

UNIVERSITY OF CAPE COAST



**PSYCHOLOGICAL DISTRESS AND INTENTION TO QUIT: THE ROLE
OF COMPENSATION AMONG SECOND-CYCLE INSTITUTION
TEACHERS IN CAPE COAST**

DOREEN AGYEIWAA OWUSU

2023

UNIVERSITY OF CAPE COAST

PSYCHOLOGICAL DISTRESS AND INTENTION TO QUIT: THE ROLE OF
COMPENSATION AMONG SECOND-CYCLE INSTITUTION TEACHERS IN
CAPE COAST

BY

DOREEN AGYEIWAA OWUSU

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

OCTOBER 2023

DECLARATION

Student Declaration

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

Candidate's signature..... Date.....

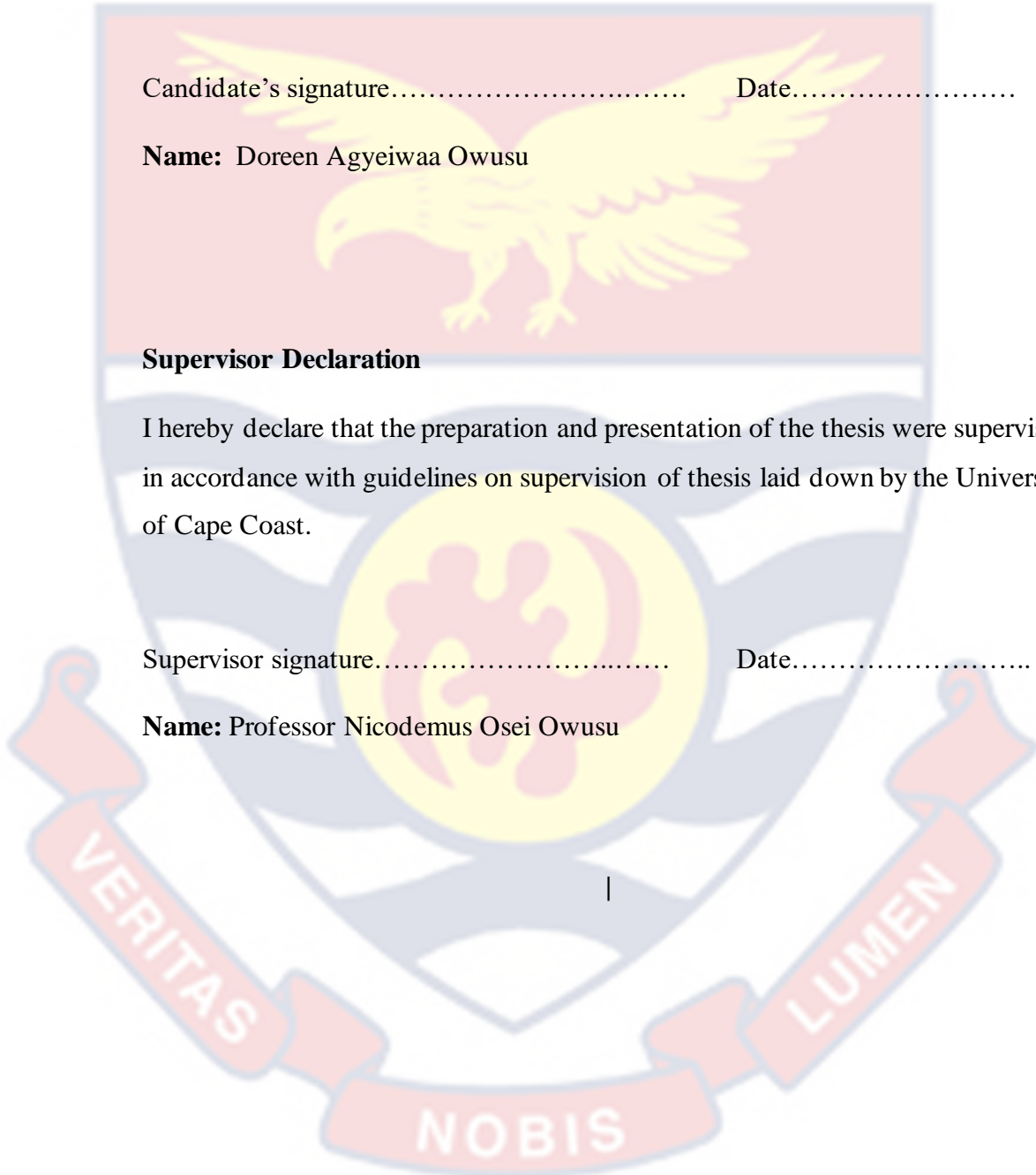
Name: Doreen Agyeiwaa Owusu

Supervisor Declaration

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

Supervisor signature..... Date.....

Name: Professor Nicodemus Osei Owusu



ABSTRACT

The primary aim of this research was to explore the connection between psychological distress, its dimensions, and the intention to quit among teachers in Second Cycle Institutions within the Cape Coast Metropolis. The study utilized a quantitative research approach with cross-sectional survey and an explanatory research design. It focused on teachers in second-cycle institutions in Cape Coast Metropolis, involving a total sample of 169 participants who completed a questionnaire as the data collection instrument. The study accomplished its objectives by employing a structural equation model. The findings of the study showed a positive and significant relationship between psychological distress and the intention to quit. Moreover, a positive and significant relationship was observed between psychological distress, its dimensions, and teachers' intention to resign. Furthermore, the study showed a positive and significant relationship between compensation and teachers' intention to quit. Importantly, the study demonstrated that compensation played a full moderating role in the relationship between psychological distress (both emotional and physiological) and the intention to quit. Therefore, compensation effectively moderated the relationship between psychological distress and the intention to quit. As a practical recommendation, the study suggested that secondary school principals in the Cape Coast Metropolis should actively implement measures aimed at enhancing teachers' commitment to remaining in the teaching profession.

KEY WORDS

Psychological distress (emotional, cognitive, behavioral and physiological dimensions)

Intention to quit

Compensation

Structural Equation Model

Second-cycle institutions

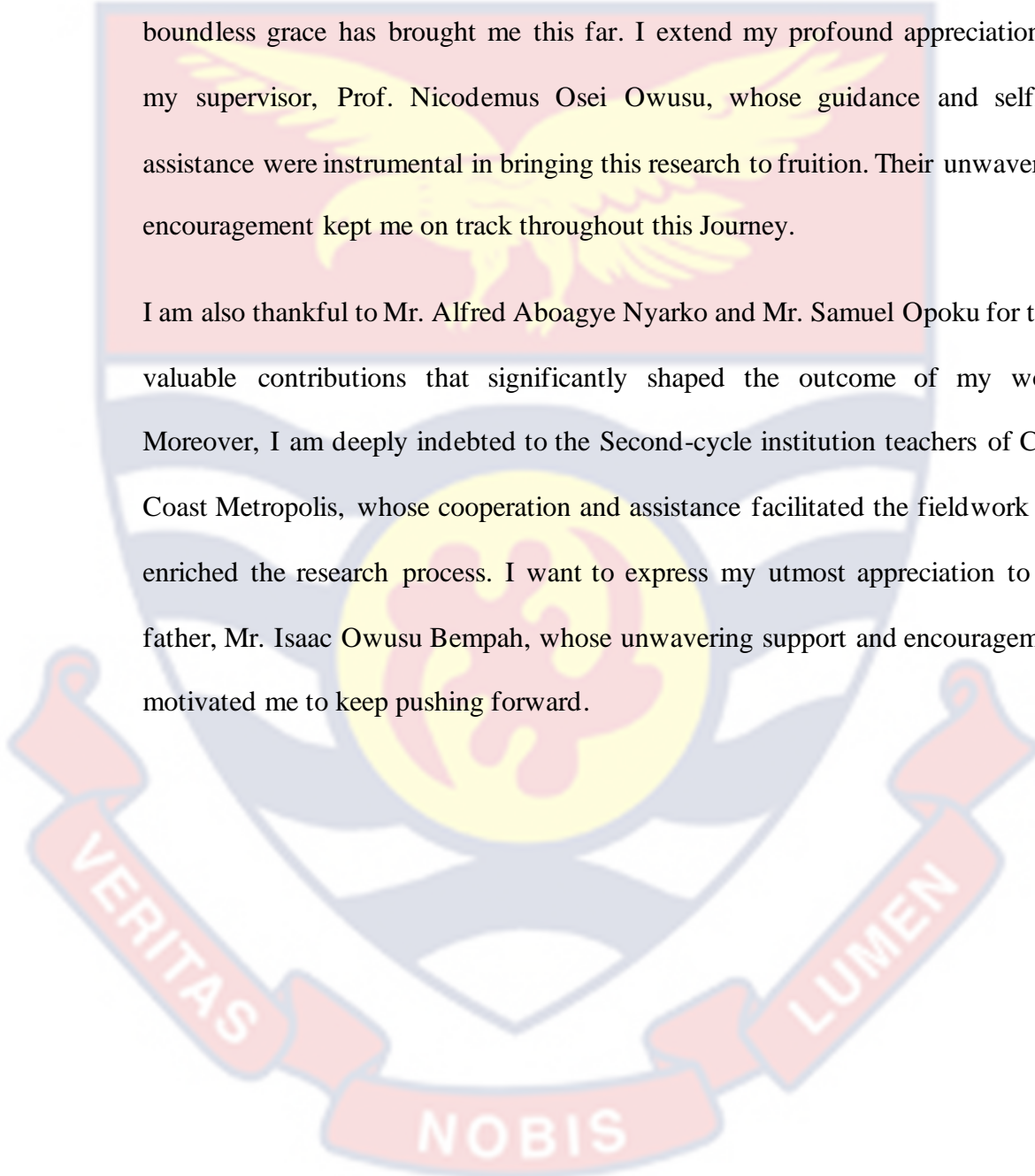


ACKNOWLEDGMENT

I am extremely grateful for the invaluable care and encouragement from numerous individuals who played a pivotal role in completing this thesis.

Foremost, I extend my heartfelt gratitude to the Almighty God, whose boundless grace has brought me this far. I extend my profound appreciation to my supervisor, Prof. Nicodemus Osei Owusu, whose guidance and selfless assistance were instrumental in bringing this research to fruition. Their unwavering encouragement kept me on track throughout this Journey.

I am also thankful to Mr. Alfred Aboagye Nyarko and Mr. Samuel Opoku for their valuable contributions that significantly shaped the outcome of my work. Moreover, I am deeply indebted to the Second-cycle institution teachers of Cape Coast Metropolis, whose cooperation and assistance facilitated the fieldwork and enriched the research process. I want to express my utmost appreciation to my father, Mr. Isaac Owusu Bempah, whose unwavering support and encouragement motivated me to keep pushing forward.



DEDICATION

To my family



TABLE OF CONTENTS

| | |
|----------------------------------|-----|
| DECLARATION | ii |
| ABSTRACT | iii |
| KEY WORDS | iv |
| ACKNOWLEDGMENT | v |
| DEDICATION | vi |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| ABBREVIATIONS | xii |
| CHAPTER ONE: INTRODUCTION | 1 |
| Background to the Study | 1 |
| Statement of the Problem | 5 |
| Purpose of the Study | 7 |
| Research Objectives | 8 |
| Research Hypotheses | 8 |
| Significance of the Study | 8 |
| Delimitation of the Study | 9 |
| Organisation of the Study | 11 |
| CHAPTER TWO: LITERATURE REVIEW | 12 |
| Introduction | 12 |
| Theoretical Framework | 12 |
| Conservation of resources theory | 12 |
| The Social Exchange Theory | 13 |
| The Conceptual Explanations | 14 |
| Psychological Distress | 14 |

| | |
|--|----|
| Intention to Quit | 17 |
| Compensation | 19 |
| Relationship between Psychological distress and Intention to quit | 21 |
| Moderating role of Compensation on the nexus between Psychological Distress and Intention to Quit | 23 |
| Empirical Review | 25 |
| Psychological Distress and Intention to Quit | 25 |
| Emotional Dimension and Intention to Quit | 27 |
| Cognitive Dimension and Intention to Quit | 28 |
| Behavioral Dimension and Intention to Quit | 30 |
| Compensation and Intention to Quit | 33 |
| Conceptual Framework | 36 |
| CHAPTER THREE: RESEARCH METHODS | 39 |
| Introduction | 39 |
| Research Philosophy | 39 |
| Positivism | 40 |
| Post-positivism | 41 |
| Research Approach | 42 |
| Research Design | 43 |
| Study Areas | 44 |
| Study Population | 45 |
| Sample Size and Sampling Procedure | 46 |
| Measurement of Variables | 48 |
| Data Collection Instrument | 50 |

| | |
|---|-----------|
| Pre-Testing | 51 |
| Validity and Reliability | 51 |
| Data Collection Procedure | 52 |
| Response rate | 53 |
| Data Analysis | 53 |
| Moderation Procedure in SEM | 54 |
| Assessment of Measurement Models | 55 |
| Internal Consistency Reliability | 55 |
| Convergent Validity | 55 |
| Discriminant Validity | 56 |
| Assessment of the Structural Model | 56 |
| The Structural Model of the Study | 57 |
| Common Method Bias | 59 |
| Ethical Consideration | 59 |
| CHAPTER FOUR: RESULTS AND DISCUSSION | 61 |
| Introduction | 61 |
| Demographic Information of Respondents | 61 |
| The Findings of the Main Study Objectives | 64 |
| Assessment of Measurement Models for the Study | 64 |
| Assessing indicator loadings | 65 |
| Assessing internal consistency reliability | 66 |
| Assessing convergent validity | 67 |
| Assessing discriminant validity | 67 |
| Assessing coefficient of determination and predictive relevance | 69 |

| | |
|-----------------|----|
| Objective one | 69 |
| Objective two | 76 |
| Objective Three | 79 |

CHAPTER FIVE: CONCLUSION, SUMMARY AND

| | |
|---------------------------|-----|
| RECOMMENDATIONS | 87 |
| Key Findings of the Study | 88 |
| Conclusions | 89 |
| Recommendations | 90 |
| REFERENCE | 92 |
| APPENDIX 2 | 122 |
| APPENDIX 3 | 123 |

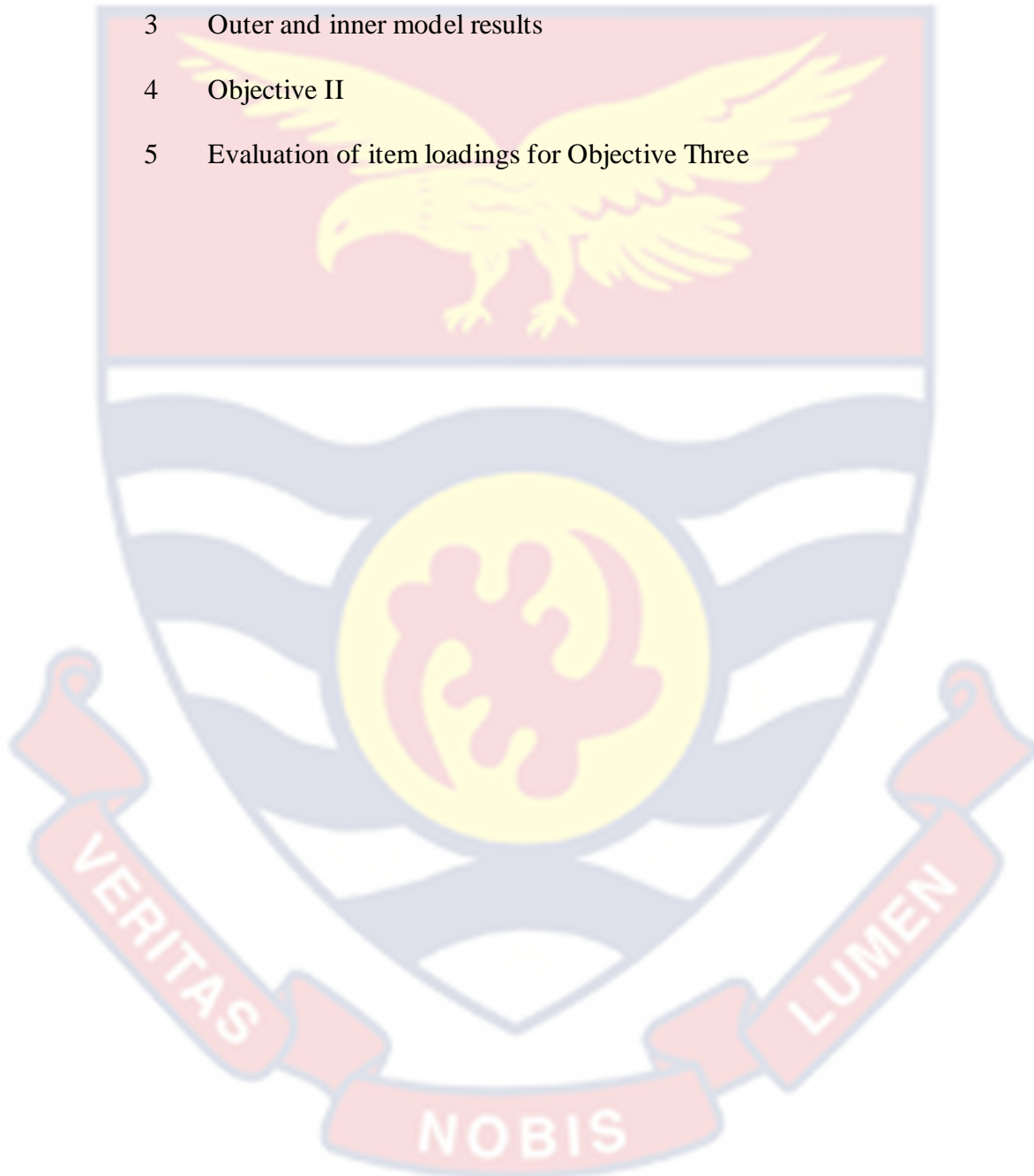


LIST OF TABLES

| Table | Page |
|--|------|
| 1 Study Population | 46 |
| 2 Demographic Information of Respondents | 62 |
| 3 Indicator loadings | 65 |
| 4 Validity and Reliability | 66 |
| 5 Fornell-Lacker criterion | 68 |
| 6 Heterotrait-Monotrait Ratio (HTMT) | 69 |
| 7 Structural model results for research question one | 70 |
| 8 H1a: Emotional dimension has a significant positive effect on intention to quit among second-cycle institution teachers | 71 |
| 9 H1b: Cognitive dimension has a significant positive effect on intention to quit among second-cycle institution teachers. | 71 |
| 10 H1c: Behavioral dimension has significant positive relationship with intention to quit | 72 |
| 11 H1d: Physiological dimension has a significant positive impact on intention to quit | 73 |
| 12 Summary of objective 1 | 74 |
| 13 Structural model results for objective two | 77 |
| 14 Construct Reliability, Validity and Discriminant Validity | 81 |
| 15 Heterotrait-Monotrait Ratio (HTMT) | 81 |
| 16 Fornell-Larcker Criterion | 82 |
| 17 Structural Model Results for Research Objective Three | 83 |

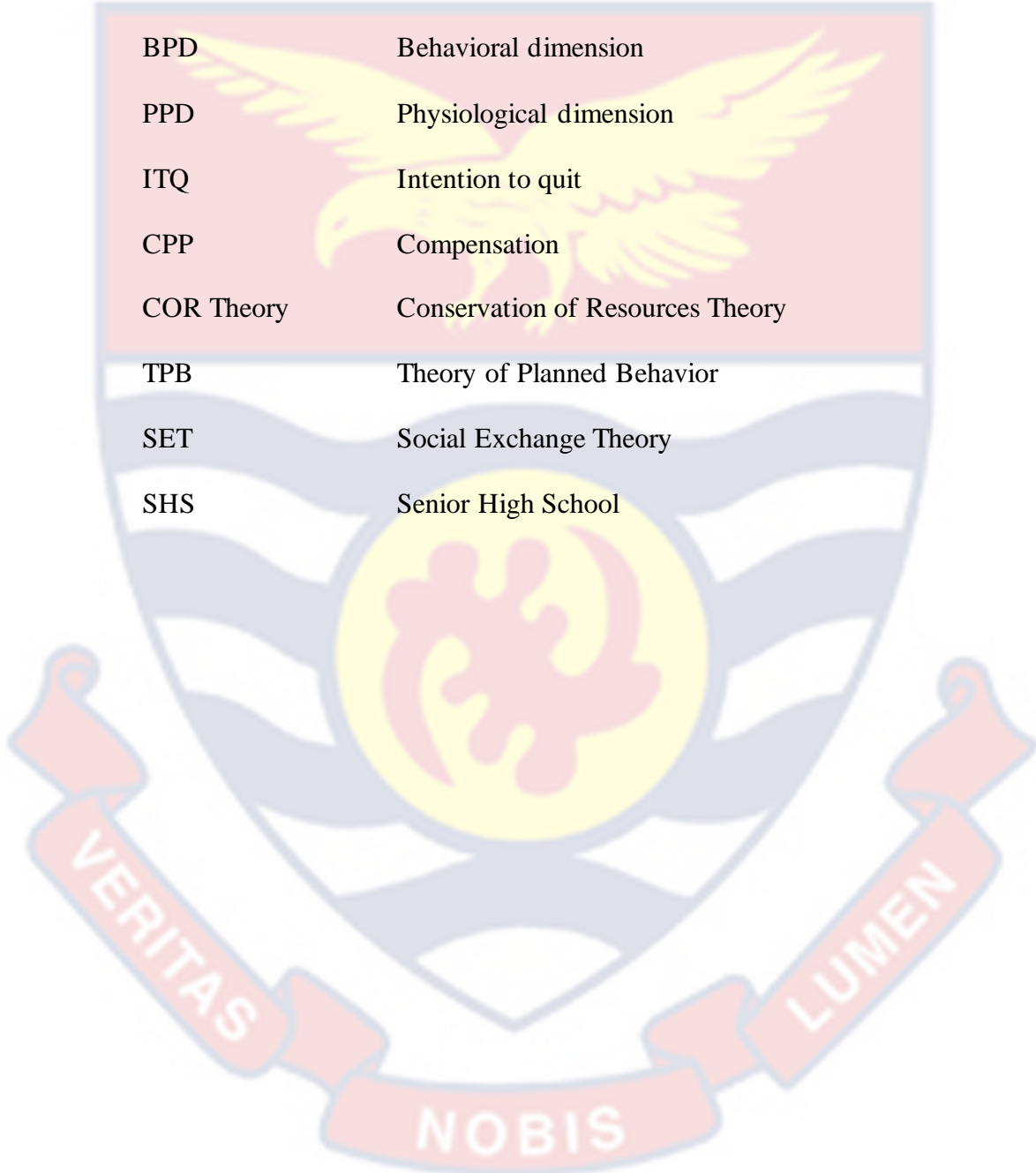
LIST OF FIGURES

| Figures | Page |
|---|------|
| 1 Model I | 58 |
| 2 Model II | 58 |
| 3 Outer and inner model results | 70 |
| 4 Objective II | 76 |
| 5 Evaluation of item loadings for Objective Three | 80 |



ABBREVIATIONS

| | |
|------------|----------------------------------|
| PD | Psychological distress |
| EPD | Emotional dimension |
| CPD | Cognitive dimension |
| BPD | Behavioral dimension |
| PPD | Physiological dimension |
| ITQ | Intention to quit |
| CPP | Compensation |
| COR Theory | Conservation of Resources Theory |
| TPB | Theory of Planned Behavior |
| SET | Social Exchange Theory |
| SHS | Senior High School |



CHAPTER ONE

INTRODUCTION

This thesis examines the impact of psychological distress on teachers in second-cycle institutions and their intention to quit, considering compensation as a moderating factor. The thesis is arranged into five chapters, with this initial chapter serving as an overview of the study to enable a reader to situate the research in its right context. Commencing with the study's background, the chapter subsequently presents the problem statement, bridging the research gap that this research aims to address. Consequently, this section of the chapter outlines the study's purpose, specific objectives, and research hypotheses. Again, the chapter establishes the study's delimitation and limitations. It then concludes by describing the organization of the remaining sections of the thesis.

Background to the Study

Globally, psychological distress has emerged as a pervasive issue that casts a detrimental shadow over work environments. Psychological distress (referred to as PD hereafter) emerges as a consequence of emotional anguish stemming from the challenges and stresses that prove arduous to navigate in one's daily existence (Xia et.al., 2021). People suffer from PD when they are unable to cope with occupational emotional stress, resulting in emotional tiredness. Accordingly, PD is defined as the physical and emotional breakdown stemming from the adverse impacts induced by working conditions (Uygungil & Kobanoglu, 2017).

According to experts, (Mofatteh, 2021; Nasution et al., 2022), psychological distress causes greater despair and anxiety, which may lead to further damage to a person's physical health, mental health and work performance. Bayighomog et al.,

(2023) link psychological distress with workplace stress, claiming that fostering vice may lead to emotional weariness, impair mindfulness and resilience, and expose employees to psychological distress. Although focused on medical students, Baquero (2023) acknowledge that increased workloads might enhance one's experience at burnout by submitting them to psychological distress.

There are four primary dimensions of psychological distress (Wu et al., 2022): the emotional dimension, which involves individuals' experiences and feelings; the cognitive dimension, which concerns their thought processes and content; the behavioral dimension, which encompasses observable changes in actions, routines, and social interactions. Emotions such as anxiety, sadness, anger, fear guilt, and hopelessness are commonly associated with psychological distress (Ng et al., 2019). Distressed individuals may also exhibit distorted or negative thinking patterns like rumination, catastrophizing, and self-criticism. Lastly, the physiological dimension pertains to the physical manifestations and bodily responses linked to psychological distress. Stress has the potential to elicit various physical reactions, like alterations in heart rate, muscle tension, digestion, and disruptions in sleep patterns (Porges, 1992).

These types of psychological distress might be seen as diminishing people's resilience and moving them towards the intention to quit. Employee intentions to quit (referred to as ITQ hereafter) relate to an employee's desire or possibility of leaving their present work willingly within a certain time frame (Liu & Raghuram, 2022). Workers seldom quit their employment without using problem solving and emotional control as coping mechanisms (Zychlinski et al., 2021). They only leave when the discovered explanations do not improve their comfort and remain

exposing them to PD. Ambrose (2022) asserted that psychological distress is associated with decreased job satisfaction, which raises turnover intentions.

Workers are often disturbed when they are forced to increase "poor salaries, professional invalidation, and restricted career advancement" (Fana et al., 2020). Excessive workload and extended working hours for teaching staff are significant causes of emotional exhaustion. Zou et al., (2016) opined that PD rises when a person experiences emotional weariness and depersonalization, reducing their achievement. As a result, people get mentally agitated and find it difficult to stay resilient. Emerson et al., (2023) also posit that higher psychological distress may lead to anxiety and depression. Such as, it may lead to inefficiencies, cynicism, dysfunction in society, emotional tiredness, and loss of belief in one's responsibility.

