

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

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**THE IMPACT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON
TEACHERS' TURNOVER IN PRIVATE BASIC SCHOOLS: A CASE STUDY OF
SOME SELECTED SCHOOLS IN OBUASI MUNICIPALITY**

BY

AKAADOM ERIC KWASI

JULY 2014

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**A Thesis submitted to the School of Business, Department of Managerial
Science, Kwame Nkrumah University of Science and Technology in
partial fulfilment of the requirement for the degree of Masters in Business
Administration**

JULY 2014

DECLARATION

I hereby declare that this submission is my own toward the Executive Masters in Business Administration and that; this work is the result of the original research work taken by me under supervision. It has neither in part nor whole submission for a degree elsewhere.

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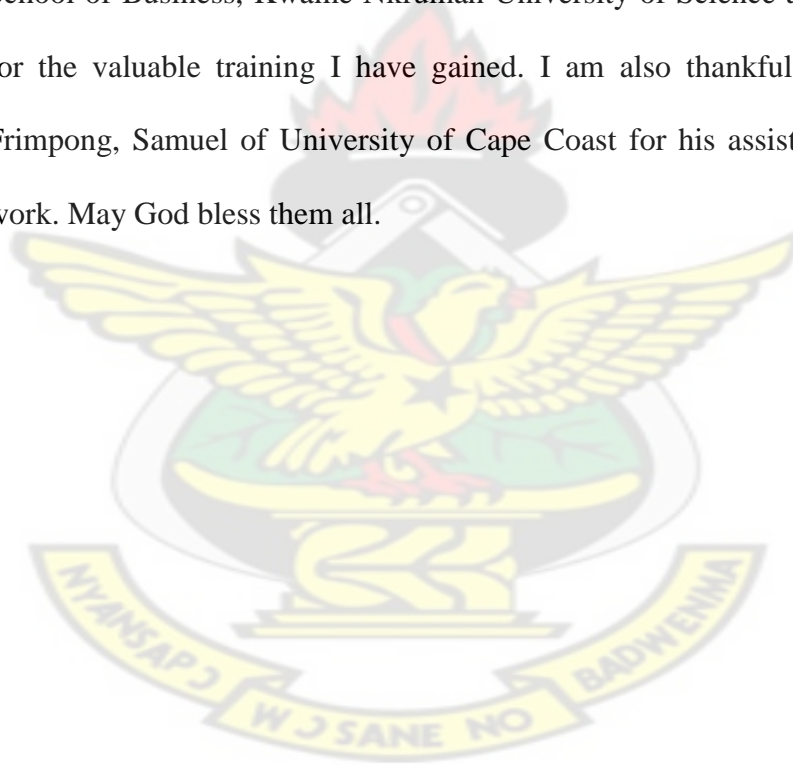
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ABSTRACT

The purpose of the study was to ascertain the impact of human resource management practices on teachers' turnover intention in basic private schools in Obuasi Municipal Assembly. Specifically, the study sought to assess the impact of human resource management practices on teachers' turnover intention, and to evaluate the human resource practices, which correlates high with teachers' turnover, and draw comprehensive measures that can be adopted to improve HRM practices and reduce employee turnover intention. The study was a descriptive cross-sectional case study and exploratory design using quantitative method. A multi-stage sampling method was used to select 200 teachers, head teachers and proprietors to participate in this study. The data were gathered by administering structured questionnaires. The data was analysed using Statistical Package for Social Sciences (SPSS) version 18. The results indicated that performance appraisal and training and development were the most commonly used human resource management practices (mean of 3.16 and 3.00 respectively). Results of regression analysis indicate that much of the variation in the dependent variable is explained with adjusted R-square of 0.152 and F-value of 6.770 ($p = 0.000$) indicating that human resource management practices has an effect on teachers' turnover. The results of the stepwise multiple regression analysis indicated that employer-employee relationship and performance appraisal were the two human resource management practices that had greater influence on teachers' turnover. They explained about 15% of the variation in teachers' turnover.

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DEDICATION

This work is dedicated to my late father Mr Joseph Kwasi Akaadom of blessed memory

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human Resource is a very essential component for any organization in terms of labour turnover, productivity as well as financial growth of an organization. Similarly, good Human Resource Management (HRM) practices play an important role in reducing employees' turnover and maximizing their productivity. In any organization, people need to feel that their efforts are being valued by the organisation. Inadequate Human Resource Management can have a fundamental effect on the day to day operations of any organization either small scale or large scale. Human Resource Management practices such as performance appraisal, compensation, career development, training and development are very important in building workers' commitment and satisfaction with work, and also enhances their motivation, which will impact them to stay (Robbins and Couldter, 2002; Comm and Mathaisel, 2003)

Price (2001), Thwala, Ajagbe, Long, Bilau, and Enegbuma (2012) defined turnover as movement of individuals across the boundaries of an organisation. Price (2001) pointed out that turnover is one of the most explored developments in an organizational behaviour. Today, many companies confront employee turnover as one of the biggest and most costly business problems in this modern competitive market. Many organisation also encounter the problem of re-organising its resources, and hiring of new replacement to meet their plans and goals in order to continue to stay on course. It is suffice to say that, hiring or getting a replacement require a great deal of effort, time and substantial costs.

Employee turnover is an expensive proposition for organisations and may involve either direct costs (cost of recruiting, selection, and training) or indirect costs (overtime for workers, increased workloads, and reduced productivity). However, several researchers stated that turnover is not always bad for an organization. To Hurley (2010), turnover forms an integral part of organizational operations. It serves as an opportunity to an organisation to keep its dynamic by ushering in new employees with diverse knowledge, personalities, skills, and attitudes. It can offer opportunities organisations to reduce cost through salary savings, and at the same time introduce more productive workers to replace marginal workers

According to Mushrush (2002), the causes of turnover are sometimes directly related to the practices of Human Resource Management (HRM) of the organization. HRM practices such as non-competitive compensation, poor working conditions, poor supervision, monotony, inadequate training, inadequate communications between employees and employers, as well as poor fit between employee and job can be detrimental to employee retention. Human Resource Management is the procedures, philosophy, practices, and policies laid down by an employer in the management of people within an organisation. Human Resource Management is a people-centred management practices that recognises an employee as an asset. It is engaged in producing and keeping skilful and committed workforce for the purpose of attaining organisational goals. It can therefore be concluded from these definitions that efficient and effective Human Resource Management practices are predictable factor in determining the retention of employees in any organisation.

Anthony, Kacmar, and Perrewe (2002) defined Human Resource Management (HRM) practices as a set of designed strategies carried out by organizations to ensure that human capital efficiently and effectively contributes to the achievement of organizational objectives. Mathis and Jackson (2004) identified Human Resource Management practices as a source of revenue to businesses at the organisational level because practices such as performance appraisal, training and development, and compensation are conceived as the base strategies to ensure that organizations have talented workforce needed to maximise organizational productivity.

Human Resource Management practices are the means through which employee skills can be improved. Skills, attitudes, and behaviour of individuals can be influenced through HR practices and in this way there is no barrier in the accomplishment of organizational objective (Collins and Clark, 2003). The purpose of HRM practices is to enhance the retention of valuable employees by boosting their motivation, minimize loitering on the job, improving skills, abilities, and ideas. The basics of Human Resource management practices involves recruitment and selection, training, compensation, performance management policies, participation and involvement in decision making of an organisation. It is apparently reasonable and valid that employees' judgements on the organisation in terms of promotional opportunities, positive feelings of wellbeing, good supervision and adequacy of pay is likely to arouse their loyalty and reducing turnover.

Employees' satisfaction and commitment toward their organisation can be reduced primarily because of inefficient and ineffective practices of Human Resources Management. Employee's commitment is influenced by effective

communication, organisational goals, missions, rewards, compensations, recognitions, shared vision among management and employees. These as a result positively influence the turnover rate of the employees. Mullins (2001) noted that strengths and accomplishments of staffs should be emphasized rather than their mistakes and defeats. Job security and experience are also seen as one of the most outstanding factor reducing turnover rate. Improving job security and job experience of employees will increase their intention to stay with the organisation, hence, reducing turnover rate.

Employees' expectations on the level of organisational physical environment can hamper their satisfaction on the job, therefore, increasing the rate of turnover in the organisation. It is also opined that organisational environment can also affect both extrinsic and intrinsic factors of job satisfaction of employees. Intrinsic motivations are viewed as significant indicator of employee turnover and positively related to enhancing employees' productivity within an organisation.

Teachers' turnover and attrition are widely reported as a concern to educators globally. BBC reported in 2001 that teacher attrition is a national crisis in Great Britain. Santiago (2001) reported that the rate at which teachers leave their post is worsening in countries such as Sweden, Germany and New Zealand. It is also reported that each year approximately half a million teachers leave their schools in the United States of America. According to Markley (2001), majority of the teacher turnover (84%) is due to transferring of teachers from one school to another and teachings leaving the job entirely. Only 16 percent of attrition was attributed to retirement of teachers.

Teacher turnover is high in most Africa countries especially sub-Saharan countries like South Africa, Nigeria, Kenya, Zambia and the Central African Republic. In Gambia for example, the president of the Gambian Teachers' Union reported a huge attrition of teachers. This was reported to be due to lack of adequate salaries, allowances, housing and promotion. There were also about 2,000 newly-qualified teachers leaving their professional work in Zimbabwe in 2000 (Kamara, 2002).

Massive attrition of teachers can be very costly and detrimental to educational systems all over the world. Previous researches on retention of teacher had focused on either of the following themes; relationship between characteristics of school and attrition (types of school experiencing higher attrition), or characteristics of teachers' and attrition (types of teachers more likely to leave). Meanwhile, most recent studies (Rahman, 2006; Mondy, 2010; Bexley et al., 2011; Mohd et al., 2011) focus on the impact of Human Resource Management practices on attrition of teachers. Improvement in organisation conditions (for instance reduction of student discipline problems, support from the school administration, salaries, and enhancing teacher inclusion in decision-making) contributes to reduction of attrition of teachers. The aforementioned factors influencing turnover means that organisational factors employed in schools are critical in teacher attrition. Factors such as lack of resources, low motivation, incentives and rewards, compensation, career development, recognition and poor working environment can affect retention of teachers.

1.2 Problem Statement

The educational sector in Ghana is facing numerous challenges including poor infrastructure, insufficient financing and shortage of teachers. The high rate of

shortage of teachers in Ghana is largely associated with low rate of teacher training and high level of attrition of teachers. High rate of attrition of teachers can be attribute to poor working conditions, lack of resources for effective teaching, support and supervision services. It was estimated that about 10,000 teachers leave their professional post every year. The number of teachers is inadequate to meet the growing enrolment figures. Pupil-teacher ratio had been around 34 for the primary level and 19 for the secondary level in the 2007/08 academic year. In 2009, it was reported by the Ghana Education Service (GES) that there are less than 200,000 teachers across the country. The proportion of unqualified teachers is still high but these teachers are needed to make up for the shortage of qualified teachers.

Several researchers depicted that Human Resource Management practices in the educational sector play a fundamental role in teacher attrition. Conditions in schools such as job dissatisfaction, low salary, inadequate support from administration, management problems, poor motivation, poor working environment, and poor communication between teachers and administration affect retention of teachers. Higher wages reduce teacher intention to quit their work. Teacher-principal relationships and competence, roles of principals or headmasters affect teachers' job satisfaction. Uen and Chien (2004), Armstrong-Stassen and Cameron (2005), Shipley and Kleiner (2005), and Minbaeva (2008) stated that compensation, performance appraisal, and training and development are the most important source for an organization to generate a pool of motivated, competence and high performing employees who can contribute towards organizational goals.

Many private schools encounter problems in terms of managing their human resources to meet their objectives. Unlike the government, which is responsible for the appointment of personnel in public schools, proprietors of private schools appoint their personnel. Furthermore, while the government has uniform conditions of services that spell out the qualifications required and the welfare package attached to each unit in its employment structure, the private proprietors do not. In fact, many private schools have poor conditions of service for their staff, while most of them engage in “cheap labour” to hire the services of untrained or non-qualified personnel in their schools (Aghenta, 2001).

There are numerous studies on Human Resource Managements practices on employee turnover from which most of the studies focus upon the manufacturing sector, western organizations and other financial businesses. Few studies have been conducted which focus upon the exploration of Human Resource Management practices in terms of its impact on employee turnover in schools. However, this study will try to examine the impact of Human Resource Management practices on employee turnover intention in private basic schools in Obuasi municipality.

1.3 Objective of the Study

The objective of the study has been divided into two: The general objective and the specific objectives

1.3.1 General Objective

The general objective of the study is to explore the impact of Human Resource Management practices on employee turnover intention in private basic schools in Obuasi municipality.

