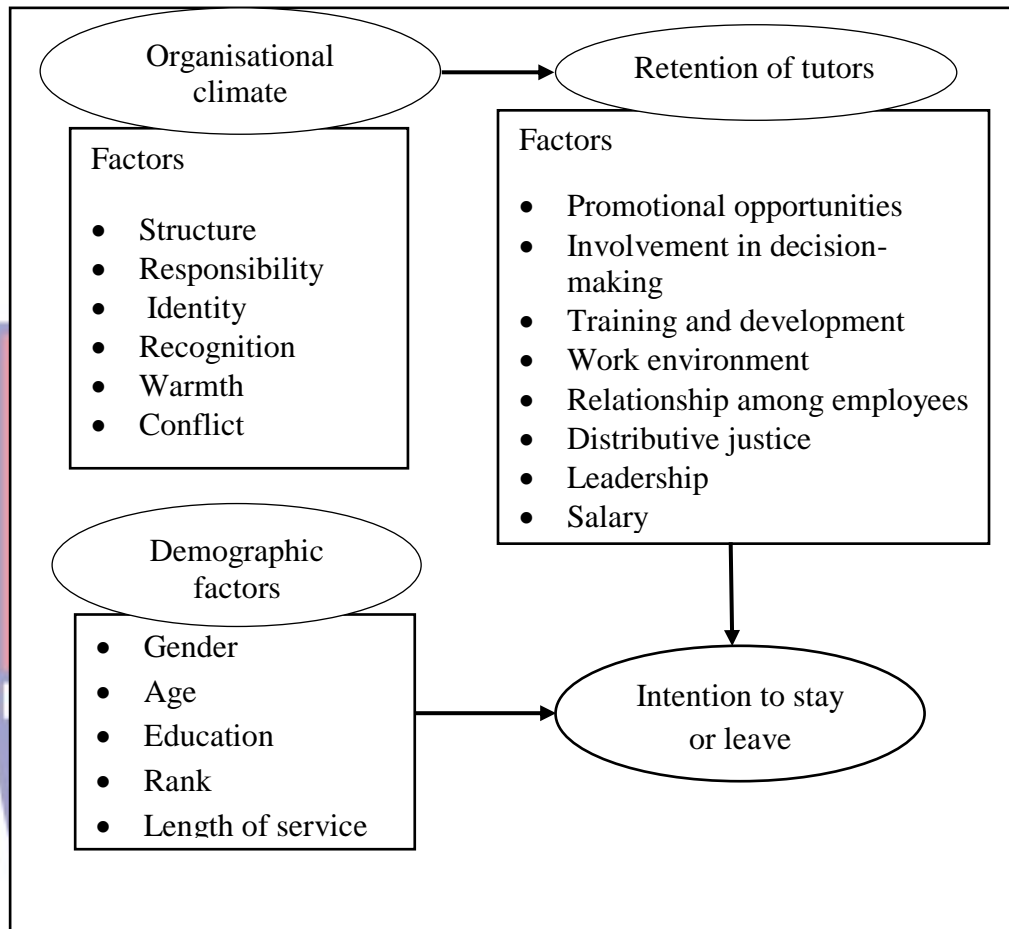
Figure 2: Conceptual framework of the organisational climate and tutor retention

Source: Author's Construct (2019)

Figure 2 identified the independent (organisational climate), dependent (retention of tutor), and demographic factors (variables) which influenced teacher's retention or attrition in the teaching service. The independent variables include, structure, responsibility, identity, reward, warmth, and conflict, while the dependent variables identified were promotional opportunities, involvement in decision-making, training and development, work environment, the relationship of the employees, distributive justice, leadership style, and attractive salary. In addition, demographic factors such as gender, age, level of education, the rank of tutors, and length of service were

identified as key issues that influence retention or attrition of tutors in the teaching service. At its core, the conceptual framework exhibited that there was a relationship between organisational climate and retention of tutors in the teaching service, nonetheless, the strength of the influence would be facilitated by the degree of the organisational climatic factors (variables) within which the tutors live and work.

Chapter Summary

The chapter presented a literature review. The review focused on theoretical, conceptual, and empirical studies underpinning organisational climate and retention of tutors. It further presented a conceptual framework guiding the study. Issues engaged the researcher's attention were categorised as followed, the equity theory, expectancy theory, theory of organisation equilibrium, the concept of organisational climate, dimension of organisational climate, gender differences in perceptions of organisational climate, nexus between organisational climate and retention, demographic characteristics and employees' retention, empirical studies on organisational climate and retention of tutors and the conceptual framework. This chapter is very important primarily because the literature review provides a basis for guiding the analysis of the current study.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter outlined and deliberated on the methods and procedures used in the gathering and analysing the data for the study. It was categorised into eight segments, covering the research design, study area, population, sampling procedure, data collection instruments, data collection procedures, data processing, and analysis. The chapter finally concluded with a chapter summary.

Research Design

A mixed-methods approach was employed for this study. This approach involved the gathering, analysis, and interpretation of quantitative and qualitative data (Leech & Onwuegbuzie, 2009). It encompasses philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing or integrating of both approaches in a study (Creswell, 2014). A mixed-methods approach uses several forms of research tools such as questionnaires, semi-structured interview guides, and checklist to collect data (Hayati, Karami & Slee, 2006). Similarly, collecting information from different sources, such as a systematic literature review and key informant interviews, does not automatically indicate a mixed methods approach. For the research to be considered a true mixed methods study there must be genuine 'integration of the data at one or more stages in the process of research (Andrew & Halcomb, 2009; Creswell, Plano Clark, Gutmann & Hanson, 2003: 212).

At a procedural level, mixed-methods approach is used for comparing different perspectives drawn from quantitative and qualitative data. Explaining quantitative results with a qualitative follow-up data collection and analysis. Developing better measurement instruments by first collecting and analyzing qualitative data and then administrating the instruments to a sample. Understanding experimental results by incorporating the perspectives of individuals. Developing a more complete understanding of changes needed for a marginalised group through the combination of qualitative and quantitative data. Having a better understanding, the need for and impact of an intervention program through collecting both quantitative and qualitative data over time (Creswell, 2014).

However, this approach poses several challenges that include the need for extensive data collection, the time-intensive nature of analyzing both qualitative and quantitative data, and the requirement for the researcher to be familiar with both quantitative and qualitative forms of research. The complexity of the design also calls for clear, visual models to understand the details and the flow of research activities in this design (Creswell, 2014).

The quantitative approach focused primarily on the statistical techniques to describe, record, analyse and interpret a phenomenon (Dawson, 2002; Bryman, 2006, 2012; Leedy & Ormrod, 2010; Strauss & Corbin, 1998). Typically, a quantitative researcher begins with a set of hypotheses or research questions (before conducting the research) based on a theory that the researcher intends to test to either support or not support the hypotheses formulated (Bui, 2009; Cohen, 2007).

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A qualitative approach also uses non-numeric data to analyse and interpret a phenomenon (Leedy & Ormrod, 2010). Qualitative research is interpretive, following a non-linear research path and speaking a language of cases and contexts (Domegan & Fleming, 2007; Neuman, 2004). A qualitative research is exploratory, and mostly used to probe a topic when the variables and theory base are unknown. Thus, the concept is immature due to a conspicuous lack of theory and previous research; a notion that the available theory may be inaccurate, inappropriate, incorrect, or biased; a need exists to explore and describe the phenomena and to develop theory; or the nature of the phenomenon may not suit quantitative measures (Morse in Creswell, 2014). According to Creswell, the intent of qualitative research is for the researcher to draw from an ever-expanding list of types of data sources, use specific protocols for recording data, analyze the information through multiple steps of analysis, and mention the approaches for documenting the accuracy or validity of the data collected

The justification for the mixed-methods approach was to maximise the benefits of both qualitative and quantitative techniques in providing a more complete understand of the relationship between organisational climate and retention of tutors (Creswell, 2009)

In this study, a concurrent embedded mixed-methods design was used. According to Creswell (2014), embedded mixed-methods design is the type of design that nests a convergent, explanatory sequential, or exploratory sequential method within a larger design (or strategy). In this type of research, a researcher conducts either a qualitative or a quantitative study at the same time and set in a smaller aspect of the other method to augment the former

method (Segbenya, 2012). It involves as well either the convergent or the sequential use of data, but the core idea is that either quantitative or qualitative data embeds within a larger design and the data sources play a supporting role in the overall design (Creswell & Creswell 2017).

This research strategy uses one data collection phase during which both quantitative and qualitative data were collected simultaneously. Firstly, a researcher collects two types of data during a single data collection phase. Secondly, it provides a study with the advantages of both qualitative and quantitative data. In addition, a researcher gains viewpoints from different types of data or different levels within the study. The central focus was to collect more quantitative data and buttressed them with qualitative data to gain more detail into the phenomenon (Creswell & Plano Clark, 2011). In particular, the first phase involved quantitative analysis of relationship among organisational climate and retention of tutors. The quantitative outcomes followed the qualitative outcomes that added up the first quantitative outcomes (Creswell, 2009; Leedy & Ormrod, 2010).

The study further used a descriptive design to examine the relationship between variables using statistical analyses, although it does not look for cause and effect, it is mostly observational in terms of data collection, thus adding immeasurably to our knowledge of social reality (Babbie, 2013; Punch, 2013). The design was considered suitable in specific terms, such a study necessitated the researcher to conduct an observation of the existing patterns of behaviour, why they happen, and their implication.

Study Area

The study focused on the Colleges of Education in Central Region. These are Our Lady of Apostle (OLA), Komenda, and Foso Colleges of Education. OLA College of Education (formerly OLA Training College) is an all-female College of Education in Cape Coast and one of the participating Colleges in Transforming Teacher Education and Learning Ghana (T-TEL) programme, funded by FCDO/UK.Aid. OLA College is affiliated with the University of Cape Coast. It offers specialisations in Early Childhood Education, Science and Mathematics Education, and Social Science. Currently, it has 1,193 students and sixty-one (61) tutors (Office of Principal, 2019).

Komenda College of Education is situated in Komenda-Edina-Eguafo-Abirem Municipality of Central Region. The school was established in 1947. On 11th March 1948, the first batch of forty students was enrolled to start an initial 2-Year Teacher's Cert. 'B' programmes. In 1952, the College became a co-educational institution with its first batch of thirty women. The College participates in the T-TEL programme. It is affiliated with the University of Education, Winneba. It offers a general programme, Early Childhood Education, Mathematics and Science Education, And Technical Education. Currently, the College has a total population of 1,295 students with 49 tutors (Office of Principal, 2019).