In Ghana, due to the recent educational policy reforms like Free Senior High School (SHS), there has been considerable increase in students in-take (Takyi et al., 2021). This has led to a rise in student-teacher ratio thereby putting a lot stress on the teachers. Teachers within Cape Coast Metropolis, for example, encounter a significant amount of occupational stress as they fulfill their professional duties and obligations. The imperative to meet the lofty benchmarks established by school authorities, attributed to prior achievements and the esteemed reputation that these Metropolis schools hold, compels teachers to go beyond the norm in their teaching and learning endeavors with their students (Owusu, 2021). These efforts encompass arranging supplementary classes to aid students in overcoming their learning challenges, offering additional supervision and oversight of students' progress (Takyi et al., 2021). Moreover, they engage in crucial and impactful guidance and

counseling services, including facilitating career orientation and aligning students with suitable programs, courses, and classes that match their interests and aptitudes. In spite of these engagements, their efforts do not come with better rewards thereby making them feel obliged to leave their profession for another (Owusu, 2021).

However, according to Dousin et al., (2021), compensation (referred to as CPP hereafter) can have a significant impact in either minimising or maximizing employees' intention to quit when faced with PD at the work place. It was argued that low wages and other restricted financial incentives are often motivators for employees to quit for other organisations that provide higher advantages. Employees' emotions of work insecurity are exacerbated by a lack of financial stability, and they may be forced to abandon their positions (Dousin et al., 2021). Sabri and Rahim (2020) refer to it as compensation, arguing that having insight of achieving financial goals can strengthen one's faith while working for an organisation. When achieved, compensation may improve people's emotional coping, allowing them to aim for effective and functional methods to manage stress and continue to work (Sabri and Rahim, 2020). Those elements portray compensation as a reassuring approach to work stability, lessening employees' emotional tiredness and intent to leave. In essence, compensation can play a role as moderator as it can either lessen or enhance the effect that PD has on employees' intention to quit (Sabri & Rahim 2020).

The link between psychological distress and the intention to quit is supported by the Conservation of Resources theory, developed by Stevan Hobfoll (1989; Hobfoll & Shirom, 2000). The COR theory provides a useful framework for

understanding how psychological distress and the intention to quit are related. According to this theory, individuals strive to acquire, preserve, and protect resources that hold importance for them. When these resources are at risk or potential loss, it can lead to psychological distress with negative implications.

Similarly, the connection between compensation and intention to quit a job is supported by the Social Exchange Theory (Cho & Choi, 2021). According to this theory, individuals base their interactions and relationships on exchanging resources, assessing the outcomes by weighing costs against benefits (Boateng et al., 2019). In terms of employment, compensation can be viewed as a reciprocal exchange of resources between employers and employees (Rodríguez-Sánchez et al., 2020).

When employees perceive their compensation as fair, it leads to favorable results such as job satisfaction and loyalty towards the organization. In the field of education, it is essential to emphasize the importance of providing adequate compensation for teaching staff to enhance their performance (Dando, 2017). Recognizing and rewarding the dedication, focus, effort, and skills of teachers through both monetary and non-monetary means can serve as a source of motivation. When teachers receive better compensation, they are more inclined to abide by institutional policies and improve their work. Therefore, compensation acts as a moderator that can either diminish or enhance the relationship between PD and ITQ.

Statement of the Problem

In recent times, retention of teachers in educational sector in Ghana has been a challenge to the government, despite the increase in enrollment (Alam & Tiwari, 2021). The underlying reason for this phenomenon can be attributed to lack of

proper compensation and increased psychological distress (Ahmad et al., 2021). The implementation of the Free SHS program has led to a significant increase in student enrollment at Second Cycle Institutions (Tamanja & Pajibo, 2019). This influx of students has subsequently placed additional demands on teachers, particularly those working in the Cape Coast Metropolis. The Cape Coast Metropolis is known for its concentration of high-performing Senior High Schools as classified by the Ghana Education Service.

As a result, teachers within this region are experiencing heightened levels of pressure. (Owusu, 2021). This is due to an increase in student numbers thereby making the teachers cope with larger class sizes and more administrative duties (Blatchford & Russell, 2019). The mounting pressure has evolved into feelings of frustration, as they perceive themselves as inadequately equipped to manage and align with the demands of their job, intensifying their intention to quit (Baquero, 2023).

Working schedules for teaching activities show that these teachers work in the morning, afternoon, and evening, demonstrating that they work at various times of the day. Besides the bad work environment, teachers suffer from burden and sadness due to PD, which increases their intention to quit. High turnover in the teaching profession has resulted in a teacher shortage, causing a crisis in schools (Pluss, 2022). Every year, around 157,000 teachers leave the teaching profession while an additional 232,000 choose to transfer to different school districts (Chambers et al., 2019). These elevated rates of turnover place considerable financial strain on educational institutions, as they must bear the costs associated with recruiting, hiring, and training new instructors. The idea here is that teacher

psychological distress has become a major issue in Ghana particularly those in Second-cycle institutions in Cape Coast Metropolis (Acheampong et al., 2019)

However, while a lot of studies (Ahmad et al., 2021; Owusu, 2021 & Baquero, 2023) have been done on the subject matter, little is known about the roles of that compensation (CPP) play as moderator in the relationship between PD and Intention to quit (ITQ). Therefore, research on moderating effects of CPP on the relationship between PD and ITQ among Cape Coast second-cycle teachers is lacking. Besides, in terms of methodology, the studies (A study conducted by Hossain et al., 2022 on secondary school teachers in Dhaka city; Saputro et al., (2020) conducted a research on investigating the effects of workplace stress and workload on stress and turnover intention in various branches of Erha Clinic; Ahmad et al., (2021) researched on examining the correlation between job stress levels among hotel employees and their intentions to leave their positions) conducted so far only used simple regression to explain the relationship between PD and ITQ without considering the various dimensions of PD.

By using simple linear regression, the extent of the influence of the various dimensions of PD on ITQ was ignored. Consequently, there have been both literature and knowledge gaps on these constructs in terms of their effects on ITQ in Ghana public educational sector. Therefore, it is against this background that this study is conducted so as to fill these gaps.

Purpose of the Study

The purpose of the study is to investigate into the relationship between PD and ITQ with the moderating role of CPP on the nexus of PD and ITQ among teachers in Second Cycle Institutions in Cape Coast Metropolis.

Research Objectives

The study aims to accomplish the following objectives

The specific objectives are to examine the:

1. influence of PD and its dimensions on ITQ
2. effect of CPP on ITQ
3. the moderating role of CPP in the relationship between PD and ITQ.

Research Hypotheses

H1: PD has a significant positive effect on ITQ

H1a. Emotional Dimension has a significant positive effect on ITQ

H1b. Cognitive Dimension has a significant positive effect on ITQ

H1c. Behavioral Dimension has a significant positive effect on ITQ

H1d. Physiological Dimension has a significant positive effect on ITQ

H2. CPP has a significant positive effect on ITQ

H3. CPP moderates significantly the relationship between PD and ITQ, such that if the CPP is high the effect of PD on teachers' ITQ in second-cycle institution will be reduced.

Significance of the Study

The research on PD and ITQ, emphasizing the moderating influence of CPP, is especially significant in the teaching profession. This is because, the outcomes of this research will give insights into the variables that impact teacher retention and will support the creation of methods to decrease intentions to quit and prevent work burnout and psychological distress among teachers in Second Cycle Institutions in Cape Coast Metropolis. Additionally, this research will assist to uncover the variables that lead to teachers' PD and will aid in the development of effective treatments to prevent and manage PD which eventually will reduce ITQ and improve work satisfaction and retention. Furthermore, this research may help

education sectors build ways to enhance retention by studying the link between PD and ITQ. Thus, this research will give useful insights into how teachers especially, Second Cycle Institution can build a more supportive and fair work environment, which can minimize PD and lessen ITQ among teachers by understanding the moderating impact of CPP.

Theoretically, the results of this study will contribute to the current body of research on teacher PD, ITQ, and CPP. It may assist to establish a more thorough knowledge of the elements that impact teacher job satisfaction and retention by providing fresh insights into the linkages between these variables. This research will provide a foundation for future students interested in conducting further studies in this field, aiming to alleviate the lack of knowledge about this area specifically within the Ghanaian context.

Delimitation of the Study

The research investigation centered on the examination of psychological distress, intention to quit, and compensation. This study is limited to teachers employed at second-cycle institutions within the Cape Coast Metropolis, located in the Central region. In second-cycle educational institutions, teachers organise study subjects in order to facilitate researchers' access to the necessary information for their studies. It is also delimited to only quantitative methods with only two theories: SET and Conservation of Resources

Limitations of the Study

The study in the first place, only relied on teachers in Cape Coast Metropolis and as such had used the data from this study area. This means that the findings of this study are primarily applicable to this jurisdiction due to its exclusive emphasis

on second-cycle teachers. Moreover, the utilization of closed-ended scale statements limited the extent of information that participants were able to provide concerning the major variables of the study. Furthermore, the study exclusively utilized quantitative methodologies and this provided the respondents a limited chance to explain themselves in details.

Definition of terms

Psychological distress: Psychological distress can be broadly described as the experience of emotional anguish, often manifesting through symptoms such as a diminished interest in previously enjoyable activities, feelings of sadness and impossibility, and heightened anxiety characterized by agitation and stress. The four dimensions of psychological distress are; emotional, cognitive, behavioral and physiological.

Emotional Dimension

Emotional dimension involves the experience of negative emotions and the inability to cope with them effectively.

Cognitive Dimension

Cognitive dimension of psychological distress encompasses thought patterns and cognitive processes that contribute to distress.

Behavioral Dimension

Behavioral dimension of psychological distress refers to changes in a person's actions and behaviors in response to their emotional state.

Physiological Dimension

Psychological distress can have physical manifestations due to the mind-body connection.

Employee Intentions to Quit: Employee intentions to quit relate to an employee's desire or possibility of leaving their present work willingly within a certain time frame. This might be due to a lack of job satisfaction, insufficient salary, poor work-life balance, restricted development chances, disagreements with bosses or coworkers, or better career opportunities elsewhere.

Compensation: Compensation is the remuneration provided to an employee in acknowledgment of their services or individual contributions rendered to a business. These contributions encompass their time, expertise, skills, capabilities, and dedication to a company or an institution.

Organisation of the Study

This research was structured into five chapters. The initial chapter introduced the study, while the second chapter explored into relevant literature reviews and the conceptual framework established by respected scholars and researchers. Chapter three outlined the methods, tools, and procedures used for data collection to address the research problems. Chapter four involved the presentation, analysis, and discussion of the data gathered during field surveys. Lastly, chapter five served as the concluding chapter, summarizing the findings, conclusions, and recommendations derived from the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter investigates into the available literature pertaining to the study, furnishing insights and context for the development of a proposed conceptual framework. Additionally, this chapter identifies, contrasts, and delineates prior research encompassing theories, concepts, models, and empirical data concerning psychological distress and intentions to quit, with a specific focus on the moderating role of compensation among teachers in second-cycle institutions within Cape Coast.

Theoretical Framework

Conservation of resources theory

The Conservation of Resources (COR) theory, formulated by Stevan Hobfoll (1989), offers a valuable framework for elucidating the correlation between psychological distress and the intention to quit (Bon & Shire, 2022). As per the COR theory, individuals endeavor to amass, retain, and safeguard resources that hold significance for them. The prospect of losing or having these resources threatened can trigger psychological distress, giving rise to adverse outcomes. The conservation of resources theory (COR) posits that individuals are driven to secure, preserve, and defend their resources (Zhang et al., 2019). Within this context, resources encompass anything valued by individuals, ranging from time and money to social support and energy (Jolly et al., 2021). When individuals confront stressful circumstances, their resources might diminish, thereby contributing to psychological distress.

However, the Theory of Planned Behaviour (TPB) also explains the insights into how intentions are formed and influenced by various factors, which could indirectly relate to the intention to quit due to distress, in the context of teachers in Second-cycle Institutions in Cape Coast Yuen (2016). Applying this theory to the relationship between psychological distress and the intention to quit, one might analyze how an employee's attitudes toward quitting to alleviate distress, perceptions of social support for such a decision, and their perceived control over quitting influence their intention to leave the job. Also, it focuses on how these cognitive factors shape behavioral intentions, which in turn might relate to the decision to quit due to distress.

The Social Exchange Theory

George Homans is generally considered the founder of the theory, as he first proposed the concept of social exchange in the 1950s (Keshishyan & Khosravi, 2021). The social exchange theory posits that individuals structure their relationships and interactions on the premise of resource exchange, gauging the consequences of these interactions by weighing the costs and benefits involved (Boateng et al., 2019). In the context of employment, compensation can be construed as a mutual exchange of resources among the employer and the employee (Rodríguez-Sánchez et al., 2020). When employees perceive their compensation as equitable, it tends to yield positive outcomes like job satisfaction and allegiance to the organization. Conversely, if employees perceive their compensation as inequitable, it can give rise to detrimental outcomes, including an intention to quit.

In addition, the social exchange theory states that people assess the costs and paybacks of their employment relationship and compare it with other

opportunities (Stafford & Kuiper,2021). If they believe that the costs outweigh the benefits, they may decide to leave the organization. For instance, if an employee thinks that their compensation is inadequate for the work they perform, they may view the exchange as unfair. This could result in negative feelings towards the organization and reduced commitment, leading to an increased intention to quit. Conversely, if an employee perceives their compensation as equitable, they may feel positively about the organization and show greater loyalty, resulting in a reduced intention to quit (Nazarian, et.al., 2022).

The Conceptual Explanations

Psychological Distress

Psychological distress refers to a condition of emotional anguish, encompassing signs of depression such as waning interest, sorrow, and despair, as well as manifestations of anxiety like unease and heightened tension (Brossard& Chandler, 2022). These indications might also intertwine with bodily indications like sleeplessness, migraines, and diminished energy, which can differ among various cultures (Zhang,2020). While other criteria have been employed to define psychological distress, they lack unanimity. According to proponents of the psychological distress model, individuals experience psychological distress when they encounter a stressful situation that threatens their physical or mental well-being, struggle to effectively manage this stressor, and subsequently feel emotional distress as a result of insufficient coping mechanisms (Gordon, 2022). While there is substantial evidence that stress contributes to distress, defining distress solely in terms of stress overlooks the possibility of experiencing distress without it.

Psychological distress can affect how people interact with others and go about their daily lives (Jeyapal et al., 2015). It can be triggered by various stressors,

such as traumatic events, chronic stress, relationship problems, major life changes, or ongoing emotional difficulties. Suksasilp and Garfinkel (2022) suggest that psychological distress can present itself in different ways, affecting individuals across various dimensions. These dimensions include emotional, cognitive, behavioral, and physiological aspects of distress.

Emotional Dimension

Emotional dimension involves the experience of negative emotions and the inability to cope with them effectively (Connolly-Zubot et al., 2020). Common emotional responses to distress may include feelings of sadness, anxiety, fear, anger, guilt, shame, loneliness, or hopelessness (Connolly-Zubot et al., 2020). Emotional distress can be overwhelming and may impact a person's ability to experience positive emotions as well.

Cognitive Dimension

Cognitive dimension of psychological distress encompasses thought patterns and cognitive processes that contribute to distress (Hayes & Hofmann, 2021). Individuals experiencing distress might have negative thinking patterns, such as catastrophizing or black-and-white thinking. They may also have distorted beliefs about themselves, others, or the world, leading to self-criticism, self-blame, or a pessimistic outlook.

Behavioral Dimension

Behavioral dimension of psychological distress refers to changes in a person's actions and behaviors in response to their emotional state (Hayes & Hofmann, 2021). Someone in distress may exhibit behaviors such as social withdrawal, avoidance of certain situations or people, reduced motivation to engage in daily

activities, procrastination, increased substance use, self-harming behaviors, or changes in eating and sleeping patterns (Menec et al., 2020). For instance, one might involve social withdrawal or isolation from friends and family. In some cases, individuals may engage in self-destructive behaviors or substance abuse as a way to cope with distress.

Physiological Dimension

Psychological distress can have physical manifestations due to the mind-body connection (Mace et al., 2021). Persistent stress and emotional turmoil can lead to physiological symptoms, such as migraines, muscle tension, tiredness, gastrointestinal problems, fluctuations in appetite, disruptions in sleep, heightened heart rate, raised blood pressure, and a weakened immune system. These dimensions are interconnected and can reinforce each other. For example, negative thoughts and emotions can lead to behavioral changes, which, in turn, can exacerbate physiological symptoms. Moreover, long-term psychological distress can have detrimental effects on overall mental and physical health if not addressed and managed appropriately. It is crucial to recognize the signs of psychological distress and seek professional help from mental health providers if needed. Various therapeutic interventions, such as cognitive-behavioral therapy, mindfulness-based approaches, and medication, can be effective in alleviating distress and promoting well-being. Early intervention and support are essential in addressing psychological distress and preventing further negative consequences. However, it has been argued that through psychological distress, the extent of influence on ITQ can be realized (Maslach & Schaufeli, 2018).

Intention to Quit

Employee intentions to quit relate to an employee's desire or possibility of leaving their present work willingly within a certain time frame (Liu & Raghuram, 2022). Employee intention to quit, turnover intention, this concept pertains to an employee's deliberation or inclination to depart from their existing employment position. It is a significant concept in human resource management and organizational behavior, as high turnover rates can lead to various adverse costs for companies, such as increased recruitment and training costs, loss of institutional knowledge, reduced output, and reduced confidence among remaining workers. Some aspects that lead to an employee's intention to quit are job satisfaction, organizational culture, leadership and management, career development and growth opportunities, work-life balance, compensation and benefits and perceived job alternatives (Chen et al., 2023).

Job satisfaction plays a crucial role in determining an employee's intention to quit. When employees are content and fulfilled in their roles, they are unlikely to contemplate departure. Conversely, if they feel dissatisfied with their job due to factors like poor working conditions, lack of recognition, limited growth opportunities, or unfair treatment, they may be more inclined to seek alternative employment (Wea et al., 2020). The overall organizational culture and work environment significantly impact an employee's commitment to their job. Culture that is positive and nurturing, placing a premium on employee welfare and cultivating transparent communication, can mitigate turnover intention. Conversely, a toxic or adverse culture marked by discord, favoritism, or a dearth of trust, can propel employees towards seeking alternatives. The behavior and

effectiveness of leaders and managers influence an employee's intention to quit (Haque et.al.2019).

Supportive and competent managers who provide clear direction, feedback, and recognition tend to retain employees better. In contrast, managers who are unsupportive, micromanaging, or ineffective may contribute to higher turnover rates (Haque et al., 2019). Employees are expected to maintain in an organization where they perceive chances for skill growth, career advancement, and personal growth. When employees feel that their career aspirations align with the organization's goals, they are less likely to seek opportunities elsewhere (Clifton & Harter, 2019). Sustaining a healthy work-life balance is essential for employees' well-being and job satisfaction. If an organization consistently demands excessive working hours, offers limited flexibility, or disregards employees' personal lives, it can increase turnover intention. Adequate and competitive compensation, along with other benefits, is essential for retaining employees (Elsafty & Ragheb,2020). When employees perceive that their endeavors are not sufficiently acknowledged with appropriate rewards, they might become more receptive to the idea of seeking improved financial prospects elsewhere.

The availability of perceived better job opportunities in the labor market can also influence an employee's intention to quit. If employees believe they can find a more rewarding job elsewhere, they may be more willing to explore those options. Understanding employee intention to quit is crucial for organizations to implement effective retention strategies. Regular employee feedback, conducting stay interviews, addressing concerns, providing growth opportunities, and creating a positive work environment are some of the approaches that can help reduce

turnover intention and promote employee loyalty and engagement. The positive relationship between PD and ITQ is supported by the Conversation of Resources theory.

Compensation

Compensation stands as the remuneration granted to an employee in return for their contributions or services rendered to an institution (Didit & Nikmah, 2020). These contributions encompass their time, expertise, skills, capabilities, and dedication to the company. or an institution. Employee compensation is seen as ensuring employees' financial stability. When achieved, compensation may improve people's emotional coping, allowing them to aim for effective and functional methods to manage stress and continue to work (Baquero, 2023). Employee compensation is crucial because it occupies a central position within the employment dynamic, exerting an impact on both employees and employers alike. For employees, monetary considerations such as wages and salaries often constitute a significant share of their earnings, complemented by benefits that provide financial stability and healthcare coverage. Employee compensation strategies manifest variations across various aspects within employment entities, such as corporations, corporate departments, and establishments (Gerhart & Milkovich, 1990, 1992; Gerhart et al., 1992).

Intrinsic and extrinsic compensation are two types of rewards or incentives used by organizations to motivate and reward their employees for their contributions and performance (Georgiana-Florina et.al., 2022). These compensation approaches play a significant role in attracting, retaining, and engaging talent within a company or institution. Intrinsic compensation refers to the internal or psychological rewards that employees derive from their work

(Fishbach & Woolley, 2022). These rewards are inherent to the job itself and are often related to the fulfillment of personal and emotional needs. Some examples of intrinsic rewards include: job satisfaction, where employees find joy and fulfillment in their work, feeling a sense of accomplishment and purpose. Also, autonomy which implies, having the liberty to make choices and control their work processes. Again, having opportunities to develop new skills and expertise in their field. Furthermore, recognition in the sense of receiving acknowledgment and praise for their achievements.

Lastly, being entrusted with meaningful and challenging tasks that lead to the achievement of the organisation's goals. While intrinsic rewards are powerful motivators, they may not always be sufficient on their own, especially in situations where employees face financial constraints or external pressures. Extrinsic compensation, on the other hand, refers to the tangible and external prizes that employees obtain for their work (Emmanuel & Nwuzor, 2021). These rewards are typically provided by the organization and are aimed at satisfying employees' practical and material needs. Some common forms of extrinsic compensation include: base salary, (fixed amount paid to an employee for their job role, usually provided on a regular schedule (e.g., monthly or bi-weekly), performance bonuses (additional payments given based on an employee's individual or team performance), benefits (healthcare coverage, pension schemes, allotted leave periods, and supplementary benefits furnished by the organization), stock options or equity (ownership in the organization, often offered as an incentive to retain employees and align their interests with the company's success) and commission

(percentage of sales revenue earned by employees in sales or business development roles).

Akbar and Khanfar (2020) states that extrinsic compensation plays a crucial role in attracting and retaining talent, especially in competitive job markets, as it directly addresses employees' financial and security needs. In practice, successful organisations often blend both intrinsic and extrinsic compensation strategies to produce a well-rounded and motivating work atmosphere for their employees. By fostering a sense of purpose and accomplishment through intrinsic rewards and providing fair and competitive external compensation, companies can maximize employee satisfaction and performance.

Relationship between Psychological distress and Intention to quit

The relationship between the emotional dimension and intention to quit is critical in understanding why employees consider leaving their jobs or organizations. Emotional dimension refers to the range of feelings and emotional experiences that employees have in their work environment, including job satisfaction, job-related stress, burnout, and emotional well-being (Dreer2021). This emotional dimension can significantly influence an employee's intention to quit through job satisfaction, job dissatisfaction, stress, emotional well-being, organizational commitment and interpersonal relationships and support. The cognitive dimension and intention to quit are linked in the framework of employees' perceptions, thoughts, and beliefs about their job and work environment. According to Van Dam2021, cognitive dimension refers to the thought patterns and cognitive processes that individuals experience in response to their work-related experiences. It encompasses their attitudes, beliefs, and interpretations of their job and organizational factors.

Cognitive dimension can influence the intention to quit through; job dissatisfaction, perceived job alternatives, organizational justice, job stress and overload, career prospects, and organizational commitment (Abdulaziz et al., 2022). The behavioral dimension and intention to quit are closely connected, as an employee's observable actions and behaviors can provide valuable insights into their likelihood of leaving the organization. According to (Manning, 2020), behavioral dimension encompasses the actions and behavioral responses that individuals exhibit in response to their job and work environment. Behavioral dimension can influence the intention to quit through; job performance, attendance and punctuality, disengagement and withdrawal, reduced effort and initiative, increased job seeking activities, resistance to change and increased conflict (Kim et al., 2022). Behavioral dimension is not the only factor influencing the intention to quit. It is often intertwined with emotional and cognitive factors. For example, negative emotions and cognitive dissatisfaction may lead to behavioral changes, such as disengagement or reduced effort. Recognizing and addressing behavioral changes in employees can be crucial for managing turnover and promoting employee retention.

However, Sorn et al., (2023) states that, open communication provides opportunities for growth and development, addressing concerns, and producing a positive and supportive work environment can all lead to reducing the intention to quit and fostering employee engagement and loyalty. The physiological dimension and intention to quit are interconnected through the mind-body connection. The physiological dimension refers to the physical manifestations and symptoms that people may experience in relation to their occupational stress and emotional

distress. On the contrary, the desire to resign alludes to an employee's contemplation or inclination to depart from their existing occupation or establishment. Physiological dimension can influence the intention to quit through; stress-related health issues, burnout, immune system suppression, sleep disturbances, fatigue and reduced energy and absenteeism and presenteeism (Steffey et al., 2023). These patterns can be indicators of an intention to quit as the employee's ability to cope with job stress diminishes. It is vital for organisations to recognise the effect of work-related stress on employees' physical well-being and its potential influence on the intention to quit.

Moderating role of Compensation on the nexus between Psychological Distress and Intention to Quit

In the context of the moderating role of compensation on the nexus between PD and ITQ, a study conducted by Skaalvik and Skaalvik in 2017 identified two distinct motivational factors that influence employees' decision to leave a job. The first factor is related to a learning-oriented environment, which includes elements such as teacher self-efficacy and job satisfaction. These factors lead to decreased motivation to quit. On the other hand, the second pathway is associated with perceptions of a performance-focused atmosphere, characterized by increased workload and emotional exhaustion. This leads individuals to be more motivated to leave their current position.

According to Baquero (2023), it was found that psychological distress can predict individuals' intentions to quit their jobs. This relationship between psychological distress and intention to quit is not influenced by compensation, suggesting that employees may consider leaving regardless of their financial situation if they experience psychological distress.