1.3.2 Specific Objectives

In order to achieve this aim, the study addresses the following specific objectives which includes;

1. To assess the human resource management practices in these private basic schools.
2. To assess the impact of HRM practices on employee turnover intention in private basic schools in Obuasi municipality.
3. To assess the HR practice that correlates highly with employee turnover.
4. To come out with comprehensive measures that can be adopted to improve HRM practices and employee turnover in private basic schools.

1.4 Research Questions

The study was guided by the following research questions:

1. What is the human resource management practices in private basic schools in Obuasi municipality?
2. What is the impact HRM practices on employee turnover in private basic schools in Obuasi municipality?
3. Which HR practice correlates highly with employee turnover?
4. What measures can be adopted to improve the HRM practices in private basic schools and employee turnover?

1.5 Limitations of the Study

This study has a number of limitations. It was also realized that the sample size was not proportional to the total number of teachers in the basic private schools in Obuasi Municipality. Again, there was a problem of time constraints in the data collection and most of the respondents were not ready to volunteer

information for the study. However, these limitations are unlikely to influence the outcome of the results of our study.

1.6 Justification for the Study

The Ghana Education Services is plagued with the highest resignations and vacation of posts to demand for better treatment. These negative habits are a pointer to the fact that there is ineffective Human Resource practices in schools.

The study will assist schools (especially private basic schools) or the Ghana Education Service to improve upon Human Resource practices such as motivational packages for teachers, training and development programmes, better remuneration for teachers in order to stay for longer times in the teaching service. It will also help policy makers to formulate policies that could reduce teacher turnover across the country. The researcher will add to existing literature on the turnover of teachers in Ghana. Additionally, they can be used to develop practice or training manual and materials for personnel of the Ghana education service.

1.7 Scope of the Study

There are several dimensions on the problem of employee turnover in private basic schools that called for investigation. However, this study focused on, among others, nature of Human Resource Management (HRM) practices, dimensions of HRM practices, which impact on employee turnover, as well as measures that can be adopted to improve HRM practices and employee turnover in private basic schools in Obuasi municipality in the Ashanti Region, Ghana.

1.8 Brief Methodology

The research design adopted for this study was descriptive cross-sectional case study and exploratory design using quantitative method. It was found appropriate to use this method because it enabled the researcher to explore the human resource management practices and employee turnover in private basic schools in Obuasi Municipality. A multi-stage sampling method was used to select 200 teachers, head teachers and proprietors to participate in this study. Opinions of teachers and head teachers and proprietors on the subject matter were sought using both open-ended and close-ended questionnaire based on the research questions formulated to guide the study. The objectives of the study was analysed with frequencies, percentages, crosstabs, means, standard deviations, and other relevant statistical tools. Relationship between variables and assumed cause-effect relationships was tested using appropriate statistical tools in Statistical Package for Service Solution (SPSS) version 18.

1.9 Organisation of the Study

The study is organised into five main chapters. Chapter one, the introductory part of the study, explains the background information of the research topic, statement of the research problem, general and specific objectives, highlighting the significance and scope of the study, limitation, and pointing out how the entire study was organized.

Chapter two also reviews pertinent literature on the subject matter. Chapter three presents the research methodology by discussing the study area, research design, the study population, sample and sampling techniques, data collection techniques, and data analysis. Chapter four presents data analysis and results of the study. Finally, chapter five gives an analytical discussion of empirical

results, the summary of the findings, conclusions, and recommendations of the study. It also gives suggestions for further study.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review provides critical points of knowledge that has to do with the research topic “the impact of Human Resource Management (HRM) practices on teacher turnover in private basic schools”. It also includes a conceptual framework, which is relevant and appropriate to explain relationships between key factors, constructs or variables adopted to guide the study.

2.1.0 The Concept of Employee Turnover

According to Prince (2001), Thwala et al. (2012), the term turnover is described as the movement of individual employee across the boundary of an organisation. Turnover has been one of the most researched topic in studies in organisational behaviour. Employee turnover is the process of replacing workers leaving the organisation with new employees to fill up their positions. It has been suggested that, employees may leave their current work for another for several reasons.

Branham (2005) proposed that there are seven (7) major reasons why workers leave their respective organisations. These includes lack of recognition from employers, uncompetitive salary, limited career advancement, unfulfilling jobs, untrustworthy leadership, maladaptive work cultures, and poor management practices. Employees need to feel that their contributions to the organisation are being recognised.

Losing a high performing worker can have negative impacts on the operations of an organisation. There can be high costs to the organisation when employees

turn to different competitive organisations. Kaye and Jordan-Evans (2005), for example, acknowledged that financial costs incurred by an organisation due to turnover would be as much as two times their annual salary on average. The cost incurred as a result of employee turnover includes various administrative work to replace the lost employee, such as recruiting new employees, selection, training, and development. In addition to incurring financial losses, there can be a reduction in production during the period of turnover.

In reality, turnover rates can differ significantly from one organisation to another and change greatly during the year. However, turnover rate can be measured using the formula below:

$$\text{Turnover Rate} = \frac{\text{Total number of employees who left the company}}{\text{Total number of employees on the payroll}} \times 100$$

2.1.1 Types of Employee Turnover

Employee turnover have four distinct types that exist across two categories (Heneman and Judge, 2006). These two categories include voluntary turnover and involuntary turnover.

2.1.1.1 Voluntary Turnover

As noted by Heneman and Judge (2006), voluntary turnover is prompted by the employee. In voluntary turnover, employees leave their positions for reasons unrelated to working conditions. For example, workers who leave to further their education, or students who leave to return to school. Voluntary turnover may also occur when employees are dissatisfied with the management practices or working conditions.

2.1.1.2 Involuntary Turnover

Involuntary turnover is another type of employee turnover, which is induced by the employer. It is by either discharge or downsizing. It occurs when employers terminate an employee's appointment. Involuntary turnover may result as a breath of fresh air to other workers, whose productivity is affected when underachieved employees affect the entire productivity of the organisation. Donoghue and Castle (2006) argue that downsizing turnover increases the effectiveness of an organisation and its ability to meet shareholder targets. Other employee witnessing this type of turnover might feel insecure about their place in the organisation.

2.1.2 Teacher Turnover

Globally, many teachers are reported to abandon their classroom duties for other career opportunities in developed countries. According to the U.S. Department of Education report in 2007, there was about 16.5 percent of teacher turnover in public schools from 2004 to 2005. It was also reported that about 8.1 percent of the turnover was caused by mobility, while 8.4 percent was also caused by teacher attrition. Coombe (2002), on the other hand, posited that teacher turnover is linked to HIV/AIDS disease in most African countries, especially in sub-Saharan countries such as Kenya, Zambia, the Central African Republic, Nigeria, and South Africa. However, Kamara (2002) stated that inadequate salaries, housing, allowances, as well as lack of promotion were the main reasons why teachers in Gambia leave their profession.

A national study in 2003 reported that basic schools in Ghana had a shortage of 40,000-trained teachers, with 24,000 of these vacancies filled by untrained personnel (Quansah, 2003). Teachers leave to upgrade their certificate

qualification in the universities of which the majority (about 70% of such teachers) do not return to the classroom after their study (Akyeampong, 2002). In the year 2009, Ghana reported a less than 200,000 teachers across the country and an estimated 10,000 teachers who leave their professional post every year (GES, 2009).

In Boe, Cook, and Sunderland studies on turnover of teachers in 2008, it was revealed that three different types of types of turnover, namely; attrition, transfer and teaching-area migration affect schools. They further explained that attrition is the situation where teachers permanently leave teaching profession, transfer is when teachers leave to a different school, while teaching-area migration is when teachers transfer from an assignment in special education to another (Boe et al., 2008).

According to the Ghana Education Service (GES) (2009), teacher attrition generally involves:

- a) teachers who leave on study leave (who may not return);
- b) teachers out of the classroom on secondment;
- c) teachers retiring; and
- d) teachers just leaving to take up non-teaching jobs.

Teacher attrition has been a concern to educational regime and Governments in many countries. It affects activities of schools and reduces children's academic performance. Several studies report that teacher turnover, rather than student enrolment or teacher retirement, is the dominant factor hindering school functioning (Ingersoll, 2001; Guin, 2004). Although teacher turnover rate is not significantly higher than the average rate of turnover among other occupations,

it still has a negative impact on educational outcomes. In New York City, it is seen that the rate of teachers' turnover is higher in schools with low level of students' performance than schools with high level of students' performance (Donald, 2008). This shortage of teachers is one of the most substantial impact teacher turnover has since it is very challenging to fill vacancies created by teachers who quit.

Among other reasons, retirement is presumed as one of the major reasons why teachers quit their post. However, retirement has been cited by other studies as less likely for teachers to leave the teaching profession. Teacher turnover and retention is caused by job satisfaction or job dissatisfaction (Stockard and Lehman, 2004). It has been found that other several factors, which causes teacher attrition, includes:

- a) poor working conditions and low salary;
- b) inadequate participation in key decision making;
- c) poor motivation of students;
- d) job dissatisfaction;
- e) inadequate support;
- f) problems with management, discipline, and attendance; and
- g) increase class size (Ingersoll, 2003; Ingersoll and Smith, 2003; Heller, 2004; Stockard and Lehman, 2004).

Provision of good working conditions, better remuneration, teacher recognition and support from head teachers influence them to stay and motivate them to give their all to increase the academic performances of their pupils. Similarly, training and development programs influences teachers to stay and helps to

develop their knowledge, skills, and abilities for undertaking higher-level task. In other words, these dimensions of Human Resource Management are found to have a stronger predicting role in both teacher turnover and teacher retention.

2.2 The Concept of Human Resource Management

There have been implementations of strategies by many companies for optimal performance to overcome tough competition and stay in day-to-day business. This objective of organisations possess problem of hiring, retaining and managing its resources, especially human resource, effectively. However, human resources, which form an integral part of any organisation in executing its goals, need to be manage properly by managers. Employees are the human resources and the most valuable asset of an organisation. Mohad et al. (2011) citing Meyer and Smith (2000) stated that:

“the essence of managing human resource has been growing in practice and in the academic realm over the past few years because it helps workers to form good attitudes and behaviour” (cited in Mohd et al. 2011).

Human Resource Management (HRM), the approach of managing human resource, is a fundamental activity in any organisation. It consists of four main activities; hiring, development, motivation, as well as maintenance of human resources to achieve success. According to Armstrong (2006),

“Human Resource Management (HRM) is defined as a strategic approach to the management of an organisation’s most valued assets – the people working there whom

individually or collectively contributes to the achievement of its objectives”.

He also proposed that the main purpose of HRM is to ensure that managers are able to achieve successfully organisation goals through human resource (people). Gary Dessler, in his book “Fundamentals of Human Resource Management”, wrote that;

*“HRM is the process of acquiring, training, appraising, and compensating employees as well as attending to their health and safety issues, fairness concerns, and labour relations”
(cited in Umar, 2011).*

From the definitions, it can be seen that Human Resource Management (HRM) is responsible for concentrating on operations that are primarily concerned with the inter-personal relationship within an organisation and the development of individuals as well as the group. The purpose of Human Resource Management encompasses a vast spectrum of activities across organisations. The primary purpose of HRM is to ensure that the organisation finds and keeps the skilled, committed and well-motivated employees. HRM therefore must be able to help in assessing the need of employees to reach the defined aims of the organisation. It is concerned with preserving good human relations in the organisation. It also brings out the best values of teamwork, trust, encouragement, and development.

Historically, the emergence of Human Resource Management (HRM) can be traced back to the writings of the human relationists. These human relationists attached great significance to the human factor of an organisation. HRM function is executed by the managers and at different levels in the organisation.

It is interested with all categories of personnel from top to the bottom of the organisation. It also involves several functions, such as planning, employment, placement, training, appraisal, and compensation of workers.

2.3 Human Resource Management Practices

Human Resource Management (HRM) practices can bear a substantial impact on the success of an organisation. HRM practice is seen as a source of an organisational revenue. It focuses on the achievement of organisational goals and objectives. Mondy and Noe (2005) defines HRM practices as;

“a set of planned strategies carried out by an organisation to ensure its human capital contributes effectively to the accomplishment of organisational objectives”.

Human Resource Management practices play an important role in recruiting, appraising, rewarding, and retention of employees. According to Tiwari and Saxena (2012),

“HRM practices refer to those organisational activities that are aimed at managing human resources and ensuring that the resources are utilized towards the achievement of organisational goals”.

HRM practices are concerned with managerial tasks associated with investment in staffing, performance appraisal, training and development, compensation and benefits, employer-employee relations, and safety and health (Noe, 2008). Through the provision of opportunities such as training and development, promotion, compensation and rewards, employees may feel that their efforts and contributions to the organisation are appreciated. They may feel satisfied and

more eager to commit their services to the organisation. Robbins and Coulter (2002) depicted that HRM practices, especially training and development, compensation and benefits, performance appraisal, and career development are essential in heightening employee's motivation, satisfaction and commitment.