Foso College of Education is situated on a one-square-kilometre land of Assin Fosu in Central Region. The College is a co-educational institution. It is currently located in the Assin North Municipality of the Central Region. The college periodically participates in T-TEL programme, and it was

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affiliated with University of Cape Coast. The college offers a general programme, Early Childhood Education, and Mathematics and Science Education. Presently, Foso College of Education has a total student population of 1,146 with 40 tutors (Office of Principal, 2019).

Population

The target population comprises tutors in three Colleges of Education in Central Region. They comprise both males and females. The target population consisted of one hundred and fifty (150) tutors. The proceeding table displays the distribution of tutors in Colleges of Education.

Table 1: Distribution of Tutors in the Colleges of Education

Institution	Male tutors	Female tutors	Total
Komenda College of Education	36	13	49
OLA College of Education	30	31	61
Foso College of Education	29	11	40
Total	95	55	150

Source: Field survey (2019)

Sampling Procedure

Sampling is a very important process in research because it helps to obtain a representative group out of the target population. In this study, the researcher sampled 108 respondents out of the target population of 150 tutors. The selection of 108 participants was done using a series of sampling techniques, each of which was employed at various stages during the sampling process.

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First, the census technique was used to select Colleges of Education in Central Region. According to Hair, Bush and Ortinau (2003), the census technique is a procedure that a researcher attempts to observe all participants in distinct target population. Although, the use of census technique is time-consuming when using a large population, the study did not suffer such a problem owing to the lesser size of the population.

Second, the researcher employed Krejcie and Morgan's (1970) formula to determine the sample size. The formula was set as;

$$s = \frac{x^2 Np(1-p)}{d^2(N-1) + x^2 p(1-p)}$$

Where;

s = the required sample size;

x = the table value of chi-square for 1 degree of freedom at the desired confidence level, usually set at 1.96 which corresponds to a 95 percent confidence level;

N = the population size

p = the proportion in the target population estimated to have particular characteristics; (assumed to be 0.50 since this would provide the maximum sample size); and

d = degree of accuracy desired, expressed as a proportion (0.05).

Thus, from the foregoing, the sample size is then worked out as follows; the target population of respondents (N) is 150, population proportion (p) being 0.50, with the chi-square statistic (x) being 1.96 and the degree of accuracy set at 0.05. This means that the expected degree at which responses

from respondents to research questions are likely to be false is at 5% and this is done usually to increase the representativeness of the sample.

The sample size (n) for the tutors was calculated as follows:

$$s = \frac{(1.96)^2(150)(0.50)(1-0.50)}{(0.05)^2(150-1)+(1.96)^2(0.50)(1-0.50)}$$

$$s = \frac{(3.8416)(37.5)}{(0.3725)+(0.9604)}$$

$$s = \frac{144.06}{1.3329} = 108.08$$

Thus, an estimated sample size (s) is approximately 108.

Thus, this study met the minimum sample size as required in educational and social science research, because according to Hair, Anderson and Tatham, (1987), a sample size of at least 100 subjects is recommended to conduct a test of statistical significance.

Third, stratified random sampling was also used to select tutors from each of the selected Colleges of Education. The group of interest was gender. This sampling technique helped to achieve greater accuracy in an estimate on the heterogeneity of a study population concerning the characteristics that have a strong correlation with what to be ascertained (Dawson, 2002; Kumar, 2005). To get an equivalent proportion of tutor participants from the Colleges, Babbie's (2013) formula was used to determine the sample for each College. The formula is indicated as follows:

$$s = \frac{(n)}{N} \times k$$

Where *s* stands for the sample to be selected from a school;

n stands for the entire population of the school;

N stands for the size of the target population (150)

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k stands for the sample size (108).

Hence, for OLA College of Education whose tutor population was given as 61 tutors, applying Babbie's (2013) formula, gives the outcome shown below:

$$s = \frac{(n)}{N} \times k$$

$$s = \frac{61}{150} \times 108$$

$$s = 44 \text{ (Approximately)}$$

In addition, to get an equivalent proportion of 30 male respondents from OLA College of Education, the researcher applied Babbie's (2013) formula. The formula is below:

$$s = \frac{(n)}{N} \times k$$

Where s stands for the sample to be selected from the male tutors;

n stands for the entire population of the male tutors;

N stands for the size of the target population of OLA (61)

k stands for the sample size for OLA (44).

$$s = \frac{30}{61} \times 44$$

$$s = 22 \text{ (Approximately)}$$

Hence, 22 male tutors were sampled from OLA College of Education. Besides, to get an equivalent proportion of 31 female respondents from OLA College of Education, the researcher applied Babble's (2001) formula. The formula is shown below:

$$s = \frac{(n)}{N} \times k$$

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Where s stands for the sample to be selected from the female tutors;

n stands for the entire population of the female tutors;

N stands for the size of the target population of OLA (61)

k stands for the sample size for OLA (44).

$$s = \frac{31}{61} \times 44$$

$$s = 22 \text{ (Approximately)}$$

Hence, 22 female tutors were sampled from OLA College of Education. As indicated earlier, the researcher divided the entire population (tutors) for each college by the total number of the target population (150) and multiplied by the sample size needed (108), to get the proportion for each college. Also, the sample for males and females was determined by dividing the total number of tutors in each and multiplying by the number of tutors to be selected from each College. In each College, the tutors were grouped into strata; male and female tutors (the tutors were put in homogeneous strata of gender). Afterward, the respondents were selected via simple random sampling. In doing this, a complete list of all tutors in each college was obtained. Then after writing the names of the tutors on pieces of papers, and putting them in a small bowl, the pieces were mixed-up thoroughly. One slip of paper was drawn from the bowl one after the other without replacement and looking into it until the required numbers of participants were recorded.

This method was conceived as the best technique to help to attain a high level of representation (Saunders, Lewis & Thornhill, 1996; Sekaran, 1992). In addition, this process is relatively easy for a small population but quite difficult and time-consuming for a large population (Amedahe, 2002;

Kumar, 2005). The distribution of the respondents by the College of Education is accessible in Table 2.

Table 2: Distribution of Respondents

Institution	Male tutors	Female tutors	Total
Komenda College of Education	26	9	35
OLA College of Education	22	22	44
Foso College of Education	21	8	29
Total	69	39	108

Source: Field survey (2019)

Besides, the researcher purposively selected 3 Principals and 3 Vice-Principals of the selected from each College of Education. The basis for selecting the Principals and Vice-Principals purposively was that they were the key leaders of tutors who help to design and implement the educational policies, so, they have in-depth knowledge of the organisational climate and its influence on retention of tutors. These respondents were interacted with using a semi-structured interview to generate data for the study. Eventually, there were 114 participants comprising 108 tutors and 6 key informants selected for the study.

Data Collection Instruments

The data generated from primary and secondary sources were obtained from the tutors and Principals of the Colleges of Education through the survey questionnaire, semi-structured interview guide. However, the secondary data were based on the documentary analysis.

Before designing the survey questionnaire, a researcher reviewed the literature to find the key concepts from which the variables were identified. In

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addition, a copy of the designed questionnaire was given to supervisors to review items on the questionnaire to ascertain their face value validity and content validity; the face value validity of items of a questionnaire denotes the degree to which items appear to be a measure of the variables concerned. The content validity of the questionnaire refers to the adequacy of items as true indicators and measures of a variable and appropriateness of items format in a questionnaire (Denscombe, 2007).

The survey questionnaire was employed to generate statistically quantifiable data from the tutors in the Colleges of Education (See Appendix A). The survey questionnaire was divided into three sections, namely sections A (20 survey items), B (29 survey items), and C (5 survey items). Section A comprises two parts. The first part centres on the dimension of organisational climate such as Structure, Responsibility, Identity, Recognition, Warmth, and Conflict, and the second part focuses on the determinants of retention of tutor. Section B comprising of the following; promotional opportunities, involvement in decision-making, training and development, work environment, relationship among employees, distributive justice, leadership style, and attractive salary. The five-point Likert rating scale of 1 strongly disagree (SD), 2 disagree (D), 3 uncertain (U), 4 agree (A) and 5 strongly agree (SA) was used to show participants' level of agreement or disagreement to the statements. Section C encompasses demographic characteristics of the participants. These included gender, age, level of education, rank, and length of service.

The use of a survey questionnaire was very suitable because it is an effective data collection tool in social science research, in that it helps to

reduce distortions in data if well-constructed as well as very economical in terms of money and time (Opie, 2004; Zikmund, 2003). However, one key challenge associated with the use of a survey questionnaire was that it did not provide space to collect additional information after the participants had completed answering their questions.

In addition, a semi-structured interview guide was used to collect data from the Principals and Vice-Principals (See Appendix B). In particular, the instrument was designed based on the research questions. The responses were audio-recorded and transcribed into text. The coding process began by selection, separating and sorting data while keywords and phrases were underlined. Verbatim quotes from the respondents were used. The use of a semi-structured interview technique was very suitable in the sense that it helped to provide uniform information, which assures the comparability of data.

Furthermore, the secondary sources of data were derived from sources including journals, articles, published and unpublished theses, textbooks, and staff records from websites, and offices of the Principals of OLA, Komenda, and Foso Colleges of Education. These documents were reviewed to gain an insight on core issues and debates around organisational climate and retention of tutors. Notwithstanding, the advantages of the use of secondary data, it was found out that some research sites where the data were obtained did not give the actual picture of the factors of organisational climate and retention of tutors.

Pre-testing was also conducted before the actual fieldwork to ensure that the instruments could measure what the researcher anticipated to find and

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to meet the ideal situation of producing the same results under the same or similar conditions. The pre-testing was conducted using 14 respondents of Holy Child College of Education in Takoradi. The survey questionnaires were pre-tested on the 12 tutors, while the semi-structured interview guide was pre-tested on 2 key informants (Principal and Vice-Principal). In particular, Holy Child College of Education was randomly selected for pre-testing of the instruments because it shares similar economic and social characteristics with the colleges selected for the study. Just like OLA, Komenda, and Foso Colleges of Education, Holy Child College of Education has been upgraded to a tertiary status.

The results of the pre-test generated a standardised Cronbach's alpha coefficient of .934 for all 64 items in the questionnaire. George and Mallery (as cited in Agbevanu, 2010) provided the following rule of thumb for alpha coefficient: ">.9 – Excellent, >.8- Good, >.7 – Acceptable, > .6- Questionable, >.5- Poor, and <.5 – Poor. The closer alpha reliability normally ranges between 0 -1. However, there is no lower limit to the coefficient. This, therefore, means that the closer the alpha is to 1.0 the greater the internal consistency of the items on the scale (Gliem & Gliem as cited in Agbevanu, 2010). Based on the recommendation of these scholars, the standardised alpha of .934 of the questionnaires was considered excellent. Similarly, as espoused by Hair, Black, Babin & Anderson (2010), Cronbach's alpha must be greater than 0.7 to consider the research instruments satisfactory and vital for the study. Following the pre-test of the research instruments, it was established that the results were even greater than 0.7. Thus, it was anticipated that the research instruments would yield a significant results for the study.