Nevertheless, the impact of psychological distress on workers differs based on their compensation. Specifically, this connection is more significant for individuals who have high-income prospects. The empirical research conducted by Jiang et al., (2017) investigated the relationship between pay satisfaction, organizational commitment, and intention to quit among Chinese teachers. The study revealed that pay satisfaction significantly influenced the likelihood of quitting. Therefore, it is recommended that improving compensation practices could be effective in reducing teachers' intention to quit. Similarly, Günes and Yaman, study on the influence of compensation on the connection among work-family conflict and intention to quit was examined among teachers in Turkey. The findings indicated that compensation acted as a moderator in the relationship. Specifically, it was observed that when teachers faced work-family conflict, higher levels of compensation were linked to lower intentions to quit their job. Based on these results, it can be inferred that enhancing compensation policies may serve as an effective approach to decrease the likelihood of teachers intending to resign when confronted with work-family conflict. Emoja (2016) also examined the connection between pay satisfaction, job satisfaction and teacher turnover intention in secondary schools in Kakamega Central District, Kenya and initiated that pay satisfaction was a crucial determinant of intention to quit.

Moreover, in 2021, Obeng et al., conducted a research project, their focus was to investigate on how high-performance work practices impact employees' intentions to leave their jobs, with a particular interest in how employee morale plays a role in this relationship. Additionally, the study explored whether psychological capital, specifically traits like positivity, adaptability, and belief in

one's own abilities, could influence the connection between employee morale and turnover intentions. More importantly, it was observed that both training and empowerment influenced turnover intention. Some positive features were observed in relation to training and rewards which influenced job satisfaction, while empowerment resulted into more significant levels of affective organizational commitment. Additionally, it was discovered that both affective organizational commitment and job satisfaction are significant indicators of the intention to resign.

Empirical Review

Psychological Distress and Intention to Quit

Work-related psychological distress that is high could result in lowered job involvement, lower satisfaction from the job, negatively perceived employers, and ultimately a wish to leave the organization. When an employee's stress level is high, they will be more likely to show their intention to resign, particularly those that are depressed or anxious (Mensah et al., 2021). A survey conducted among teachers revealed that more than half experienced great stressors such as thinking of quitting, with beginner teachers, primary teachers and those in the countryside scoring highest. According to Baquero (2022), anticipation of uncertain future work conditions mediated through factors. Emerson et al. (2023) found that psychological distress was inversely correlated with academic burnout and intentions to leave among educators. Also, teacher well-being, job satisfaction, self-perception tends to correlate, as well as go opposite with the intentions of quitting (McInerney et al., 2018). Aguiar-Quintana et al., (2021) show that job instability has negative effects on employee's anxiety and depression; however, employee resilience can mitigate these effects.

For instance, online harassment can have an adverse impact on women journalists' psychological health or even lead women journalists to quit their jobs (Lee & Park, 2023). Mazzetti et al., (2023) found that job satisfaction and commitment were strong among the examined outcomes of a meta-analysis on Work Engagement. Turnover intentions are predicted by workplace toxicity, which is however, moderated by gratitude (Garg et al., 2023). Work stress and workplace incivility cause work turnover, their mediator being work-family conflict (Mehmood et al., 2023). Nonetheless, according to Xie et al., (2021), job resources are negatively associated with burnout while job demands are positively related to psychological distress. Ofori et al., (2020) concluded that the major causes of psychological burnout among tutors in colleges of education in the Ashanti Region of Ghana were mainly job dissatisfaction (96%) and delayed salary payments (88%). The study revealed that failure to be committed to work and taking frustrations out on the teacher trainees were most likely consequences of stress on tutors. The hypothesis test outcomes indicated that there was no noteworthy variation in the expression of the causes and effects of psychological burnout among male and female tutors. Apart from the above, the research uncovered lack of dedication to work and unloading frustrations onto teacher trainees as main effects of stress upon tutors. By inference, the consequences of psychological burnout of tutors not only affect their psych emotional status, but also impact on the quality of training provided to teacher trainees.

Hossain et.al., (2022) study on the prevalence of psychological burnout among secondary school teachers in Dhaka city and identification of demographic factors of teacher burnout. The researchers chose a cross-sectional survey method

to collect data. They purposively involved 77 teachers in this. The results of the study showed that the teacher's burnout is affected by five demographic factors. Teachers' involvement in extra-teaching assignments, teaching practice, school type, workload, and gender. This was proved by a Multiple Regression analysis indicating that these factors had a great bearing towards the psychological burnout of teachers in Dhaka city.

Emotional Dimension and Intention to Quit

Emotional factors have a great impact on an employee's intention to quit, influencing aspects, including job satisfaction, burnout, stress, well-being, commitment, and interpersonal relationships. Mérida-López et al., (2020) show that social support, work engagement and emotional intelligence should be taken into account when exploring teachers' intentions to leave their profession. This paper examines the relationship between support in the work-place environment, including colleague and supervisor's support, and teachers' quit intentions, based on the demands-resources theoretical framework. The study shows that work engagement fully mediates the relationship between social support and intention to quit. Secondly, emotional intelligence moderates the mediator effects of perceived support on intentions to quit. In particular, teachers with low work engagement and low emotional intelligence are more likely to show lack of support and a higher inclination to quit.

However, in 2020, Schaack, et.al., explored the job demands and resources of 273 early childhood teachers in Colorado in another study. The researchers used a two-stage mediated model to investigate the linkages among work demands, job resources, occupational Burnout, and turnover intentions. The study showed that emotional exhaustion and depersonalization of teachers was related to aspects like

low job control, lack of collegial relationships in the program, and problematic pupils. It was found that teachers were happier with their jobs when they worked in programs that had common goals and provided them with greater control over their jobs. Again, teachers who earn lower wages and experience higher levels of emotional exhaustion, as well as having a weaker sense of shared vision with their organization, are more likely to intend to resign from their jobs. The presence of strong collegiality among teachers indirectly contributes to lower turnover intentions by reducing the occurrence of emotional tiredness.

Additionally, Ulufer and Soran (2019) conducted a study on cabin crew in the aviation industry, titled "Effects of Demographic Factors and Personality on Emotional Labor: The Mediating Role of Intention to Leave." The research reveals that personality traits significantly influence emotional labor behaviors among cabin crew members. Moreover, the intention to leave the job acts as a mediating factor in the relationship between personality traits and emotional labor behaviors. In essence, certain personality traits impact how cabin crew members exhibit emotional labor, and their intention to leave the job serves as a mediator in this association.

Cognitive Dimension and Intention to Quit

Cognitive factors significantly influence the intention to quit through various mechanisms, including job dissatisfaction, perceived job alternatives, organizational justice, job stress, career prospects, and organizational commitment (Abdulaziz et al., 2022). These cognitive dimensions interact with emotional and behavioral dimensions, collectively shaping employees' decisions about staying or leaving an organization. Employees' overall perception of their job, encompassing their emotions, thoughts, and behaviors, plays a vital role in their intention to quit.

Addressing cognitive factors like job satisfaction, organizational justice, and career development is crucial for minimising the intention to quit and promoting employee retention.

In a study by Sungur et al., (2019) examining paternalistic leadership, organizational cynicism, and nurses' intention to quit, results indicated that organizational cynicism and paternalistic leadership together explained 41.8% of the variability in the intention to resign. Notably, there was a strong inverse correlation among paternalistic leadership and organizational cynicism. As participants' levels of cynicism improved, so did their intention to quit. Conversely, higher evaluations of paternalistic leadership were associated with reduced cognitive, affective, and behavioral cynicism. Another study by Tuna et al., (2018) explored organizational silence, organizational cynicism, and the intention to leave the nursing profession. Findings revealed that organizational silence was primarily attributed to administrative and organizational factors, with ethical concerns also contributing. Organizational cynicism was moderate among participants, predominantly characterized by cognitive aspects. Significantly, a strong correlation existed among the phenomenon of organizational silence and cynicism among nurses, which greatly influenced their likelihood of leaving their current positions.

Furthermore, Cicek et al., (2021) used structural equation modeling to investigate organizational cynicism's impact on turnover intention in technology companies in Istanbul. The results showed that both cognitive and affective aspects of cynicism were substantial indicators of turnover intention. Moreover, the presence of organizational support mediated the relationship between cognitive and

affective cynicism and the intention to leave the organization. This suggests that organizational cynicism is correlated with employees' inclination to quit, and the level of organizational support plays a mediating role in this connection.

Lastly, Sánchez-Medina et al., (2020) explored the influence of work addiction on the intention to cease entrepreneurial activities in SMEs in the tourist industry. Their research found a positive relationship between drive and lack of work enjoyment and the intention to quit entrepreneurship. However, the link between work engagement and the intention to resign was not supported. Importantly, job satisfaction acted as a mediator, strengthening the impact of work motivation on the intention to quit entrepreneurship. This study underscores the importance of considering work enjoyment as a determinant of entrepreneurial disengagement in SMEs in the tourism industry.

Behavioral Dimension and Intention to Quit

The behavioral dimension, although significant, is closely intertwined with emotional and cognitive factors in influencing the intention to quit. Negative emotions and cognitive dissatisfaction can often lead to behavioral changes, such as reduced engagement or effort in the workplace. Recognizing and addressing these behavioral shifts among employees is crucial for effective turnover management and fostering employee retention. Sorn et al., (2023) propose that implementation of open communication practices is crucial in facilitating progress and advancement, resolving conflicts, and nurturing a constructive and encouraging work atmosphere. Such practices have potential to reduce employees' intention to quit while concurrently enhancing engagement and loyalty.

However, Çankırand (2019) did a study on investigating the interplay among work engagement, job satisfaction, job performance, and the intention to

resign between workers in the education segment. The outcome confirmed the interconnectedness of work engagement and job satisfaction while emphasizing their distinctiveness. Job satisfaction exhibited greater predictive power concerning the intention to quit compared to work engagement. Job satisfaction also served as a mediator among work engagement and the intention to quit. Conversely, work engagement demonstrated stronger predictive power in relation to job performance when contrasted with job satisfaction. Work engagement also acted as a mediator between job satisfaction and job performance. These outcomes highlight thus, while work engagement is closely tied to positive outcomes like job performance, job satisfaction plays a more significant role in predicting negative attitudes, such as the intention to quit.

Moreover, a study conducted by Akanbi et al., (2022), on the influence of employability, job satisfaction, commitment, job stress, and organizational citizenship behavior on turnover intentions among bank employees in Lagos State was explored. The study aimed to evaluate the relationships between these variables and employees' turnover intention, examining six hypotheses. Utilizing descriptive statistical methods, multiple regression, and Pearson's correlation analysis, the research uncovered essential findings. It demonstrated substantial relationships between employability, job satisfaction, commitment, organizational citizenship behavior, job stress, and employees' turnover intentions. Employability, contentment, commitment, and organizational citizenship behavior were found to exert negative effects on employees' intention to quit their bank employment. Conversely, workplace stress was associated with a favorable influence on

employees' intention to quit, highlighting the complex interplay of these factors in shaping turnover intentions among bank employees.

Physiological Dimension and Intention to Quit

Physiological dimension can significantly influence the intention to quit through various mechanisms, including stress-related health issues, burnout, immune system suppression, sleep disturbances, fatigue, reduced energy levels, absenteeism, and presenteeism (being physically present but not fully engaged in work tasks). These physiological indicators often serve as red flags for an impending intention to quit, as employees' ability to cope with job demands deteriorates. Recognizing the profound impact of work-related stress on employees' physical well-being and its potential link to the intention to quit is paramount. To address this, organizations should implement strategies aimed at reducing stress, foster a supportive work environment, and promote work-life balance. These measures can help alleviate the adverse physiological effects of stress, enhance employee well-being, and ultimately contribute to higher retention rates.

Saputro et al., (2020) did a research study investigating the influence of workplace stress and workload on burnout and turnover intention in various branches of Erha Clinic. Employing path analysis and a correlation matrix generated using SmartPLS 3.0 software, the study revealed several key findings: burnout was influenced partially and simultaneously by both work stress and workload, turnover intention was influenced partially and simultaneously by job stress, workload, and burnout and job stress's impact on turnover intention was mediated by burnout. However, the impact of workload on turnover intention was not mediated by burnout. The study also identified positive correlations between

maintaining an appropriate level of job stress and labor productivity. It emphasized the importance of ensuring employees have sufficient time and equipment. Moreover, strategies to manage workload levels that correlate positively with burnout were recommended. To mitigate turnover intention, strengthening training dimensions was advised, as they demonstrated a favorable association with employee performance.

Furthermore, Ahmad et al., (2021) study examined the correlation among job stress levels among hotel employees and their intentions to leave their positions. By adopting a descriptive case study methodology, the investigation revealed a robust association among workers' levels of job stress and their intentions to leave the organization. However, it also underscored the significance of considering additional factors that may impact employees' intent to quit, including organizational factors, workload demands, scheduling arrangements, and opportunities for career advancement. These variables can also influence actual turnover rates within the hospitality sector, emphasizing the need for a comprehensive approach to understanding and addressing turnover.

Compensation and Intention to Quit

The impact of compensation on an employee's intention to quit their job is a recognized and significant influence. Recent research by Narisada and Schieman (2022) reveals a positive correlation between employees' perception of inadequate compensation and their likelihood of experiencing job dissatisfaction, ultimately leading to a heightened inclination to resign. However, previous research in this area has yielded inconclusive findings (Redondo et al., 2021). Some studies have found a noteworthy inverse correlation between compensation and the intention to

quit, indicating that individuals with higher compensation levels tend to have fewer intentions to leave (Kelly et al., 2019).

On the contrary, a study by Zamel (2020) identified no significant association between compensation and the intention to quit. This implies that factors like job satisfaction, organizational commitment, and work-life balance may have more substantial effect on employees' intentions to leave their current employment. It's important to acknowledge that employee turnover intentions can be influenced by factors beyond just salary. Variables such as professional advancement prospects, employment stability, and the quality of the work environment may also exert a substantial influence (Iis et al., 2022). To mitigate the likelihood of employees harboring intentions to resign, employers must strive to offer equitable and competitive compensation packages. Additionally, creating a work environment that fosters job satisfaction and provides opportunities for career advancement is crucial (Dwesini, 2019).

However, Agyapong et al., (2019) used structural equation methodology to examine the influence of remuneration parcels on employees' desire to leave in a technical university. Their results did not find a statistically significant relationship among salary, incentives, allowance, fringe benefits, and the intention to quit. Yet, it was observed that the dependent variable had a negative correlation with these predictors. This suggests that managers should consider non-monetary incentives when formulating compensation packages, alongside monetary rewards. The findings highlight the need for technical universities to reassess their remuneration strategies to incentivize staff and mitigate excessive employee attrition.

Furthermore, Celik et al. (2016) investigated the moderating role of self-efficacy in the association among insights of justice and turnover intentions. Their findings showed a significant inverse relationship between individuals' insights of justice and their intentions to leave the organization. The research also identified certain aspects of self-efficacy as moderators for these impacts, except for individuals who demonstrated a significant inclination to invest effort in accomplishing tasks (Çelik et al., 2016).

Additionally, Oetomo et al., (2016) conducted multiple regression analysis and found that both compensation and organizational citizenship behavior (OCB) did not exert a statistically significant influence on the intention to quit. This suggests that other variables may be influencing employees' inclination to resign from their positions. Meanwhile, Mitra et al. (2020) examined the relationship among compensation satisfaction (CS) and intention to quit (ITQ), with job satisfaction (JS) as a mediating variable. Their findings indicated that CS had a favorable impact on JS while having an adverse effect on ITQ. Job satisfaction was found to partially mediate the association between compensation satisfaction and intention to quit. This insight into the mediating role of JS offers valuable perspectives for human resource managers seeking to address turnover resulting from compensation-related concerns.

Cudjoe (2016) also explored the relationship between compensation practices and employees' intention to quit at Cape Coast Polytechnic. The study found significant associations between various compensation elements, including salary, incentives, allowance, and fringe benefits, and employees' inclination to resign. It concluded that compensation methods play a pivotal role in influencing

employees' intention to leave their positions. In a 2021 study titled "Compensation and Employees' Intention to Quit in Selected Hotels in the Central Region: The Mediating Role of Job Satisfaction," the associations between compensation, job satisfaction, and intention to quit in the hotel industry were investigated. The study revealed that hotel staff generally felt content with their compensation packages. Furthermore, offering incentives, training opportunities, and allowances was more effective in recognizing and rewarding employees, compared to wages and fringe benefits. Significantly, both financial and non-financial remuneration exhibited a favorable correlation with employees' intent to leave the organization, with non-financial compensation exerting a more significant influence.

Moreover, Kristiawan et al., (2022) examined the effects of career development, salary, and organizational justice on employees' propensity to quit at Insurance Company X. The results highlighted that a substantial portion (68.4%) of employees' intention to quit at Insurance Company X can be attributed to compensation. However, it's crucial to acknowledge the presence of unexamined variables accounting for the remaining 31.6% of the intention to quit. The study underscores robust one-way association between compensation and the intention to quit.

Conceptual Framework

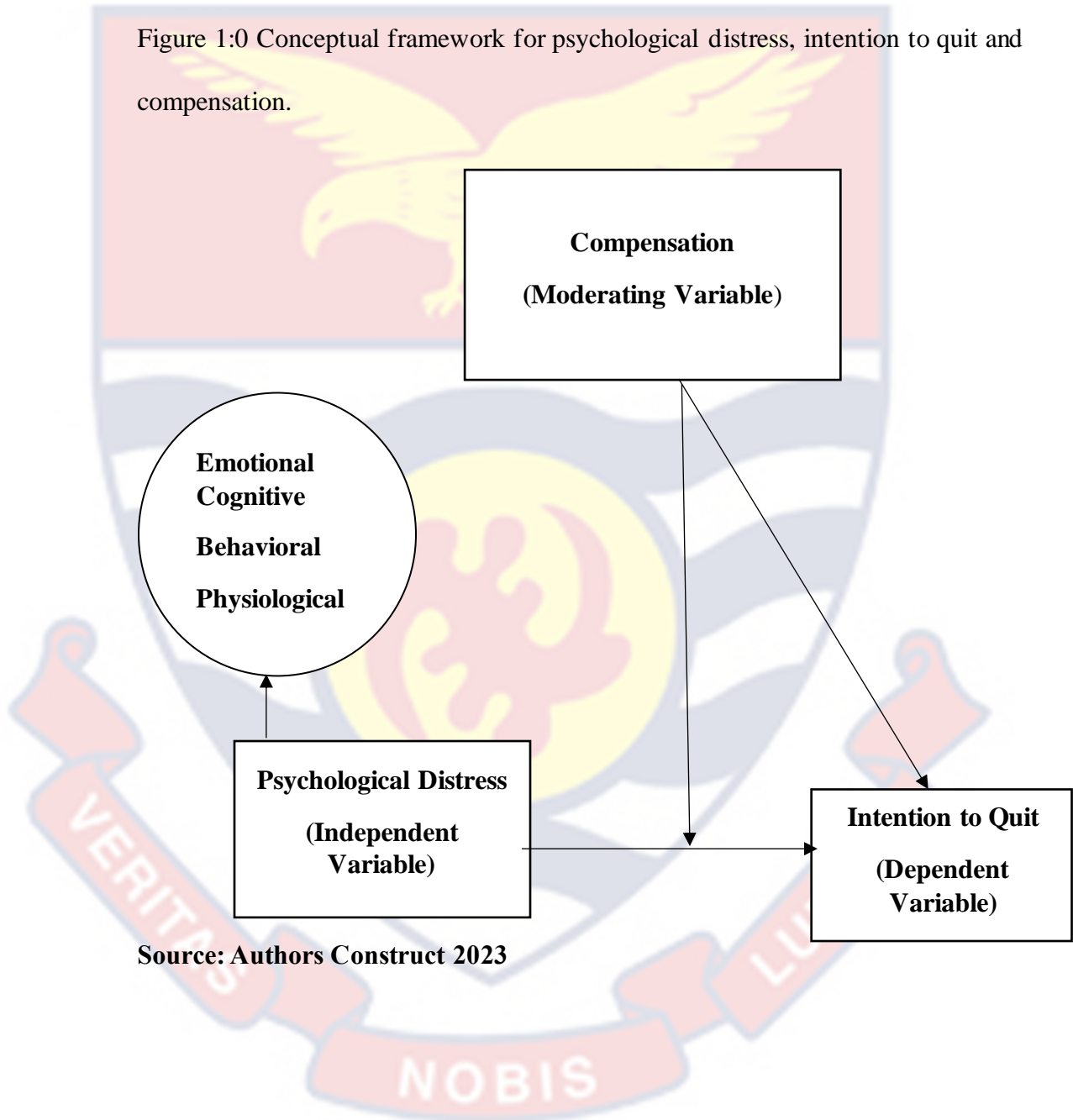
Bardach et al., (2022) states that, in the realm of education, the well-being and retention of teachers are paramount to the effective delivery of quality education. A significant factor that has garnered attention is the experience of psychological distress among teachers, and its potential link to their intention to quit. This research delves into a conceptual framework that illuminates the complex relationship between psychological distress, intention to quit, and the moderating

role of compensation among teachers in second-cycle institutions. Psychological distress encompasses the emotional and mental strain that arises from the multifaceted challenges encountered in the teaching profession (Heath et al., 2020). These challenges may include heavy workloads, student behavior management issues, administrative pressures, and limited resources. As teachers navigate these stressors, their psychological well-being can be significantly impacted (Jennings et al., 2019). This distress may manifest as feelings of burnout, anxiety, and even disillusionment with the profession.

The intention to quit represents a critical crossroads in the career trajectory of teachers (Troesch & Bauer, 2020). It encapsulates the contemplation of leaving one's teaching position within second-cycle institutions. This intention is not merely a fleeting thought; rather, it can be a culmination of factors that have eroded the teacher's job satisfaction and overall sense of well-being. It is at this juncture that the potential departure of experienced educators from the field could have profound consequences on educational quality and student outcomes (Abu et al., 2021). The moderating role of compensation is an influential variable that can either mitigate or exacerbate the impact of psychological distress on teachers' intention to quit. Compensation encompasses both financial and non-financial rewards, including salary, benefits, recognition, and opportunities for professional development. Ibrahim et al., (2021) states that, adequate compensation may serve as a buffer, mitigating the negative impact of psychological distress on teachers' intention to quit. Conversely, inadequate compensation might amplify the effect of distress on their intention to quit (Ewen et al., 2021).

Psychological distress, thus, has a direct impact on intention to quit. Additionally, there exists a connection between compensation and intention to quit. Lastly, compensation plays a moderating role in the relationship between psychological distress and intention to quit.

Figure 1:0 Conceptual framework for psychological distress, intention to quit and compensation.



Source: Authors Construct 2023

CHAPTER THREE

RESEARCH METHODS

Introduction

The study investigated the influence of psychological distress and intentions to quit, as well as the role of compensation among second-cycle institutions in Cape Coast. This chapter elucidated the research approach, method, and outline the process that was employed to empirically test the hypotheses framed in the study. Consequently, the first section focused on the research design, encompassing the philosophical worldview and the chosen research approach. This was followed by a comprehensive description of the study area. The third part addressed the research method, including the identification of data sources, methods that was employed for data collection, specification of the study population and sample size, as well as the data analysis and presentation techniques that was employed.

Research Philosophy

The researcher's perspective when conducting a study is influenced by their beliefs, values, and worldview (Adjei, 2019). These foundational viewpoints, often called paradigms or philosophical assumptions, provide the basis for the study (Guba, 1990; Matta, 2022). Research philosophy comprises a set of principles and norms about facts generation (Saunders, 2003). These beliefs and assumptions guide the choice of research approach, whether qualitative, quantitative, or mixed methods (Creswell & Creswell, 2005). Saunders (2003) suggests that a well-structured set of assumptions forms a strong research philosophy, which in turn guides the selection of appropriate research methods. It is of utmost importance for researchers in business and management to recognize the philosophical commitments they make through their chosen research strategy. These choices have

a noteworthy effect on the research process and the comprehension of the phenomena being studied (Farmer et al., 2006). Saunders (2003) presents three fundamental categories of research assumptions that can be used to distinguish research philosophies: ontology (the nature of reality), epistemology (the nature of knowledge), and axiology (the role of values in research). While various philosophical orientations shape research, three dominant philosophies; Positivism, Interpretivism, and Pragmatism have emerged as significant frameworks for guiding scholarly investigations (Truong et al., 2020).

Positivism

Positivism, a philosophical stance akin to the natural sciences, involves working within the boundaries of observable social reality to create law-like generalizations (Azevedo, 1997). In this framework, truth is considered universal and objectively determinable, independent of the researcher's influence. Knowledge acquisition is deductive, relying on scientific methods to establish these law-like generalizations (Creswell, 2014). Positivists emphasize scientific empiricism, striving for pristine data uncontaminated by human interpretation or bias, a quality praised for its potential to yield clear and accurate knowledge (Saunders et al., 2019).

Positivism, as supported by scholars such as Saunders et al. (2016) and Sekaran and Bougie (2016), aims to investigate the objective reality and discover general truths in the field of management sciences (Bogopa & Marnewick, 2022). Extreme positivists perceive institutions and social entities as concrete, tangible entities and natural occurrences. They prioritize factual information and regular patterns that can be observed and quantified, considering these phenomena to be

the only reliable sources of meaningful data (Crotty, 1998). They aim to identify underlying patterns in data to formulate generalizations, in the form of rules and laws, facilitating understanding of behaviors and events in organizational contexts (Lee & Jones, 2015)

Positivist researchers develop hypotheses based on existing theories, subjecting them to empirical testing, confirming, partially confirming, or rejecting them, a process reminiscent of natural sciences (Gill, 2018). Their approach is rigorous and structured to enhance replicability, focusing on collecting and analyzing quantifiable observations, often employing statistical techniques. However, they do collaborate with extra data collection methods and strive to measure qualitative data. For example, they may employ hypothesis testing on data originally obtained through interviews (Saunders et al., 2007).

Post-positivism

In response to the limitations and critiques of positivism, post-positivism emerged as a philosophical perspective (Hammersley, 2019). While positivism emphasizes empirical observation and the pursuit of objective truths, post-positivism acknowledges subjectivity, interpretation, and social context in knowledge construction (Rahman, 2023). Academics in this context contend that the process of scientific inquiry is shaped by various factors, including the researcher's background, morals, and cultural context. These elements impact both the generation and interpretation of knowledge (Rahman, 2023). They contend that scientific theories and observations are inherently value-laden and influenced by human perspectives, challenging the idea of absolute objectivity in scientific endeavors.

The study adopts the post-positivism philosophy since it acknowledges the complexity of reality and human experiences, urging researchers to explore various perspectives and factors influencing phenomena. This stance prioritizes critical analysis, enabling researchers to question assumptions and enhance awareness of biases in observations. It often integrates diverse research methods, enabling a comprehensive view of data from multiple sources. This perspective accepts knowledge as provisional, allowing for flexibility based on new evidence. Researchers consider broader socio-cultural contexts, leading to nuanced analyses. By challenging absolute certainty, it fosters humility and emphasizes rigorous research practices, resulting in credible outcomes. Implementing post-positivism supports a critical, reflective approach, facilitating a deeper understanding of studied complexities. This framework upholds empirical investigation while accommodating intricate human experiences.