2.4.0 Types of Human Resource Management (HRM) Practices

There are many researches on human resource management practices. However, scholars have not come out with what they can describe as the best human resource practices. According to Teseema and Soeters (2006), HRM practices include recruiting and selection, placement, training, compensation, performance appraisal, promotion, grievance, and pension. Shahzad et al. (2008) also posited that the main components of HRM practices are compensation, promotion, performance appraisal, and perceived employee performance. Huang (2000), on the other hand, listed staffing, planning, compensation, training and development, and appraisal as the major types of HR practices.

2.4.1 Recruitment and Selection

Recruitment and selection is the initial stage of evaluating employees. It is an important HRM practices that is strongly correlated with the profitability of an organisation (Chand and Katou, 2007). Recruitment is important to obtain a pool of candidates with the require knowledge, skills, abilities, potentials, and experience needed by the organisation in order to select the most desired candidates to occupy any vacancies in the organisation. This process can be of a great vantage for the selection of the worthy applicants with the help of using an effective interviewing and other fair assessment tools.

2.4.2 Training and Development

Training and development can be seen as the most essential HR practices, which helps an organisation to improve employees' capabilities, knowledge, and skills, which in turn maximizes their satisfaction, productivity, and commitment. According to Armstrong (2006),

“Training is the planned and systematic shaping of behaviour through learning events, programmes and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively”.

Structuring Training and development programmes are heavily relied on the training needs analysis of an organisation. Training and development programmes are helpful to organisations in terms of reducing costs of recruiting and selecting new workforce from external labour market. Many authors have proved that training employees have a positive impact on their job performance (Qureshi et al. 2007). It gives employees confidence in learning more task-related competencies to allow them to put in more effort in their work.

2.4.3 Performance Appraisal

Dessler (2008) explains performance appraisal as evaluation of employee's performance, both current and past, against standardized job performance. It plays a key role in examining employees. An organisation evaluates the cognitive, affective and work behaviour of its employees by making comparison of their current work with specified standards in the process. Most organisations use performance appraisal tools to identify employee needs, incentive, and rewards.

In their writings, Brown et al. (2010) asserted that,

“Performance appraisals are the basic element of human resource management; many HR decisions are totally based on the results of the appraisal”.

As noted, performance appraisal provides the basis for other HRM practices such as training and development, salary increase, promotion, career development programmes, as well as retention of employees.

2.4.4 Compensation and Benefits

Compensation involves all forms of rewards given to employees for their services to an organisation. Compensation is a HRM practice organisations use to reward an employee's efforts in order to affect his/her commitment to the organisation. It may be in the form of both financial and non-financial rewards. Compensation includes basic pay, incentives and other financial benefits. Opute (2007) explained that non-financial compensation is made up of personal growth, recognition, achievement, and praise. It is believed that lack of competitive compensation can influence employee's turnover in an organization.

2.4.5 Career development

Career development is viewed as encouraging employees to take responsibilities for their own careers opportunities. Managers offer feedback on individual performance and other adequate information about organisational mission, policies, training, and development. Career development helps organisations to retain their prized employees through increasing their skills to manage their own career successfully.

2.4.6 Promotion

According to De Souza (2002), promotions play a substantial role in organisational career development process. Promotion practices enthuse an employee's performance and commitment in an organisation. It serves as a strong motivator in the execution of organisational goals.

2.4.7 Labour Relations

It is the responsibility of human resource managers to keep a good relationship between themselves and the employees, as well as relations within the labour force. Labour relations is characterised by good communication between managers and employees, as well as care and support from employers. Suffice to say that a good interpersonal relation helps to bridge any potential conflict within the organisation. In support, Umar (2011) stated that:

“by having good relations with the labour force, Human Resource Department can avoid the conflict to a great extent...lowest level workers could approach us any time. This policy helped a lot in improving the working conditions for workers” (p. 17).

Employees are able to confront their employers when they can interact freely with them, inform them about any problems on and off the working environment. Undeniably, a good employer-employee relation can result in a massive decline in the rate of employee turnover.

2.5 Job Satisfaction

Job satisfaction is a key element that contributes to quality, motivation, commitment, and stability of teachers. Job satisfaction can be defined as an employee's psychological state of mind towards the nature of work. It is the degree at which workers feel positively or negatively about new working conditions, tasks, and compensations. According to Price (2001), job satisfaction is an effective orientation that workers have towards their work. It is assumed that Human Resource Management (HRM) practices such as recruitment and selection, training and development, performance appraisal, employer-employee relation, and compensation are closely associated with teachers' job satisfaction which in turn improves performance. Kamal and Hanif (2009) stated that job satisfaction is a feeling of employees about their work. Employees' emotional state resulting from the rating of their work. It is an attitude towards employee's work by considering their emotion, beliefs, and behaviours.

Job Satisfaction is perceived to have a direct negative impact with employee turnover. However, utilization of Human Resource Management (HRM) practices is needed to increase job satisfaction. Human Resource Management (HRM) practices are conditions that can have an adverse effect on the job satisfaction of teachers.

2.6 Organisational Commitment

Organisational commitment is an important concept whereby employees feel great affection and loyalty to their organisation. Organisational commitment (OC) is a shared connection between employees and organisation where they become attached to one another in terms of common outcomes, gains, reinforcements and remunerations. To achieve organisational goals, every employers must strive to enhance the commitment of their employees to the organisation.

When workers realise that management is providing insufficient job opportunities, their organisational commitment will undeniably reduce. An organisation, which acknowledges a consistent and well-managed Human Resource Management (HRM) practices, contributes to high organisational commitment and thus reduce the rate of employee turnover (Fotoohnejad et al., 2011). It is therefore easier to conclude that, a teacher with low commitment to the school is likely to show higher intention to leave his/her current job.

2.7 Impact of Human Resource Management (HRM) Practice on Employee Turnover

There are many potential causes of teacher attrition. A review of several research on teachers' turnover sometimes emphasizes the importance of Human Resource Management practices on teachers' turnover. Selden and Moynihan (2000), for example, proposed that HRM activities such as pay, family-friendly policies, or training reduce employee turnover. Notably, employee's intention to leave an organisation will decrease when managerial factors such as performance-based rewards, objective performance measures, and performance-supporting supervision are properly employed (Lee and Jimenez, 2011). Several other HRM

practices such as recruitment and selection, development evaluation, competitive pay, and training and development increases the level of employee's commitment to the organisation (Whitener, 2001). This current study, however, opted to examine the influence of HRM practices such training and development, performance evaluation, compensation, employer-employee relationship, and recognition on teachers' turnover.

2.7.1 Training and Development and Employee Turnover

Training and development is one of the important parts of HRM practices. It develops employees' satisfactory performance, skills, knowledge, and competencies. Training and development is one of the strategic ways organisations employ to assist their employees to develop knowledge and skills needed to execute organisational aims to compete with the market. It also gives current employees to learn new technology and adopt with the changing environment. Training and development is necessary to produce highly committed and satisfied workforce, which in turn lower the rate of employees leaving the organisation.

“Generally, it is believed that organisations with better training and development programs may experience lower employee turnover” (Mohd et al. 2011).

Bexley et al. (2011) indicated that inadequate training of teachers make them feel unsatisfied. Grace and Khalsa (2003) and Rosser (2004) also revealed that in an academic setting, training and development has a significant impact on faculty job satisfaction, which in turn influence their decision to leave their post

(cited in Mohd et al. 2011). Fairris (2004), on the other hand, found that there is a small negative relationship between training and turnover.

2.7.2 Performance Appraisal and Turnover

Performance appraisal is another type of Human Resource Management practices, which helps in improving the performance and productivity of workers and at the same time reduce employees turnover. Mondy (2010) stated that performance appraisal is a scheme of review and evaluation of individual performance toward work as well as team task performance. In addition, the opinion from Candle (2010) states that,

“Teachers are more likely to remain in their working environment if they know that their contribution to the school will be measured, evaluate, and rewarded with positive outcomes”.

According to Rahman (2006), performance appraisal increases the commitment of a teacher toward its function. Therefore, school management need to integrate performance review and feedback in their managerial function to reduce the rate of its teachers' turnover.

2.7.3 Compensation and Turnover

Many researchers believe that compensation is among the important factors that compel employees to retain their current job. Most authors see remuneration as a yardstick of teachers' compensation. Jyothi and Venkatesh (2006), for example, noted that a pay for competence enhances productivity and production quality, reduces absenteeism, turnover, and the rate accidents in an organisation. As relatively low salary can influence teachers' decision to quit, higher salaries,

on the other hand, can attract them to remain in their school. In addition, another study, Randy, Vivienne, and Thomas (2002), noted that compensation is essential to motivate and retain employees in an organisation. Candle (2010) depicted that teachers in many private secondary schools leave the current post if their employers fail to value them. On the contrary, some researchers found no evidence of association between compensation and employee turnover. Kim (2005) and Chew and Chan (2008), argued that compensation does not statistically influence employee turnover. However, it is important for school management to use compensation strategies to heighten performance of teachers and decrease the likelihood of turnover.

2.7.4 Employee-Employer Relationship and Turnover

A positive employee-employer relationship has been found to have a positive employee outcome (Kuvass, 2006). Employee relation is a care and support employees receive from organisations. Good communication process enable employers to coach, redress, and improve the knowledge, attitudes, and behaviour of employees. A study at a Korean Hospital showed that employees seek career achievements through positive relationship with their employers. They view good relationship with employers as an organisational commitment leading to job satisfaction, which in turn contributes to staffs' turnover (Foong, 2008).

2.7.5 Recognition and Turnover

Studies on teacher turnover shows that recognition and other important rewards include opportunity for leadership experience, level of cooperation among teachers, and participation in taking decision (Ingersoll, 2001). Recognition and

rewards can increase productivity, commitment, and teachers' performance. According to Celep (2003), teachers' levels of commitment are determined by factors such as their belief and acceptance of the school organisation's goals and values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the school. Many schools find it difficult to find ways to provide incentives and motivate their teachers to improve their performance. There is not only a positive relationship between promotion and employee performance, but also makes the employees feel their contribution to the organisation is being recognised. It is therefore necessary for school management to recognise teachers' efforts by motivating and promoting them.

2.8 Conceptual Framework

The proposed research framework (Figure 2.1) has been created after a thorough assessment of the literature review.