The pre-test of research instruments was useful for several reasons: First, the pre-test of research instruments enabled the author in determining how valid the instruments could be used to gain knowledge on homogeneous populations. Second, it as well facilitated in determining consistency of the instruments in measuring independent and dependent variables in the study. Third, it aided the researcher to provide a suitable time appropriately and mutually agreed on by the participants of the study (Dawson, 2002; Kumar, 2005).

Data Collection Procedures

The researcher made a personal contact at OLA, Komenda, and Foso Colleges of Education to acquaint myself with the study environments and present an introductory letter to Principals of the Colleges of Education. Taken together, the data collection process lasted for one month. To get high response rates, the researcher administered the survey questionnaires to the tutors. Participants were given one week to complete the survey. After a couple of days, a reminder was sent through phone calls to all the participants recruited. In all, 112 copies of the survey questionnaire were administered during the fieldwork. The extra four (4) copies of questionnaire compensated for those that were misplaced by the participants. Eventually, 108 completely filled copies were obtained and used for the analysis.

The researcher encountered several challenges during the fieldwork. First, it was difficult to get most of the respondents at a sitting due to the nature of their activities such as marking of examination scripts outside the campuses, supervision and monitoring exercises of which were being organised within that period, thus, the researcher had to visit the various

colleges several times to meet all of them. Second, some respondents collected the questionnaires several times but failed to return them. Third, others also collected the questionnaires but filled only some portions of it. Eventually, 108 copies of questionnaire were obtained.

Furthermore, the semi-structured interview guide was also used to collect data from the Principals and Vice-Principals. The actual interview was conducted at the offices of each of the Principal and Vice Principal. Before each interview, participants were taken through a consent form to assure them of confidentiality and anonymity. Besides the consent of all the participants, the interview sections were voice recorded. Some points were written down on the interview guide so that in the event when audio recording failed it would serve as a backup. The questions on the interview guide were followed for consistency while the interview session was completed by the stipulated time. Finally, a verbal thank-you-statement was presented to acknowledge the time the interviewees spent during the interview.

One key challenge encountered during the interview process was that there was a constant interruption of phone calls by the Principals and Vice-Principals.

Data Processing and Analysis

Data were processed and analysed. Quantitative data from the respondents were analysed using frequencies, percentages, mean and standard deviations. Mann-Whitney test was used to test for differences between two independent groups on a continuous measure, for example, gender (male and female). According to Pallant (2013), the Mann-Whitney U Test actually compares medians instead of means, and converts the scores on the continuous

variable to ranks, across the two groups. It then evaluates whether the ranks for the two groups differ significantly. In this study, this technique was used to find out the differential perceptions on organisational climate between male and female tutors in the Colleges of Education.

Spearman correlation was used to determine the relationship between organisational climate and retention of tutors. A chi-square test was also used to examine the influence of demographic factors on the retention of tutors. The research hypothesis was used to determine whether male and female tutors' perceptions about organisational climate differ or not. To test this research hypothesis, Mann-Whitney Test was conducted.

Additionally, qualitative data was analysed manually. The analytical approach was thematic and coding was largely inductive (Patton, 2002). It is a technique of classifying, analysing and reporting themes with data set (Braun & Clarke, 2006). The researcher in analysing the data, looked for recurrent patterns, such as similar answers given by respondents and reduced the data. This was done by summarising responses given, coding and categorising them.

The data was then organised around the themes using narrative text, which included quotations from respondents. Quotations that vividly illustrated the themes of the study were selected from the text to support the results. The final step involved a discussion of the findings in the context of secondary sources.

Chapter Summary

This chapter presented the research methods employed for the study. In general, the researcher administered 108 questionnaires to the tutors, while semi-structured interview guide was used to obtain data from the Principals

and Vice-Principals. Data were also collected from primary and secondary sources. While the secondary data was used to augment primary data for the analysis.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presented the results and discussion. The chapter was categorised into three main sections. The first segment focuses on a description of the demographic characteristics of respondents. The second segment presents descriptive statistics of responses on organisational climate and retention of tutors in the Colleges of Education, and the final section addresses research questions and hypotheses outlined for the study.

Demographic Characteristics of Respondents

This section presents a description of the demographic characteristics of respondents. The demographic characteristics solicited from respondents included gender, age, level of education, rank, and length of service. The results are presented in Tables 3, 4, 5, 6, and 7.

Table 3: Gender of Respondents

Gender	College of Education							
	OLA		Foso		Komenda			
	N	%	N	%	N	%	Total	%
Male	22	50	21	72.4	26	74.3	69	63.9
Female	22	50	8	27.6	9	25.7	39	36.1
Total	44	100	29	100	35	100	108	100

Source: Fieldwork (2019)

As depicted in Table 3, the result showed that 22(50%) out of 44 respondents from OLA, 21(72.4%) respondents from Foso and 26(74.3%) respondents from Komenda totalling 69(63.9%) out of the 108 tutors were

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males. However, 22(50%) out of 44 respondents from OLA, 8(27.6%) respondents from Foso and 9(25.7%) respondents from Komenda totalling 39(36.1%) were females. From the responses, the researcher concluded that there are more male tutors working in Colleges of Education in the Central Region than female tutors. This finding supports Adu-Oppong *et al.* (2017) conclusion that across the globe the status of females is much lower than males as in every sphere of life because the professional work is regarded as a male-dominated sphere.

Table 4: Age of Respondents

Age	College of Education							
	OLA		Foso		Komenda			
	N	%	N	%	N	%	Total	%
20-29 years	0	0.0	0	0.0	0	0.0	0	0.0
30–39 years	5	11.4	10	34.5	7	20.0	22	20.4
40–49 years	36	81.8	11	37.9	21	60.0	68	63.0
50 + years	3	6.8	8	27.6	7	20.0	18	16.7
Total	44	100	29	100	35	100	108	100

Source: Fieldwork (2019)

As depicted in Table 4, 68 (63.0%) respondents were within 40 and 49 years with 36(81.8%) from OLA, followed by Komenda 21(19.4%) and then Foso 11(10.2%). While 22(20.4%) and 18(16.7%) respondents fall within the ages 30 to 39 and 50 years and above respectively. Corresponding to the findings, the researcher concluded that there are most middle age and less old age tutors in the three Colleges of Education.

Table 5: Level of Education

Level of Education	Colleges of Education							
	OLA		Foso		Komenda			
	N	%	N	%	N	%	Total	%
Bachelor	1	2.3	2	6.9	0	0	3	2.8
Master's	43	97.7	27	93.1	35	100	105	97.2
PhD	0	0.0	0	0.0	0	0.0	0	0.0
Others	0	0.0	0	0.0	0	0.0	0	0.0
Total	44	100	29	100	35	100	108	100

Source: Fieldwork (2019)

As presented in Table 5, it was revealed that 105(97.2%) respondents hold a Master's degree while 3(2.8%) respondents hold Bachelor's degrees. None of the respondents holds a Ph.D. certificate. As indicated in Table 5, greater number of tutors in College of Education are Master's degree holders, which is currently a minimum requirement for employment as tutors in the Colleges of Education in Ghana.

Table 6: Rank of Respondents

Rank of Respondents in CoE	College of Education							
	OLA		Foso		Komenda			
	N	%	N	%	N	%	Total	%
Tutor	42	95.5	25	86.2	29	82.9	96	88.9
Senior tutor	2	4.5	4	13.8	6	17.1	12	11.1
Principal tutor	0	0.0	0	0.0	0	0.0	0	0.0
Chief tutor	0	0.0	0	0.0	0	0.0	0	0.0
Total	44	100	29	100	35	100	108	100

Source: Fieldwork (2019)

As Table 6 indicates, 96(88.9 %) respondents were at the tutor rank, while a few, that is, 12(11.1%) respondents were on senior tutor rank. From the study, none of the respondents was found in either the Principal tutor or chief tutor rank. It can be established from the findings that most tutors of the Colleges of Education were not advancing in terms of rank.

Table 7: Length of Service in CoE

Length of Service	Colleges of Education							
	OLA		Foso		Komenda			
	N	%	N	%	N	%	Total	%
1-5 years	7	15.9	5	17.2	15	42.9	27	25.0
6-10 years	19	43.2	5	17.2	5	14.3	29	26.9
11-15 years	17	38.6	14	48.3	9	25.7	40	37.0
16-20 years	0	0.0	3	10.3	6	17.1	9	8.3
21 + years	1	2.3	2	6.9	0	0.0	3	2.8
Total	44	100	29	100	35	100	108	100

Source: Fieldwork (2019)

As indicated in Table 7, it was established that 40 (37.0%) respondents had worked within a period of 11 to 15 years, while very few, 3(2.8%) had worked for 21 years and above. From the results, it was found out that a greater proportion of the respondents summing up to 96(88.9%) have worked in the Colleges of Education for barely 1 to 15 years while only a few respondents amounting to 12(11.1%) had worked beyond 16 years. This, therefore, implies that Colleges of Education have tutors who have worked for a few years.

Descriptive Statistics of Organisational Climate and Retention of Tutors

This section presents the description of the factors employed to explain organisational climate and retention of tutors in the Colleges of Education. The results were captured in Table 8.

Table 8: Responses to Organisational Climate and Retention of Tutors

Factors	Respondents (n= 108)		
	Item	Mean	Std. Deviation
Organisational climate	Structure	3.90	.661
	Responsibility	4.24	.682
	Identity	3.57	1.088
	Recognition	3.30	.763
	Warmth	3.87	.707
	Conflict	2.68	.921
Retention of Tutors	Promotion	3.10	.852
	Decision-Making	3.50	.811
	Training& Development	3.52	.853
	Work Environment	3.41	.816
	Relationship	3.91	.603
	Distributive Just	3.16	.822
	Leadership	3.54	.711
	Salary	2.75	.917

Scale 0.1-1.0 = Strongly Disagree, 1.1-2.0 = Disagree, 2.1-3.0 = Uncertain, 3.1-4.0 = Agree, 4.1-5.0 = Strongly Agree
Source: Fieldwork (2019)

As illustrated in Table 8, it is clear that tutors have various degrees of agreement and disagreement of the organisational climate and retention. On the organisational structure (Mean=3.90, SD=0.661) shows that tutors know

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the vision and mission statement, rules and regulations of the Colleges of Education, but their inputs towards goals setting were not immensely sought by the management. Also, in terms of responsibility given to tutors (Mean=4.24, SD=0.682), the results showed that tutors strongly agreed that the management of the College of Education considers the field of specialisations, level of education, and experiences when allocating courses to tutors. However, some of them were uncertain about having a copy of the job description of their Colleges of Education.