Research Approach

There are three primary research approaches: qualitative, quantitative, and mixed methods, as outlined by Creswell (2016). Saunders et al. (2016) highlight three key distinctions among quantitative and qualitative research methods. First, quantitative research involves defining variables, formulating research hypotheses, which are not feasible in qualitative research. Second, quantitative research emphasizes objectivity and impartiality in data collection and analysis, while qualitative research allows for more subjective interpretation. Lastly, quantitative research typically uses larger sample sizes for broader generalization, whereas qualitative research relies on smaller samples with limited generalizability.

This study, aligned with a post-positivist stance, adopts a quantitative approach, as emphasized by Creswell (2014). The quantitative approach involves collecting numerical data processed through mathematical and statistical tools to clarify concepts. In line with this perspective, the study utilizes a post-positivist quantitative data collection and analysis to examine the influence of psychological distress (PD) on the relationship between intentions to quit (ITQ). This choice is justified by the need to establish and define variables within the study's framework, facilitating hypothesis formulation. Moreover, using a questionnaire as the research instrument ensures objective data collection and analysis, minimizing the researcher's influence. To achieve a representative sample, random sampling was employed to select teachers from various second-cycle institutions in Cape Coast. The study's results can be confidently applied to the broader population due to the substantial size of both the staff population and sample size.

Research Design

The research design plays a crucial role in connecting conceptual research problems with empirical research, providing specific guidance for research procedures (Asenahabi, 2019; Baloyi & Malatji, 2023; Creswell, 2014). It outlines a strategic approach to data gathering, measurement, and analysis in alignment with the study's main questions (Sekaran & Bougie, 2013). Additionally, the research design serves as a framework encompassing information collection, research execution, ethical considerations, associated research activities, and their respective timelines (Cooper & Schindler, 2014; Saunders et al., 2012; Dossa et al., 2022).

This study employed an explanatory research design with a quantitative approach, chosen to elucidate the phenomenon under investigation (Neubauer et al., 2019). It aimed to assess levels of psychological distress (PD) and intentions to

quit (ITQ) among second-cycle institutions in Cape Coast and explore the potential relationship between PD and ITQ. Cross-sectional study was conducted, where data was examined at a specific point in time and participants were chosen based on specific variables (Koob et al., 2021). This design aligns well with the clearly defined research questions, allowing for a comprehensive evaluation of the influence of PD (independent variable) on ITQ (dependent variable), reducing errors, and enhancing the understanding of the concepts under study (Sekaran & Bougie, 2013).

In this study, the dependent variable was ITQ, while PD served as the independent variable and compensation as the moderating variable. The study aimed to analyze how variations in the independent variables can influence changes in the dependent variable (Saunders et al., 2012). The research considered several aspects, including gender, age, job function, tenure in the organisation, and the duration of exposure to the present line administrator, as determinants in the analysis.

Study Areas

The Cape Coast Metropolitan is one of the 261 Metropolitan, Municipal and District Assemblies located in Ghana. Specifically, it is included among the 22 MMDAs found within the Central Region (Asante & Helbrecht, 2020). Covering an area of 122 square kilometers, it is the smallest metropolis in the country (Biney & Boakye, 2021). The Cape Coast Metropolitan Assembly is among the twenty-two districts in the Central Region of Ghana (Gyesaw2020). It is also one of the 109 municipal districts in the country which is situated in the southwest part of the Central Region. The municipality's capital town is Cape Coast, which is also the regional capital (Manu et al. 2019). Cape Coast Metropolis is distinguished as an

education-focused locality due to the presence of numerous Grade "A" Senior High Schools, as classified by the Ghana Education Service, within the region (Owusu, 2021). Cape coast schools is part of ranked Senior High Schools (SHS) in Ghana in terms of excellence teaching. This is the reason for choosing teachers from second-cycle institutions in Cape Coast Metropolis as the study area.

Study Population

Churchill and Iacobucci (2006) explains that a population refers to a collective of individuals who possess specific characteristics. Similarly, Malhorta and Birks (2020) define a population as a set of participants from which a sample is selected to collect data for a study. In the present research, the focus was on all teachers within Second-cycle institutions located in the Cape Coast metropolis. The respondents of the study comprised 317 teachers, from diverse Second-cycle institutions, their involvement facilitated the analysis of the connection between PD and ITQ.

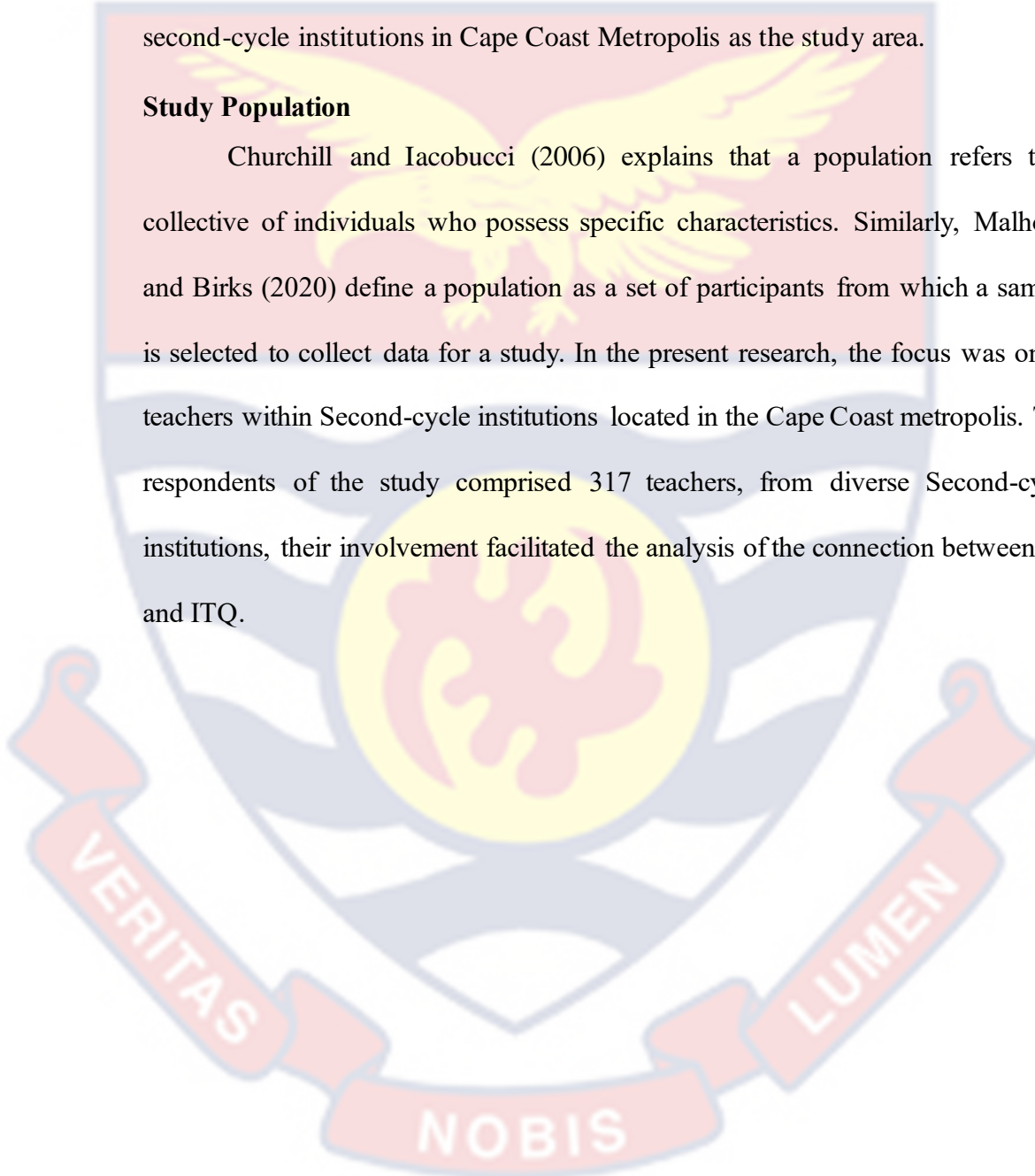


Table 1: Study Population

| No | Name of School | Number of Staff |
|--------------|--|-----------------|
| 1 | Wesley Girls Senior High, Cape Coast | 41 |
| 2 | University Practice Senior High School | 31 |
| 3 | Aggrey Memorial SHS | 30 |
| 4 | St. Augustine's College | 40 |
| 5 | Mfantsipim School | 33 |
| 6 | Adisadel College | 35 |
| 7 | Ghana National College | 27 |
| 8 | Cape Coast Technical Institute | 23 |
| 9 | Efutu Senior High School | 22 |
| 10 | Holy Child School | 35 |
| TOTAL | | 317 |

Source: Field, Survey Owusu (2023)

Sample Size and Sampling Procedure

A sample, as defined by Quinlan et al., (2018), represents a small portion of a population and is considered representative of the entire population. To make generalizations from the population to the target, Creswell et al., (2003) recommends working with a group of participants. Similarly, sample is described as "a subset of a population," and sampling, as defined by Polit and Beck (2010), involves choosing a portion of the sample population to stand for the whole group. Employing samples, rather than examining the entire target population, is more practical and cost-effective (Bell et al., 2022). Lopez & Whitehead, (2013). further characterizes sampling as the process of collecting data from a sufficient quantity

of items in a cohort, allowing for generalizations about the population based on the sample's study and characteristics.

Sampling proves more efficient and cost-effective than analyzing the entire population, particularly when the population is large. As described by Sharma, (2017), researchers gather data from smaller subsets or subgroups of the population to acquire information that accurately represents the whole population being studied. However, McDonald and Adam, (2003) notes that random selection may not always be feasible if the sample does not accurately reflect the general population. Researchers have access to two main types of sampling approaches: probability (e.g., simple random sampling, stratified sampling, systematic and cluster sampling) and non-probability (e.g., quota sampling, convenience sampling, and purposive sampling).

Probability sampling enables the analyst to determine the likelihood of each unit in the population being included in the survey, while non-probability sampling lacks this ability to define the inclusion likelihood of each component (Chen, 2020). For this study, which involves selecting 169 teachers from second-cycle institutions in Cape Coast, the research used the simple random sampling method, guided by Krejcie and Morgan's sample size table. According to Krejcie and Morgan, it is recommended that the minimum threshold for a sample size should be based on the population under study (Ghazali et al., 2022). In order to compensate for potential losses, the researcher opted to choose a sample size of 200. For the sample size determination method, Krejcie and Morgan's 1970 formula was implemented.

$$\text{Required Sample Size} = \frac{X^2 NP(1-P)}{d^2 (N-1) + X^2 P(1-P)}$$

Where:

X^2 = the table value of chi-square for one (1) degree of freedom at the desired confidence level

N = the Population Size

P = the population proportion assumed to be 0.50 since this provides the maximum sample size

d = the degree of accuracy expressed as a proportion (0.05)

Appendices II provides Krejcie and Morgan's Table for determining sample size.

Measurement of Variables

The variables used in this study were assessed based on prior empirical research in fields of psychological distress, intention to quit and compensation. This facilitated the development of tool based on established measurements.

Psychological Distress

The study utilized four aspects of psychological distress for the assessment of innovation, which were derived from the work of Crosswell et al., (2020). The tools employed to evaluate individual psychological distress were adopted from established frameworks within the fields of psychology and mental health. The four dimensions of psychological distress, namely emotional, cognitive, behavioral, and physiological, are widely acknowledged within the field. These dimensions are not ascribed to any singular entity or institution, but instead encompass a holistic framework for comprehending the diverse facets of psychological distress encountered by individuals. Psychologists, therapists, researchers, and clinicians commonly employ these dimensions to evaluate and manage various aspects of distress, with the aim of delivering efficient support and therapy.

The measurement of psychological distress aspects in this study was based on the examination of shared values, beliefs, and assumptions pertaining to appropriate behavior and interpersonal interactions within the organizational context. This discovery is consistent with prior studies conducted in the realm of psychological distress. The signs for distress encompass various domains, including emotional, cognitive, behavioral, and physiological. The measurement of all items was conducted using a seven-point Likert scale ranging from 1=Least level of agreement...7=Highest level of agreement was utilized to allow participants to express the level of adoption of the indicated practice for each item.

Intention to Quit

The phenomenon of intention to quit refers to an individual's inclination or desire to voluntarily terminate their employment or discontinue their involvement in a particular organization. The researcher built a survey questionnaire based on Roodt's work in 2004 and utilized this instrument to gather data. The utilization of the Turnover Intention Scale (TIS-6) is a method employed by Bothma and Roodt (2013) to measure the intention of employees to leave their present employment. The TIS-6 is a scale consisting of six items that has been modified by the aforementioned authors. The ITQ questionnaire comprises five questions, each on a seven-point Likert scale, where respondents rate their responses on a scale from 1=Least level of agreement...7=Highest level of agreement (Ugwu et al., 2020).

Compensation

The measurement of compensation in this study was conducted using the PayScale instrument, which has been specifically developed for the purpose of assessing compensation (Muguongo et al., 2015). The PayScale survey comprises

ten questions, each utilizing a seven-point Likert scale. The scale ranges from 1=Least level of agreement...7=Highest level of agreement. (Kucherov & Manokhina, 2017).

Data Collection Instrument

According to Parahoo (2000; Hinsliff & Thomson, 2004), a research instrument can be referred as "survey method." The questionnaire served as a valuable tool for assessing knowledge, attitudes and abilities in the study. The primary data collection instrument allowed the researcher gather important information from participant. The questionnaire was administered to teachers from Second-cycle institutions in Cape Coast metropolis. It is advantageous to use questionnaires as they can be completed conveniently on-site at work or home by the respondents (McClelland, 1994). Mohajan (2020) defines a survey as a data collection tool that becomes effective when the researcher determines what is necessary and how to measure the variables of interest. The questionnaire had a structured format and was divided into four sections.

Section A focused on capturing the demographic characteristics of the respondents. Section B measured Psychological Distress and its dimension using Kessler Psychological Distress Scale (K10), developed by Kessler et al., in 2003. The scale consisted of five questions each on emotional, cognitive, behavioral and physiological dimension, each with a seven-level response ranging from 1=Least level of agreement...7=Highest level of agreement (Ledochowski et al., 2012). Section C measured ITQ using the turnover intention scale (TIS-6) is a six-item scale adapted by Roodt in 2004 (Bothma& Roodt (2013). The scale consisted of five questions each with a seven-point scale, ranging from 1=Least level of agreement...7=Highest level of agreement (Ugwu et al., 2020). The ITQ asked

respondents how often they contemplate quitting their jobs. Lastly, Section D measured CPP using the PayScale instrument specifically designed for assessing compensation (Muguongo et al., 2015). The PayScale consisted of ten questions each with a seven-point scale, ranging from 1=Least level of agreement...7=Highest level of agreement. (Kuchеров& Manokhina, 2017).

Pre-Testing

Pre-testing, as outlined by Rothgeb (2008) and emphasized by Pallant (2020), is a method used to validate a survey instrument and its measurements. It plays a crucial role in ensuring that questionnaire items, guidelines, and scale items are vibrant and unambiguous to possible respondents, thereby facilitating accurate and appropriate responses. Pre-testing is a vital step in refining the survey instrument, ensuring its validity and reliability, as emphasized by Converse and Presser (1986). It aimed to establish a common understanding of the survey among both respondents and researchers. In this study, pre-testing was carried out with teachers from Second-cycle institutions in Cape Coast. The sample size for pre-testing is considered sufficient, meeting the minimum criteria of 10, as suggested by Saunders et al. (2016) for student pre-testing studies. Through the pre-testing process, necessary adjustments were made to some questionnaire items, ultimately enhancing the quality and effectiveness of the instrument.

Validity and Reliability

When evaluating a research instrument, two key considerations are reliability and validity. Validity pertains to the degree to which the instrument accurately assesses the intended measurement, rather than assessing an entirely different aspect (Taber, 2018). On the other hand, reliability, as described by Taber, is the degree to which a research instrument consistently produces the same

measured results when the measurements are repeated. To measure the instrument's reliability, Cronbach's alpha value will be utilized (Rojon & Saunders 2012). This coefficient, known as Cronbach's alpha, is calculated to validate and ensure the reliability of the instrument (Taber, 2018). Usually, Cronbach's alpha coefficients of 0.70 or higher are considered acceptable (Taber, 2017). Nevertheless, alpha values of 0.5 are also deemed adequate (Boohene et al., 2012).

Data Collection Procedure

Various methods exist for administering questionnaires, such as Internet-based surveys, postal delivery, or hand delivery (Sekaran & Bougie, 2016). The chosen method for this study involved the manually delivery and collection process. This approach places the responsibility of delivering and collecting completed questionnaires on the researcher, rather than relying on postal services, to avoid inconveniencing respondents. The researcher personally visited Second-cycle institutions in Cape Coast, delivering questionnaires to the teachers and arranging collection at a mutually agreed-upon time.

Questionnaire administration was scheduled for 2023 during regular working hours. To ensure the necessary approvals, the researcher acquired introduction letters from their supervisor and the Head of the Department of Management, which was sent to the Institutional Review Board of the University of Cape Coast (UCCIRB). Once approvals were secured, the researcher used an introductory letter from the Head of the Department of Management to request consent from the Directorate of Human Resources at the selected Second-cycle Institutions where the study took place. This letter clarified the study's purpose, underline its importance, and inform respondents of the voluntary and anonymous nature of their participation.

After obtaining consent from teachers at the Second-cycle institutions who were willing to participate, the researcher proceeded to administer the questionnaires. Distribution and collection occurred over five days, with questionnaires provided to employees from 9:00 am to 4:00 pm each day.

Completed questionnaires were collected as agreed upon with the participants.

Response rate

The researcher successfully obtained a sample of 200 participants to complete the questionnaire in this study. Out of these, a total of 169 questionnaires were completed and returned, while 31 were not returned. This resulted in a response rate of 84.5%, indicating a high level of participation, with only 18.34% non-response rate. Although an ideal response rate is difficult to determine precisely, researchers typically consider rates above 60% as satisfactory (Bonell et al., 2012; Fincham, 2008). Similarly, Mugenda and Mugenda suggest that a response rate of at least 50% is acceptable for analysis and reporting purposes.

Therefore, achieving a response rate above 60% can be considered good, whereas rates exceeding 70% are excellent outcomes. The researcher attributes the high response rate partly to personal contacts within the study area who played an instrumental role in gathering the data. Additionally, the researcher conducted several follow-ups call to address any concerns or queries from participants which likely contributed positively towards attaining such favorable results.

Data Analysis

The data collected was processed and analysed using the Statistical Package for Social Sciences (SPSS, version 26.0) and Smart PLS. The analysis encompassed descriptive statistics and partial least square equation model analysis. Each item in

the completed questionnaire were coded, categorized, and quantified. The demographic traits of the participants were analysed using descriptive statistics, which included frequencies and percentages. To fulfill the study's objectives, Partial Least Squares Structural Equation Modeling (PLS-SEM) was utilized. This approach well-suited this research as it combined the strengths of various commonly employed multivariate techniques, including discriminant analysis, canonical correlation, regression analysis, and factor analysis (Haenlein & Kaplan, 2004). The PLS-SEM model ensured that the study attained satisfactory levels of validity and reliability. The questionnaire items' reliability was evaluated using metrics like Composite Reliability and Cronbach's alpha. Furthermore, the validity of the results was scrutinized through convergent and discriminant validity analyses.

Moderation Procedure in SEM

Structural Equation Modeling (SEM) is recommended for moderation analysis by researchers. SEM is a highly adaptable and powerful multivariate technique that employs a conceptual model, path diagram, and a set of interconnected regression-style equations to analyze complex and dynamic relationships within a network of experimental and overlooked variables. A moderator variable influences the relationship between a predictor variable (X) and an outcome variable (Y), often impacting the strength of this relationship. In this study, compensation acts as a moderator in the relationship between psychological distress and intention to quit. The examination of this moderator effect aligns with the systematic moderator analysis process in PLS-SEM, as guided by Sarstedt et al., (2014) and Matthews et al., (2018).

Assessment of Measurement Models

To evaluate the structural model effectively, it is crucial to ensure that the measurement model satisfies two key criteria: validity and reliability. The current study has established the model's validity by assessing both convergent validity and discriminant validity. Additionally, the reliability of the constructs has been evaluated by examining both internal consistency reliability and composite reliability.

Internal Consistency Reliability

Internal consistency is a statistical measure employed to evaluate the extent to which the outcomes obtained from several items within a given test exhibit coherence and reliability (Hajjar, 2018). The purpose of this analysis is to assess the degree of correlation among the questions inside a questionnaire that measure a particular construct (Drolet & Morrison, 2001). According to Nunnally and Bernstein (1994), exploratory research is considered adequate when values fall within the range of 0.6 to 0.7, whereas advanced research is rated acceptable when values range from 0.7 to 0.9. In the present investigation, the observed values ranged from 0.6 to 0.9, which were considered to be within an acceptable range.

Convergent Validity

Degree of agreement the extent of agreement among a set of questionnaire items used to evaluate a specific construct (MacKinnon, 2008). Construct validity pertains to how accurately a test measures the intended construct it is designed to assess. Convergent validity, on the other hand, involves establishing a relationship between two items that aim to measure the same underlying concept. Construct validity is determined through the use of statistical techniques such as Average Variance Extracted (AVE) and factor loadings. Convergent validity is considered

to be achieved when the value of Average Variance Extracted (AVE) is equals or exceeds 0.50. This criterion is supported by research conducted by Benitez et al., (2020) and also the study by Fornell and Larcker (1981).

Discriminant Validity

Discriminant validity serves to establish that two constructs, which are not anticipated to exhibit any significant relationship, are indeed unrelated. Discriminant validity pertains to the degree to which a construct is unique and represents a different concept that is not already captured by another construct inside the model (MacKinnon, 2008). The assessment of discriminant validity can be conducted by the examination of cross loadings between constructs, the use of the Fornell-Larcker criterion, and the utilization of the Heterotrait-Monotrait Ratio of correlation (HTMT) method (Hair et al., 2013). According to Henseler et al., (2015), an HTMT ratio below 0.850 indicates the presence of discriminant validity in a latent construct.

Assessment of the Structural Model

Once the necessary requirements for measuring the model have been fulfilled, the next step is to assess the structural model. The initial phase involves calculating the coefficient of multiple determinations (R^2) for each endogenous construct in PLS-SEM. According to Hair et al. (2014), a coefficient of determination (R^2) reaching a value of 0.75 is considered statistically significant. The subsequent phase involved evaluating the regression coefficients associated with the confirmed latent variables. A regression coefficient of 0.05 is regarded as statistically significant, as indicated by Efron and Tibshirani (1993). Additionally, it's crucial to evaluate the impact of individual endogenous variables on the

exogenous variable. This assessment is achieved through an examination of the effect size, where the metric f^2 is used to quantify the extent of influence.

Cohen (1988) suggests that f^2 values of 0.02, 0.15, and 0.35 indicate modest, medium, and high impacts of the exogenous latent variable, respectively. The final assessment revolves around the model's predictive capability, which is evaluated using Stone-Geisser's Q^2 statistic (Stone, 1974). As per Hair et al., (2016), a predictive relevance value of 0.35 is considered substantial for a specific endogenous concept.

The Structural Model of the Study

The section outlines the structure of the model used in this study, as depicted in model 1. It highlights the exogenous and endogenous variables, along with their respective indicators. This study consists of four exogenous variables: emotional dimension (EPD), cognitive dimension (CPD), behavioral dimension (BPD), and physiological dimension (PPD). Additionally, there is one endogenous variable. The endogenous is intention to quit (ITQ) and the moderating variable is compensation (CPP),

The latent variable emotional dimension was measured by five indicators (EPD1, EPD2, EPD3, EPD4 and EPD5). Again, cognitive dimension was measured by five indicators (CPD1, CPD2, CPD3, CPD4 and CPD5). Behavioral dimension was also measured by five indicators (BPD1, BPD2, BPD3, BPD4 and BPD5). Physiological dimension has five indicators (PPD1, PPD2, PPD3, PPD4 and PPD5). The latent variable incremental innovation is measured by five indicators (ITQ1, ITQ2, ITQ3, ITQ4 and ITQ5). Lastly, the moderating variable,

compensation, was measured by ten indicators (CPP1, CPP2, CPP3, CPP4, CPP5, CPP6, CPP7, CPP8, CPP9 and CPP10).