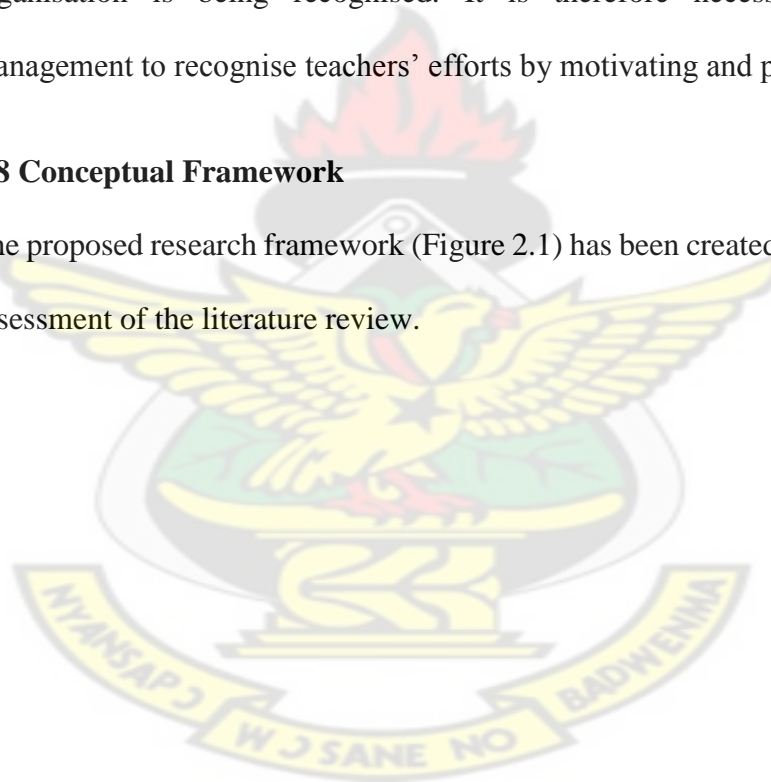
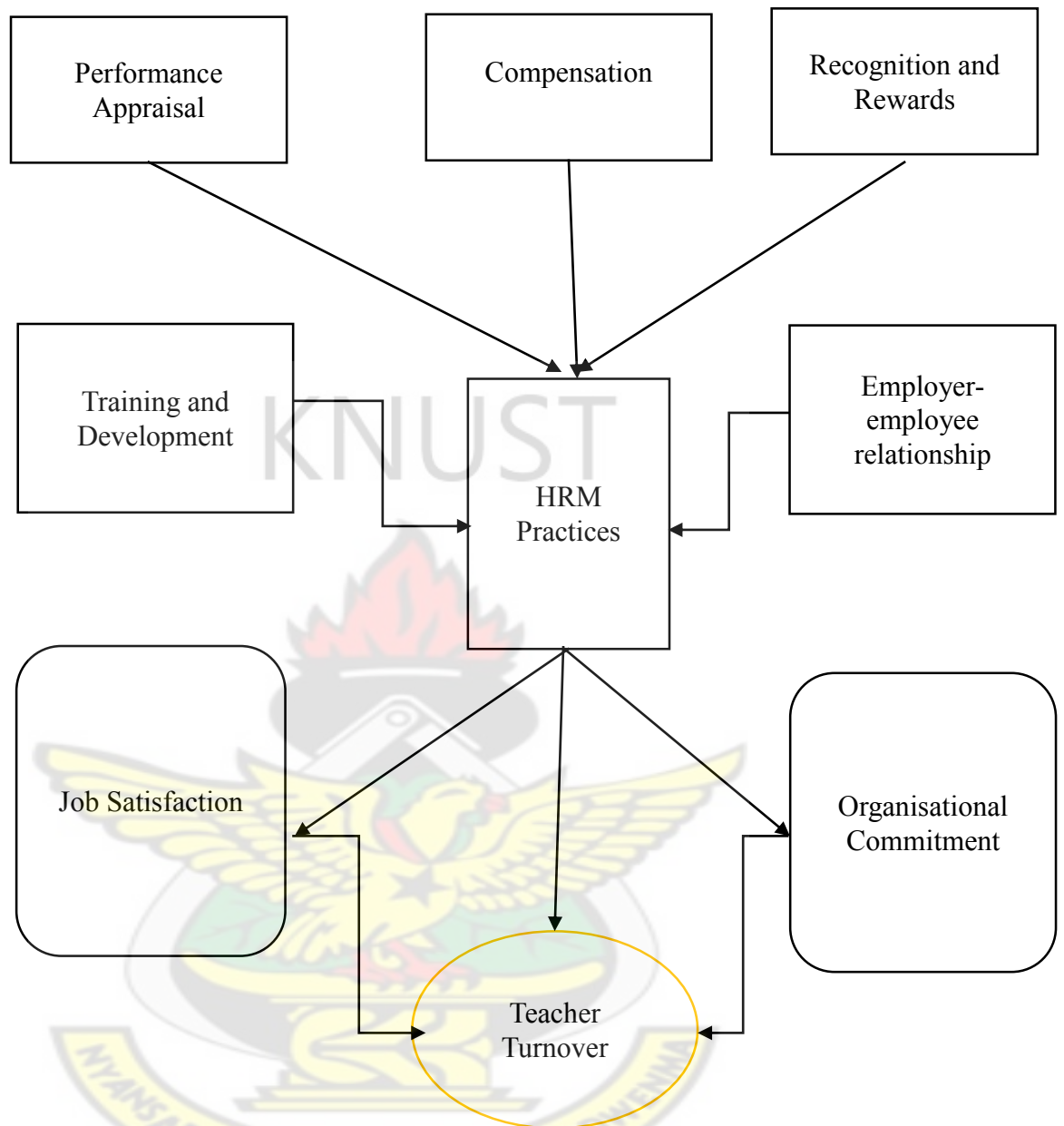


Figure 2.1: Conceptual Framework



Source: Author's construct, 2014

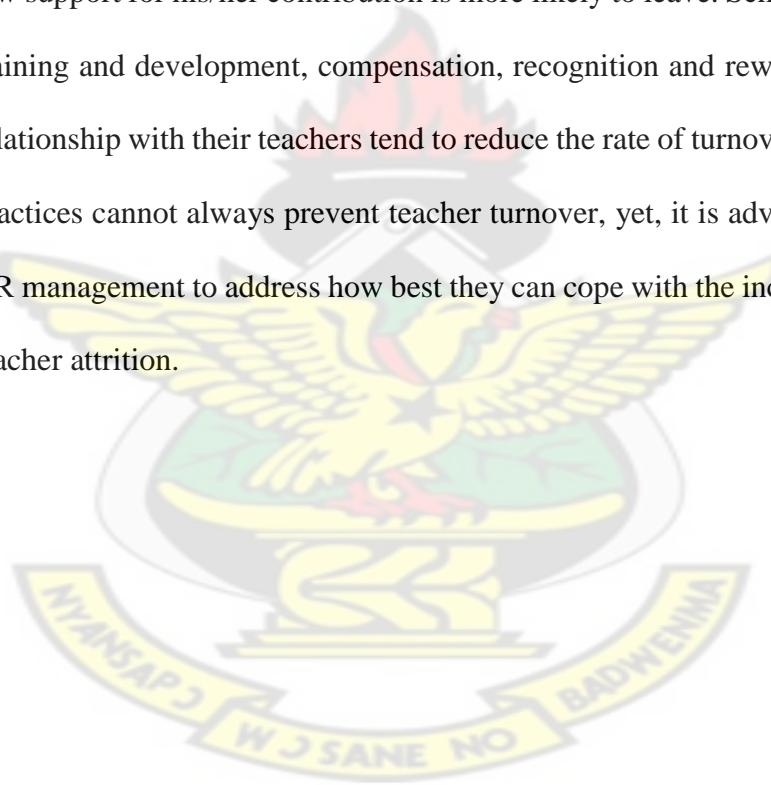
In this study, five (5) Human Resource Management practices have been chosen after a thorough review on related literatures. The five (5) HRM practices are training and development, performance appraisal, compensation and benefits, recognition and rewards, and employer-employee relationship. A closer look at the intermediate linkages theorized that HRM practices lead to job satisfaction and commitment, which in turn influence employee turnover. Providing Human

Resource Management (HRM) practices such as training and development, performance appraisal, compensation, recognition and rewards, and good employer-employee relationship are important elements of an employee's satisfaction and commitment to their employing organisation. HRM practices does not only increase teachers' job satisfaction and commitment, but also reduce the rate of turnover.

The fundamental conclusions about the impact of Human Resource Management (HRM) practices on employee turnover can also be applied in basic private schools. There is substantial evidence that headmasters as well as proprietors of basic private schools need an optimal scheme of HRM practices that will help them to motivate their teachers to stay in the school. It is the sole responsibility of headmasters and proprietors to pay special attention to HR practices if they want to achieve excellent performance in their schools and reduce teacher turnover.

A teacher's satisfaction and commitment to work is found to be closely related with his/her efforts and effectiveness, which can influence their decision to leave the school. Job satisfaction is the emotional, affective state and attitude one has towards work. These cognitive evaluation results from the appraisal of one's job. The stability of the teaching force, thus, teacher's quality, relies on job satisfaction. Teachers can be more satisfied and committed to their work when HRM practices are executed properly. HRM practices can serve as a psychological linkage between teachers and schools making it less likely for the teaching staff to leave their work.

Training, an important HRM practices, helps to improve and develop teachers' skills and make them more effective and efficient in carrying out their educational tasks. Compensation is another important aspect of HRM system found to improve performance of teachers. It is therefore important for school management to bear in mind that HR practices can influence teachers' commitment and satisfaction and reduce turnover. Performance appraisal is another segment of HRM practices, which can influence the rate of teacher turnover in basic private schools. A teacher who views his employer as having low support for his/her contribution is more likely to leave. Schools that provide training and development, compensation, recognition and rewards, and a good relationship with their teachers tend to reduce the rate of turnover. Although HR practices cannot always prevent teacher turnover, yet, it is advisable for school HR management to address how best they can cope with the increasingly rate of teacher attrition.



CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 Introduction

Research methodology lays out the overall approach of an organised process for assembling valid and reliable information for the purpose of investigations. It is the systematic pattern of obtaining information from a population to understand a phenomenon and to generalise facts gathered from the population. It also describes the method and techniques used in the collection and analysis of the data. The purpose of this was to explore the impact of Human Resource Management (HRM) practices on employee turnover in private basic schools in Obuasi Municipality. However, this chapter describes the study design, study population, sampling and sample techniques, data collection techniques and tools, source of data collection, and data analysis.

3.1 Research Design

Research design describes what a researcher is writing on, thus, the hypotheses and their operational implications to the final analyses of the data (Akubia, 2011). The descriptive survey design using quantitative approach and exploratory design was used for the study. Descriptive survey research design pertains gathering of data to test hypothesis or finding answers to research question concerning the current status of the subject matter (Gay, 1992; cited in Amedahe, 2006). Thus, the descriptive survey can be used to accomplish a wide variety of research objectives. It is used to describe the characteristics of certain groups, and also to determine the proportion of people who behave in a certain

way. It can also be used to make specific predictions and determine relationships between variables.

According to Asare (2010), a descriptive survey is appropriate when a researcher tries to describe things the way they are, in their natural state, or to describe some aspects of a population by selecting unbiased samples of participants to complete questionnaire or orally give responses to interview guides. A survey is the best research design for obtaining facts, beliefs and attitudes. This means that all members of a defined target population have a known non-zero chance of selection into the sample (International Institute for Educational Planning/UNESCO, 2005). With the descriptive research design, the researcher tried to describe the impact of human resource management practices on employee turnover in basic private schools. However, few ethical difficulties exist when using this study type. Temporal associations between causes and effects might be unclear. In the case of small sample size, generalisation of results can be a problem, resulting in incorrect representation of the entire population. However, this study design was used since its advantages surpasses the disadvantages.

There are two types of descriptive studies; cross-sectional study and longitudinal study. The cross-sectional study is often referred to as observational studies. It involves drawing a sample of elements from the larger population of interest at one point in time to make inferences, whereas the longitudinal study involves observing the same population repeatedly over a prolonged period of time by means of follow up examinations. For the purpose of this current study, the cross-sectional study was used to describe the impact of HRM practices on teachers' turnover at certain point in time. Mann (2003) argued that cross-

sectional studies are quick and cheap since information are gathered only once and multiple outcomes can be studied, hence, less resources are required to conduct the study.

A descriptive study may also be either quantitative or qualitative approach (Asare, 2010). Quantitative approach is concerned with the generation of information in quantitative form which can be analysed in a quantitative form. Qualitative approach, on the other hand, involves subjective assessment of behaviour, cognition, opinions, and attitudes of a given sample. It focuses on in-depth interviews, projective techniques and focus group interviews. Nevertheless, the study adopted the quantitative approach to infer impact of HRM practices on teachers' turnover in basic private schools in Obuasi Municipality.

3.2 Target Population

According to Mugo (2008), a population is defined as a group of individuals, persons, objects, or items from which samples are obtained for measurement. Study population is a population from which the sample actually was drawn and about which a conclusion can be made (Degu and Yigzaw, 2006). The target population for the study was made up of all teachers, head teachers and proprietors in basic private school in the Obuasi Municipality. There are 6 circuits in the Municipality. These includes Obuasi West, Obuasi East, Kunka, Tutuka North, South and Central. There are 16 private schools in Obuasi West, 19 in Obuasi East, 16 in Tutuka North, 18 in Tutuka South, 11 in Tutuka Central, and 24 in Kunka. There are one hundred and four (104) basic private schools comprising of 1093 teachers within the Municipality.

3.3 Sample and Sampling Techniques

Saunders et al. (2007) define a sample as a representative or sub-group of a larger population that is examined to acquire statistical information about the population. Borden and Abbott (2002) also posited that sample consists of a small number or a subset of a larger group. According to Ross (2005), sampling is generally conducted in order to permit the detailed study of part, rather than the whole, of a population. It involves the selection of a number of study units from a defined study population (Degu and Yigzaw, 2006). The data obtained from the resulting sample is basically used to develop useful generalizations about the population.

The sample size for the study was 250 consisting of 220 teachers and 30 head teachers or proprietors from 15 basic private schools in the Obuasi Municipal Assembly. This number was chosen because it reflects the characteristics of interest to the researcher in which inferences can be drawn to make generalisation on the impact of HRM practices on teachers' turnover. This number was also adopted due to financial and time constraint. A multistage sampling technique was employed for the selection of appropriate sample for this study. This means that the researcher employed a combination of various sampling techniques to obtain the final sample. The first method was to categorize the six circuits into a cluster of samples (strata). Each cluster representing a cluster of basic private schools. Cluster sampling is used as an alternative to simple random sampling techniques in order to reduce research costs (Ross op cit.). However, it does not prevent the application of probability sampling techniques.

The purposive sampling method was then used to select 15 schools from the 6 circuits to participate in the study. At least two schools were purposively sampled from each of the 6 circuits based on a probability proportional to the size of schools within each category of circuit as shown in Table 3.1.