Additionally, in the area of identity as a tutor of the College (Mean = 3.57, SD =1.088), the results showed that tutors felt the sense of belongingness to the institution because they were proud to tell people where they work, wear outfit and use other items with the CoE's emblem on them. Furthermore, in terms of recognition given to tutors (Mean =3.30, SD= 0.763), the results indicated that tutors were valued, rewarded, and recognised but still wished for non-monetary rewards especially tutors who usually performed extra responsibilities in the institutions.

Again, in terms of warmth obtained from co-workers (Mean=3.87, SD = 0.707), the results indicated that tutors enjoyed support from colleagues both male and female, as well as supervisor/head of department. Furthermore, in terms of expressions of Conflict within the institution (Mean=2.68, SD= 0.921), the results revealed that tutors were uncertain about the existence of conflict within the institution.

In the context of retention of tutor, promotional opportunities (Mean =3.10, SD=0.852), the results mean that tutors were given in-service training before promotions, the Colleges of Education also have well-defined

promotion criteria which were offered to them. However, they were uncertain about the challenges linked with the promotion procedure found in the Colleges of Education. In addition, on the issue of involvement in decision-making (Mean=3.50, SD=0.811), the results indicated that tutors participate in making decisions. However, they expected the management to consider their inputs when management is implementing its policies. In terms of training and development (Mean=3.52, SD= 0.853), the results indicated that tutors were given appropriate orientation programmes when they were appointed. Also, the school management and authorities helped to create regular opportunities for them to improve their career development. In addition, regarding the work environment (Mean=3.41, SD=0.816), the result showed that suitable working environments such as serene environment, accessible road, network systems, and good security were provided by the colleges to ensure that tutors enjoy a satisfactory working climate.   However, they were uncertain about the availability of office spaces and accommodation for all tutors.

In furtherance to that, on the issue of the relationship among tutors (Mean=3.91, SD=0.603), the result indicated that tutors were satisfied with the relationship among colleagues and students. These included teamwork, readiness to support each other, and cohesion among tutors. Besides, in terms of distributive justice (Mean=3.16, SD=0.822), the results indicated that there are fairness, and discipline in the school. However, tutors were not confidently sure about fairness in terms of granting opportunities for promotion from one rank to the other in the service. Similarly, on the issue of leadership (Mean=3.54, SD=0.711), the result indicated that Colleges of Education had task-oriented and relation-oriented leadership that supported tutors' career

growth and development. Finally, in the area of attractive salary (Mean=2.75, SD=0.917), the result indicated that tutors were uncertain about the incentives given to tutors who usually performed extra responsibilities and duties in the institution. However, they established that, if they get a better option outside the teaching profession, they would be willing to leave, and take that appointment.

Analysis of Research Questions and Testing of Hypothesis

This section was devoted for results and discussion of the research questions and hypotheses outlined to guide this study.

Research Question 1: What are tutors' views on organisational climate that exist in Colleges of Education? The objective was to examine the views of tutors on organisational climate that exist in their Colleges of Education. Here mean, standard deviation, and documentary analysis were used. The findings were presented in Table 9.

Table 9: Descriptive statistics of Organisational Climate in Colleges of Education

	Mean = 2.80 Std Dev. = .770	
Generally, I think the organisational climate of this COE is.	N	%
Weak	9	8.3
Slightly weak	18	16.7
Fairly good	67	62.0
Very good	14	13.0
Total	108	100.0
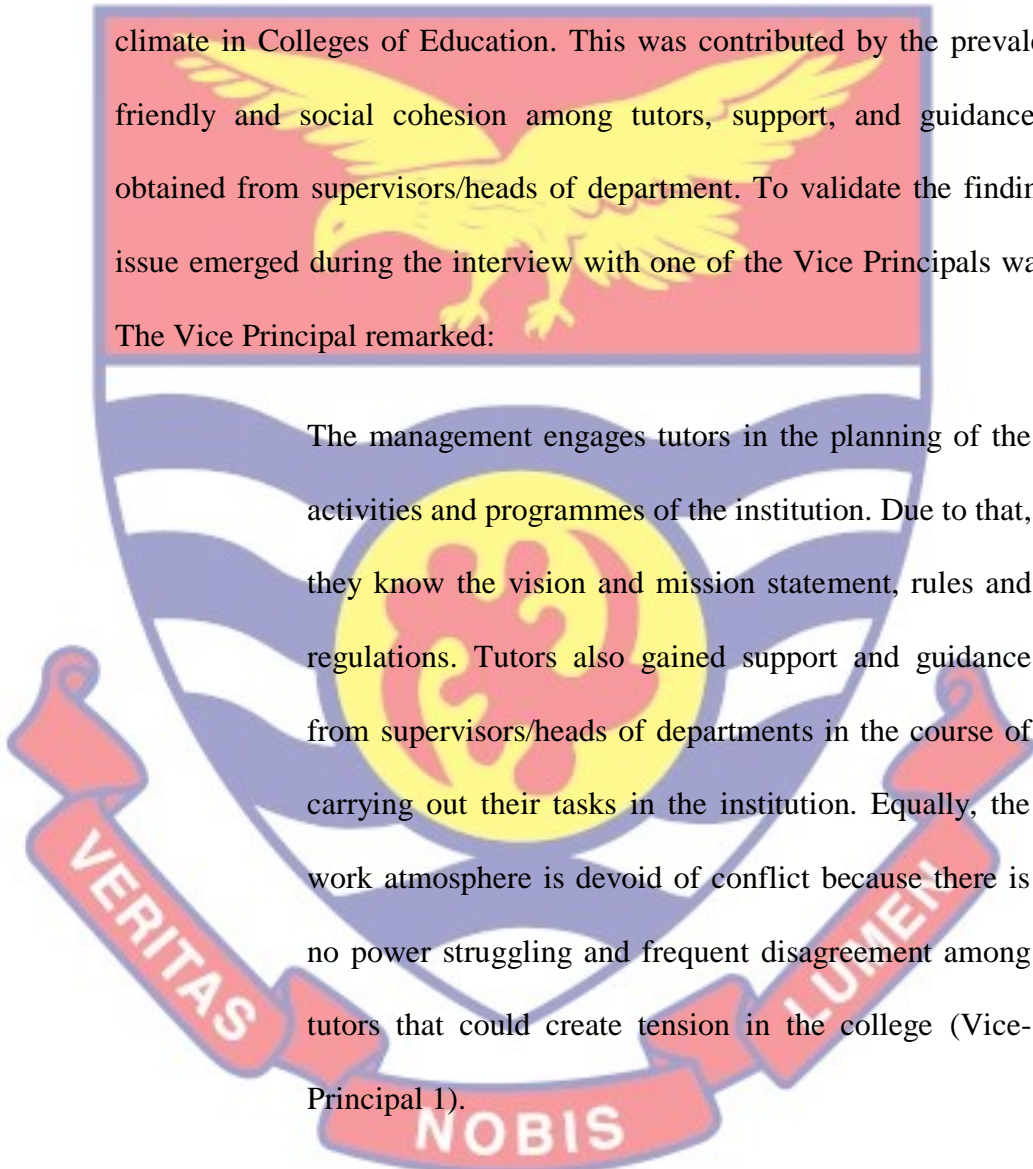
Scale for mean: 1.0 - 2.0 = negative organisational climate, 2.1- 4.0 = positive organisational climate

Source: Fieldwork (2019)

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Table 9 presents the descriptive statistics of the responses of the tutors about the organisational climate that exists in Colleges of Education. From the result, it can be seen that most tutors 67 (62.0%) agreed that the organisational climate of Colleges of Education was fairly good.   Given M= 2.80 with SD=.770, it was established that there was a positive or healthy organisational climate in Colleges of Education. This was contributed by the prevalence of friendly and social cohesion among tutors, support, and guidance tutors obtained from supervisors/heads of department. To validate the findings, the issue emerged during the interview with one of the Vice Principals was used. The Vice Principal remarked:

> The management engages tutors in the planning of the activities and programmes of the institution. Due to that, they know the vision and mission statement, rules and regulations. Tutors also gained support and guidance from supervisors/heads of departments in the course of carrying out their tasks in the institution. Equally, the work atmosphere is devoid of conflict because there is no power struggling and frequent disagreement among tutors that could create tension in the college (Vice-Principal 1).

From the responses, it was established that there was a healthy relationship that exist in Colleges of Education. This is evident by the fact that the management provided support systems for the tutors and also engaged them in the planning of the activities and programmes in the Colleges. Besides, the work atmosphere was very healthy among tutors, as a result,

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tutors were highly satisfied with the work environment. This finding supports the equity theory espoused by Adams (1965) and Ng'ethe *et al*. (2012) which concludes that in organisations where employees' inputs such as knowledge and skills, experience, effort are recognised in such a way that equity and fairness operate there, the workforce is likely to feel safe, secured and sense of belonging in the working environments. This healthy working climate is likely to motivate the employees to remain in an organisation.

Research Question 2: What difference exist between male and female tutors' perceptions of organisational climate in the Colleges of Education? The objective of the question was to determine whether male and female tutors' perceptions of organisational climate differ or not. The study hypothesised that:

H_1:   There is no significant difference between male and female tutors' perception of organisational climate in the Colleges of Education.

Mann-Whitney test was used to test for the differences between gender and perception of organisational climate. The findings are presented in Table 10.

Table 10: Mann-Whitney U Test on Gender Perception of Organisational Climate

	Organisational Climate
Mann-Whitney U	1202.500
Wilcoxon W	1982.500
Z	-.915
Asymp. Sig. (2-tailed)	.360

Source: Fieldwork (2019)

From the result given in Table 10, the Z value is -.92 (rounded) with a significance level of p=.360 which is larger than the probability value (p=.05), so the result is not significant. Therefore, we conclude that there is no statistically significant difference between male and female tutors' perceptions of organisational climate in the Colleges of Education. Thus, the null hypothesis was accepted.

From the findings, although the difference was not statistically significant, the total number of respondents was lower for females as compared to males due to a smaller sample size of females in the teaching profession (Adu-Oppong *et al.*, 2017). This finding corresponded with a study espoused by Cano and Miller (1992) that there was no significant difference regarding male and female perceptions of the organisational climate in the Agricultural Educational Institutions in Ohio.

Research Question 3: What kind of relationship exist between organisational climate and retention of tutors in Colleges of Education? The objective is to investigate whether there is a statistically significant relationship between organisational climate and retention of tutors. The study hypothesised that:

H$_2$:	There is statistically a strong positive relationship between organisational climate and retention of tutors in Colleges of Education. Spearman correlation was used to determine the kind of relationship that exists between factors of organisational climate and retention tutors. The outcomes are presented in Table 11 and 12.