Figure 1: Model I

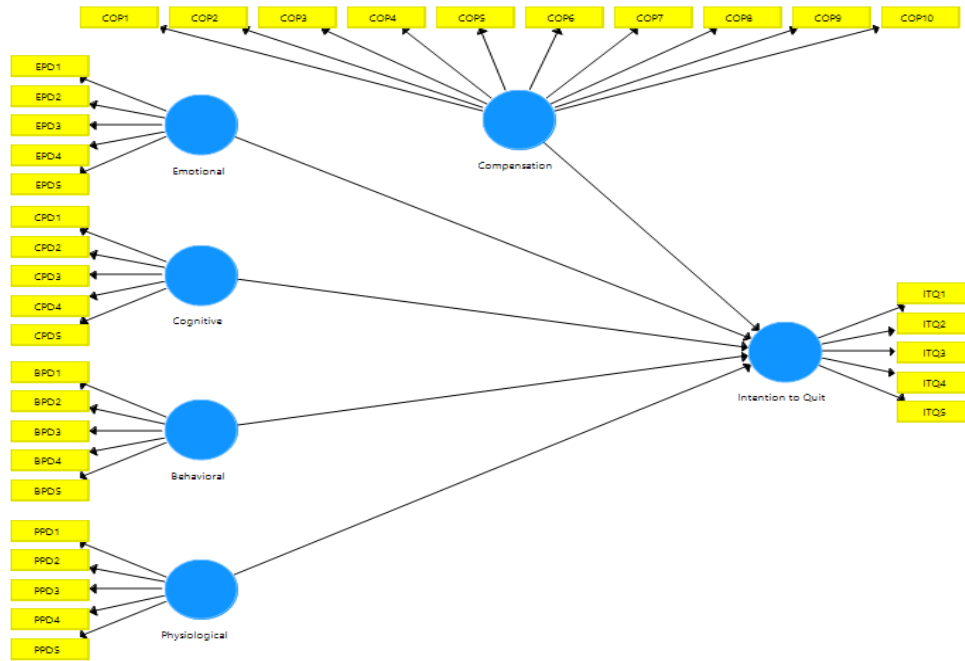
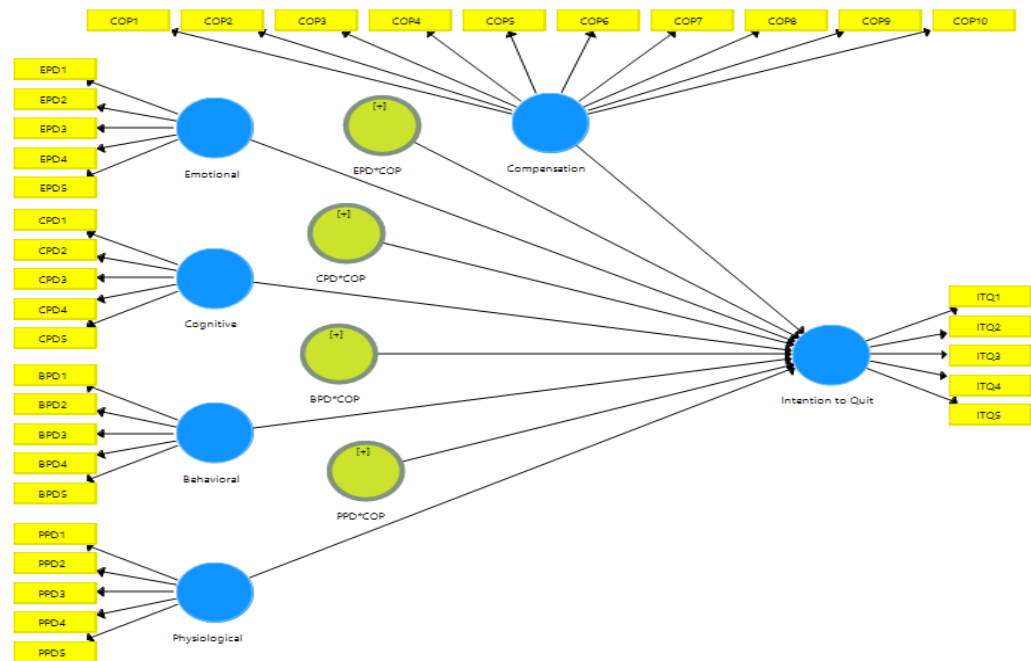


Figure 2: Model II



Structural model

Source: Smart PLS, 2019

The model (2) includes 9 hypotheses regarding the paths. The research suggests that there is a positive association between EPD and ITQ, CPD and ITQ, BPD and ITQ, and PPD and ITQ. Additionally, the study proposes a positive correlation between CPP and ITQ. Furthermore, the study hypothesizes a positive relationship between CPP, PD, and ITQ.

Common Method Bias

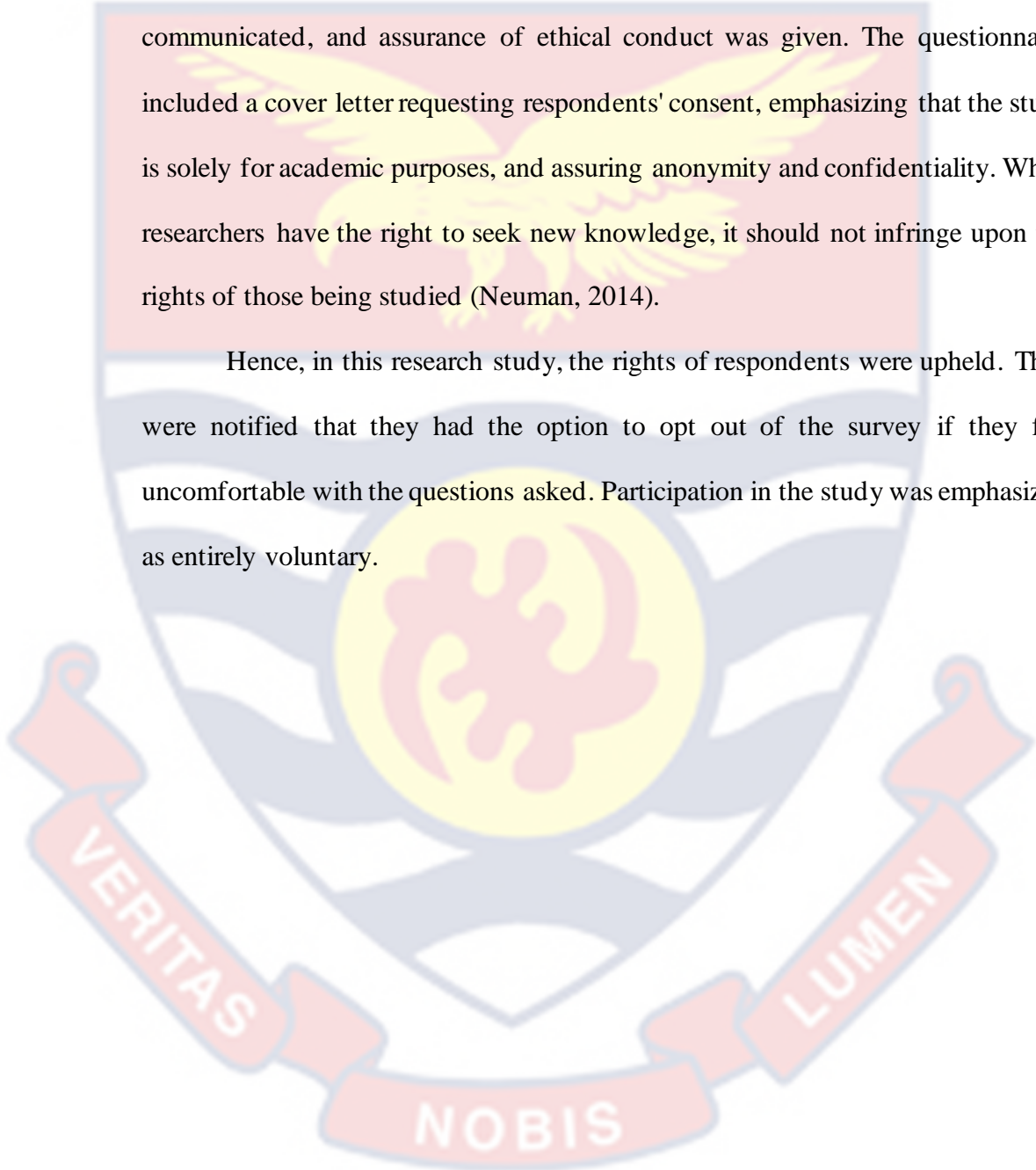
Self-report measures can introduce common method bias, a bias in research findings resulting from using a single method, like surveys, for data collection (Podsakoff et al., 2003; Favero & Bullock, 2015). Social desirability, where respondents may answer in a certain manner to align with societal norms, can also contribute to common method bias (Kock & Lynn, 2012). To mitigate this bias, the researchers exclusively used previously validated and assessed scales (Alfes et al., 2013). One approach to assess common method bias (CMB) involves Harman's single factor test (Podsakoff & Organ, 1986) and examining VIF scores (Kock & Lynn, 2012). According to Podsakoff and Organ (1986), a single dominant factor in factor analysis suggests significant common method bias (CMB), as most covariance among independent and criterion variables is attributed to this factor. Hence, it is improbable that CMB posed a significant concern in the context of this investigation.

Ethical Consideration

Ethical considerations in research involve determining the moral principles guiding a study's conduct (Neuman, 2014), especially when human subjects are involved. To ensure ethical compliance, this research study followed to the ethical guidelines set by the University of Cape Coast (UCC). Ethical clearance was

obtained from the Institutional Review Board of UCC (UCCIRB/CHLS/2023/54), and permission was sought from the institutions where questionnaire respondents were employed (see Appendix C). In line with recommendations by Saunders et al., (2007), respondents provided consent, research objectives were clearly communicated, and assurance of ethical conduct was given. The questionnaire included a cover letter requesting respondents' consent, emphasizing that the study is solely for academic purposes, and assuring anonymity and confidentiality. While researchers have the right to seek new knowledge, it should not infringe upon the rights of those being studied (Neuman, 2014).

Hence, in this research study, the rights of respondents were upheld. They were notified that they had the option to opt out of the survey if they felt uncomfortable with the questions asked. Participation in the study was emphasized as entirely voluntary.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter explores the key findings pertaining to the specific research objectives and central hypothesis of the study in a professional manner. The outcomes are based on the participants' demographics, the impact of psychological distress on the intention to quit (including emotional, cognitive, behavioral, and physiological aspects), the influence of compensation on the intention to quit, and the role of compensation in moderating the relationship between psychological distress and the intention to quit among teachers in second-cycle institutions within the Cape Coast Metropolis. The conclusion provides a thorough analysis and discussion of these study findings.

Demographic Information of Respondents

This section offers an exploration of the participant demographics, employing various statistical methods such as descriptive measurements like frequencies, pie charts, and percentages. The purpose of this study was to analyse key demographic aspects among teachers, including gender, age, years of work experience, and educational qualifications. This analysis of demographic characteristics is crucial as it helps guide the research process in assessing whether respondents have the requisite level of maturity, authority, and autonomy to provide reliable and accurate information. This data forms the basis for making well-informed judgments.

Table 2 displays the demographic distribution for the complete sample, which comprises a total of 169 questionnaires retrieved from teachers in second-cycle institutions in Cape Coast Metropolis for further analysis.

Table 2: Demographic Information of Respondents

| | Frequency | Percentage |
|----------------------------------|------------|------------|
| Sex | | |
| Male | 97 | 57.4 |
| Female | 72 | 42.6 |
| Age | | |
| 20-25 years | 4 | 2.4 |
| 26-35 years | 44 | 26.0 |
| 36-45 years | 47 | 27.8 |
| 46-55 years | 43 | 25.4 |
| Above 55 years | 31 | 18.3 |
| Educational Qualification | | |
| First degree Level | 69 | 40.8 |
| Second degree Level | 30 | 17.8 |
| Ph.D. Level | 45 | 26.6 |
| Other specify | 25 | 14.8 |
| Work experience | | |
| 1 years | 10 | 5.9 |
| 2-5 years | 52 | 30.8 |
| 6-9 years | 67 | 39.6 |
| Above 9 years | 40 | 23.7 |
| Total | 169 | 100 |

The data displayed in Table 2 reveals that among the 169 respondents, there were 97 males, representing 57.4 % of the total participants surveyed, while 72 females constituted 42.6% of the overall sample for this study. It's essential to note that the 57.4% male representation in the respondents does not imply a male-dominated teaching workforce in the Cape Coast Metropolis's second-cycle institutions. This

outcome aligns with the results of a previous study by Magar et al. (2019), which also stated higher male presence in the African job market. Among the 169 respondents, there were 4 individuals aged between 20 and 25 years, representing a specific demographic segment that constituted 2.4% of the total participants in the study.

Furthermore, 44 respondents fell within the age bracket of 26 to 35 years, making up 26.0% of the participant pool. Additionally, 47 participants aged between 36 and 45, with a percentage of 27.8% of the sample. The age category encompassing individuals aged 46 to 55 contributed 25.4%, while those aged above 55 comprised 31 respondents, representing 18.3% of the total participants in the study. It's noteworthy that a smaller subset of 4 participants belonged to the 20 to 25 age group, making up 2.4% of the overall participant cohort analyzed. These findings indicate that a significant majority, exceeding 56.2%, of the teachers who participated in the study were categorized as youthful, aged below 45 years.

Furthermore, when examining the educational backgrounds of the 169 participants, it became evident that: 69 individuals, comprising 40.8% of the respondents, had obtained bachelor's degrees, 30 participants, representing 17.8%, held second degrees, and 45 respondents, constituting the majority at 26.6%, had earned Ph.D. degrees. The remaining 25 participants, a minority accounting for 14.8% of the group, possessed various alternative educational qualifications. This statistical breakdown of the participants' educational achievements clearly illustrates that all those surveyed had attained some form of educational qualification. Additionally, the findings underscore a significant prevalence of first-degree qualifications among the respondents.

Regarding the duration of teachers in second-cycle institutions in Cape Coast Metropolis, as shown in Table 2, the analysis revealed that 10 respondents (5.9%) had a tenure of less than 1 year, while 52 respondents (30.8%) had been in service for a period ranging from 2 to 5 years. Furthermore, 67 participants (39.6%) had accumulated between 6 to 9 years of service. Additionally, 40 participants (23.7%) had served in the assembly for over 6 years. This assessment emphasized that more than 60.4% of the participants possessed experience exceeding 3 years in their roles, indicating a substantial reservoir of expertise among the respondents, which could significantly contribute to the study.

The Findings of the Main Study Objectives

This section offers a comprehensive overview of the results and analysis obtained from the study's three main research objectives. The Smart PLS software was employed to perform structural equation modeling, in line with the study's hypotheses, in the context of conducting data analysis. The presentation of findings and analysis is structured to correspond with the specific research objectives outlined in this study.

Assessment of Measurement Models for the Study

This section focuses on the measurement models employed in the research. It starts with an examination of the loadings of indicators. The assessment of the measurement model includes several facets: indicator loadings, internal consistency reliability (also referred to as composite reliability), convergent validity (assessed through average variance extracted or AVE), and discriminant validity (evaluated using the Fornell-Lacker and HTMT methods). The research team employed a dependable Partial Least Squares (PLS) technique to generate

indicators for evaluating the measurement model. The outcomes of these assessments are depicted in the following tables.

Assessing indicator loadings

Table 3 illustrates that certain indicators have been excluded when compared to the indicators in Figure 2. To enhance the overall model's reliability, all indicators with loadings below the suggested threshold of 0.6, as advised by Hair et al. (2019), were omitted. Out of the 25 indicators in total used to measure various latent variables, 8 indicators were removed due to their failure to meet the criteria for indicator reliability. The table displays the loadings of the items.

Table 3: Indicator loadings

| | EPD | CPD | BPD | PPD | ITQ |
|------|-------|-------|-------|-------|-------|
| EPD2 | 0.826 | | | | |
| EPD4 | 0.860 | | | | |
| EPD5 | 0.882 | | | | |
| CPD1 | | 0.901 | | | |
| CPD2 | | 0.878 | | | |
| CPD4 | | 0.814 | | | |
| CPD5 | | 0.889 | | | |
| BPD2 | | | 0.893 | | |
| BPD3 | | | 0.902 | | |
| BPD5 | | | 0.857 | | |
| PPD1 | | | | 0.810 | |
| PPD3 | | | | 0.914 | |
| PPD4 | | | | 0.901 | |
| PPD5 | | | | 0.938 | |
| ITQ2 | | | | | 0.896 |
| ITQ3 | | | | | 0.819 |
| ITQ4 | | | | | 0.908 |

Source: Field survey (2022)

According to the data in Table 3, all 14 indicators measuring psychological distress exhibited loadings surpassing 0.8. The lowest loading value observed was 0.810, while the highest reached 0.938. These results signify that the retained indicators are indeed dependable. Likewise, when considering intention to quit, the lowest indicator loading was 0.819, with the highest being 0.908. It is evident that

the indicators employed to gauge latent variables in this study are highly reliable, consistently exceeding the 0.8 threshold.

Assessing internal consistency reliability

Composite reliability was utilised to evaluate the internal consistency and reliability of the constructs. As per Rossiter (2002), composite reliability is considered a more suitable indicator of internal consistency in comparison to Cronbach's alpha. The results presented in Table 3 affirm that all the latent variables under examination in this study display robust reliability, as evidenced by their loadings exceeding the established 0.8 threshold set by Bagozzi and Yi (1988). Notably, the physiological dimension achieved the highest composite reliability score of 0.940, followed closely by the cognitive dimension at 0.926. Additionally, the behavioral component, paired with the subsequent dimension, exhibited a composite reliability coefficient of 0.915. On the other hand, the emotional component displayed the lowest composite reliability score of 0.892 among the dimensions. These findings show that the model demonstrates strong internal consistency reliability. Table 4 also provides outcomes related to convergent validity.

Table 4: Validity and Reliability

| | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|-----|------------------|-------|-----------------------|----------------------------------|
| EPD | 0.823 | 0.855 | 0.892 | 0.734 |
| CPD | 0.895 | 0.932 | 0.926 | 0.759 |
| BPD | 0.861 | 0.862 | 0.915 | 0.782 |
| PPD | 0.914 | 0.920 | 0.940 | 0.796 |

Source: Field survey (2023)

Assessing convergent validity

Convergent validity assessment in this study involved calculating the average variance extracted (AVE). Convergent validity refers to the level to which a measurement instrument relates positively with other measures assessing the same underlying concept, as outlined by Hair et al. (2017). An AVE value of at least 0.50 indicates that, on usual, the construct accounts for more than 50% of the variance observed in its indicators. Equally, an AVE value below 0.50 suggests that, on average, there is a greater proportion of variance remaining in the items' error than what can be attributed to the construct.

The results obtained from the analysis in Table 4 confirm that all constructs exhibit an AVE value surpassing the 0.5 threshold. Notably, the physiological dimension holds the highest level of significance, while the emotional dimension is considered to have the least. This implies that the constructs within this model have the capacity to explain over 50% of the variability observed in their respective indicators. Furthermore, the measurement model, was conducted as an evaluation of discriminant validity.

Assessing discriminant validity

Establishing discriminant validity involves demonstrating that a particular construct is distinct and includes elements not accounted for by other constructs within the theoretical framework, as suggested by MacKinnon (2008). In this study, we employed both the Fornell-Lacker criterion and the Heterotrait-Monotrait ratio of correlations (HTMT) to confirm discriminant validity. The Fornell-Larcker criterion, as introduced by Fornell and Larcker (1981), entails associating the square root of the Average Variance Extracted (AVE) values with the connections between latent variables. According to Hair et al. (2013), it is essential for the

square root of the AVE for each construct to be more than its maximum connection with any other construct.

The outcomes presented in Table 5 clearly demonstrate that the square root of each variable exhibits considerably higher values than their respective connections with other constructs examined in the study. This signifies that each construct is distinct, and there are no two constructs that encompass the same phenomena.

Table 5: Fornell-Lacker criterion

| | BPD | CPD | EPD | ITQ | PPD |
|------------|------------|------------|------------|------------|------------|
| BPD | 0.884 | | | | |
| CPD | -0.122 | 0.871 | | | |
| EPD | -0.116 | 0.529 | 0.857 | | |
| ITQ | 0.807 | 0.097 | -0.117 | 0.875 | |
| PPD | -0.221 | -0.206 | 0.867 | 0.777 | 0.892 |

Source: Field survey (2023)

The Fornell-Larcker criterion proves to be less effective, especially in situations where the indicator loadings of the constructs being examined exhibit minimal variation, as seen in the case of employee performance in this study (e.g., all indicator loadings ranging from 0.60 to 0.80). According to Voorhees et al. (2016), the Fornell-Larcker criterion's ability to identify issues related to discriminant validity is more effective when there is greater variability in the indicator loadings. However, it's important to note that the criterion's capacity to assess overall discriminant validity remains limited. To address this, Henseler et al. (2015) propose evaluating the Heterotrait-Monotrait ratio (HTMT) of the correlations as a potential solution. Henseler et al. (2015) argue that a latent

construct is considered to possess discriminant validity if its HTMT ratio is less than 0.850. The HTMT values presented in Table 6 indicate a significant departure from the 0.850 threshold.

Table 6: Heterotrait-Monotrait Ratio (HTMT)

| | BPD | CPD | EPD | ITQ | PPD |
|-----|-------|-------|-------|-------|-----|
| BPD | | | | | |
| CPD | 0.143 | | | | |
| EPD | 0.133 | 0.618 | | | |
| ITQ | 0.391 | 0.115 | 0.140 | | |
| PPD | 0.789 | 0.228 | 0.243 | 0.689 | |

Source: Field survey (2023)

Assessing coefficient of determination and predictive relevance

The R^2 serves as a gauge of the model's predictive precision. Also, R^2 represents the cumulative impact of the exogenous variable on the endogenous variable(s). According to Hair et al. (2014), coefficients of determination (R^2) of 0.25, 0.5, and 0.75 are categorized as low, intermediate, and significant, in that order, when applied to structural models. Hair further posited that predictive relevance (Q^2) values of "0.02, 0.15, and 0.35" and effect sizes (f^2) of "0.02, 0.15, and 0.35" are regarded as "small, medium, and large," respectively, in the context of structural models.

Objective one

The primary aim of this study was to explore how psychological distress (emotional, cognitive, behavioral, and physiological dimensions), influences the intention to quit among teachers in second-cycle institutions. The path model illustrated in Figure 4 demonstrates four direct pathways, each originating from a different dimension of psychological distress to intention to quit. This path model

addresses the first research question. The direct effects revealed that psychological distress and intention to quit collectively explained 67.8 percent of the variability observed in teachers.

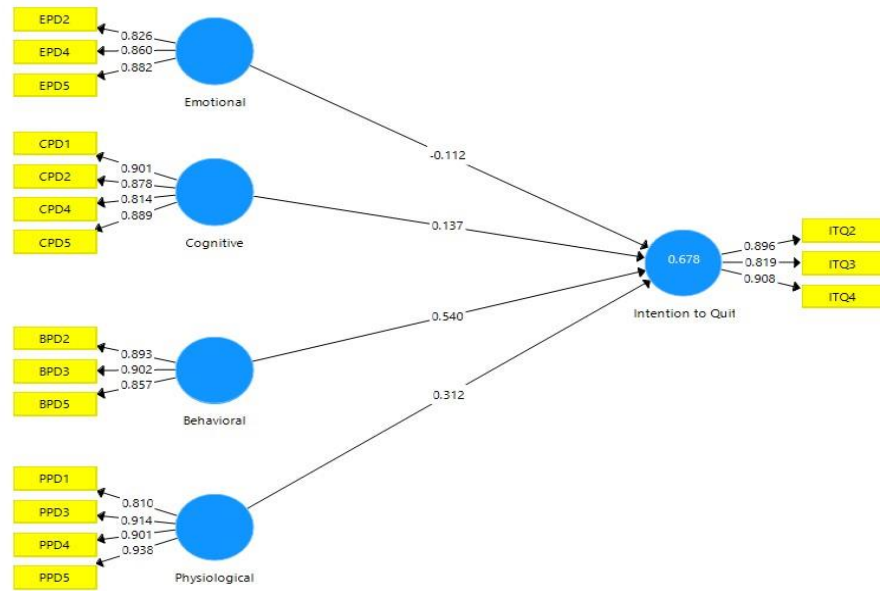


Figure 3: Outer and inner model results

Source: Field survey (2023)

The first research objective was formulated to determine whether there is a relationship between psychological distress and intention to quit. The formulated research objective thus reads:

Table 7: Structural model results for research question one

| | Path | T Statistics | R ² | Adjusted R ² | Q ² | P-Value | f ² |
|------------|--------|--------------|----------------|-------------------------|----------------|---------|----------------|
| ITQ | | | 0.678 | 0.665 | 0.499 | | |
| EPD | -0.112 | 4.867 | | | | 0.019 | 0.510 |
| CPD | 0.137 | 2.997 | | | | 0.038 | 0.811 |
| BPD | 0.540 | 3.893 | | | | 0.000 | 0.219 |
| PPD | 0.312 | 2.254 | | | | 0.025 | 0.701 |

Source: Field survey (2023)

According to the data in Table 7, it can deduce that psychological distress had a substantial impact, with a coefficient of determination of 0.678, explaining 67.8 percent of the variation in intention to quit. Regarding its predictive accuracy,

the results suggest that the model exhibits a moderate level of predictive relevance concerning the endogenous variable, scoring 0.499. This suggests that the exogenous variable performs reasonably well in foreseeing the endogenous variable. The results related to effect size affirm that psychological distress indeed influences the endogenous variable, namely, intention to quit.

Table 8: H1a: Emotional dimension has a significant positive effect on intention to quit among second-cycle institution teachers

| | Path | T Statistics | R ² | Adjusted R ² | Q ² | P-Value | f ² |
|-----|--------|--------------|----------------|-------------------------|----------------|---------|----------------|
| ITQ | | | 0.678 | 0.665 | 0.499 | | |
| EPD | -0.112 | 4.867 | | | | 0.019 | 0.510 |

Following the path analysis, the outcomes of the PLS-SEM unveiled a noteworthy influence of the emotional dimension on the intention to quit ($\beta = -0.112$, $p > 0.019$; see Table 8, Figure 4). These results validate the hypothesis proposing a positive influence of the emotional dimension on the intention to quit. The findings align with the hypothesis, indicating that the intention to quit serves as a stimulant for the emotional dimension among teachers in second-cycle institutions.

This hypothesis was formulated to determine whether there is a relationship between cognitive dimension and intention to quit.

Table 9: H1b: Cognitive dimension has a significant positive effect on intention to quit among second-cycle institution teachers.

| | Path | T Statistics | R ² | Adjusted R ² | Q ² | P-Value | f ² |
|-----|-------|--------------|----------------|-------------------------|----------------|---------|----------------|
| ITQ | | | 0.678 | 0.665 | 0.499 | | |
| CPD | 0.137 | 2.997 | | | | 0.038 | 0.811 |

As determined from the path analysis, the outcomes of the PLS-SEM indicated a notable influence of the cognitive dimension on the intention to quit ($\beta = 0.137, p > 0.038$). These findings corroborate the hypothesis proposing a positive impact of the cognitive dimension on the intention to quit. Interestingly, these results run counter to the initial hypothesis, suggesting that the intention to quit may not necessarily be stimulated by the perceived value of services among teachers in second-cycle institutions. This is related with a study by Cicek et al. (2021) whose results indicated that both the cognitive and affective aspects of cynicism significantly influenced turnover intention.

This hypothesis was formulated to determine whether there is a relationship between behavioral dimension and intention to quit.

Table 10:H1c: Behavioral dimension has significant positive relationship with intention to quit

| Path | T | R ² | Adjusted R ² | Q ² | P-Value | f ² |
|------|-------|----------------|-------------------------|----------------|---------|----------------|
| ITQ | | 0.678 | 0.665 | 0.499 | | |
| BPD | 0.540 | 3.893 | | | 0.000 | 0.219 |

The research evaluated the relationship between the behavioral dimension and the intention to quit. The results, as depicted in Figure 4 and detailed in Table 10, revealed a path coefficient of 0.540 with a p-value of 0.000. Importantly, this path coefficient aligned with the initial hypothesis, providing support for the notion that the behavioral dimension is indeed linked to the intention to quit. This conclusion resonates with the findings of Mérida-López et al. (2020), underscoring

the significance of social support, work engagement, and emotional intelligence in comprehending teachers' intentions to leave the profession.