Table 3.1: Purposive Sampling of Private Schools

Circuits	No of Schools	Purposive Sample	Name of Schools
Obuasi West	16	3	Just Love Enefel Sam Boakye
Obuasi East	19	3	Queen Egyima First Baptist Golden City
Tutuka North	16	2	St. Philips Adansi High
Tutuka South	18	2	St. Margaret Golden Gate
Tutuka Central	11	2	Nana Prempeh Triumphant Academy
Kunka	24	3	Holy Child St. Augustine Nana Wiredu
Total	104	15	

Source: Author's Fieldwork (2014)

All the teachers within the selected 15 schools were conveniently chosen to participate in the study. However, two hundred and twenty (220) teachers were sampled from the 15 schools for the purpose of the study. The study used 20.1% of the total population of teachers (1093) in the Obuasi Municipal Assembly.

For sample for head teachers/proprietors, the purposive sampling method was employed. Purposive sampling method is when a participant is chosen because he/she fits the purpose of the study (Durrheim and Painter, 2006). Thirty (30) head teachers/proprietors were purposively sampled because of the role they play in human resources management practices in the selected schools.

3.4 Source of Data Collection

The researcher adopted both primary and secondary data sources to collect information from the respondents.

3.4.1 Primary Sources of Data

The primary source of data is the information which is collected by a researcher himself/herself through the use of questionnaire (Leedy and Ormrod, 2005). Structured questionnaires were given to the teachers, head teachers and proprietors to gather data on the impact of HRM practices on employees' turnover.

3.4.2 Secondary Sources of Data

Secondary data is the information collected by a researcher who is not one of the original data creators for a purpose that may be different from that of the original purpose (Leedy and Ormrod, 2005). It was obtained from documentary sources such as articles, journals, reports, books, newspapers, and other research

related to this study which served as both theoretical and empirical framework needed for the analysis of the data collected.

3.5 Instrument and Procedure for Data Collection

Data, according to Frankel and Wallen (2000), is referred as the empirical evidence or data that researchers carefully assemble based on specific procedures or rules. Collection of data, however, is needed by researchers to address research problems. Tools are the instruments used by a researcher to collect information from the target population to address a research problem.

All data collected occurred between April and May 2014. The researcher employed two structured questionnaires – questionnaire for teachers and questionnaire for head teachers/proprietors to collect information from the teachers as well as head teachers and proprietors in the selected basic private schools. The standardized questionnaire was structured based on questionnaires that had been employed in previous studies and from various articles on information related to the impact of human resource management practices on employee turnover. Questionnaire is a way of obtaining information about respondents by asking them rather than watching them behave. Miles (2001) also posited that a questionnaire is usually about asking people questions to find out what they think or know about something.

3.5.1 Questionnaire for Teachers

The questionnaire for teachers was made up of three (3) sections consisting of 64 items.

Section A presents the background information of teachers. This section was used to provide demographic information about the kind of teachers whose

views are being sought during the study. It consists of 5 closed-ended items which includes sex, age, marital status, highest level of education, and length of service to the school.

Section B was structured to assess the human resource management practices in private schools which includes, training and development, recognition and rewards, performance appraisal, compensation, employer-employee relationship, job satisfaction, and organisational commitment. This section was made up of 39 Likert-scale items.

Section C, the final section, also deals with the extent of teacher turnover in private schools. It consists of 20 Likert-scale items.

3.5.2 Questionnaire for Head teachers/Proprietors

The questionnaire for teachers was made up of three (3) sections consisting of 43 items.

Section A, which presents the background information of respondents, consists of 4 items including sex, age, length of service to the school, and the number of teachers in the school.

Section B assess the human resource management practices among head teachers and proprietors of basic private schools. It is made up of 35 Likert-scale items.

Section C, the final section, deals with teacher turnover in private schools. It is made up of 4 items consisting of open and close-ended questions.

3.6 Ethical Consideration

Prior to data collection, ethical clearance was obtained from the School of Business and Ethics Control Board of the Kwame Nkrumah University of Science and Technology, who offered an ethical permit for the research. The researcher also obtained an introductory letter from the School of Business. This introductory letter helped the researcher to get the needed assistance and co-operation from the respondents. Participants were well informed on the objectives of the study. Informed consent as asserted by Silverman (2006) is a 'process of negotiation' between the researcher and the study subjects, and not a 'one - off action'. Participants were informed of the right to withdraw from the study or decline to any questions. Confidentiality was also guaranteed to the respondents by making sure that study they were not represented by their names.

3.7 Reliability of the Instruments

Cronbach's coefficient alpha reliability values were calculated for all the Likert scale variables involved in this study to assess the degree to which the items that make up the scales are all measuring the same underlying attribute. Nunnally and Bernstein (1994) recommends a value of 0.60 is considered as the lower limit of acceptability for Cronbach's alpha, however, values above .8 are preferable.

3.7.1 Reliability of the Instruments for Teachers

Table 3.2 provides an indication of the average correlation among all of the items that make up the scales for teachers. It was shown that Cronbach's reliability alpha value for recognition and rewards, compensation, person-job fit, and organisation links were less than .60 (.553, .591, .190, and .235 respectively).

According to Pallant (2010), Cronbach alpha values are dependent on the number of items in the scale. Thus, when there are small number of items in the scale (fewer than 10), it is sometimes difficult to get a decent Cronbach alpha values. This can explain the reason for the low Cronbach alpha values for recognition and rewards, compensation, person-job fit, as well as organisation links in this study.

Table 3.2: Reliability of the Instruments for Teachers

Variable	Cronbach's Alpha	No. of Items
Training and Development	.711	5
Recognition and Rewards	.553	5
Performance Appraisal	.669	5
Compensation	.591	4
Employer-employer relationship	.732	5
Job satisfaction	.689	5
Organisational commitment	.615	10
Teacher Turnover Intention	.834	5
Perceived external prestige	.844	4
Person-Job fit	.190	3
Organisation links	.235	5
Job alternatives	.686	3

Source: Field Survey, 2014

3.7.2 Reliability of the Instruments for Head Teachers/Proprietors

As depicted in Table 3.3, all variables for head teachers and proprietors had the alpha values of .657 to .834, which were all above 0.60.

Table 3.3: Reliability of the Instruments for Head Teachers/Proprietors

Variable	Cronbach's Alpha	No. of Items
Training and Development	.797	4
Recognition and Rewards	.657	6
Performance Appraisal	.783	5
Compensation	.809	5
Employer-employer relationship	.834	5
Job satisfaction	.734	5
Organisational commitment	.788	5

Source: Field Survey, 2014

3.8 Data Processing and Analysis

The data were entered and cleaned for errors, outliers and missing values. Responses from the respondents were analysed by both descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS) version 18. The descriptive statistical tools were used to analyse the demographic characteristics of the respondents (mean + SD). Responses on the various Human Resource Management practices were computed into numerical values to generate a composite score.

A relationship between variables and assumed cause-effect relationships was tested using appropriate statistical tools in SPSS version 18. A probability value (p-value) of less than 0.05 was considered to be statistically significant at 95% confidence interval. The results were illustrate into tables.

3.9 Organisational Profile

The study is conducted in Obuasi Municipal Assembly. The Obuasi Municipal Assembly, which formed part of the formerly Adansi West District Assembly, was born by virtue of the Executive Instrument No. E.I. 15 of 15th December 2003 and Legislative Instrument L. I. 1795 of 17th March 2004. The municipality is located between Longitudes 6 35' W and 6 90' W, and Latitudes 5 35' N and 5 65' N. It is 64 km South of Kumasi, the capital of the Ashanti Region, sharing boundaries with Adansi South to the East and South, Amansie Central to the West, and Adansi North to the North. The municipality has a total land area of 162.4 square kilometres.

The Obuasi Municipality has a large number of public as well as private schools especially at the basic level. Enrolment of teachers is generally high both at the public and at private schools. Infrastructure like classroom furniture, blocks, etc. are also good. The Obuasi municipality has dominated in the Basic Education Certificate Examination (BECE) in Ghana for the past nine (9) academic years, according to the Ghana Education Service, Obuasi (GES, 2014). The municipality was rank the best in performance in the BECE in consecutive years 2003/2004, 2004/2005, 2006/2007, 2007/2008. The municipality was also ranked second in the whole country in 2008/2009 academic year. Nevertheless, since 2008/2009 academic year, the municipality has come top in the BECE for four (4) consecutive academic years 2009/2010, 2010/2011, 2011/2012, and 2012/2013 (GES, 2014).

There are three (3) Second Cycle Schools; two (2) public and one (1) private in the municipality. These are Christ the King Catholic Senior High School, Obuasi

Senior High and Technical School, and Saint Margaret Senior High School.

There are four (4) private technical and vocational schools in the municipality.

KNUST



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presents the data analysis and presentation of data gathered from the survey. Issues discussed in this chapter include respondents' demographic characteristics, human resource management practices, and teacher turnover. Data were presented in relation to the literature review and compared to the data collected from the field. The study achieved a response rate of 80%, thus 200 out of the distributed 250 questionnaires were responded and returned by the respondents.

4.1 Background Characteristics of Respondents

4.1.1 Gender of Respondents

Table 4.1 below presents the distribution of respondents for the study. A sample of two hundred (200) respondents, comprising of thirty (30) head teachers/proprietors and one hundred and seventy (170) teachers responded to the administered questionnaire. Table 4.1 shows that majority of the head teachers (93.3%) were males whilst 6.7% were females. It can also be observe from Table 4.1 that the majority of the teachers (77.6%) were males. Female teachers constituted 22.4%. As evidenced by the table (Table 4.1), the results show a sample relatively skewed in favour of male test subjects, which was reflected in both head teachers/proprietors and teachers' categories.

Table 4.1: Gender of Respondents

Gender	Head	
	Teachers/Proprietors	Teachers
Male	28(93.3)*	132(77.6)
Female	2(6.7)	38(22.4)
Total	30(100)	170(100)

*Percentages are in parenthesis

Source: Field Survey, 2014

4.1.2 Age of Respondents

Table 4.2 below shows the age distribution of respondents. The study found that only 7 head teachers representing 23.3% were between 26 to 30 years. Exactly 30% of head teachers were between 31 to 40 years of age. Most of the head teachers/proprietors (46.7%) were 41 years and above. A cumulative of 76.7% of head teachers/proprietors were above 30 years. This means that no head teacher is below 25 years and this portrays that one has to work for a long period to get the needed experience to be a head teachers/proprietors and this may account for the reason why majority of head teachers/proprietors are aged above 30 years.

The study also revealed that more than half of teachers (54.1%) were below 25 years. Forty-seven (47) teachers representing 27.6% were between the ages of 26 to 30 years, followed by 31 to 40 years (11.8%). Only eleven (11) teachers representing 6.5% were 41 years and above.

Erickson (1994) labels age groupings into young adulthood (20-30), middle adulthood (31-45), and late adulthood (46 and above). According to these age classifications, the study maintains that most teachers were in their young

adulthood, whereas majority of the head teachers/proprietors were in their late adulthood.

Table 4.2: Age of Respondents

Age group	Head Teachers/Proprietors	Teachers
Below 25 years	–	92(54.1)
26-30 years	7(23.3)*	47(27.6)
31-40 years	8(30.0)	20(11.8)
41 years and above	14(46.7)	11(6.5)
Total	30(100)	170(100)

*Percentages are in parenthesis

Source: Field Survey, 2014

4.1.3 Marital Status of Teachers

Marital status of teachers is presented in Table 4.3. As illustrated in the table below, majority of the teachers (77%) were single. This result can be attributed to the fact that most of the teachers respondents (54%) were in their young adulthood age (below 25 years). About 22% of teachers were also married, whilst only 2 teachers representing 1% were divorced as seen in Table 4.3.

Table 4.3: Marital Status of Teachers

Marital Status	Frequency	Percentage (%)
Married	37	22%
Single	131	77%
Divorced	2	1%
Total	170	100%

Source: Field Survey, 2014

4.1.4 Highest Level of Education

The results from Table 4.4 captured five categories of educational background of teachers namely secondary education, diploma in education (BDE), polytechnic HND, university, and Ghana Commercial Examination (GCE) “A” Level. It is evident that majority of teachers (62.9%) had secondary education. This is followed by 20.0% of those with diploma in education. Polytechnic (HND) holders formed 6.5%, whereas university holders also formed 8.8%. There were 3 teachers representing 1.8% with GCE “A” Level certificate. The proportion of teachers with secondary education, diploma in education, HND, university, and GCE “A” Level was approximately 36:11:4:5:1. For a long period the basic qualification for teachers was the secondary certificates and that was the baseline qualification for a professional teacher in this country and there are still quite a number of teachers who are still having secondary certificates as their main qualifications. This also means that most of the responses on HRM practices will be tapped into the knowledge based of respondents with secondary education certificate.