Table 11: Correlation between Factors of Organisational Climate and Retention of Tutors

Factors	Respondents (n= 108)				
	Item	Mean	Standard Deviation	Retention of Tutor	Sig.
Organisational	Structure	3.90	.661	0.33**	.001
climate	Responsibility	4.24	.682	0.37**	.001
	Identity	3.57	1.088	0.41**	.001
	Recognition	3.30	.763	0.58**	.001
	Warmth	3.87	.707	0.55**	.001
	Conflict	2.68	.921	0.14	.148

**p<0.01   *p<0.05
Source: Fieldwork (2019)

The following values of correlation interpretations suggested by Cohen (1988) were used as guidelines for the interpretation of correlation results:

Correlation coefficient:

r = 0.10 to 0.29 or   r = -0.10 to -0.29   Very Weak

r = 0.30 to 0.49 or   r = -0.30 to -0.49   Weak

r = 0.50 to 1.0 or   r = -0.50 to 1.0   Strong

Level of significance (p-value) =   p ≤ 0.05 (2-tailed).

The correlation coefficient (Table 11) indicated that there was significantly weak positive relationships between organisational responsibility and retention of tutors (r = 0.37, p-value = 0.001), organisational structure (r= 0.33, p-value=0.001), while very weak positive relationship was found between organisational conflict and retention of tutors (r=0.14, p-value= .148). Similarly, there was significantly strong positive relationships between

organisational recognition and retention of tutors (r = 0.58, p -value = 0.001), organisational warmth and retention of tutors (r = 0.55, p -value = 0.001), and organisational identity and retention of tutors.

The result shows that out of the six variables, three were confirmed to have had a significantly positive relationship on the retention of tutors. These were organisational recognition, organisational warmth, and organisational identity. Tutors' recognition had a moderate positive relationship on retention of tutors in colleges because the management values, rewards, and recognises, tutors who can meet specific criteria beyond normal duties in the institutions. Similarly, in terms of warmth, it was established that the institutional arrangements foster support systems from colleagues, as well as supervisors/heads of departments. Finally, regarding identity, it was found out that institutional policies promote a sense of belongingness of tutors in the administration of the Colleges, thus, tutors feel proud to tell people where they work, and even wear clothing and use other paraphelalia bearing CoE's logo.

Furthermore, the researcher sought to examine the relationship of organisational climate and retention of tutors. Here the analysis was done using Spearman correlation. The results are presented in Table 12.
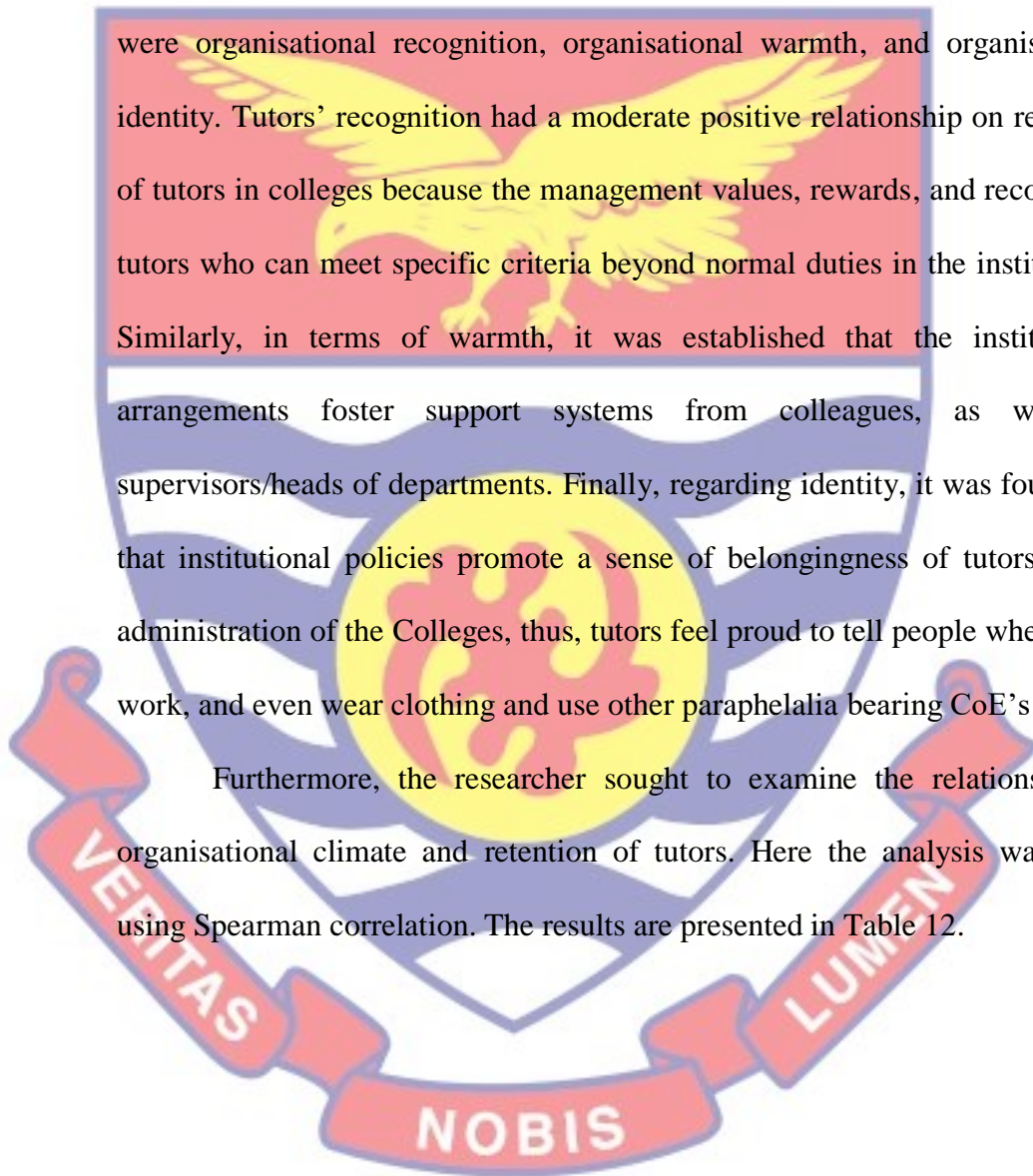
Table 12: Correlation Coefficients between Organisational Climate and Retention of Tutors

			Meanclimate	meanTReten
Spearman's rho	Meanclimate	Correlation Coefficient	1.000	.570[**]
		Sig. (2-tailed)	.	.000
		N	108	108
	meanTReten	Correlation Coefficient	.570[**]	1.000
		Sig. (2-tailed)	.000	.
		N	108	108

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Fieldwork (2019)

Table 12 shows that there was statistically a strong positive relationship between organisational climate and retention of tutors (r=.570, p-value =.001). This implies that as positive organisational climate increases, the retention of tutors also increases. Thus, the alternative hypothesis was accepted that there is statistically a strong positive relationship between organisational climate and retention of tutors in Colleges of Education. This finding confirms Cordero (2011) study (r = 0.53, p-value = 0.001) which showed significantly a moderate strong positive relationship between factors of employee retention in the lodging industry.

The coefficient of determination of the findings of correlation r=.570 indicated that .570 x .570 = 0.325 x 100 = 32.5 per cent shared variance. Therefore, organisational climate helped to explain nearly 33 per cent of the difference in retention of tutors.

To affirm the positive relationship between organisational climate and retention of tutors, one of the Vice-Principals remarked:

> The government has put measures such as provision of opportunities for career progression, book and research allowances, and accommodation facilities for the tutors, so they are now enjoying good conditions of service just as their colleagues with similar qualifications in other establishments. Indeed, this is so far better than what they were receiving previously, thus, the majority of the tutors are very satisfied and committed to remaining in the teaching profession (Vice Principal 3).

This finding corroborated with Agrawal (2016) that a positive relationship existed between the two variables and that organisational climate alone explains 06.1% variance in retention decision of teachers. Similarly, Expectancy Theory (Kreitner & Kinicki, 2007; Vroom, 1964) posited that employees are motivated to behave in ways that produce desired and valued outcomes such as praise from superior, high wages, promotion and friendly relations with co-workers in an organisation. Consequently, these outcomes would influence retention.

Research question 4: Which salient factors influence the retention of tutors in the Colleges of Education? The objective was to investigate the salient factors that would influence retention of tutors in Colleges of Education. Descriptive statistics such as means and standard deviations as well as documentary analysis were used. The findings are presented in Table 13.

Table 13: Ranking Salient Factors for Retention of Tutors

Item	(n=108)		
	Mean	St Dev.	Rank
Meanrelati	3.91	.603	1st
MeanLead	3.54	.711	2nd
MeanTDev	3.52	.853	3rd
MeanDMak	3.50	.811	4th
MeanWEnv	3.41	.816	5th
MeanDJus	3.16	.822	6th
Meanpromot	3.10	.852	7th
MeanSala	2.75	.917	8th

Source**:** Fieldwork (2019)

Table 13 presents the salient factors that influence retention of tutors in the Colleges of Education. It can be seen from the result that the relationship among employees (Meanrelati, M=3.91; SD=.603) was ranked first, while Salary (MeanSalary, M=2.75; SD =.917) was ranked least among the salient factors that influence retention of tutors in the Colleges of Education. Since 5-points Likert Scale was used and all the mean values are more than 2.5, it implies the respondents agreed that the salient factors in the following orderly manner were the relationship among employees, leadership, training, and development, involvement in a decision-making work environment, distributive justice, and promotional opportunities. However, salary showed less among the salient factors to influence retention of tutors.

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Besides, the salient factors were probed further during an interview with a Vice-Principal. The following was the outcome:

This College has created avenues to help maintain a healthy relationship among employees and management. Also, the College organises programmes regularly for all the tutors to improve their knowledge, skills, and competences in the pedagogical techniques in teaching and learning experiences. Tutors were also consulted in the activities and programmes of the college. Moving forward, the school has also taken upon itself to ensure favourable security, promotional opportunities, suitable working environments, and salaries were paid to motivate them to stay and work (Vice-Principal 3).

The findings established that tutors were provided with various anticipated outcomes such as a healthy relationship among employees, leadership, training, and development, involvement in the decision-making work environment, distributive justice, promotional opportunities, and salary. From the responses, it can be interpreted that these were the salient factors ranked by the tutors to represent the key influence of their retention. This finding supports Joyce *et al.* (2014) and Korantwi-Barimah (2017) that the factors such as the relationship among employees, leadership, training and development, involvement in decision-making, work environment, distributive justice, promotional opportunities, and salary are critical to influencing retention of tutors. In addition, this finding reinforces the theory of

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organisation equilibrium. According to the theory, employees are more likely to remain in an organisation, when self-characterisation conforms to job characteristics, influential relationships on the job are predictable and work requirements with demands of other roles are compatible (March and Simon, 1958).