The study's results further indicate that there is a relationship between social support and intentions to quit. Specifically, teachers with low levels of work engagement and emotional intelligence report lower support and express a greater inclination to quit. The final hypothesis of the first objective sought to assess the influence of physiological dimension on intention to quit. Thus, the hypothesis was stated as follow;

Table 11: H1d: Physiological dimension has a significant positive impact on intention to quit

| Path | T | R ² | Adjusted R ² | Q ² | P-Value | f ² |
|------|-------|----------------|-------------------------|----------------|---------|----------------|
| ITQ | | 0.678 | 0.665 | 0.499 | | |
| PPD | 0.312 | 2.254 | | | 0.025 | 0.701 |

The outcomes attained from path estimation in the PLS-SEM reveal that the physiological dimension of the network had a significant impact on the intention to quit ($\beta = 0.312$, $p > 0.025$; Table 11, Figure 4). This supports the hypothesis that there exists a relationship between the physiological dimension and the intention to quit. However, these findings stand in contrast to those of Akanbi et al. (2022). Their study revealed significant relationships between employability, job satisfaction, commitment, organizational citizenship behavior, job stress, and employees' intentions to quit their bank employment. Workplace stress was associated with a positive influence on employees' intention to quit, highlighting the intricate interplay of these factors in shaping turnover intentions among bank

employees. A summary of the decisions with respect to objective one is presented in Table 12.

Table 12: Summary of objective 1

| Objective One | Beta | t-value | P-value | Decision |
|---------------|--------|---------|---------|-----------|
| EPD-ITQ | -0.112 | 4.867 | 0.000 | Supported |
| CPD-ITQ | 0.137 | 2.997 | 0.038 | Supported |
| BPD-ITQ | 0.540 | 3.893 | 0.000 | Supported |
| PPD-ITQ | 0.312 | 2.254 | 0.025 | Supported |

Source: Field survey (2023)

The outcomes show a significant and substantial effect of psychological distress on the intention to quit, as evident from the magnitude of its path coefficient. This observation finds support in the research conducted by Owusu (2021), who examined the connection between occupational stress, burnout, job dissatisfaction and turnover intentions among senior high school teachers in cape coast metropolis, Ghana. The study revealed a positive and significant relationship between psychological distress and the intention to quit. This discovery was further corroborated by a related study conducted by Perryman and Calvert (2020) on teachers, where more than half of the participants reported significant stress and contemplated leaving the teaching profession.

Notably, early-career teachers, primary teachers, and those in rural areas reported the highest stress levels. The study by Perryman and Calvert (2020) also found a positive correlation between psychological distress (in its various dimensions) and the intention to quit among teachers. Furthermore, the findings of Hossain et al. (2022) also align with the notion of a positive relationship between

psychological distress and the intention to quit among teachers. This study, focusing on secondary school teachers in Dhaka city, identified demographic factors such as extra teaching assignments, teaching experience, school type, working hours, and gender as contributors to teacher burnout, ultimately leading to teachers leaving their jobs.

However, the findings affirm the theory applied in this study. Hence, the Conservation of Resources (COR) theory elucidates the correlation between dimensions of psychological distress (Bon & Shire, 2022). Emotional, cognitive, behavioral and physiological dimensions can stem from the depletion of essential resources crucial for one's well-being. For instance, if a teacher grapples with excessive work demands without sufficient support, this depletion of resources can lead to distress. Additionally, distress may arise due to lacking necessary resources like autonomy or social support within their work environment. As per the COR theory, the intent to leave a job emerges when individuals perceive an ongoing or potential loss of resources. Teachers might contemplate leaving if they sense a decline in valued resources such as job security or respect, seeking to conserve remaining resources or find better opportunities elsewhere.

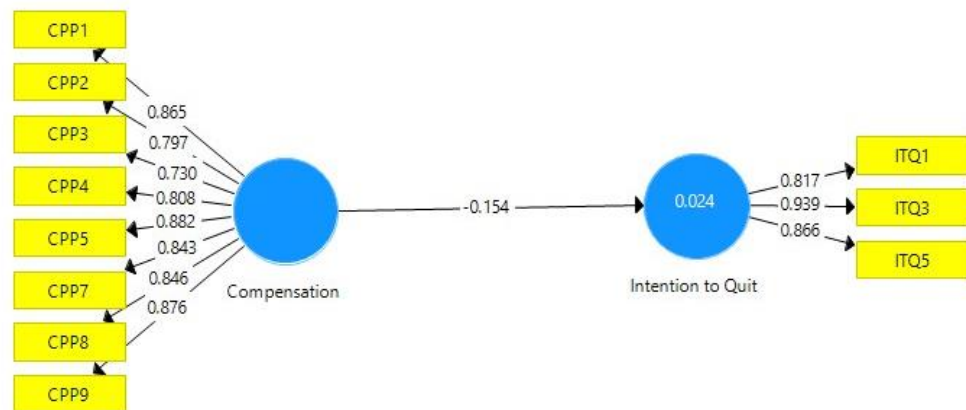
Moreover, individuals may consider quitting if they believe departing could lead to gaining resources in a different setting. For instance, teachers facing resource deficits in their current job may seek positions with better provisions elsewhere. In the context of teachers in second-cycle institutions, the COR theory suggests that psychological distress might surface due to resource depletion or an inadequacy of critical resources within their professional environment. Intentions to quit could be triggered by the perceived ongoing or potential loss of resources

within their current job or the belief that leaving could result in gaining resources elsewhere. Understanding these dynamics through the COR theory guides interventions to alleviate distress and reduce intentions to quit among teachers. Providing support systems, autonomy, fair compensation, and opportunities for skill development minimizes distress and the likelihood of teachers intending to quit in the Cape Coast Metropolis's second-cycle institutions.

Objective two

The second objective sought to assess the effect of compensation on intention to quit. The objective was evaluated within the comprehensive model, symbolizing the direct path originating from compensation to intention to quit.

Figure 4: Objective II



Thus, the objective was;

The effect of compensation on intention to quit among teachers in second-cycle institution in Cape Coast Metropolis.

Table 13: Structural model results for objective two

| Path | T | R ² | Adjusted R ² | Q ² | P-Value | f ² |
|------|--------|----------------|-------------------------|----------------|---------|----------------|
| ITQ | | 0.024 | 0.014 | -0.001 | | |
| CPP | -0.154 | 2.956 | | | 0.034 | 0.024 |

Source: Field survey (2023)

Based on the path analysis conducted, the outcomes of the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis revealed a statistically significant and positive connection between compensation and the intention to quit ($\beta = -0.154$, $p < 0.034$; refer to Table 13 and Figure 5). These findings imply that the level of compensation received by instructors in second-cycle educational institutions in the Cape Coast Metropolis holds a substantial influence on their inclination to resign from their positions. It's worth noting that the effect size for the relationship between compensation (0.024) and the intention to resign is relatively small.

However, the study's results also indicate a significant impact (2.956) of compensation on the intention to quit, as assessed by the criteria established by Hair et al. (2014). Hence, considering the path and significance of the relationship between compensation and the intention to quit, this study provides support for the idea that adequate compensation positively affects the intention to quit. It could be argued that the implementation of a fair compensation system within educational institutions can foster healthy competition among teachers, potentially leading to improvements in student academic achievement. Conversely, insufficient remuneration may have negative consequences, potentially resulting in lower academic performance among students.

Given that the obtained p-value is less than 0.05, the study substantiates the hypothesis that there is a significant relationship between compensation and the intention to quit. This alignment with the study's hypothesis is grounded in the principles of the social exchange theory. According to the social exchange theory, individuals shape and manage their relationships and interactions based on the exchange of resources. They assess the outcomes of these interactions by weighing the costs and benefits associated with them (Boateng et al., 2019). In the context of enhancing student academic performance, individuals often engage in the exchange of their labor, time, and resources without necessarily receiving compensation.

Moreover, findings of Cudjoe (2016) concerning the connection between compensation practices and employees' proclivity to resign at Cape Coast Polytechnic. Cudjoe's research revealed significant associations between various components of compensation, including salary, incentives, allowances, and fringe benefits, and employees' inclination to voluntarily leave their positions. It was established that the methods of remuneration had a noteworthy impact on employees' intentions to resign from their current roles. Furthermore, Mbeah's study in 2021 examined the relationships between compensation, job satisfaction, and employees' intentions to leave. The results indicated that employees generally expressed satisfaction with their compensation packages, which, paradoxically, led to an increase in their intentions to quit their jobs.

Additionally, the study found that providing incentives, training, and allowances to employees proved to be more effective in rewarding them compared to salary and fringe benefits. It concluded that non-monetary compensation had a more pronounced effect. Moreso, Jiang et al. (2017) conducted an empirical study

involving Chinese teachers to explore the influence of pay satisfaction and organizational commitment on their intentions to quit. Their research revealed that pay satisfaction had a significant impact on the likelihood of quitting. This study's findings are in line with the outcomes obtained in the aforementioned research and highlight the significant positive effect of pay satisfaction on teachers' intentions to quit.

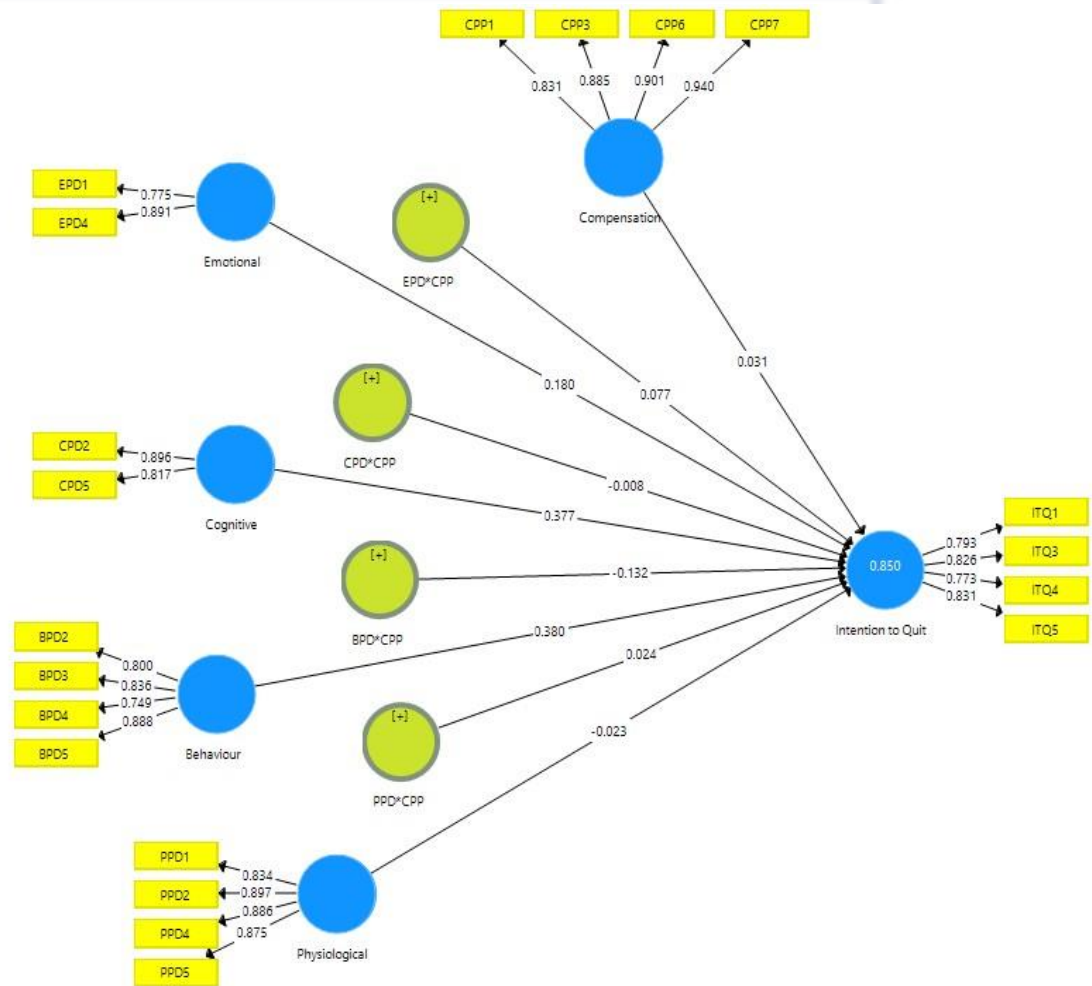
However, the findings affirmed the theory employed in the study. Consequently, the Social Exchange Theory explained how compensation and intention to quit relate, suggesting that a just and fair compensation system strengthens the social exchange between employees and employers (Boateng et al., 2019). Equitable compensation typically enhances dedication and diminishes the desire to leave by promoting a feeling of mutual give-and-take and contentment. Conversely, if there's a perceived mismatch between the effort exerted and the compensation received, or if alternative options seem more enticing, employees may lean towards considering leaving their current position. This aligns with the theory's emphasis on evaluating the costs and benefits in social interactions. Understanding this connection assists organizations in devising compensation plans that match employees' perceptions of fairness. This approach aids in curbing intentions to quit by fostering favorable relationships built on mutual exchange.

Objective Three

This section analysed the ultimate objective, strategically formulated to fulfill the overarching goal of the study. This final objective aimed to investigate the moderating role of compensation in the relationship between psychological distress and the intention to quit among teachers in second-cycle institutions located in Cape Coast Metropolis. Consequently, the study posited that compensation acts

as a moderator, influencing the connection between psychological distress and the intention to quit. The rationale behind introducing compensation into this equation stemmed from the desire to understand how it might alter both the direction and strength of the link between psychological distress (PD) and the intention to quit (ITQ). Prior to conducting the analysis, the measurement model underwent rigorous evaluation to ensure it met the recommended criteria for indicator reliability, internal consistency, convergent validity, and discriminant validity.

Figure 5: Evaluation of item loadings for Objective Three
Source: Field Data (2023)



Loadings on the indicators of compensation on psychological distress (emotional, cognitive, behavioral and physiological) and intention to quit constructs as depicted in Figure 6 show that the items retained for each of the constructs were good and appropriate for the measurement model

Table 14: Construct Reliability, Validity and Discriminant Validity

| | Cronbach's Alpha | Rho_A | Composite Reliability | Average Variance |
|---------|---------------------|-------|--------------------------|---------------------|
| EPD*CPP | 0.893 | 1.000 | 0.763 | 0.823 |
| EPD | 0.765 | 0.716 | 0.821 | 0.697 |
| CPD*CPP | 0.908 | 1.000 | 0.704 | 0.616 |
| CPD | 0.745 | 0.764 | 0.847 | 0.735 |
| BPD*CPP | 0.934 | 1.000 | 0.731 | 0.619 |
| BPD | 0.836 | 0.846 | 0.891 | 0.672 |
| PPD*CPP | 0.950 | 1.000 | 0.856 | 0.531 |
| PPD | 0.898 | 0.923 | 0.928 | 0.762 |
| ITQ | 0.820 | 0.826 | 0.881 | 0.649 |
| CPP | 0.913 | 0.942 | 0.938 | 0.792 |

Source: Field Data (2023)

Table 15: Heterotrait-Monotrait Ratio (HTMT)

| | BPD* CPP | BPD | CPD* CPP | CPD | CPP | EPD* CPP | EPD | ITQ | PPD* CPP | PPD |
|---------|-------------|-------|-------------|-------|-------|-------------|-------|-------|-------------|-----|
| BPD*CPP | | | | | | | | | | |
| BPD | 0.158 | | | | | | | | | |
| CPD*CPP | 0.789 | 0.109 | | | | | | | | |
| CPD | 0.128 | 0.159 | 0.131 | | | | | | | |
| CPP | 0.135 | 0.157 | 0.092 | 0.176 | | | | | | |
| EPD*CPP | 0.011 | 0.151 | 0.568 | 0.123 | 0.060 | | | | | |
| EPD | 0.185 | 0.183 | 0.126 | 0.264 | 0.203 | 0.169 | | | | |
| ITQ | 0.143 | 0.161 | 0.107 | 0.152 | 0.155 | 0.106 | 0.156 | | | |
| PPD*CPP | 0.303 | 0.119 | 0.342 | 0.136 | 0.244 | 0.145 | 0.156 | 0.118 | | |
| PPD | 0.126 | 0.211 | 0.122 | 0.277 | 0.188 | 0.153 | 0.180 | 0.208 | 0.206 | |

Table 16: Fornell-Larcker Criterion

| | BPD*CPP | BPD | CPD*CP P | CPD | CPP | EPD*CPP | EPD | ITQ | PPD* CPP | PPD |
|---------|---------|--------|-------------|--------|--------|---------|--------|--------|-------------|-------|
| BPD*CPP | 0.443 | | | | | | | | | |
| BPD | -0.224 | 0.820 | | | | | | | | |
| CPD*CPP | 0.166 | -0.195 | 0.407 | | | | | | | |
| CPD | -0.143 | 0.859 | -0.136 | 0.857 | | | | | | |
| CPP | -0.049 | 0.122 | -0.049 | 0.092 | 0.890 | | | | | |
| EPD*CPP | 0.094 | 0.119 | -0.354 | 0.025 | -0.006 | 0.572 | | | | |
| EPD | -0.112 | 0.839 | -0.118 | 0.769 | 0.119 | 0.172 | 0.835 | | | |
| ITQ | -0.273 | 0.889 | -0.195 | 0.855 | 0.135 | 0.150 | 0.835 | 0.806 | | |
| PPD*CPP | 0.242 | -0.160 | 0.212 | -0.244 | -0.083 | 0.090 | -0.083 | -0.173 | 0.559 | |
| PPD | -0.126 | 0.183 | -0.111 | 0.222 | 0.013 | 0.114 | 0.133 | 0.180 | -0.007 | 0.873 |

Furthermore, the study assessed the constructs' internal consistency reliability using measures such as Composite Alpha (CA), Rho_A, and Composite Reliability (CR).

These measures are crucial for ensuring the reliability of the constructs. Upon close examination of the CA values, it was evident that they exceeded the recommended threshold of 0.70. Similarly, the Rho_A and CR scores also surpassed the established cutoff points (>0.708: see Table 14). Additionally, it was observed that the study met the minimum requirement of a 50 percent score for Average Variance Extracted (AVE) to achieve convergent validity or mutual relationships between the constructs. This was confirmed by the AVE values for organizational politics, workplace incivility, and employee resilience, all of which exceeded the 0.50 threshold (refer to Table 10). Importantly, the analysis revealed that issues related to discriminant validity were not present (HTMT < 0.85: see Table 15). Following the assessment of the measurement model, the researcher proceeded to adopt the structural model to analyze the study's objective, with summarized results presented in Table 17.

Table 17: Structural Model Results for Research Objective Three

| | Beta (R) | T-Statistics | R ² | Adjusted R ² | Q ² | P-value | F ² |
|---------------|----------|--------------|----------------|-------------------------|----------------|---------|----------------|
| EPD*CPP ->ITQ | 0.077 | 2.581 | | | | 0.007 | 0.028 |
| EPD ->ITQ | 0.180 | 2.103 | | | | 0.036 | 0.058 |
| CPD*CPP ->ITQ | -0.008 | 0.071 | | | | 0.944 | 0.000 |
| CPD ->ITQ | 0.377 | 3.815 | | | | 0.000 | 0.209 |
| BPD*CPP ->ITQ | -0.132 | 0.984 | | | | 0.326 | 0.090 |
| BPD ->ITQ | 0.380 | 3.851 | | | | 0.000 | 0.161 |
| PPD*CPP ->ITQ | 0.024 | 3.429 | | | | 0.023 | 0.004 |
| PPD ->ITQ | -0.023 | 0.544 | | | | 0.587 | 0.003 |
| ITQ ->ITQ | | | 0.850 | 0.835 | 0.513 | | |
| CPP ->ITQ | 0.031 | 0.724 | | | | 0.469 | 0.006 |

Source: Field survey (2023)

The outcomes presented in Table 17 reveal several significant insights. Firstly, the emotional dimension exhibits a notable and positively significant relationship ($R = 0.077$; $t = 2.581$; $p = 0.007$) with the intention to quit (ITQ), all while keeping the moderator compensation constant. This implies that the impact of this relationship, as indicated by the effect size ($f^2 = 0.058$) statistic, is substantial. Additionally, compensation (CPP) demonstrates a significant and positive connection with the intention to quit (ITQ) ($R = 0.031$; $t = 0.724$; $p = 0.469$). This suggests that an increment in the emotional dimension by one unit will result in a 0.180 increase in the intention to quit (ITQ) among teachers in second-cycle institutions located in Cape Coast Metropolis, with a substantial effect or influence ($f^2 = 0.058$). Conversely, a reduction in the emotional dimension will lead to a corresponding decrease in the intention to quit among teachers in these institutions, with the same magnitude of impact.

Similarly, the cognitive dimension exhibits a significant and negative relationship ($R = -0.008$; $t = 0.071$; $p = 0.944$) with the intention to quit (ITQ), maintaining the moderator compensation at a constant level. This indicates that the

impact of this relationship, as indicated by the effect size ($f^2 = 0.209$) statistic, is substantial. Additionally, compensation (CPP) demonstrates a significant and positive association with the intention to quit (ITQ) ($R = -0.008$; $t = 0.071$; $p = 0.944$). This implies that an increase in the cognitive dimension by one unit will result in a 0.377 increase in the intention to quit (ITQ) among teachers in second-cycle institutions located in Cape Coast Metropolis, with a substantial effect or influence ($f^2 = 0.209$). Conversely, a reduction in the cognitive dimension will lead to a corresponding decrease in the intention to quit among teachers in these institutions, with the same magnitude of impact.

Furthermore, when examining the behavioral dimension, it becomes apparent that it exhibits a significant and negative relationship ($R = -0.132$; $t = 0.984$; $p = 0.326$) with the intention to quit (ITQ), while keeping the interacting term or moderator compensation constant. This implies that the impact of this relationship, as indicated by the effect size ($f^2 = 0.090$) statistic, is substantial.

Similarly, compensation (CPP) demonstrates a significant and positive association with the intention to quit (ITQ) ($R = -0.031$; $t = 0.984$; $p = 0.326$). This suggests that an increment in the behavioral dimension by one unit will lead to a 0.380 increase in the intention to quit (ITQ) among teachers in second-cycle institutions located in Cape Coast Metropolis, with a large effect or influence ($f^2 = 0.161$).

Additionally, when assessing the physiological dimension, it is evident that it has a significant and positive relationship ($R = -0.024$; $t = 3.429$; $p = 0.023$) with the intention to quit (ITQ), while holding the interacting term or moderator compensation constant. This also conveys that the effect of this relationship, as measured by the effect size ($f^2 = 0.004$) statistic, is large. Moreover, compensation

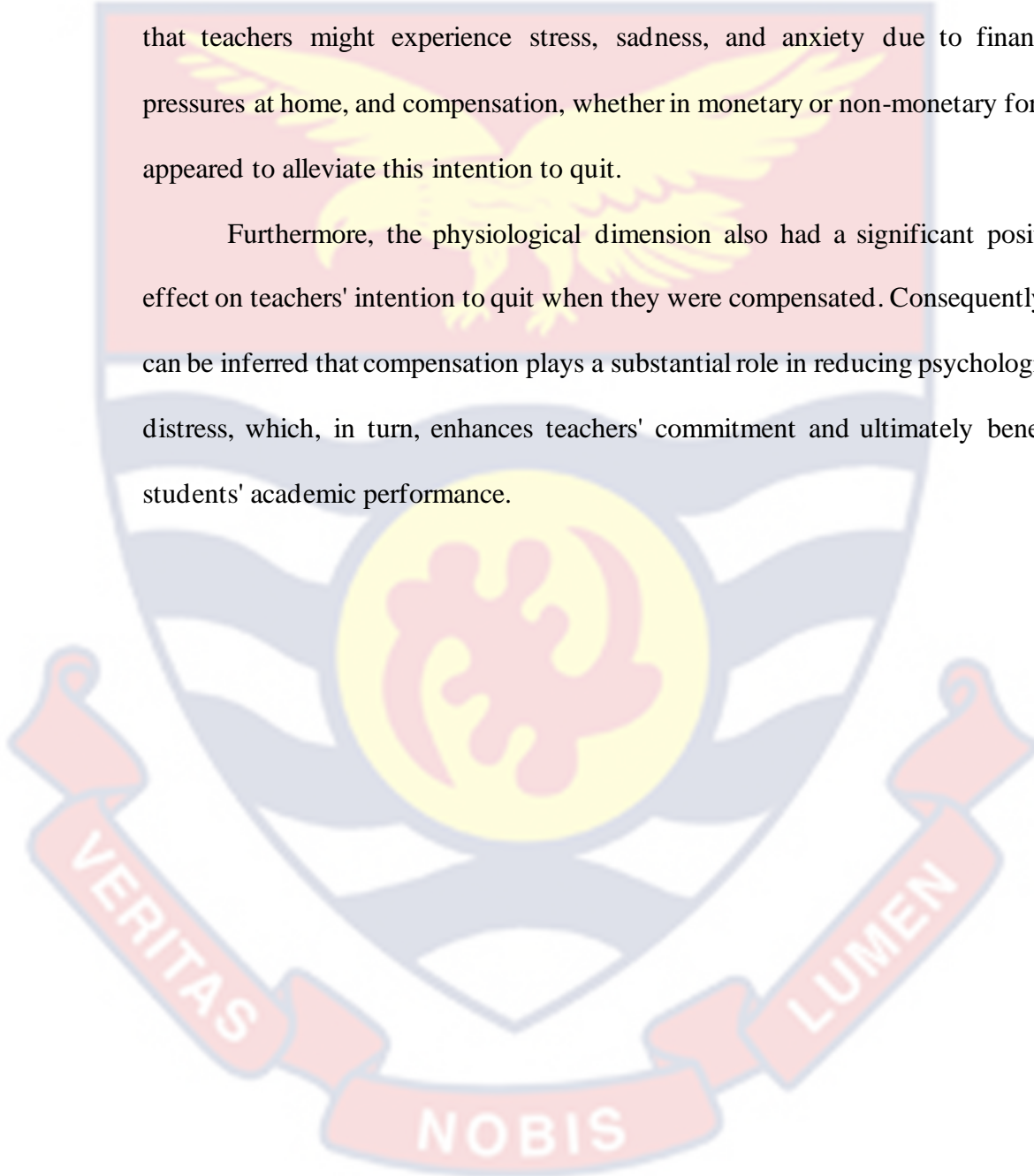
(CPP) displays a significant and positive nexus with the intention to quit (ITQ) ($R = 0.031$; $t = 0.724$; $p = 0.469$). This implies that an increase in the physiological dimension by one unit will lead to a -0.023 decrease in the intention to quit (ITQ) among teachers in second-cycle institutions located in Cape Coast Metropolis, with a large effect or impact ($f^2 = 0.003$).