Table 4.4: Highest Level of Education

Highest Level of Education	Frequency	Percentage (%)
Secondary Education	107	62.9%
Diploma in Education (BDE)	34	20.0%
Polytechnic (HND)	11	6.5%
University	15	8.8%
Ghana Commercial Examination (GCE) “A” Level	3	1.8%
Total	170	100.0%

Source: Field Survey, 2014

4.1.5 Length of Service to School

Regarding the number of years respondents had spent in their school, the study revealed – as shown in Table 4.5 – that many of the teachers (50%) had spent less than 2 years in their respective schools. A cumulative of about 50% of teachers had spent more than 2 years in their schools. It was also found that none of the head teachers/proprietors had spent less than 2 years in the schools.

It is important to stress that the number of years the majority of respondents had service with their school would factor into the information they had contributed to this study. The length of years respondents had served in their schools is a good indicator to suggest the possibility of them providing the requisite knowledge and expertise on issues concerning Human Resource Management (HRM) practices in their respective schools. This was also good to make inference about the HRM practices in schools in Obuasi Municipality.

Table 4.5: Length of Service to School

Length of Service	Head	
	Teachers/Proprietors	Teachers
Below 2 years	–	85(50.0)
2-4 years	13(43.3)*	42(24.7)
5-10 years	12(40.0)	26(15.3)
11-15 years	3(10.0)	12(7.1)
16 years and above	2(6.7)	5(2.9)
Total	30(100)	170(100)

*Percentages are in parenthesis

Source: Field Survey, 2014

4.1.6 Number of Teachers in Schools

Table 4.6 shows that majority of the schools (56.6%) had more than 20 teachers.

Only 13 representing 43.4% had less than 20 teachers in their school.

Table 4.6: Number of Teachers in Schools

Number of Teachers	Frequency	Percentage (%)
≤ 10 teachers	2	6.7%
11-20 teachers	11	36.7%
21-30 teachers	10	33.3%
31-40 teachers	2	6.7%
> 40 teachers	5	16.7%
Total	30	100.0%

Source: Field Survey, 2014

4.2 Analysis of Major Findings

In this section, results of the study are provided in relation to the research questions. The questions that were answered in the study include:

1. What is the human resource management practices in private basic schools in Obuasi Municipality?
2. What is the impact of HRM practices on employee turnover in private basic schools
3. Which HR practices correlates highly with employee turnover?
4. What measures can be adopted to improve the HRM practices in private basic schools and employee turnover?

4.2.1 Human Resource Management Practices in Schools

4.2.1.1 Human Resource Management Practices in Schools

The first research objective of this current study was to identify the types of human resource management practices in private basic schools in Obuasi Municipality. A more detailed study on the human resource management practices in basic private schools in Obuasi is presented in Table 4.7. Five categories of human resource management practices, which includes training and development, recognition and rewards, performance appraisal, compensation, and employer-employee relationship, were captured in this study. All variables were measured using a 5-point Likert scale (1=strongly disagree to 5=strongly agree). The average mean for all the five variables was 2.81. Performance appraisal and training and development were the most commonly used human resource management practices. As noted in the demographic characteristics of the teachers, majority of the teachers (62.9%) had secondary school education and in the age group of below 25 years old. This type of employees is normally belonged to the support group whereby they need training and development to equip them with knowledge and skills in executing their duties.

The mean values for performance appraisal and training and development were 3.16 (SD = .828) and 3.00 (SD = .956) respectively. The other human resource management practices showed a relatively low mean values compared to performance appraisal and training and development. The mean value for recognition and rewards and employer-employee relationship were 2.93 (SD = .804) and 2.89 (.895) respectively. From the findings, it can be asserted that the human resource management practices utilised by schools in Obuasi

Municipality includes performance appraisal, training and development procedure, recognition and rewards, and employer-employee relationship practised by their schools. It is quite clear from Table 4.7 that the mean value for compensation remained 2.09 (SD = .842) which show that teachers disagree with the compensation provided by their school in relation to their performance. The negative response for this variable might be due to the fact that head teachers and proprietors take least interest in providing compensation to their teachers. Like Teseema and Soeters (2006), these are seen as the best components of human resource practices that are frequently employed by management to curb the organisation's problem of high rate of employee turnover.

Table 4.7: Overall Descriptive Statistics of Human Resource Management Practices

HRM Practices	N	Mean	SD
Training and Development	168	3.00	.956
Recognition and Rewards	170	2.93	.804
Performance Appraisal	170	3.16	.828
Compensation	169	2.09	.842
Employer-employee relationship	170	2.89	.895

Source: Field Survey, 2014

4.2.1.2 Teachers' Level of Job Satisfaction

In regard to job satisfaction, the teachers' average level of satisfaction was 2.65. Results from Table 4.8 suggest that the statements that received the highest level of agreement were "teachers are given the opportunity to use their skills and talents" (M = 3.51, SD = 1.039), followed by "teachers feel they have job security at work" (M = 2.70, SD = 1.323). The statements that received the lowest level of agreement were "teachers are provided with benefits like health

care and catering services” ($M = 2.06$, $SD = 1.255$), followed by “teachers are satisfied with the working conditions” ($M = 2.35$, $SD = 1.193$), and “teachers are satisfied with their superiors and subordinates” ($M = 2.63$, $SD = 1.230$). These findings presuppose that there was a slight level of satisfaction among teachers in Obuasi Municipality. It was seen that teachers were unsatisfied with the conditions of work provided by their employers.

Table 4.8: Teachers Level of Job Satisfaction

Variables	N	Mean	SD
Teachers are satisfied with the working conditions	170	2.35	1.193
Teachers are given the opportunity to use their skills and talents	170	3.51	1.039
Teachers feel they have job security at work	170	2.70	1.323
Teachers are satisfied with their superiors and subordinate	170	2.63	1.230
Teachers are provided with benefits like health care and catering	170	2.06	1.255

Source: Field Survey, 2014

4.2.1.3 Organisation Commitment

Table 4.9 below has information of perception teachers on organisation commitment as it is currently experienced in basic private schools in Obuasi. The study revealed that the respondents answered 4 out of 10 items on organisational commitment correctly. It was observed that the statements that received the highest level of agreement were “I would not feel guilty if I left this now” ($M = 3.44$, $SD = 1.422$), “I really feel that this school problems are my own” ($M = 3.26$, $SD = 1.343$), “this school has great deal of personal meaning for me” ($M = 3.05$, $SD = 1.173$), and “I do not feel any obligation to remain with my current employer” ($SD = 2.86$, $SD = 1.116$).

The statements that received the lowest level of agreement includes “I do not feel it would be right to leave my school” ($M = 2.79$, $SD = 1.253$), “I do not feel a strong sense of belonging to my school” ($M = 2.78$, $SD = 1.220$), “I do not feel emotionally attached to this school” ($M = 2.52$, $SD = 1.251$), and “I would violate trust if I quit my job with this school now” ($M = 2.51$, $SD = 1.262$). In addition, respondents also disagree with “I do not feel like a part of the family at this school” ($M = 2.51$, $SD = 1.207$) and “if I get an offer for better job, I don’t feel it would be right to leave” ($M = 2.35$, $SD = 1.326$).

Table 4.9: Perception of Teachers on Organisation Commitment

Variables	N	Mean	SD
I really feel that this school problems are my own	170	3.26	1.343
This school has great deal of personal meaning for me	170	3.05	1.173
I do not feel a strong sense of belonging to my school	170	2.78	1.220
I do not feel emotionally attached to this school	170	2.52	1.251
I do not feel like a part of the family at this school	170	2.47	1.207
I would violate trust if I quit my job with this school now	168	2.51	1.262
I do not feel it would be right to leave my school	168	2.79	1.253
If I get an offer for better job, I don’t feel it would be right to leave	170	2.35	1.316
I do not feel any obligation to remain with my current employer	168	2.86	1.116
I would not feel guilty if I left this school now	169	3.44	1.422

Source: Field Survey, 2014

4.2.1.4 Perceived External Prestige

Table 4.10 presents responses on respondents’ perceived external prestige. For the purpose of discussions, the responses are collapsed into two categories; “strongly agree” and “agree” become “agree”, whilst “strongly disagree” and “disagree” become “disagree”. Firstly, Table 4.10 shows that almost 74.2% of

respondents agreed with assertion that people in Obuasi think highly of their school. Similarly, 76.5% agreed that it is considered prestigious in this area to be working for this school. On the contrary, a little 20% of respondents disagreed that was the case.

Furthermore, Table 4.10 below shows that almost 84.1% of respondents agreed that their school is considered one of the best schools in Obuasi. This can explain the high level of competition among basic private schools in Obuasi. Additionally, roughly 77.6% of respondents were of the view that employees in other schools would be proud to work for their school. The implication of these assertions is that teachers are mostly unlikely to leave their school because of the high esteem their school holds in Obuasi Municipality.

Table 4.10: Perceived External Prestige

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total Response
People in this area think highly of my school	63(37.1)*	63(37.1)	23(13.5)	12(7.1)	9(5.3)	170(100)
It is considered prestigious in this area to be working for this school	54(31.8)	76(44.7)	14(8.2)	16(9.4)	10(5.9)	170(100)
My school is considered one of the best schools in this area	76(44.7)	67(39.4)	14(8.2)	7(4.1)	6(3.5)	170(100)
Employees in other schools would be proud to work for my school	76(44.7)	56(32.9)	19(11.2)	13(7.6)	6(3.5)	170(100)

*Percentages are in parenthesis

Source: Field Survey, 2014

4.2.1.5 Person-Job Fit

Table 4.11 shows that an average of 76.5% of the respondents agreed that: my job utilizes my skills and talents well. As a matter of fact, 81.2% of the respondents indicated that they were the right type of person for their job. It was seen that nearly 88.3 of teachers stated that they have the right skills and abilities for teaching. This portrays that teachers viewed themselves fit enough to work for their respective schools despite the majority of respondents with certificate in secondary high school education. They had the requisite skills, abilities, and talents of teaching. These attributes, without any doubt, is essential to any organisation to produce higher results.

Table 4.11: Person-Job Fit

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total Response
My job utilizes my skills and talents well	60(35.3)*	70(41.2)	22(12.9)	11(6.5)	7(4.1)	170(100)
I am the right type of person for this type of work	76(44.7)	62(36.5)	16(9.4)	13(7.6)	3(1.8)	170(100)
I have the right skills and abilities for doing this job	87(51.2)	63(37.1)	15(8.8)	4(2.4)	1(0.6)	170(100)

*Percentages are in parenthesis

Source: Field Survey, 2014

4.2.1.6 Organisation Links

Table 4.12 shows that 75.9% of respondents agreed that they often socialise with their co-workers outside of work. There was also a good communication between teachers (75.3%). This depicts a good interpersonal relationship among the teachers within the various schools in Obuasi. Despite the good relationship among teachers, it was realised that there was low dependency of teachers on each other. Only 21.2% of the respondents indicated that their co-workers were

dependent on them. Beside the low dependency of teachers on each, about 74.7% of them indicated that many of their co-workers describe them as ‘good friends’.

Furthermore, few respondents (38.4%) stated that they interact very often with their supervisor (head teacher/proprietors) every week. This implies that there was a poor employee-employer relationship within the various schools in Obuasi. Good communication among teachers and head teachers as well as proprietors, as posited by Kuvass (2006) has been found to have positive employee outcome. Teachers receive support from their employers in the form of regular interactions. This helps to coach, redress, and improve the knowledge, attitudes, and behaviour of teachers, which in turn increase the probability of teachers’ intention to stay in schools in Obuasi. This can happen with the help of a good human resource management practices among schools within the Municipality.

Table 4.12: Organisation Links

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total Response
I often socialize with my co-workers outside of work	63(37.1)*	66(38.8)	23(13.5)	10(5.9)	8(4.7)	170(100)
Many co-workers are highly dependent on me	8(4.7)	28(16.5)	48(28.2)	53(31.2)	33(19.4)	170(100)
I interact with many co-workers regularly	59(34.7)	69(40.6)	30(17.6)	8(4.7)	4(2.4)	170(100)
Many of my co-workers would describe me as a ‘good friend’	73(42.9)	54(31.8)	35(20.6)	8(4.7)	0(0)	170(100)
I interact very often with my supervisor every week	21(12.4)	38(22.4)	34(20.0)	49(28.8)	28(16.5)	170(100)

*Percentages are in parenthesis

Source: Field Survey, 2014

4.2.1.7 Job Alternatives

For the purpose of discussions, the responses in Table 4.13 are collapsed into two categories; “low chance” and “average chance” become “low chance”, whilst “above average chance” and “high chance” become “high chance”.

Findings from the study indicated that there was relatively probability of respondents finding an acceptable alternative to their current job, as about only 44.1% firmly indicated that their chances of getting new acceptable job is high.