Research Question 5: How do tutors' demographic factors (gender, age, level of education, rank, and length of service) influence their intention to stay in Colleges of Education? The objective is to assess the influence of demographic factors on the retention of tutors in the Colleges of Education. Cross-tabulation was used for the analysis. The findings are presented in Tables 14, 15, 16, 17, and 18.

Gender and Intention to Stay

Gender is noted as one of the demographic characteristics that determine employees' intention to stay in an organisation. The results are presented in Table 14.

Table 14: Cross Tabulation for Gender and Intention to Stay

Gender	Intention to stay					
	No		Yes		Total	
	F	%	F	%	F	%
Male	34	73.9	35	56.5	69	63.9
Female	12	26.1	27	43.5	39	36.1
Total	46	100	62	100	108	100

Source: Fieldwork (2019)

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As depicted in Table 14, it was found out that the majority of male tutors representing 35(56.5%) out of 69 males have the intentions to stay, while 27(43.5%) out of 39 females have the intentions to stay. However, 34(73.9%) have the intention to quit; while a few females composed of 12(26.1%) have the intention to quit. This finding contradicts Cordero (2011) conclusion that female employees are more retained than male employees are. The Chi-square test showed that statistically there is no significant association found between gender and intention to stay (X^2 (1)> = 3.490, p = 0.062) since the p-value is greater than the significance level (α = 0.05). Therefore, gender has statistically no significant influence on tutors' intention to stay in the Colleges of Education.

Age and Intention to Stay

One of the demographic factors that could influence employees' intention to stay in an organisation is the employee's age. The results are presented in Table 15.

Table 15: Cross Tabulation for Age and Intention to Stay

Age	Intention to stay					
	No		Yes		Total	
	F	%	F	%	F	%
30-39	13	28.3	9	14.5	22	20.4
40-49	24	52.2	44	71.0	68	63.0
50+	9	19.6	9	14.5	18	16.7
Total	46	100	62	100	108	100

Source: Fieldwork (2019)

As depicted in Table 15, it was established that bulk of the respondents within the age brackets of 40-49 representing 24(52.2%) did not have the intention to stay. While only 9(19.6%) respondents within the ages of 50 years and above did not have the intention to stay in the Colleges of Education. One key possible explanation to result of the tutors in the age bracket of 40-49 wanting to leave the service should there be an opportunity might be that, they were in a middle-aged group, and are therefore attractive at the job market. Because when an employer engages them, they can be in the new employment for a relatively much longer period than their elderly counterparts, who have quite a shorter period to retire. The Chi-square test showed that statistically there is no significant association between age and intention to stay (X^2 (2)> = 4.334, p = 0.114) since the p-value is greater than the significance level (α = 0.05). Therefore, the age of tutors has statistically no significant influence on tutors' intention to stay in the Colleges of Education.

Further, the issue of tutors' age and its influence on intention to stay in the teaching profession was discussed during the interview session. One of the Principals explained:

> Indeed, I must be frank with you, in the teaching profession; you have your employment security because the moment you are engaged by the NCTE, you will take your regular salary until your retirement. Again, many of these colleagues have also gained much experience due to the number of years they have taught in the college. I did not see the essence of our colleagues who are 50 years and above to leave for other establishments where

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the security of tenure is not favourable and sometimes the salaries of the workers are not promptly paid (Principal 2).

The finding revealed that employment security in the teaching profession was higher than any other profession. This finding corresponded the assertion that, job security is one's important expectation relating to job situation, which influences job satisfaction leading to retention (Akpan, 2013; Dhuryana & Hussain, 2018). Therefore, tutors who were 50 years and above who had been with the College for a long period were more likely to remain in the teaching service as compared to other colleagues in other age groups. This is because the colleagues who were in the age brackets of 50 years and above did not see the need to leave for profession where the security of tenure is not favourable and sometimes the salaries of the workers are not promptly paid.

This finding was consistent with that of Wallace (1997), which espoused that intention to leave is very high among the younger employees than that of the older employees in an organisation, because younger employees are attracted to new opportunities by salaries. Similarly, younger employees manage their careers as they invest and build career equity by leaving and joining the right jobs, and at the right time trying to get experience from various workplaces. Besides, they take a strategic approach toward building their career by using one job as a Launchpad for the next job.

Level of Education and Intention to Stay

The level of education was also emphasised to determine its influence on the intention to stay in the College of Education. Refer to Table 16 for the result.

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Table 16: Cross Tabulation for Level of Education and Intention to Stay

Level of Education	Intention to stay					
	No		Yes		Total	
	F	%	F	%	F	%
Bachelor degree	1	2.2	2	3.2	3	2.8
Master's degree	45	97.8	60	96.8	105	97.2
Total	46	100	62	100	108	100

Source: Fieldwork (2019)

Table 16, revealed that majority of the master's degree holders representing 45(97.8%) did not have the intention to stay, and the bachelor degree holder composed of 1(2.2%) did not have the intention to stay either. From the responses, it can be interpreted that when employees get a higher level of education, the intention of leaving the organisation increases in the sense that they have acquired a further higher qualification to improve their skills and competences, hence giving them an advantage over other counterparts for employment notwithstanding the state of labour market conditions. This finding supports Manlove and Guzell (1997) and Rogoff *et al*. (2016) that highly-educated employees tend to be less satisfied with their jobs and careers and are accordingly more readily to leave to pursue more external job opportunities than those employees with a limited educational background because they are marketable in the job market. The Chi-square test showed that statistically there is no significant association found between the level of education and intention to stay (X^2 (1)> = 0.108, p = 0.742) since the p-value

is greater than the significance level ($\alpha = 0.05$). Therefore, the level of education of tutors has statistically no significant influence on tutors' intention to stay in the Colleges of Education.

Rank and Intention to Stay

Another important factor relevant to this study was the rank of the respondents and its influence on the intention to stay in the College of Education. Refer to Table 17 for the result.

Table 17: Cross Tabulation of Rank of Respondents and Intention to Stay

Rank	Intention to stay				Total	
	No		Yes			
	F	%	F	%	F	%
Tutor	42	91.3	54	87.1	96	88.9
Senior tutor	4	8.7	8	12.9	12	11.1
Total	46	100	62	100	108	100

Source**:** Fieldwork (2019)

As presented in Table 17, 54(87.1%) of respondents in the rank of tutor have the intention to stay, and 8(12.9%) of respondents in the rank of senior tutor also have the intention to stay in the Colleges of Education. However, it emerged that those in the rank of tutor accounting for 42(91.3%) did not have the intention to stay; whereas those respondents in the rank of senior tutor composed of 4(8.7%) did not intend to stay in the Colleges of Education. One key reason that could explain why tutors at lower levels did not intend to stay longer in the Colleges of Education is that they know that they have low rank;

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hence, they could not lose anything leaving for any work environment and start their new job career work.

The finding corroborates previous studies carried out by DeCenzo and Robbins (2007) in explaining the influence of the level of rank on employees' retention. As noted by the scholar, employees who hold a lower level of rank in an organisation somehow feel a sense of not belonging to the organisation. Thus, the likelihood of leaving to another work environment and starting their new job under new management was greater than those with a higher level of rank. The later would not be prepared to leave for any work environment, which was unfamiliar to them where they would be working under colleagues with a similar level of rank. The Chi-square test showed that statistically there is no significant association between rank and intention to stay (X^2 (1)> = 0.473, p = 0.491), since the p-value is greater than significance level (α = 0.05). Therefore, rank has statistically no significant influence on tutors' intention to stay in the Colleges of Education.

Length of Service and Intention to Stay

Apart from age, level of education and rank, the researcher also looked at the length of service of the respondents. The examination of the length of service of the respondents was necessary because of its implications on tutors' intention to stay or quit the Colleges of Education. The findings are presented in Table 18.

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Table 18: Cross Tabulation for Length of Service and Intention to Stay

Length of service (years)	Intention to stay					
	No		Yes		Total	
	F	%	F	%	F	%
1-5	7	15.2	20	32.3	27	25.0
6-10	19	41.3	10	16.1	29	26.9
11-15	15	32.6	25	40.3	40	37.0
16-20	3	6.5	6	9.6	9	8.3
21 +	2	4.3	1	1.6	3	2.8
Total	46	100	62	100	108	100

Source: Fieldwork (2019)

As shown in Table 18, combined percentage shows that more 96(88.9%) respondents who had worked in the Colleges of Education for less than 15 years did not have the intention to stay. Similarly, only 5(11.8%) respondents who had worked in the Colleges of Education for more than 15 years did not have the intention to stay. From the responses, it can be argued therefore that, the respondents who have worked for more than 15 years, representing 5(11.8%) had the intention to leave the College of Education. The Chi-square test showed that statistically there is a significant association found between length of service and intention to stay (X^2 (4)$>$ = 10.751, p = 0.030). Since the p-value is less than the significance level (α = 0.05). Therefore, the length of service has statistically a significant influence on tutors' intention to stay in the Colleges of Education.

Length of service and tutors' intention to stay was further probed during the interview session with the key informants. One of the Vice-Principals aptly remarked.

Interestingly, many of my colleagues are three-year trained teachers. After teaching for a few years, they were granted study leave with pay to pursue studies for a bachelor's degree, and later pursued master's degree programmes. This form of prospect is not commonly found in most establishments; thus, I have a firm belief that many colleagues who have worked for 16 years and above and are committed to teaching service might not nurse any intention to leave the teaching service (Principal 1).

From the responses, it was established that the lengthier a tutor serves on a job, the more dedicated that individual becomes due to the kinds of bonds established with the job. Besides, the employees have gained more experience and knowledge on the job schedules and activities, and as a result, they have a higher intention to stay. Because they believe that, it is better to stay in employment where one can bring better results than to struggle in an unacquainted work environment where one's level of engagement and contributions may be very negligible. This finding supports Certo & Fox (2002), Poole (1997) and Somers (1995). They concluded that employees who have a long length of service in their organisation have more experience and knowledge of the work schedules and activities, and devoted to the employing

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organisation, consequently, the kinds of the bond they have established with their organisation reduce the likelihood that the employee would quit.