The third hypothesis explores the idea that not all aspects of psychological distress (including emotional, cognitive, behavioral, and physiological dimensions) had a uniformly positive impact on the intention to quit among teachers in second-cycle institutions in Cape Coast Metropolis, even when compensation was considered. Surprisingly, the behavioral and cognitive dimensions demonstrated a notable negative influence on the intention to quit, even in the presence of compensation. These findings resonate with the research conducted by Mitra et al. (2020), which delved into the influence of compensation satisfaction (CS) on the intention to quit (ITQ), with job satisfaction (JS) as a mediating factor. Their results indicated that all four dimensions of CS had a positive effect on JS and a negative effect on ITQ, with JS partially mediating the relationship between CS and ITQ. This unique focus on the mediating role of JS provides valuable insights for human resource managers aiming to mitigate turnover resulting from compensation-related issues.

Similarly, a study by Cudjoe (2016) investigating the relationship between compensation practices and employees' intention to quit at Cape Coast Polytechnic found significant correlations between compensation practices and employees' intention to quit. The study revealed a direct positive connection between various tested dependent and independent variables, including salary, incentives,

allowance, and fringe benefits. The key takeaway from this research is that compensation practices significantly influence employees' intention to quit. However, the emotional dimension exhibited a significant positive impact on teachers' intention to quit when compensation was taken into account. This suggests that teachers might experience stress, sadness, and anxiety due to financial pressures at home, and compensation, whether in monetary or non-monetary forms, appeared to alleviate this intention to quit.

Furthermore, the physiological dimension also had a significant positive effect on teachers' intention to quit when they were compensated. Consequently, it can be inferred that compensation plays a substantial role in reducing psychological distress, which, in turn, enhances teachers' commitment and ultimately benefits students' academic performance.



CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

Introduction

This chapter serves as the conclusion of the research. It involved several important elements, including a thorough recap of the study, an analysis of the primary findings, recommendations resulting from these findings, an examination of the study's limitations, and suggestions for future research endeavors. The presentation of conclusions and recommendations was structured in accordance with the three specific objectives outlined in Chapter Four.

The purpose of the study was to investigate into the relationship between psychological distress and intention to quit with the moderating role of compensation on the nexus of psychological distress and intention to quit among teachers in Second Cycle Institutions in Cape Coast Metropolis.

Furthermore, it aimed to explore the influence of psychological distress and its dimensions on intention to quit. Also, to explore the effect of compensation on intention to quit. Lastly, exploring the moderating role of compensation in the relationship between psychological distress and intention to quit among teachers in Second Cycle Institutions in Cape Coast Metropolis.

The study employed a quantitative research approach and utilized a cross-sectional research design with proportional representation, aligning with the objectives of the study. The principal method employed for data collection involved the use of a structured questionnaire, serving as a tool to collect data from the entire population of 317 teachers within the specified target group. However, out of the total number of 200 questionnaires distributed, 169 were considered reliable for the

purposes of this study, resulting in a response rate of 84.5%. The study's three primary objectives were investigated through the application of partial least squares structural equation modeling techniques, utilizing SMART PLS version 3.0. A significance level of 0.05 was utilized for all tests of statistical significance. The first objective was substantiated through the development of four primary hypotheses, while the second and third objectives each relied on one hypothesis for support. The primary outcomes, in relation to the precise objectives and hypotheses of the study, have been succinctly summarized as follows.

Key Findings of the Study

The results of the first objectives presented that psychological distress had a positive significant influence on intention to quit. However, emotional, cognitive, behavioral and physiological dimensions of psychological distress, were found to influence teachers' intention among teachers in Second-cycle Institutions in Cape Coast Metropolis. Furthermore, the study showed that emotional and physiological dimensions of psychological distress had the largest significant influence on teachers' intention to quit among teachers in Second-cycle Institutions in Cape Coast Metropolis.

With respect to objective two, the results showed that, compensation had a positive significant influence on intention to quit among teachers in Second-cycle Institutions in Cape Coast Metropolis.

The final objective demonstrated that compensation moderated the relationship between four psychological distress dimensions (emotional, cognitive, behavioral and physiological) and intention to quit. Although, behavioral and cognitive had no significant direct effect on the nexus between compensation and intention to quit, however, emotional and physiological dimensions of

psychological distress had significant positive effect on the nexus between compensation and intention to quit.

Conclusions

The study aimed to explore the relationship between psychological distress (covering emotional, cognitive, behavioral, and physiological aspects) and the intention to quit among teachers in Second Cycle Institutions in Cape Coast Metropolis, while also considering the moderating influence of compensation on this relationship. To accomplish this, three specific objectives were established, and these objectives have largely been successfully accomplished. The study's conclusions are drawn from the following findings;

Regarding the first objective, the study's findings indicate that psychological distress indeed influences the intention to quit among teachers within the Second Cycle Institutions in Cape Coast Metropolis. Teachers tend to leave their job when they are stressed, anxious and distressed.

In relation to the second research objective, the study's findings suggest that the compensation provided to teachers within the Second Cycle Institutions in Cape Coast Metropolis significantly impacts their intention to quit. Drawing upon the principles of the social exchange theory, the study concludes that this compensation plays an essential role in boosting teachers' morale, which, in turn, fosters a sense of reciprocity. In this exchange, teachers invest their time and resources in students to enhance their academic performance, and in return, they receive compensation, thereby strengthening their commitment to their profession and reducing the likelihood of quitting.

Regarding the third and final research objective, this study draws the conclusion that compensation can influence teachers' intention to quit effectively

when it motivates them through intrinsic factors like recognition, promotions, and job satisfaction, as well as extrinsic factors such as incentives, salary increments, and adherence to timely payment plans. When teachers are adequately compensated, it directly enhances their job satisfaction and loyalty, subsequently impacting the performance of students positively. Furthermore, the study findings indicate that compensation plays a moderating role in the relationship between psychological distress and its dimensions. This implies that the influence of psychological distress on teachers' intention to quit is mitigated when there is a strong compensatory element in place, ultimately emphasizing the importance of offering fair and appealing compensation packages.

Recommendations

The following recommendations are based on the conclusions drawn from the study:

It is essential for the government in relation to the education minister in actively promote measures that enhance teachers' commitment to remaining in the teaching profession. This involves offering comprehensive compensation packages that address both intrinsic and extrinsic motivators. This entails providing improved compensation to strengthen teachers' dedication to their profession, including raising their monthly salaries and ensuring punctual payment.

The study additionally establishes that psychological distress, encompassing emotional and physiological aspects, is a significant predictor of teachers' intention to quit within second-cycle institutions in the Cape Coast metropolis. Consequently, it is advisable to implement a structured schedule of workshops aimed at enhancing teachers' awareness of their psychological and mental well-being. This initiative would serve to cultivate and sustain a conducive

working environment for teachers, ultimately contributing to enhanced academic performance among students in second-cycle institutions in the Cape Coast metropolis.

Furthermore, it is essential to foster a positive and harmonious relationship between headteachers and teachers, characterized by open communication and the absence of conflicts. This environment allows educators to freely address the issues and challenges they encounter, which, in turn, can impact their capacity to enhance student performance. Furthermore, it is important to provide an equal opportunity for all individuals to showcase their talents and abilities.

Suggestions for further research

Further research is recommended to explore how teachers in other second-cycle institutions respond to these variables in their respective settings. Conducting a more extensive investigation would enhance the applicability of the study's findings across different educational sectors in Ghana. Replicating cross-sectional study would shed light on how psychological distress influences the intention to quit while considering the role of compensation.

REFERENCE

- Abdulaziz, A., Bashir, M., & Alfalih, A. A. (2022). The impact of work-life balance and work overload on teacher's organizational commitment: do Job Engagement and Perceived Organizational support matter. *Education and Information Technologies*, 27(7), 9641-9663.
- Abu Talib, M., Bettayeb, A. M., & Omer, R. I. (2021). Analytical study on the impact of technology in higher education during the age of COVID-19: Systematic literature review. *Education and information technologies*, 1-28.
- Acheampong, H. Y. (2019). Relationship Between Students' Perception of Deficit Needs and Academic Performance of Senior High School Students in the Techiman North District (*Doctoral dissertation, University of Cape Coast*).
- Adjei, S. B. (2019). Conceptualising personhood, agency, and morality for African psychology. *Theory & Psychology*, 29(4), 484-505.
- Aguiar-Quintana, T., Nguyen, T. H. H., Araujo-Cabrera, Y., & Sanabria-Díaz, J. M. (2021). Do job insecurity, anxiety and depression caused by the COVID-19 pandemic influence hotel employees' self-rated task performance? The moderating role of employee resilience. *International Journal of Hospitality Management*, 94, 102868.
- Agyapong, D., Asiamah, M., & Cudjoe, E. A. (2019). Effect of compensation package on staff intention to quit in technical university: A structural equation approach. *Asian Journal of Economics, Business and Accounting*, 11(2), 1-13.
- Ahmad, A., Barakbah, S. M. B. S. F., & Singh, B. R. S. N. (2021). Employee Stress and Turnover Intentions of Employees in Hotel Organizations. *Technology*.
- Akanbi, P. A., Oyedele, O., & Ijatuyi, J. O. (2022). Determinants Of Intentions to Quit a Bank Job In Lagos State. *ACUJournal of Social and Management Sciences*, 2(1).

- Akbar, M. S., & Khanfar, F. (2020). Benefits and Compensations in Employees' Motivation. *Asian Journal of Economics and Business*, 1(1), 19-33.
- Alam, A., & Tiwari, P. (2021). Implications of COVID-19 for low-cost private schools. *UNICEF, Issue Brief*,(8).
- Alfes, K., Shantz, A. D., Truss, C., & Soane, E. C. (2013). The link between perceived human resource management practices, engagement and employee behaviour: a moderated mediation model. *The international journal of human resource management*, 24(2), 330-351.
- Ambrose, M. K. T. (2022). Examining Organizational Embeddedness of Full-Time, Part-Time, and Contract Workers within the Values of Job Satisfaction, Pay, Supervisory Relationships, and Promotion (*Doctoral dissertation, Columbia Southern University*).
- Asante, L. A., & Helbrecht, I. (2020). The urban dimension of Chinese infrastructure finance in Africa: A case of the Kotokuraba Market Project, Cape Coast, Ghana. *Journal of Urban Affairs*, 42(8), 1278-1298.
- Asenahabi, B. M. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89.
- Azevedo, J. (1997). *Mapping reality: An evolutionary realist methodology for the natural and social sciences*. SUNY Press.
- Baeriswyl, S., Bratoljic, C., & Krause, A. (2021). How homeroom teachers cope with high demands: Effect of prolonging working hours on emotional exhaustion. *Journal of School Psychology*, 85, 125-139.
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models.

Journal of the academy of marketing science, 16, 74-94.

- Baloyi, N. C., & Malatji, E. J. (2023). Curriculum Development for Online Teaching and Learning: Academics' Perspectives from A Rural-Based University in South Africa. *African Perspectives of Research in Teaching and Learning*, 7(1), 168-183.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52(1), 1-26.
- Baquero, A. (2022). Job Insecurity and Intention to Quit: The Role of Psychological Distress and Resistance to Change in the UAE Hotel Industry. *International Journal of Environmental Research and Public Health*, 19(20), 13629.
- Baquero, A. (2023). Hotel Employees' Burnout and Intention to Quit: The Role of Psychological Distress and Financial Well-Being in a Moderation Mediation Model. *Behavioral Sciences*, 13(2), 84.
- Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34(1), 259-300.
- Bayighomog, S. W., Ogunmokun, O. A., Ikhide, J. E., Tanova, C., & Anasori, E. (2023). How and when mindfulness inhibits emotional exhaustion: A moderated mediation model. *Current Psychology*, 42(11), 9080-9094.
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods*. Oxford university press.
- Benitez, J., Henseler, J., Castillo, A., & Schubert, F. (2020). How to perform and report an impactful analysis using partial least squares: Guidelines for confirmatory and explanatory IS research. *Information & management*, 57(2), 103168.

- Biney, E., & Boakye, E. (2021). Urban sprawl and its impact on land use land cover dynamics of Sekondi-Takoradi metropolitan assembly, Ghana. *Environmental Challenges*, 4, 100168.
- Blatchford, P., & Russell, A. (2019). Class size, grouping practices and classroom management. *International Journal of Educational Research*, 96, 154-163.
- Boateng, H., Kosiba, J. P. B., & Okoe, A. F. (2019). Determinants of consumers' participation in the sharing economy: A social exchange perspective within an emerging economy context. *International Journal of Contemporary Hospitality Management*.
- Bogopa, M. E., & Marnewick, C. (2022). Critical success factors in software development projects. *South African Computer Journal*, 34(1), 1-34.
- Bon, A. T., & Shire, A. M. (2022). Review of Conservation of Resources Theory in Job Demands and Resources Model. *International Journal of Global Optimization and Its Application*, 1(4), 236-248.
- Boohene, R., Agyapong, D., & Asomaning, R. (2012). A micro level analysis of the market orientation–small business financial performance nexus.
- Bothma, C. F., & Roodt, G. (2013). The validation of the turnover intention scale. *SA journal of human resource management*, 11(1), 1-12.
- Brossard, B., & Chandler, A. (2022). *Explaining mental illness: sociological perspectives*. Policy Press.
- Çankır, B., & Arıkan, S. (2019). Examining work engagement and job satisfaction variables in their relations with job performance and intention to quit. *İşletme Araştırmaları Dergisi*, 11(2), 1133-1150.
- Çelik, D. A., Yeloğlu, H. O., & Yıldırım, O. B. (2016). The moderating role of self efficacy on the perceptions of justice and turnover intentions. *Procedia-Social and Behavioral Sciences*, 235, 392-402.
- Chambers Mack, J., Johnson, A., Jones-Rincon, A., Tsatenawa, V., & Howard, K.

(2019). Why do teachers leave? A comprehensive occupational health study evaluating intent-to-quit in public school teachers. *Journal of Applied Biobehavioral Research*, 24(1), e12160.

Chen, Y. (2020). Statistical Analysis with Non-Probability Survey Samples.

Chen, X., Al Mamun, A., Hussain, W. M. H. W., Jingzu, G., Yang, Q., & Shami, S. S. A. A. (2023). Envisaging the job satisfaction and turnover intention among the young workforce: Evidence from an emerging economy. *Plos one*, 18(6), e0287284.

Cho, Y., & Choi, Y. (2021). When and how does sustainable HRM improve customer orientation of frontline employees? Satisfaction, empowerment, and communication. *Sustainability*, 13(7), 3693.

Churchill, G. A., & Iacobucci, D. (2006). *Marketing research: methodological foundations* (Vol. 199, No. 1). New York: Dryden Press.

Cicek, B., Turkmenoglu, M. A., & Ozbilgin, M. (2021). Examining the mediating role of organisational support on the relationship between organisational cynicism and turnover intention in technology firms in Istanbul. *Frontiers in Psychology*, 12, 606215.

Clifton, J., & Harter, J. K. (2019). It's the Manager: Gallup finds the quality of managers and team leaders is the single biggest factor in your organization's long-term success. Washington, DC, USA: Gallup Press.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Connolly-Zubot, A., Timulak, L., Hession, N., & Coleman, N. (2020). Emotion-focused therapy for anxiety and depression in women with breast cancer. *Journal of Contemporary Psychotherapy*, 50(2), 113-122.

- Converse, J. M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire* (Vol. 63). Sage.
- Cooper, D. R., & Schindler, P. (2014). *Business research methods*. McGraw-hill.
- Creswell, J. W., Clark, V. L. P., Gutmann, M. L., & Hanson, W. E. (2003). ADVANCED MIXED. *Handbook of mixed methods in social & behavioral research*, 209.
- Creswell, J. W., & Creswell, J. D. (2005). Mixed methods research: *Developments, debates, and dilemma* (pp. 315-26). Oakland, CA: Berrett-Koehler Publishers.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Creswell, J. W. (2016). Reflections on the MMIRA the future of mixed methods task force report. *Journal of Mixed Methods Research*, 10(3), 215-219.
- Crosswell, A. D., & Lockwood, K. G. (2020). Best practices for stress measurement: How to measure psychological stress in health research. *Health psychology open*, 7(2), 2055102920933072.
- Crotty, M. J. (1998). The foundations of social research: Meaning and perspective in the research process. *The foundations of social research*, 1-256.
- Cudjoe, E. A. (2016). Compensation practices and employees' intention to quit at the Cape Coast Polytechnic (*Doctoral dissertation, University of Cape Coast*).
- Dando, D. D. (2017). Factor Analysis of Academic Staff Satisfaction in Dire Dawa University, Ethiopia.
- Didit, D. D., & Nikmah, N. R. S. (2020). The role of remuneration contribution and social support in organizational life to build work engagement. *Journal of Islamic Economics Perspectives*, 1(2), 20-32.

- Dossa, F., Zeltzer, D., Sutradhar, R., Simpson, A. N., & Baxter, N. N. (2022). Sex differences in the pattern of patient referrals to male and female surgeons. *JAMA surgery*, 157(2), 95-103.
- Dousin, O., Collins, N., Bartram, T., & Stanton, P. (2021). The relationship between work-life balance, the need for achievement, and intention to leave: mixed-method study. *Journal of advanced nursing*, 77(3), 1478-1489.
- Dreer, B. (2021). Teachers' well-being and job satisfaction: The important role of positive emotions in the workplace. *Educational studies*, 1-17.
- Drolet, A. L., & Morrison, D. G. (2001). Do we really need multiple-item measures in service research?. *Journal of service research*, 3(3), 196-204.
- Dwesini, N. F. (2019). Causes and prevention of high employee turnover within the hospitality industry: A literature review. *African Journal of Hospitality, Tourism and Leisure*, 8(3), 1-15.
- Efron, B., & Tibshirani, R. J. (1994). *An introduction to the bootstrap*. CRC press.
- Elsafty, A. S., & Ragheb, M. (2020). The role of human resource management towards employees retention during Covid-19 pandemic in medical supplies sector-Egypt. *Business and Management Studies*, 6(2), 5059-5059.
- Emmanuel, N., & Nwuzor, J. (2021). Employee and Organisational Performance: Employees Perception of Intrinsic and Extrinsic Rewards System. *Applied Journal of Economics, Management and Social Sciences*, 2(1), 26-32.
- Emerson, D. J., Hair Jr, J. F., & Smith, K. J. (2023). Psychological distress, burnout, and business student turnover: The role of resilience as a coping mechanism. *Research in higher education*, 64(2), 228-259.
- Emoja, M. M. (2016). Job satisfaction and teacher turnover intention in secondary schools in Kakamega Central District, Kenya. *International Journal of Education and Research*, 4(3), 85-100.
- Ewen, C., Jenkins, H., Jackson, C., Jutley-Neilson, J., & Galvin, J. (2021). Well-being, job satisfaction, stress and burnout in speech-language pathologists:

A review. *International journal of speech-language pathology*, 23(2), 180-190.

Fana, M., Tolan, S., Torrejón, S., Brancati, C. U., & Fernández-Macías, E. (2020). The COVID confinement measures and EU labour markets.

Luxembourg: *Publications office of the European Union*.

Farmer, J., Johnson, J. K., Clark, C. M., Arnold, S. E., Coslett, H. B., ... & Grossman, M. (2006). Frontotemporal dementia: clinicopathological correlations. *Annals of Neurology: Official Journal of the American Neurological Association and the Child Neurology Society*, 59(6), 952-962.

Favero, N., & Bullock, J. B. (2015). How (not) to solve the problem: An evaluation of scholarly responses to common source bias. *Journal of Public Administration Research and Theory*, 25(1), 285-308.

Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 339-363.

Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics.

Garg, N., Mahipalan, M., & Sharma, N. (2023). Does workplace toxicity influence turnover intentions among Indian healthcare employees? Investigating the moderating role of gratitude. *Journal of Health Organization and Management*, 37(2), 250-272.

Georgiana-Florina, I. P., Tanase, V. A., & Bacanoiu, V. C. (2022). The influence of intrinsic and extrinsic motivation for employee compensation. *Academy of Marketing Studies Journal*, 26(5).

Gerhart, B., & Milkovich, G. T. (1990). Organizational differences in managerial compensation and financial performance. *Academy of Management journal*, 33(4), 663-691.

Gerhart, B. A., Milkovich, G. T., & Murray, B. (1992). Pay, performance, and participation.

Ghazali, N., Nasir, F. D. M., & Nordin, M. S. (2022). Moderating Effect of Gender in the Association between MOOC-efficacy and Meaningful Learning. *Asian Journal of University Education*, 18(4), 1076-1092.

Gill, C. (2018). Don't know, don't care: An exploration of evidence based knowledge and practice in human resource management. *Human Resource Management Review*, 28(2), 103-115.

Gordon, A. L. (2022). How Leaders Relate to Fear: *Toward a Theory of Fear as a Generative Experience*. Benedictine University. Guba, E. G. (1990). The paradigm dialog. In *Alternative paradigms conference, mar, 1989, indiana u, school of education, san francisco, ca, us*. Sage Publications, Inc.

Günes, E. D., & Yaman, H. (2018). Transition to family practice in Turkey. *Journal of continuing education in the health professions*, 28(2), 106-112.

Gyesaw, F. (2020). Critical Success Factors for Public Private Partnership: *Evidence from Metropolitan, Municipal and District Assemblies in the Central Region, Ghana* (Doctoral dissertation, University of Cape Coast).

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long range planning*, 46(1-2), 1-12.

Hair Jr, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European business review*, 26(2), 106-121.

Hair, Jr, J. F., Sarstedt, M., Matthews, L. M., & Ringle, C. M. (2016). Identifying

and treating unobserved heterogeneity with FIMIX-PLS: part I–method. *European business review*, 28(1), 63-76.

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., & Thiele, K. O. (2017).

Mirror, mirror on the wall: a comparative evaluation of composite-based structural equation modeling methods. *Journal of the academy of marketing science*, 45, 616-632.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European business review*, 31(1), 2-24.

Hajjar, S. T. (2018). Statistical analysis: Internal-consistency reliability and construct validity. *International Journal of Quantitative and Qualitative Research Methods*, 6(1), 27-38.

Hammersley, M. (2019). From positivism to post-positivism: Progress or digression?. *Teoria Polityki*, (3), 175-188.

Haque, A., Fernando, M., & Caputi, P. (2019). Responsible leadership, affective commitment and intention to quit: an individual level analysis. *Leadership & Organization Development Journal*, 40(1), 45-64.

Hayes, S. C., & Hofmann, S. G. (2021). “Third-wave” cognitive and behavioral therapies and the emergence of a process-based approach to intervention in psychiatry. *World Psychiatry*, 20(3), 363-375.

Heath, C., Sommerfield, A., & von Ungern-Sternberg, B. S. (2020). Resilience strategies to manage psychological distress among healthcare workers during the COVID-19 pandemic: a narrative review. *Anaesthesia*, 75(10), 1364-1371.

- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the academy of marketing science*, 43, 115-135.
- Hinsliff, S. W., Hindley, C., & Thomson, A. M. (2004). A survey of regional guidelines for intrapartum electronic fetal monitoring in women at low obstetric risk. *Midwifery*, 20(4), 345-357.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American psychologist*, 44(3), 513.
- Hobfoll, S. E., & Shirom, A. (2000). Conservation of resources theory: Applications to stress and management in the workplace. *Handbook of organization behavior*, 2, 57-81.
- Hossain, S., Sultana, N., HaqueTuli, M. F., Jahan, M., & Huda, S. (2022). Psychological Burnout Among Secondary School Teachers of Dhaka City: Contribution of Demographic Factors. *NAEM Publication no NAEM-170/2021 NAEM JOURNAL Serial no-30 A half-yearly peer-reviewed journal published by NAEM with financial assistance from Ministry of Education*, 58.
- Ibrahim, R. Z. A. R., Zalam, W. Z. M., Foster, B., Afrizal, T., Johansyah, M. D., Saputra, J., ... & Ali, S. N. M. (2021). Psychosocial work environment and teachers' psychological well-being: The moderating role of job control and social support. *International journal of environmental research and public health*, 18(14), 7308.
- Jennings, P. A., Minnici, A., & Yoder, N. (2019). Creating the working conditions to enhance teacher social and emotional well-being. Keeping students safe and helping them thrive: *A collaborative handbook on school safety, mental health, and wellness*, 1, 210-239.
- Jeyapal D.R., Bhasin S.K., Kannan A.T., and M.S. Bhatia. (2015). Call handlers working in foreign call centres in Delhi's national capital region experienced stress, anxiety, and despair. *Indian Journal of Public Health*, 59(2):95.

- Jiang, Z., Gollan, P. J., & Brooks, G. (2017). Relationships between organizational justice, organizational trust and organizational commitment: a cross-cultural study of China, South Korea and Australia. *The International Journal of Human Resource Management*, 28(7), 973-1004.
- Forman, M. S., Jolly, P. M., Kong, D. T., & Kim, K. Y. (2021). Social support at work: An integrative review. *Journal of Organizational Behavior*, 42(2), 229-251.
- Kelly, N., Cespedes, M., Clarà, M., & Danaher, P. A. (2019). Early career teachers' intentions to leave the profession: The complex relationships among preservice education, early career support, and job satisfaction. *Australian Journal of Teacher Education*, 44(3), 93-113.
- Keshishyan Siraki, G., & Khosravi, S. (2021). The Adaptability of Homans's Social Exchange Theory with Iranian Society. *Iranian Sociological Review*, 11(1), 135-144.
- Kessler, R. C., Berglund, P., Demler, O., Jin, R., Koretz, D., Merikangas, K. R., ... & Wang, P. S. (2003). The epidemiology of major depressive disorder: results from the National Comorbidity Survey Replication (NCS-R). *Jama*, 289(23), 3095-3105.
- Kim, J. H., Jung, S. H., Seok, B. I., & Choi, H. J. (2022). The Relationship among Four Lifestyles of Workers amid the COVID-19 Pandemic (Work-Life Balance, YOLO, Minimal Life, and Staycation) and Organizational Effectiveness: With a Focus on Four Countries. *Sustainability*, 14(21), 14059.
- Kock, N., & Lynn, G. (2012). Lateral collinearity and misleading results in variance-based SEM: An illustration and recommendations. *Journal of the Association for information Systems*, 13(7).
- Koob, C., Schröpfer, K., Coenen, M., Kus, S., & Schmidt, N. (2021). Factors influencing study engagement during the COVID-19 pandemic: A cross-sectional study among health and social professions students. *PLoS One*, 16(7), e0255191.

Kristiawan, B., Nu'man, F. A., Abiwardani, P. A. V., & Bharata, A. (2022). The Effect of Career Development, Compensation, and Organizational Justice on Intention to Quit in Insurance Company X.

Kucherov, D., & Manokhina, D. (2017). Evaluation of training programs in Russian manufacturing companies. *European Journal of Training and Development*, 41(2), 119-143.