On the contrary, nearly 67.6% of respondents stated that if they search for another job within a year’s time, they have a high chance of finding an acceptable job in another organisation. Again, it was also noticed that was a high chance for majority of the respondents (70%) to find another job that would be acceptable to their family. All these prepositions indicate that it would not be very difficult for any teacher to leave their respective schools. The high chances of teachers finding another acceptable job to explore their skills and talents calls for advocating an appropriate human resource management practices within schools in Obuasi to retain competent teachers who can produce higher productivity.

Table 4.13: Job Alternatives

Statements	Low chance	Average chance	Neutral	Above average chance	High chance	Total Response
What is the probability that you can find an acceptable alternative	16(9.4)*	36(21.2)	43(25.3)	28(16.5)	47(27.6)	170(100)
If you search for another job within a year's time, what are the chances that you can find an acceptable job in another organisation	5(2.9)	25(14.7)	25(14.7)	58(34.1)	57(33.5)	170(100)
If you search for another job, what is the probability that you can find a job that would be acceptable to your family	3(1.8)	30(17.6)	18(10.6)	55(32.4)	64(37.6)	170(100)

*Percentages are in parenthesis

Source: Field Survey, 2014

4.2.2 Impact of Human Resource Practices on Employee Turnover

The second objective was to assess the impact of human resource management practices on teachers' turnover. Regression analysis was conducted to assess the impact of human resource management practices on teachers' turnover in basic private schools in Obuasi Municipality with Human Resource Management practices being the independent variables and teacher's turnover being the dependent variable. Results of regression analysis indicate that much of the variation in the dependent variable is explained with adjusted R-square of 0.152 and F-value of 6.770 ($p = 0.000$) with five independent variables: i.e. training and development, recognition and rewards, performance appraisal, compensation, and employer-employee relationship as shown in Table 4.14.

The adjusted R-square value is 0.152 indicating that the 15.2% of the variance in turnover can be attributed to human resource practices. The F value is 6.770 that is significant at $P = 0.000$ suggesting that a combination of the five

independent variables do appear as statistically significant predictors of teachers turnover. Normally, it is not bad to see teachers leave one school to another because of the changing nature of human resource management practices. Arguably, it is seen that teachers quitting their teaching duties for better opportunities is not peculiar to Ghana, even in the United States of America; Ingersoll (2001) stated that teachers leave the teaching field in search for greener pastures. It must be emphasized that human resource management practices have an impact on teachers' turnover.

This findings, however, is congruent to findings drawn by other researchers. Abeyeskera (2007) also noted that human resource management practices such as realistic job information, job analysis, work family balance, career development, compensation, and supervisor support have significant effect on turnover (F value of 6.388 that is significant at $P = 0.0005$). Johari et al. (2012) also stated that the dimensions of HRM practices (training and development, career development, compensation and benefits, and performance appraisal achievement) collectively explained 15.8 percent of the variance in employee intention to stay.

According to Whitener (2001), employee's intention to leave an organisation would decrease when managerial factors such as development evaluation, competitive pay, and training and development are properly employed. Selden and Moynihan (2000) also stated that human resource management practices such as pay, family-friendly policies, or training reduce employee turnover. It can therefore be deduced from this current study and other past researches that, human resource management practices have an impact on teachers' turnover.

Table 4.14: Aggregate Impact of HRM practices on Teacher Turnover

Model	R-Square	Adjusted R-Square	F	Sig.
1	.178*	.152	6.770	.000

*Predictors: (Constant), HRM practices

Dependent Variable: teacher turnover intention

Source: Field Survey, 2014

4.2.3 How HR Practices Correlates with Employee Turnover

The third research objective was to identify the type of human resource management practices that highly correlates with teachers' turnover. Table 4.15 shows the strength of influence that each of the five human resource practices had on the dependent variable (teacher turnover). As shown in the table, employer-employee relationship had the strongest significant effect on teachers' turnover as compared to other four human resource management practices with a standardised beta of -.223 for t value of -2.415 at the significant level of .017. As noted early in this chapter, there was a poor interaction between teachers and their employers. It was also revealed that few teachers were found to interact with their supervisors (head teachers and proprietors) on a daily basis. However, Foong (2008) was of the view that employees seek career achievement through positive relationship with their employers, which in turn reduces staffs' turnover. Kuvass (2006) also stated that employee-employer relationship has a positive influence on employee outcome. When there is good communication between teachers and head teachers, the rate of teacher turnover is said to be minimized.

Other researchers disagree with this finding. Grace and Khalsa (2003) and Rosser (2004), for example, revealed that in an academic setting, training and

development was the human resource management practice that has the strongest significant impact on teachers' decision to leave their post (cited in Mohd et al. 2011). Johari et al (op cit.) also found out that compensation and benefits are the significant predictors of employees' intention to stay (beta = 0.360, $p < 0.001$). Bexley et al. (2011) also indicated that inadequate training make teacher's feel unsatisfied, which in turn influence the rate of turnover in schools.

Table 4.15: Influence of Human Resource Management practices on Turnover

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Beta	Std. Error	Beta		
Predictor (Constant)	24.865	1.931		12.875	.000
Training and Development	.092	.077	.089	1.201	.232
Recognition and Rewards	-.065	.112	-.053	-.576	.566
Performance Appraisal	-.205	.092	-.175	-2.223	.028
Compensation	-.200	.128	-.137	-1.565	.120
Employer-employee relationship	-.246	.102	-.223	-2.415	.017
$R^2 = .152$ $F = 6.770$, $p < 0.000$					

Source: Field Survey, 2014

A stepwise regression was performed to determine the depth of contribution of each variable to the total explanatory power of the regression model or R square value. The results of stepwise regression (Table 4.16) show that there were two predictor variables that could significantly contribute to the R square value.

The results of the stepwise multiple regression analysis indicated that employer-employee relationship and performance appraisal were the two human resource management practices that had greater influence on teachers' turnover. Training and development, recognition and rewards, and compensation were not found

contributing to the total explanatory power suggesting that employer-employee relationship and performance appraisal explained about 15% of the variation in teachers' turnover. This finding is incongruent with results from a study conducted by Abeysekera (2007). Abeysekera (op cit.) depicted that human resource management practices such as compensation, work family balance, as well as job analysis have strong impact on employee turnover. They found other variables including supervisor support, career development and realistic job information not strongly contributing to employee turnover.

Table 4.16: Stepwise Multiple Regression Analysis: Predictors of Turnover

Variables	R ²	+R ²	Beta	Sig. t
Employer-employee relationship	.115	.109	-.296	.000
Performance Appraisal	.154	.143	-.201	.008

Source: Field Survey, 2014

4.2.3.1 Impact of Human Resource Management Practices on Job Satisfaction and Organisational Commitment

It is assumed that human resource management practices are related with teachers' job satisfaction and organisational commitment, which in turn impact with teachers' turnover. Table 4.17 presents the impact of human resource management practices on teachers' job satisfaction.

The results of linear regression analysis showed that the adjusted R square was 0.406, F-value of 23.685, and significant level of 0.000. This indicates that 40% of variation in job satisfaction can be attributed to human resource practices. This agrees with results from Appelbaum, Bailey, Berg & Kalleberg (2000), who stated that Human Resource Management (HRM) practices such as recruitment and selection, training and development, performance appraisal,

employer-employee relation, and compensation are closely associated with teachers job satisfaction which in tend improves performance.

Table 4.17: Impact of HRM Practices on Job Satisfaction

Model	R-Square	Adjusted R-Square	F	Sig.
1	.0424*	.406	23.685	.000

*Predictors: (Constant), HRM practices

Dependent Variable: job satisfaction

Source: Field Survey, 2014

Table 4.18 below presents the impact of human resource management practices on organisational commitment among teachers in basic private schools in Obuasi Municipality. Results of regression analysis indicate that much of the variation in the dependent variable is explained with adjusted R-square of 0.100 and F-value of 3.496 ($p = 0.005$) with five independent variables: i.e. training and development, recognition and rewards, performance appraisal, compensation, and employer-employee relationship. This means that 7% of the variance in organisational commitment can be explained by the five human resource management practices. A study conducted by Fotoohnejad et al. (2011) indicated that an organisation, which acknowledges a consistent and well-managed human resource management practices, contributes to high organisational commitment. This will however reduce the rate of teacher turnover. Therefore, utilization of human resource management practices is necessary to increase job satisfaction and organisational commitment of teachers in basic private schools in Obuasi Municipality.

Table 4.18: Impact of HRM Practices on Organisation Commitment

Model	R-Square	Adjusted R-Square	F	Sig.
1	.100*	.072	3.496	0.005

*Predictors: (Constant), HRM practices

Dependent Variable: organisation commitment

Source: Field Survey, 2014

4.2.4 Strategies to Improve Human Resource Management Practices and Teachers' Turnover

Responses presented and discussed under the research question four have been solicited from head teachers and proprietors because they knew the real deal of ways which can be put in place to deal with the human resource management and teachers' turnover issues in their school. Table 4.19 presents the suggested measures that can be adopted to improve the HRM practices in private basic schools and employee turnover in basic private schools in the Obuasi Municipality.

Table 4.19 displays seven (7) suggestions that were given by head teachers and proprietors to deal with the impact of human resource management practices on teachers' turnover in the Obuasi Municipality. The foremost suggestion was that schools must provide appropriate salary structure for teachers. This correlates with findings from Asare (2010), who also found most of respondents suggesting that salaries of newly trained teachers must be paid on time. He also noted that, most often, one hears that salaries of teachers had delayed for a least six months and this does not encourage most people to join the schools.

Furthermore, suggestions were made against the conditions of services in the schools. Ten (10) respondents representing 27% indicated that there should be

improvement of conditions of services for teachers. Other strategies suggested by respondents includes; ensuring teachers' welfare, encouraging and financing distance learning for teachers, provision of health care issues, good inter-personal relationship, and provision of periodic in-service training for teachers. Reasonably, the measures suggested by head teachers and proprietors in Table 4.19 below can be helpful in reducing teachers' turnover in the Obuasi Municipality.

Table 4.19: Strategies to Improve Human Resource Practices and Teachers' Turnover

Variable	Frequency	Percentage (%)
Encourage and finance distance learning	2	5.4%
Provision of appropriate salary structure	17	45.9%
Improving conditions of services	10	27.0%
Ensure teachers welfare	3	8.1%
Provision of periodic in-service training	1	2.7%
Provision of health care issues	2	5.4%
Good inter-personal relationship with teachers	2	5.4%
Total	37*	100%

*Multiple resource; N = 30

Source: Field Survey, 2014

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

This research study was aimed at establishing the relationship between human resource practices on teachers' turnover. This chapter is divided into three sections. The first section presents the summary of results of the research study derived from the selected areas of the research study in relation to the set objectives of the study. The second section gives the conclusions and whereas the last section suggests recommendations and areas for further research.

5.1 Summary of Findings

The outcome of the study indicated that performance appraisal and training and development were the most commonly used human resource management practices (mean of 3.16 and 3.00 respectively). The other human resource management practices showed a relatively low mean values compared to performance appraisal and training and development. The mean value for recognition and rewards and employer-employee relationship were 2.93 (SD = .804) and 2.89 (.895) respectively. It was also revealed that Compensation provided by the schools in relation to teachers' performance were unsatisfactory (mean = 2.09). Nevertheless, this was further not found to be strongly associated with turnover.

The results of the study revealed that there was a slight level of satisfaction among the teachers. The statements on the 5-point Likert scale that received the highest level of agreement were "teachers are given the opportunity to use their skills and talents" (M = 3.51, SD = 1.039), followed by "teachers feel they have

job security at work” ($M = 2.70$, $SD = 1.323$). The statements that received the lowest level of agreement were “teachers are provided with benefits like health care and catering services ($M = 2.06$, $SD = 1.255$), followed by “teachers are satisfied with the working conditions” ($M = 2.35$, $SD = 1.193$), and “teachers are satisfied with their superiors and subordinates” ($M = 2.63$, $SD = 1.230$).

Results of regression analysis indicate that much of the variation in the dependent variable is explained with adjusted R-square of 0.152 and F-value of 6.770 ($p = 0.000$) with five independent variables: i.e. training and development, recognition and rewards, performance appraisal, compensation, and employer-employee relationship. The adjusted R-square value is 0.152 indicating that the 15.2% of the variance in turnover can be attributed to human resource practices. The F value is 6.770 that is significant at $P = 0.000$ suggesting that a combination of the five independent variables do appear as statistically significant predictors of teachers turnover. It was found in the literature that that human resource management practices had a strong relationship with employee’s turnover. Abeyeskera (2007) noted that human resource management practices such as realistic job information, job analysis, work family balance, career development, compensation, and supervisor support have significant effect on turnover (F value of 6.388 that is significant at $P = 0.0005$).