Chapter Summary

This chapter presents the results and discussions of the relationship between organisational climate and retention of tutors in the Colleges of Education in Central Region of Ghana. This chapter categorised the presentation into three segments. The first focused on the description of the demographic features of participants.   Second segment presented the descriptive statistics of responses on organisational climate and retention of tutors. The third segment presented results and discussions of the research questions and tested hypotheses outlined. Next segment presents chapter five of this study.
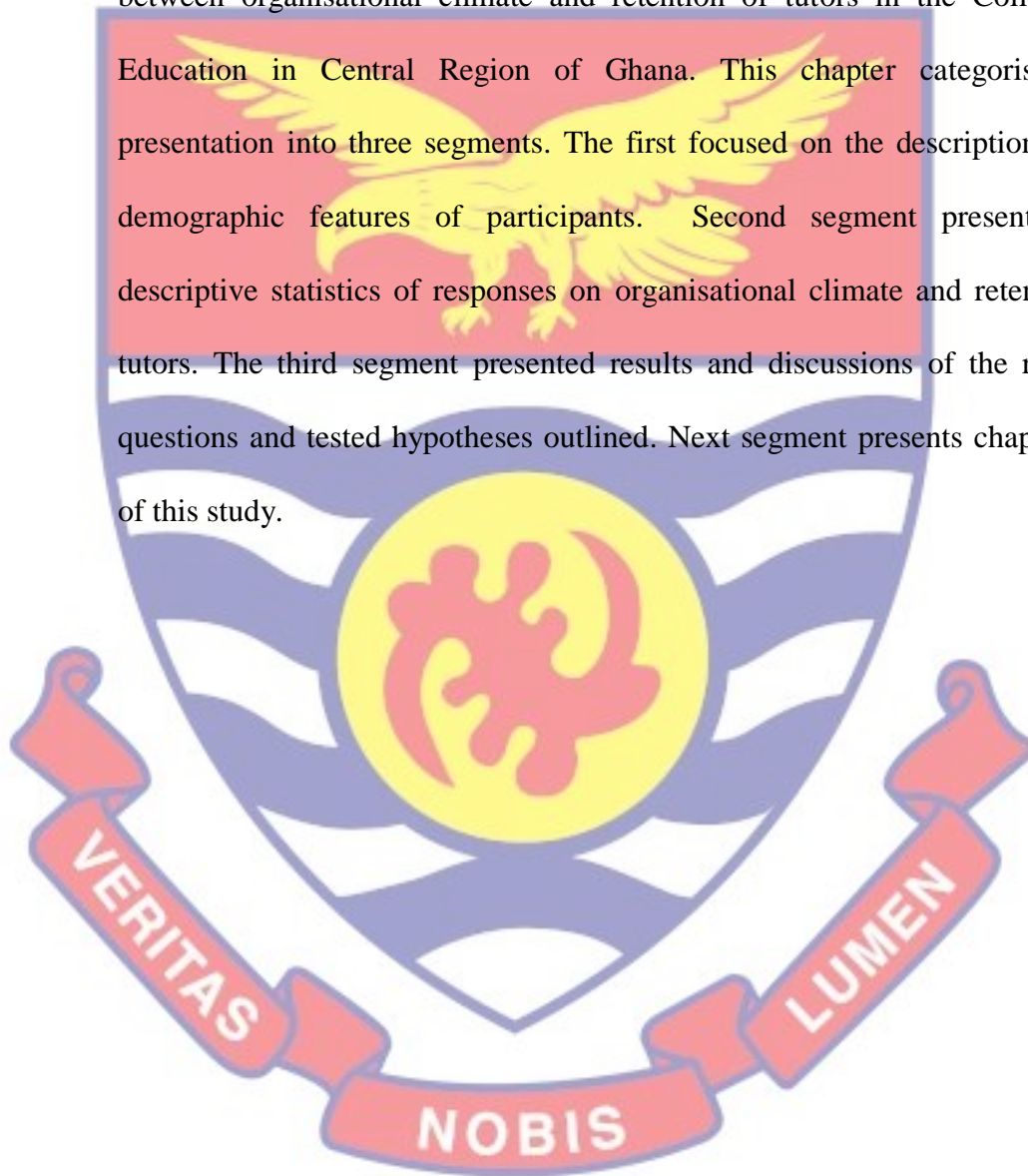
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

Introduction

This segment discusses the summary, conclusions, and recommendations built on the research questions outlined for the study.

Summary of Key Findings

The aim of this study was to examine the relationship between organisational climate and retention of tutors in Colleges of Education in Central Region. 108 participants out of a population of 150 were selected using Krejcie and Morgan's (1970) formula for determining sample size. In addition, 3 Principals and 3 Vice-Principals were selected as key informants for the study. Survey questionnaire, semi-structured interview guide, and documentary analysis were employed. Before the actual fieldwork, the data collection tools were pre-tested at the Holy Child College of Education, Takoradi, and the result from an overall reliability coefficient of was greater than 0.7. Hence, the research instruments were considered satisfactory and vital for the study. The data collected were analysed using descriptive and inferential statistics, whereas the results were presented using tables and verbatim. The analysis of the study was guided by the reviewed literature, research questions, and hypotheses.

The first research question determined the views of participants on organisational climate that existed in their Colleges of Education. Here, Mean, Standard Deviation, and documentary analysis were used. The second research question attempted to determine male and female tutors' perceptions of organisational climate in Colleges of Education. The hypothesis was tested

using Mann-Whitney U test. The researcher employed this type of statistical tool since the number of distinct groups that were considered in the study was just two, male and female tutors.

The third set of research questions sought to investigate whether there is statistically a strong positive relationship between organisational climate and retention of tutors in the Colleges of Education. Spearman correlation was used to test the hypothesis to determine the relationship that exists between organisational climate and retention of tutors. The fourth research question was meant to investigate the salient factors that would influence retention of tutors in the Colleges of Education.

The final research question assessed the influence of tutors' demographic factors such as gender, age, the level of education, rank, and length of service to predict intention to stay, was analysed by the use of cross-tabulation and Chi-square Test. Major findings identified are as follows:

First, it was established that there was a positive or healthy organisational climate in the Colleges of Education. This was contributed by the prevalence of friendly and social cohesion among tutors, support, and guidance tutors obtained from supervisors/heads of department.

Second, the study revealed statistically no significant difference in tutors' perceptions of organisational climate between male and female. Mann-Whitney U test indicated Z value -.92 with a significant level of p=.360, which is greater than the probability value (p=.05). This implies that the way male tutors experienced the school environment was same for the female tutors. Thus, there was no gender disparity concerning perception of the climate of Colleges of Education.

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Third, it revealed that there was statistically positive relationship between organisational climate and retention of tutors (r. =.570, p-value =.001).   This implies that as positive organisational climate increases the retention rate of tutors also increases. Therefore, the null hypothesis that there is no positive relationship between organisational climate and retention of tutors in Colleges of Education was accepted. Thus, organisational climate helped to explain approximately 33 per cent of retention decisions of tutors in the Colleges of Education.

Fourth, it was established that the retention of tutors was influenced by the following salient factors, in ranking order such as the relationship among employees, leadership, training, and development, involvement in the decision-making work environment, distributive justice, promotional opportunities, and attractive salary. Fifth, it emerged that demographic factors such as gender, age, level of education, and rank, have statistically no significant influence on tutors' intention to stay in the Colleges of Education. However, the length of service has statistically a significant influence on tutors' intention to stay in the Colleges of Education.

Conclusions

Retention of seasoned tutors equates to the delivery of quality education. Higher rates of retention instill confidence among educational stakeholders such as students, parents, guardians, and policymakers. Thus, policymakers and management must pay attention to factors of organisational climate such as structure, responsibility, identity, reward/recognition, warmth, and conflict because these factors have the strongest influence of tutors' decision to stay in the Colleges of Education. While, these are psychological

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factors and intrinsic in nature, other supporting conditions including the relationship among employees, leadership, training, and development, involvement in decision-making, work environment, distributive justice, promotional opportunities, and an attractive salary are equally important in that they also had a strong influence on retention of tutors. Moving forward, the influence of age, level of education, rank, and length of service are also quite essential largely because they play a leading role in influencing retention. To crown it all, it must be emphasised that tutors' intention to stay or leave the College of Education was primarily contributed by the climate in which they work, but not an action that is motivated by a lack of interest in the teaching profession.

Recommendations

The following recommendations were outlined based on the preceding findings and conclusion:

1. Management of Colleges of Education should ensure that a positive working climate is sustained specifically, organisational structure should be aligned with tasks, goals, human resources and environmental requirements; Responsibilities should be allocated to tutors according to expertise and abilities, to avoid overloading of tasks, which in turn motivate them to work harder to accomplish their assigned tasks. Strong organisational identity should be created to help influence the behaviours of both management and tutors. Provision of verbal or written praises, giving positive feedback, and using the organisation's newsletter to recognise achievements should be encouraged. Tutor should be given a

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strong support system. There should be a climate devoid of inter-group conflicts in the Colleges of Education.

2. Management should continue to ensure that no gender discrimination is created in the Colleges of Education, since gender stereotypes could cause turnover. However, in order to retain more female tutors especially, they should be supported with accommodation and other facilities like child care centres within the institution to ease stresses. In addition, there should be availability of working equipment, adequate office spaces, and sufficient teaching and learning materials equally distributed among tutors to help reduce the job stresses.

3. Management of Colleges of Education ought to maintain a serene climate within the Colleges of Education to retain tutors for a longer span of time.

4. Management should ensure good interpersonal relationship among tutors to help improve the sense of belongingness thereby preventing the intention to quit. This form of relationship will directly help to advance the feel about the teaching fraternity, and above all the immediate community in which they work. Improvement in the incentive packages such as book and professional allowances, leave claims, and rent subsidies. In addition, there is the need to increase the tutors' basic salary to cushion them against economic hardships. This would motivate tutors, especially the young ones, and highly qualified to be committed, and thus remain in the teaching service. Tutors should

be engaged by the management of CoE when making professional decisions that most directly affect their activities such as the design of curricula and preparation of instructional materials. Seemingly, the engagement of tutors in decision-making is likely to make them develop a feeling that they are part of the school. This will influence them to remain in the job since they are recognised as partners by the management of the Colleges.

5. GTEC and Principals of the Colleges of Education must consider gender, age, level of education, rank, and length of service of tutors when reviewing incentive packages given to tutors. This is likely to help retain most of the tutors, especially the young ones, who are at the lower ranks and have worked for less than 15 years. Staff development programmes including up-skilling courses and conferences, and academic-oriented programmes should be regular to help those tutors with minimal teaching qualifications to upgrade themselves within the shortest possible time, as the tertiary status demands.

Suggestions for Future Research

In a study of this dimension, which examined relationship of organisational climate and retention of tutors in the Colleges of Education in Central Region of Ghana, little was attained in terms of the selected variables examined. Given this, future research can be extended to more variables and to cover more Colleges of Education in different regions in Ghana. Other forms of data collection instruments and analytical tools such as focus group

discussion and regression respectively, can be employed for   comprehensive

and all-embracing outcome.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TUTORS

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND

ADMINISTRATION

This questionnaire is used to solicit data for research work on the relationship between Organisational Climate and Retention of Tutors in Colleges of Education in Central Region of Ghana. Please, carefully read and honestly answer the questions.