Ledochowski, L., Unterrainer, C., Ruedl, G., Schnitzer, M., & Kopp, M. (2012). Quality of life, coach behaviour and competitive anxiety in Winter Youth Olympic Games participants. *British Journal of Sports Medicine*, 46(15), 1044-1047.

Lee, N. Y., & Park, A. (2023). How online harassment affects Korean journalists? The effects of online harassment on the journalists' psychological problems and their intention to leave the profession. *Journalism*, 14648849231166511.

Lee, R., & Jones, O. (2015). Entrepreneurial social capital research: resolving the structure and agency dualism. *International Journal of Entrepreneurial Behavior & Research*, 21(3), 338-363.

Iis, E. Y., Wahyuddin, W., Thoyib, A., Ilham, R. N., & Sintia, I. (2022). The Effect of Career Development And Work Environment On Employee Performance With Work Motivation As Intervening Variable At The Office Of Agriculture And Livestock In Aceh. *International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS)*, 2(2), 227-236.

Liu, X., & Raghuram, S. (2022). The effects of latent withdrawal profiles on employee turnover, destinations and job performance. *Human Resource Management Journal*, 32(2), 384-405.

Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. *Nursing & midwifery research: Methods and appraisal for*

evidence-based practice, 123, 140.

Mace, R. A., Doorley, J., Bakhshaie, J., Cohen, J. E., & Vranceanu, A. M. (2021).

Psychological resiliency explains the relationship between emotional distress and quality of life in neurofibromatosis. *Journal of Neuro-Oncology*, 155, 125-132.

MacKinnon, D. P., & Luecken, L. J. (2008). How and for whom? Mediation and moderation in health psychology. *Health psychology*, 27(2S), S99.

Malhotra, N. K., Nunan, D., & Birks, D. F. (2020). *Marketing Research*. Pearson UK.

Manning, L. (2020). Moving from a compliance-based to an integrity-based organizational climate in the food supply chain. *Comprehensive Reviews in Food Science and Food Safety*, 19(3), 995-1017.

Matta, C. (2022). Philosophical paradigms in qualitative research methods education: What is their pedagogical role?. *Scandinavian Journal of Educational Research*, 66(6), 1049-1062.

Mazza, C., Ricci, E., Biondi, S., Colasanti, M., Ferracuti, S., Napoli, C., & Roma, P. (2020). A nationwide survey of psychological distress among Italian people during the COVID-19 pandemic: immediate psychological responses and associated factors. *International journal of environmental research and public health*, 17(9), 3165.

Mazzetti, G., Robledo, E., Vignoli, M., Topa, G., Guglielmi, D., & Schaufeli, W. B. (2023). Work engagement: A meta-analysis using the job demands-resources model. *Psychological Reports*, 126(3), 1069-1107.

Mbeah, J. (2021). Compensation and Employees' Intention to Quit in Selected Hotels in the Central Region: The Mediating Role of Job Satisfaction (*Doctoral dissertation, University of Cape Coast*).

McClelland, S. B. (1994). Training Needs Assessment Data-gathering Methods:: Part 1, Survey Questionnaires. *Journal of European Industrial Training*, 18(1), 22-26.

McDonald, H., & Adam, S. (2003). A comparison of online and postal data collection methods in marketing research. *Marketing intelligence & planning*, 21(2), 85-95.

McInerney, D. M., Korpershoek, H., Wang, H., & Morin, A. J. (2018). Teachers' occupational attributes and their psychological wellbeing, job satisfaction, occupational self-concept and quitting intentions. *Teaching and Teacher Education*, 71, 145-158.

Mehmood, S., Aziz, A., & Husin, N. S. (2023). Does work stress & workplace incivility influence Employee Turnover Intentions? Mediating Role of Work-family Conflict. *International Journal of Social Sciences and Economic Review*, 01-14.

Menec, V. H., Newall, N. E., Mackenzie, C. S., Shoostari, S., & Nowicki, S. (2020). Examining social isolation and loneliness in combination in relation to social support and psychological distress using Canadian Longitudinal Study of Aging (CLSA) data. *PloS one*, 15(3), e0230673.

Mérida-López, S., Sánchez-Gómez, M., & Extremera, N. (2020). Leaving the teaching profession: Examining the role of social support, engagement and emotional intelligence in teachers' intentions to quit. *Psychosocial Intervention*, 29(3), 141-151.

Mérida-López, S., & Extremera, N. (2020). When pre-service teachers' lack of occupational commitment is not enough to explain intention to quit:

Emotional intelligence matters!. *Revista de Psicodidáctica* (English ed.), 25(1), 52-58.

Merikangas, K. R., ... & Wang, P. S. (2003). The epidemiology of major depressive disorder: results from the National Comorbidity Survey Replication (NCS-R). *Jama*, 289(23), 3095-3105.

Meyer, B., Zill, A., Dilba, D., Gerlach, R., & Schumann, S. (2021). Employee psychological well-being during the COVID-19 pandemic in Germany: A longitudinal study of demands, resources, and exhaustion. *International Journal of Psychology*, 56(4), 532-550.

Mitra, A., Israel, D., & Sharma, M. (2020). Impact of Compensation Satisfaction on Intention to Quit: Mediating Role of Job Satisfaction. *South Asian Journal of Management*, 27(3).

Mofatteh, M. (2021). Risk factors associated with stress, anxiety, and depression among university undergraduate students. *AIMS public health*, 8(1), 36.

Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79.

Muguongo, M. M., Muguna, A. T., & Muriithi, D. K. (2015). Effects of compensation on job satisfaction among secondary school teachers in Maara Sub-County of Tharaka Nithi County, Kenya. *Journal of Human Resource Management*, 3(6), 47-59.

Muzzatti, B., Agostinelli, G., Bomben, F., Busato, S., Flaiban, C., Gipponi, K M., Mariutti, G., Mella, S., Piccinin, M., & Annunziata, M A. (2022, April 26). Intensity and Prevalence of Psychological Distress in Cancer Inpatients: Cross-Sectional Study Using New Case-Finding Criteria for the Hospital Anxiety and Depression Scale. <https://scite.ai/reports/10.3389/fpsyg.2022.875410>

- Narisada, A., & Schieman, S. (2022). Not just about the money: which job qualities compensate for unjust pay? *Socius*, 8, 23780231221085115.
- Nasution, M. I., & Priangkatara, N. (2022). Work Discipline and Work Motivation on Employee Performance. *International Journal of Economics, Social Science, Entrepreneurship and Technology (IJESET)*, 1(1), 50-64.
- Nazarian, A., Zaeri, E., Foroudi, P., Afrouzi, A. R., & Atkinson, P. (2022). Cultural perceptions of ethical leadership and its effect on intention to leave in the independent hotel industry. *International Journal of Contemporary Hospitality Management*, 34(1), 430-455.
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on medical education*, 8, 90-97.
- Neuman, D. (2014). Qualitative research in educational communications and technology: A brief introduction to principles and procedures. *Journal of Computing in Higher Education*, 26, 69-86.
- Nunnally, J.C. & Bernstein, I.H. (1994) The Assessment of Reliability. *Psychometric Theory*, 3, 248-29
- Ng, J., Xiong, Y., Qu, Y., Cheung, C., Ng, F. F. Y., Wang, M., & Pomerantz, E. M. (2019). Implications of Chinese and American mothers' goals for children's emotional distress. *Developmental psychology*, 55(12), 2616.
- Obeng, A. F., Zhu, Y., Quansah, P. E., Ntarmah, A. H., & Cobbinah, E. (2021). High-performance work practices and turnover intention: Investigating the mediating role of employee morale and the moderating role of psychological capital. *Sage Open*, 11(1), 2158244020988557.
- Oetomo, H. W., Satrio, B., & Lestariningsih, M. (2016). The Leadership style as moderating, influence of compensation, Organizational Citizenship Behaviour (OCB), and stress towards intention to quit. *International Journal of Business and Economic Affairs*, 1(1), 6-12.

- Ofori, K. N., Kyere, E. A., & Berko, L. B. (2020). Psychological Burnout among Tutors in Colleges of Education in the Ashanti Region, Ghana. *Asian Journal of Education and Social Studies*, 13(2), 12-21.
- Owusu, D. (2021). Occupational stress, burnout, job dissatisfaction and Turnover intentions among senior high school Teachers in cape coast metropolis, Ghana (Doctoral dissertation, University of Cape coast).
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. McGraw-hill education (UK).
- Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68(1), 3-23.
- Pluss, K. (2022). Self-Reports on Retention Related Factors from Secondary Level Special Education Teachers (Doctoral dissertation, University of Kansas).
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of management*, 12(4), 531-544.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International journal of nursing studies*, 47(11), 1451-1458.
- Porges, S. W. (1992). Vagal tone: a physiologic marker of stress vulnerability. *Pediatrics*, 90(3), 498-504.
- Quinlan, E., Deane, F. P., & Crowe, T. (2018). Pilot of an acceptance and commitment therapy and schema group intervention for mental health carer's interpersonal problems. *Journal of contextual behavioral science*, 9, 53-62.

- Rahman, M. M. (2023). Navigating the landscape of research paradigms: An overview and critique. *Available at SSRN 4392879*.
- Redondo, R., Sparrow, P., & Hernández-Lechuga, G. (2021). The effect of protean careers on talent retention: examining the relationship between protean career orientation, organizational commitment, job satisfaction and intention to quit for talented workers. *The International Journal of Human Resource Management*, 32(9), 2046-2069.
- Rodríguez-Sánchez, J. L., González-Torres, T., Montero-Navarro, A., & Gallego-Losada, R. (2020). Investing time and resources for work–life balance: The effect on talent retention. *International journal of environmental research and public health*, 17(6), 1920.
- Rojon, C., & Saunders, M. N. (2012). Formulating a convincing rationale for a research study. *Coaching: An International Journal of Theory, Research and Practice*, 5(1), 55-61.
- Rossiter, J. R. (2002). The C-OAR-SE procedure for scale development in marketing. *International journal of research in marketing*, 19(4), 305-335.
- Rothgeb, M. K. (2008). Creating a nursing simulation laboratory: A literature review. *Journal of Nursing Education*, 47(11), 489-494.
- Sabri, M., Wijekoon, R., & Rahim, H. (2020). The influence of money attitude, financial practices, self-efficacy and emotion coping on employees' financial well-being. *Management Science Letters*, 10(4), 889-900.
- Sánchez-Medina, A. J., Arteaga-Ortiz, J., Naumchik, R. M., & Pellejero, M. (2020). The intention to quit entrepreneurship in tourism SMEs: The effect of work addiction. *International Journal of Hospitality Management*, 89, 102400.
- Saputro, R., Aima, M. H., & Elmi, F. (2020). Effect of work stress and work load on burnout and its implementation in turnover intention Erha Clinic Branch Office (Bogor, Depok And Mangga Besar). *Dinasti International Journal of Management Science*, 1(3), 362-379.

- Saunders, M., Lewis, P., & Thornhill, A. (2003). Research methods for business students. *Essex: Prentice Hall: Financial Times*.
- Saunders, M., Lewis, P. H. I. L. I. P., & Thornhill, A. D. R. I. A. N. (2007). Research methods. *Business Students 4th edition Pearson Education Limited, England*, 6(3), 1-268.
- Saunders, M., Lewis, P. & Thornhill, A. (2012) Research Methods for Business Students. *Pearson Education Ltd., Harlow*.
- Saunders, M. N., & Townsend, K. (2016). Reporting and justifying the number of interview participants in organization and workplace research. *British Journal of Management*, 27(4), 836-852.
- Saunders, M.N.K., Lewis, P. & Thornhill, A. (2019) Research Methods for Business Students. *8th Edition, Pearson, New York*.
- Sekaran, U. & Bougie, R. (2013) Research Methods for Business: *A Skill-Building Approach. 6th Edition, Wiley, New York*.
- Sekaran, U., & Bougie, R. (2016). Research methods for business: *A skill building approach. john wiley & sons*.
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*, 3(7), 749-752.
- Sorn, M. K., Fienena, A. R., Ali, Y., Rafay, M., & Fu, G. (2023). The Effectiveness of Compensation in Maintaining Employee Retention. *Open Access Library Journal*, 10(7), 1-14.
- Stafford, L., & Kuiper, K. (2021). Social exchange theories: Calculating the rewards and costs of personal relationships. In *Engaging theories in interpersonal communication* (pp. 379-390). Routledge.
- Steffey, M. A., Griffon, D. J., Risselada, M., Buote, N. J., Scharf, V. F., Zamprogno, H., & Winter, A. L. (2023). A narrative review of the physiology and health effects of burnout associated with veterinarian-pertinent occupational stressors. *Frontiers in Veterinary Science*, 10.

- Stone, M. (1974). Cross-validation and multinomial prediction. *Biometrika*, 61(3), 509-515.
- Suksasilp, C., & Garfinkel, S. N. (2022). Towards a comprehensive assessment of interoception in a multi-dimensional framework. *Biological Psychology*, 168, 108262.
- Sungur, C., Özer, Ö., Saygili, M., & Uğurluoğlu, Ö. (2019). Paternalistic leadership, organizational cynicism, and intention to quit one's job in nursing. *Hospital topics*, 97(4), 139-147.
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in science education*, 48, 1273-1296.
- Takyi, S. A., Amponsah, O., Asibey, M. O., & Ayambire, R. A. (2021). An overview of Ghana's educational system and its implication for educational equity. *International Journal of Leadership in Education*, 24(2), 157-182.
- Troesch, L. M., & Bauer, C. E. (2020). Is teaching less challenging for career switchers? First and second career teachers' appraisal of professional challenges and their intention to leave teaching. *Frontiers in psychology*, 10, 3067.
- Truong, D., Xiaoming Liu, R., & Yu, J. (2020). Mixed methods research in tourism and hospitality journals. *International Journal of Contemporary Hospitality Management*, 32(4), 1563-1579.
- Ulufer, S., & Soran, S. (2019). Effects of demographic factors and personality on Emotional Labor. Mediating role of intention to leave. A research on cabin crew. *Transportation Research Procedia*, 43, 129-138.
- Ugwu, F. O., Idike, A. N., Ibiam, O. E., Akwara, F. A., & Okorie, C. O. (2020).

Transformational leadership and management safety practices: Their role in the relationship between work pressure and compliance with safety work behaviour in a health-care sector industry. *Journal of psychology in Africa*, 30(1), 1-8.

Uyungil, S., & Kobanoglu, M. (2017). The Effect of Positive Psychological Capital on Entrepreneurship Tendency: *A study on University Students*.

Voorhees, C. M., Brady, M. K., Calantone, R., & Ramirez, E. (2016). Discriminant validity testing in marketing: an analysis, causes for concern, and proposed remedies. *Journal of the academy of marketing science*, 44, 119-134.

Wea, D., Werang, B. R., Asmaningrum, H. P., & Irianto, O. (2020). Teachers' Working Conditions and Job Performance in the Elementary Schools of Indonesia: A Survey from Southern Papua. *International Journal of Educational Organization & Leadership*, 27(1).

Wu, Y., Zhou, L., Zhang, X., Yang, X., Niedermann, G., & Xue, J. (2022). Psychological distress and eustress in cancer and cancer treatment: Advances and perspectives. *Science Advances*, 8(47), eabq7982.

Xia, X., Wu, X., Zhou, X., Zang, Z., Pu, L., & Li, Z. (2021). Comparison of psychological distress and demand induced by COVID-19 during the lockdown period in patients undergoing peritoneal dialysis and hemodialysis: a cross-section study in a tertiary hospital. *Blood Purification*, 50(3-4), 319-327.

Xie, X., Huang, C., Cheung, S. P., Zhou, Y., & Fang, J. (2021). Job demands and resources, burnout, and psychological distress of social workers in China: moderation effects of gender and age. *Frontiers in Psychology*, 12, 5877.

YUEN, S. H. (2016). Examining the generation effects on job-hopping intention by applying the Theory of Planned Behavior (TPB).

Zhang, L. (2020). *Anxious China: Inner revolution and politics of psychotherapy*. University of California Press.

Zhang, S., Kwok, R. C. W., Lowry, P. B., Liu, Z., & Wu, J. (2019). The influence of role stress on self-disclosure on social networking sites: A conservation of resources perspective. *Information & Management*, 56(7), 103147.

Zou, G., Shen, X., Tian, X., Liu, C., Li, G., Kong, L., & Li, P. (2016). Correlates of psychological distress, burnout, and resilience among Chinese female nurses. *Industrial health*, 54(5), 389-395.

Zychlinski, E., Lavenda, O., Shamir, M. M., & Kagan, M. (2021). Psychological distress and intention to leave the profession: The social and economic exchange mediating role. *The British Journal of Social Work*, 51(3), 816-830.

UNIVERSITY OF CAPE COAST
FACULTY OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT

PSYCHOLOGICAL DISTRESS AND INTENTIONS TO QUIT, THE ROLE OF
COMPENSATION AMONG SECOND-CYCLE INSTITUTION TEACHERS IN
CAPE COAST

Introduction

This survey aims to collect valuable insights on the relationship between psychological distress and intentions to quit, as well as the moderating role of compensation among second-cycle institution teachers in Cape Coast. We kindly invite you to participate in this survey by sharing your views on the topic being investigated. Your participation is completely voluntary, and your responses will be treated with the utmost confidentiality. Rest assured that your input will be used solely for academic purposes. Thank you in advance for your participation.

**SECTION A: RESPONDENTS SOCIODEMOGRAPHIC
CHARACTERISTICS**

1. Sex: Male [] Female []
2. Age: 20-25 [] 26-35 [] 36-45 [] 46-55 [] Above 55 []
3. Number of years worked: below 1 year [] 2-5 years [] 6-9 years [] Above
9 years []
4. Educational level: First Degree [] Masters [] PhD [] Other Specify []

SECTION B: PSYCHOLOGICAL DISTRESS

Each of the following indicators relates to psychological distress and its dimension. Please indicate your level of stress with each of the statements. Using the five-point scale, with **1=Least level of agreement...7=Highest level of agreement**. Please tick [√]

Emotional dimension

| No | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|---|---|---|---|---|---|---|
| 1. | I have been feeling overwhelmed by intense emotions. | | | | | | | |
| 2. | I have experienced a persistent feeling of sadness. | | | | | | | |
| 3. | I have felt a constant sense of anxiety or unease in the background of my emotions. | | | | | | | |
| 4. | I have been experiencing frequent mood swings that are hard to control. | | | | | | | |
| 5. | I feel emotionally drained by work. | | | | | | | |

Cognitive dimension

| No | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|---|---|---|---|---|---|---|
| 1 | I have been finding it difficult to concentrate or focus on tasks at hand. | | | | | | | |
| 2 | I have experienced memory problems, forgetting things more than usual. | | | | | | | |
| 3 | I have difficulty making decisions, due to my state of mind. | | | | | | | |
| 4 | I have been experiencing distorted or irrational thoughts that are hard to dismiss. | | | | | | | |
| 5 | I have been experiencing a sense of confusion | | | | | | | |

Behavioral dimension

| No | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|--|---|---|---|---|---|---|---|
| 1 | I have been avoiding social interactions and isolating myself more than usual. | | | | | | | |
| 2 | I have been neglecting responsibilities and tasks due to my emotional state. | | | | | | | |
| 3 | I have experienced changes in my sleep patterns (sleeping too much or too little) due to distress. | | | | | | | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 4 | I have been procrastinating or avoiding tasks I used to complete without difficulty. | | | | | | | |
| 5 | I have been experiencing changes in my daily routine or habits due to distress. | | | | | | | |

Physiological dimension

| No | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|---|---|---|---|---|---|---|
| 1 | I have had difficulty breathing or experienced shortness of breath during distressing situations. | | | | | | | |
| 2 | I have been feeling fatigued or low in energy, even without physical exertion. | | | | | | | |
| 3 | I have had trouble falling asleep or staying asleep due to distress. | | | | | | | |
| 4 | I have experienced tension headaches or migraines as a result of distress. | | | | | | | |
| 5 | I have been experiencing physical symptoms (e.g., sweating, trembling) in response to distress. | | | | | | | |

SECTION C: INTENTIONS TO QUIT

Each of the following indicators relates to intentions to quit. Please indicate your level of agreement with each of the statements. Using the five-point scale, with 1=Least level of agreement...7=Highest level of agreement. Please tick [√]

| | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|----------|----------|----------|----------|----------|----------|----------|
| 1. | I feel that my workload is reasonable and manageable | | | | | | | |
| 2. | I feel that I have opportunities to grow and develop professionally at this school. | | | | | | | |
| 3. | I feel motivated to continue working at this school. | | | | | | | |
| 4. | I believe that my contributions to the school are valued and appreciated. | | | | | | | |
| 5. | I feel that I have a good work-life balance. | | | | | | | |

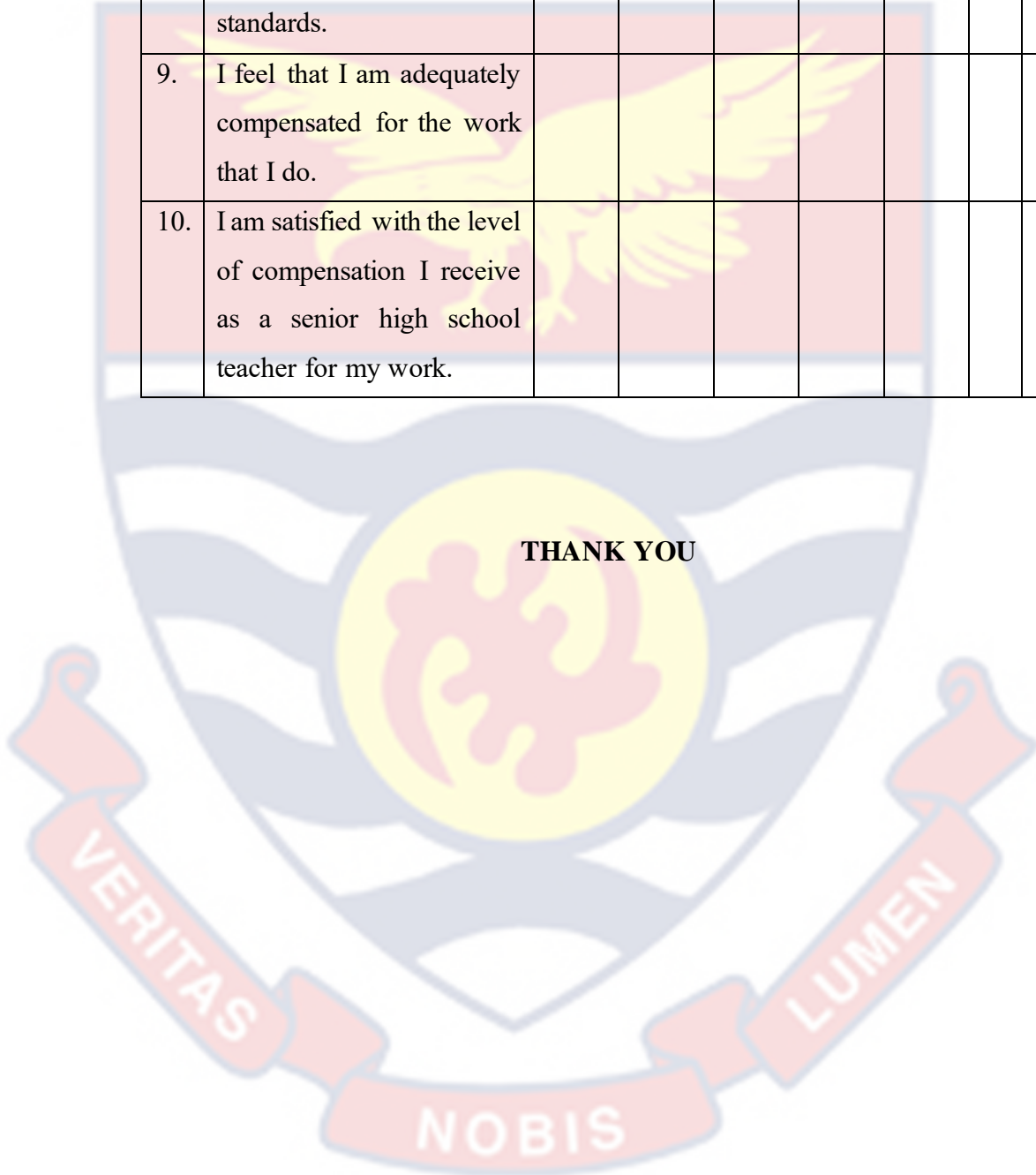
SECTION D: COMPENSATION

Each of the following indicators relates to job compensation. Please indicate your level of agreement with each of the statements. Using the five-point scale, with 1=Least level of agreement...7=Highest level of agreement. Please tick [√]

| No | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|---|---|---|---|---|---|---|
| 1. | The pay I receive as a senior high school teacher is fair compared to others in similar positions. | | | | | | | |
| 2. | My pay raises as a senior have been regular and satisfactory. | | | | | | | |
| 3. | I feel that my benefits package is competitive and meets my needs. | | | | | | | |
| 4. | The level of compensation I receive is commensurate with my level of experience and qualifications. | | | | | | | |
| 5 | I feel that my overall compensation package is sufficient to meet my financial needs. | | | | | | | |
| 6. | I feel that my compensation package reflects the level of effort I put into my work. | | | | | | | |
| 7. | I believe that my compensation package | | | | | | | |

| | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|
| | reflects the value I bring to the organization. | | | | | | | |
| 8. | I feel that my compensation package is consistent with industry standards. | | | | | | | |
| 9. | I feel that I am adequately compensated for the work that I do. | | | | | | | |
| 10. | I am satisfied with the level of compensation I receive as a senior high school teacher for my work. | | | | | | | |

THANK YOU



APPENDIX 2

TABLE OF SAMPLE SELECTION

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|------------|------------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

Source: Krejcie and Morgan (1970) *S* = Sample Size *N* = Population

APPENDIX 3

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309

E-MAIL: irb@ucc.edu.gh

OUR REF: IRB/C3/Vol.1/0329

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0011497

4TH SEPTEMBER, 2023

Ms Doreen Agyeiwaa Owusu
 Department of Management
 University of Cape Coast

Dear Ms Owusu

ETHICAL CLEARANCE – ID (UCCIRB/CHLS/2023/54)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Psychological Distress and Intentions to Quit, The Role of Burnout and Compensation among Second-Cycle Institution Teachers in Cape Coast**. This approval is valid from **4th September, 2023 to 3rd September, 2024**. You may apply for an extension of ethical approval if the study lasts for more than 12 months.

Please note that any modification to the project must first receive renewal clearance from the UCCIRB before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Amuquandoh'.

Kofi F. Amuquandoh
 Ag. Administrator

INSTITUTIONAL REVIEW BOARD
 UNIVERSITY OF CAPE COAST

NOBIS