SECTION A: Nature of Organisational Climate

Please indicate the extent to which you agree or disagree with each of the statements on the scale 1- 5, where 1 represents strongly disagree (SD), 2 disagree (D), 3 uncertain (U) 4 agree (A) and 5 strongly agree (SA). Kindly tick [√] as appropriate for the question.

No.	Statement	SD	D	U	A	SA
	Organisational Structure of the College of Education	1	2	3	4	5
1.	I know the College of Education's mission statement, goals, and objectives.					
2.	Tutors' contributions are considered when setting the policies of the COE.					
3.	I am mindful of the rules and regulations I have to follow as a tutor of the COE					

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	Responsibility given to tutors					
4.	Courses are assigned to tutors based on their specilaised areas/fields.					
5.	Courses are allocated by the Head of Departments.					
6.	I have a copy of my job description.					
	Identity as a tutor of this College					
7.	I feel a sense of belonging in this college so I prefer teaching here to others.					
8.	I am proud to tell people where I work.					
9.	I am proud to wear clothing and use other items with the COE logo on them.					
	Reward/Recognition given to tutors					
10.	I am valued because this college has invested in me by paying for up-skilling courses and conferences.					
11.	The COE organises recognition programs to award the best tutors such as 'Best tutor for the semester', 'Most disciplined', 'Most hardworking team on duty' etc.					
12.	My pay and benefits are important, but I would also appreciate non-monetary rewards.					
13.	I think employees should be rewarded for meeting specific criteria beyond normal duties.					
	Warmth obtained from coworkers					

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14.	My colleagues welcome and support me when in need.					
15.	Male tutors are willing to listen to job-related problems of female tutors and vice-versa.					
16.	I enjoy some amount of support and guidance from my supervisor/head of the department.					
	Conflict within the institution					
17.	Power struggle disturbs cordial relationship among tutors in this college.					
18.	I play part in creating conflict or keeping the conflict going**.**					
19.	Conflicts within this College prevent me from focusing on the work to be done.					

20. Generally, I think the organisational climate of this College of Education is

    (a) Weak   [ ]

    (b) Slightly weak [ ]

    (c) Fairly good   [ ]

    (d) Very good   [ ]

SECTION B: Retention of Tutor Factors

Please indicate the extent to which you agree or disagree with each of the statements on the scale 1- 5, where 1 represents strongly disagree (SD), 2 disagree (D), 3 uncertain (U) 4 agree (A) and 5 strongly agree (SA). Kindly tick [√] as appropriate for the question.

No.	Statement	SD 1	D 2	U 3	A 4	SA 5
	Promotional Satisfaction					
21.	I am given the appropriate in-service training leading to promotions.					
22.	Promotion criteria offered to tutors are well defined.					
23.	The promotion procedure is not too long and tiring.					
	Involvement in Decision-Making					
24.	My participation in decision-making enhances my ability to perform better.					
25.	I am allowed to ask questions about the rules set by the management members.					
26.	I am involved when the CoE's policies are reviewed.					
	Training and development					
27.	Tutors are properly oriented upon joining the CoE.					
28.	The COE provides regular opportunities for personal and career development.					
29.	Innovations and creativity are encouraged in the COE.					
	Work environment					

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30.	Our Staff common room is well-furnished.					
31.	Accessible road to work is in good condition.					
32.	Utility services in this college are good.					
33.	Most tutors have accommodation on campus.					
34.	My work environment is serene, visually appealing and security on campus is good.					
	Relationship among employees					
35.	I am happy with the relationship between my colleagues and students.					
36.	There is a spirit of collaboration between the departments.					
37.	I am happy with the relationship with the Principal.					
	Distributive justice					
38.	There is fairness in promotion and scholarship opportunities offered to tutors.					
39.	Tutors who go wrong are fairly disciplined.					
40.	My performance appraisal is fair.					
	Leadership					
41.	Management is concerned with developing a close interpersonal relationship among tutors for productive output.					
42.	Management applies pressure by defining roles, setting timelines, and monitoring for productive					

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	output.					
43.	Management encourages both male and female academic career path and growth.					
44.	Management provides feedback on tutors' evaluation and performance.					
45.	I am satisfied and confident in the leadership style of the Principal.					
	Salary					
46.	I am satisfied with the totality of my salary package.					
47.	My salary is comparable to my responsibilities and workload.					
48.	If I get a better option outside the COE, I am willing to leave this organisation.					

49. Generally, given the retention factors in this College of Education, I am more likely to stay/work in this college much longer.

(a) No   [   ]

(b) Yes   [   ]

SECTION C: Demographic Data of Participant

50. Gender :   [   ] Male   [   ] Female

51. Age: 20 - 29 [   ]   30 - 39 [   ]   40 - 49 [   ]   50 and above [   ]

52. Level of Education:

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Bachelor degree [   ]   Master's degree [   ]   PhD [   ]

Others, specify…………………..

53. Rank: Tutor   [   ]   Senior tutor [   ]   Principal tutor [   ]Chief tutor   [   ]

54. How long have you worked at this college? ……………… years.

THANK YOU

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APPENDIX B

INTERVIEW GUIDE FOR PRINCIPALS AND VICE PRINCIPALS

Kindly share your views on the following questions.

1. In your opinion, is the organisational climate (health) of this College of Education positive or negative? Kindly give reason(s).

2. Do you think male and female tutors perceive the organisational climate in these colleges differently? Please explain your answer.

3. Does the organisational climate of this college have a relationship with the retention of tutors? Give reason(s) for your answer.

4. What measures are put in place by the management to improve the organisational climate of this College of Education? Please explain your answer.

5. Which salient factors that influence retention of tutors in this college?

6. In your opinion, do you think tutors have the intention to stay in this college until retirement, YES or NO? Kindly give reason(s).

7. How do demographic factors such as gender, age, level of education, rank, and length of service influence tutors' intention to stay?
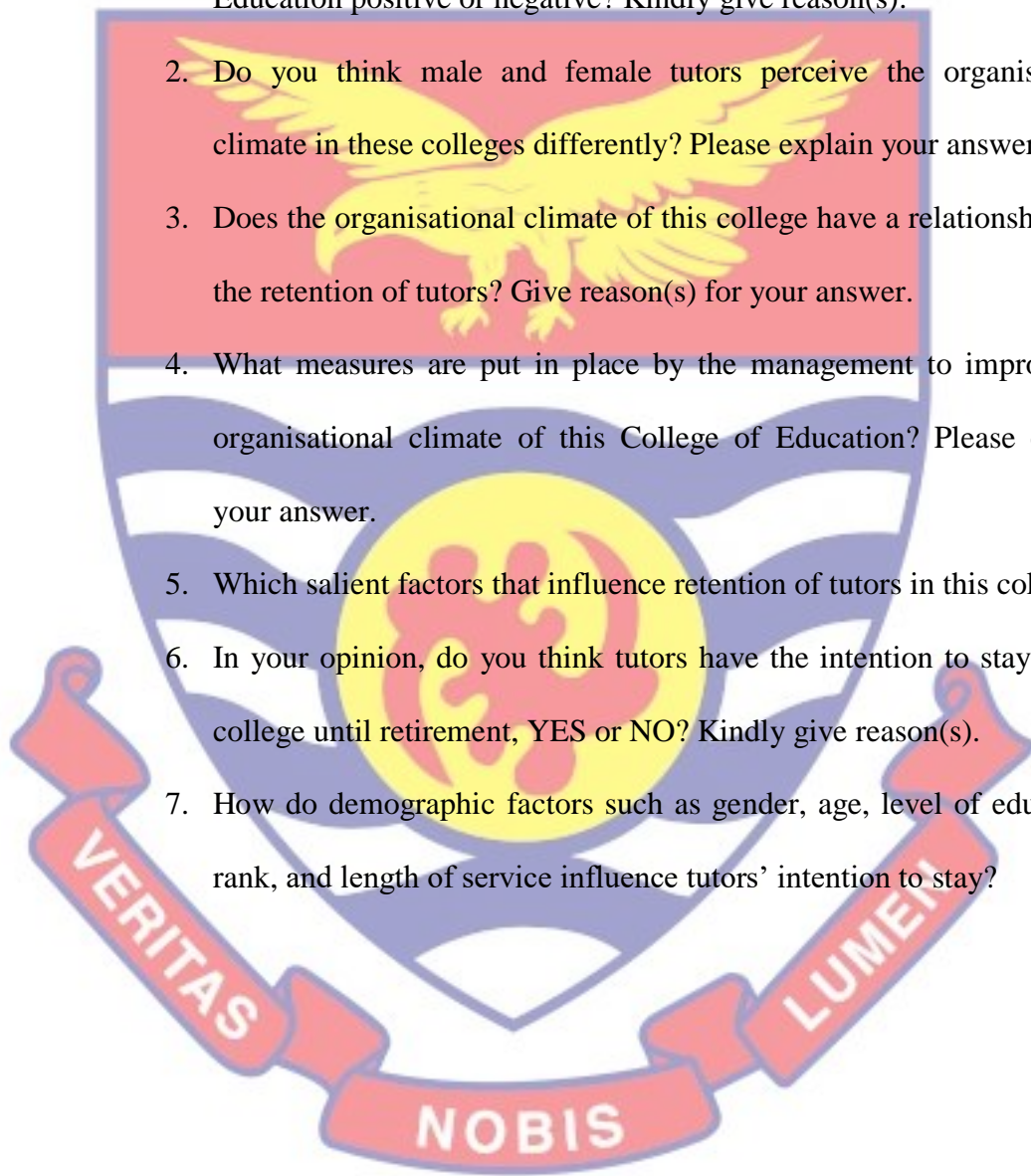
APPENDIX C

INTRODUCTORY LETTER TO COLLEGES OF EDUCATION

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT & OUTREACH
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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Our Ref: IEPA/104/Vol.3/316

24th October, 2019

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Dear Sir,

LETTER OF INTRODUCTION

The bearer of this letter **Ms. Benedicta Mensah** is an M.Phil. Student of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. She requires some data/information from you/your outfit for the purpose of writing her thesis tiled, **"Relationship Between Organizational Climate And Retention Of Tutor In Colleges Of Education In Central Region"** as a requirement for M.Phil. Degree programme.

Kindly give the necessary assistance that **Ms. Mensah** requires to enable her gather the information she needs.

While anticipating your co-operation, we thank you for any help that you may be able to give her.

Thank you.

Yours faithfully,

Jeanette Darkwaa Boham
PRINCIPAL ADMINISTRATIVE ASSISTANT
For: DIRECTOR

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