The outcome of the study revealed that employer-employee relationship had the strongest significant effect on teachers’ turnover as compared to other four human resource management practices with a standardised beta of $-.223$ for t value of -2.415 at the significant level of $.017$. This implies that employer-employee relationship explained about 15% of the variation in teachers’ turnover. A stepwise regression was done to find out the extent of contribution

of each variable to R square value or the total explanatory power of the regression model. The results of the stepwise multiple regression analysis indicated that employer-employee relationship and performance appraisal were the two human resource management practices that had greater influence on teachers' turnover. Training and development, recognition and rewards, and compensation were not found contributing to the total explanatory power suggesting that employer-employee relationship and performance appraisal explained about 15% of the variation in teachers' turnover. This finding is incongruent with results from a study conducted by Abeysekera (2007). Abeysekera (op cit.) depicted that human resource management practices such as compensation, work family balance, as well as job analysis have strong impact on employee turnover. They found other variables including supervisor support, career development and realistic job information not strongly contributing to employee turnover.

A regression analysis was also conducted to assess the impact of human resource management practices on job satisfaction and organisation commitment. It was showed that the adjusted R square of job satisfaction was 0.406, F-value of 23.685, and significant level of 0.000. This indicates that 40% of variation in job satisfaction can be attributed to human resource practices. This agrees with results from Appelbaum, Bailey, Berg & Kalleberg (2000), who stated that Human Resource Management (HRM) practices are closely associated with teachers job satisfaction which in tend improves performance. It was also found that much of the variation in the organisational commitment is explained with adjusted R-square of 0.100 and F-value of 3.496 ($p = 0.005$) with five independent variables: i.e. training and development, recognition and rewards,

performance appraisal, compensation, and employer-employee relationship. This means that 7% of the variance in organisational commitment can be explained by the five human resource management practices. Fotoohnejad et al. (2011), on the other hand, indicated that an organisation that acknowledges a consistent and well-managed human resource management practices, contributes to high organisational commitment.

A look at the strategies suggested by head teachers and proprietors to improve human resource management practices and teachers' turnover revealed that the foremost suggestion was that schools must provide appropriate salary structure for teachers. This correlates with findings from Asare (2010), who also found most of respondents suggesting that salaries of newly trained teachers must be paid on time. Other strategies suggested by respondents includes; improvement of conditions of services for teachers, ensuring teachers' welfare, encouraging and financing distance learning for teachers, provision of health care issues, good inter-personal relationship, and provision of periodic in-service training for teachers.

5.2 Conclusions

Theoretically, this study has provided some empirical evidence on the impact of human resource management practices in basic private schools in Obuasi Municipality. It is evident that there exist a relation between human resource management practices and teachers' turnover. It was revealed that performance appraisal and training and development is the most commonly used human resource management practices in the basic private schools. Other human resource management practices in basic private schools in Obuasi Municipality

includes employer-employee relationship, compensation, and recognition and rewards.

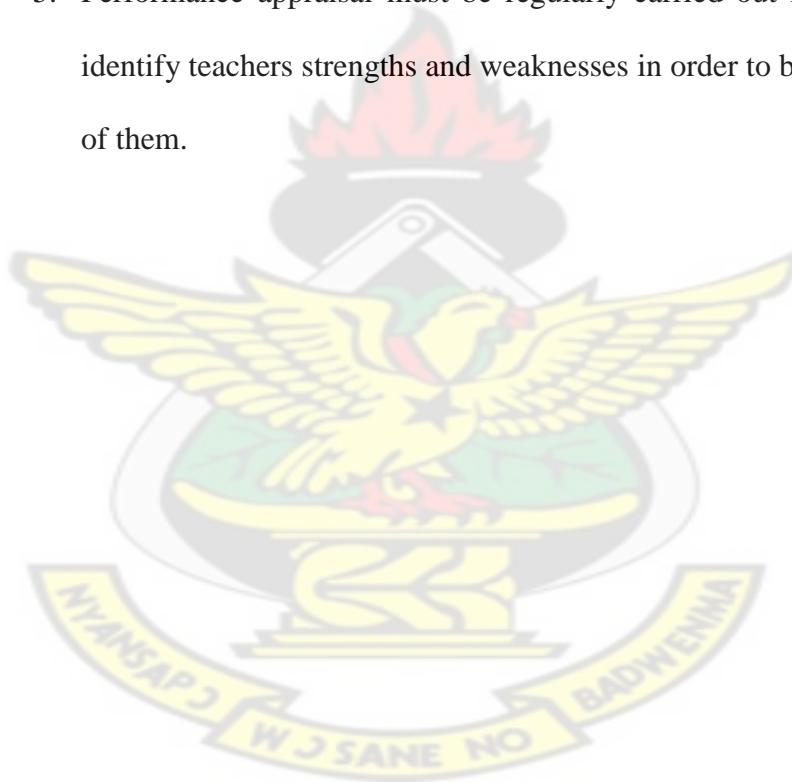
Regression analysis results have shown that employer-employee relationship and performance appraisal have the strongest significant impact on teachers' turnover as compared to other four human resource management practices. Training and development, recognition and rewards, and compensation were not found contributing to the total explanatory power. The study also found that job satisfaction and organisational commitment were influenced by human resource management practices. This therefore calls for specialised management in basic private schools to increase human resource practices, aimed at increasing job satisfaction and organisational commitment, which will ultimately reduce the rate of teacher turnover.

5.3 Recommendations

The research has made several recommendations aimed at addressing the impact of human resource management practices on teacher turnover. This would be achieved through the following measures:

1. Since employer-employee relationship had the strongest influence on teachers' turnover, it is therefore necessary for basic private school management to put in place measures to improve the interpersonal relationship in the school in order to reduce the rate of teacher turnover in the school.
2. For teachers to excel with great satisfaction and commitment, school management must address their welfare, which in turn ensues in low teacher turnover.

3. Teachers must also be encourage to interact freely with school management on personal issues. This facet brings the adherence of teachers to the school, resulting in high job satisfaction and organisational commitment and above all resulting in lowest turnover rates.
4. There should also be freedom of speech in the bargaining for improvement in working conditions. This gives teachers the sense of realisation that their efforts to the school is being acknowledged.
5. Performance appraisal must be regularly carried out in the school to identify teachers strengths and weaknesses in order to bring the best out of them.



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APPENDIX A

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (KNUST)

QUESTIONNAIRE FOR TEACHERS

Dear respondents,

I am a student from the KNUST School of Business researching into “The impact of Human Resource Management (HRM) practices on teachers’ turnover” as part of my academic work. All the information collected will be kept confidential.

Section A: Background information of Respondents

1. Sex: (a) Male ☐ (b) Female ☐
2. Age: (a) Below 25 years ☐ (b) 26-30 years ☐ (c) 31-40 years ☐ (d) 41 years and above ☐
3. Marital status: (a) Married ☐ (b) Single ☐ (c) Divorced ☐ (d) Widowed ☐
4. Highest level of education:
(a) Secondary Education ☐ (b) Diploma in Edu (BDE) ☐ (c) Polytechnic HND ☐ (d) University ☐ (e) Other (specify)
.....
5. Length of service to the school
(a) Below 2 years ☐ (b) 2-4 years ☐ (c) 5-10 years ☐ (d) 11-15 years ☐ (e) 16 years and above ☐

Section B: Human Resource Management Practices in Private Basic Schools

Please indicate to the extent to which you agree with the following statement about **HRM practices** in your school using the scales below.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

Training and Development

Preamble	1	2	3	4	5
6. The school provides training and development opportunities for teachers					
7. Personal and professional development of teachers is important to the school management					
8. Teachers go through training programs every academic year					
9. Training programs offered to teachers help increase their teaching skills and abilities					
10. Training opportunities has been provided to me on several occasions to improve my performance					

Recognition and Rewards

Preamble	1	2	3	4	5
11. Teachers opinions are invited by the head teacher/proprietor					
12. Funeral assistance are offered to teachers when the need arises					
13. Soft loans are given to teachers who need them on regular basis					
14. Teachers are given sick and maternity leaves					
15. Teachers are given the opportunity to participate in the decision making of the school					

Performance Appraisal

Preamble	1	2	3	4	5
16. Performance appraisal is regularly carried out in the school					
17. Performance appraisal is important to teachers to identify their strengths and weaknesses					
18. Management provide positive feedback than emphasizing on poor performance					
19. Performance appraisal is conducted without bias					
20. The feedback received are appropriate to all teachers to do their work					

Compensation

Preamble	1	2	3	4	5
21. Teachers are paid salary on time					
22. The pay given by the school encourages better performance					

23. My salary is the true reflection of the work I do					
24. Income is sufficient enough to meet my entire financial obligations					

Employer-employee relationship

Preamble	1	2	3	4	5
25. School management addresses the welfare of the teachers					
26. Teachers freely interact with administration on personal issues					
27. Management in the school consults teachers on important decisions					
28. There is freedom of speech in the bargaining for improvement in working conditions					
29. Teachers are offered the opportunity to participate in meetings to decide on vital issues					

Job satisfaction

Preamble	1	2	3	4	5
30. Teachers are satisfied with the working conditions provided by the school					
31. Teachers are given the opportunity to use their skills and talents to their satisfaction					
32. Teachers feel they have job security at work					
33. Teachers are satisfied with their superiors and subordinates					
34. Teachers are provided with benefits like health care and catering services					

Organisational commitment

Preamble	1	2	3	4	5
35. I really feel that this school's problems are my own					
36. This school has a great deal of personal meaning for me					
37. I do not feel a strong sense of belonging to my school					
38. I do not feel emotionally attached to this school					
39. I do not feel like a part of the family at this school					
40. I would violate trust if I quit my job with this school now					

41. Even if it were to my advantage, I do not feel it would be right to leave my school					
42. If I get an offer for a better job elsewhere, I would not feel it was right to leave my school					
43. I do not feel any obligation to remain with my current employer					
44. I would not feel guilty if I left this school now					

Section C: Teacher Turnover Intention

45. I would prefer another company to the one I am in now					
46. I have seriously thought about leaving this company					
47. I think often about quitting my job in this company					
48. If I have my way, I would not be working for this company a year from now.					
49. I don't plan to work here much longer					

PERCEIVED EXTERNAL PRESTIGE

Preamble	1	2	3	4	5
50. People in this area think highly of my school.					
51. It is considered prestigious in this area to be working for this school.					
52. My school is considered one of the best schools in this area					
53. Employees in other schools would be proud to work for my school.					
Person-Job Fit					
54. My job utilizes my skills and talents well					
55. I am the right type of person for this type of work					
56. I have the right skills and abilities for doing this job					
Organization Links					
57. I often socialize with my coworkers outside of work					
58. Many coworkers are highly dependent on me					
59. I interact with many coworkers regularly					

60. Many of my coworkers would describe me as a 'good friend'					
61. I interact very often with my supervisor every week					

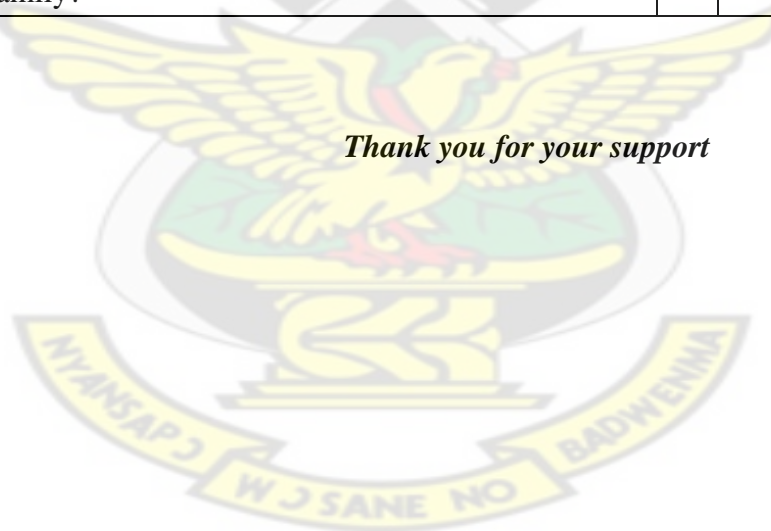
Please use the scale below to answer the following section

**1= Low chance 2= Average chance 3= Neutral 4= above average chance
5= High chance**

JOB ALTERNATIVES

50. What is the probability that you can find an acceptable alternative to this organization?					
51. If you search for another job within a year's time, what are the chances that you can find an acceptable job in another organization					
52. If you search for another job, what is the probability that you can find a job in another organization that would be acceptable to your family?					

Thank you for your support



APPENDIX B

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

QUESTIONNAIRE FOR HEAD TEACHERS/PROPRIETORS

Dear respondents,

I am a student from the KNUST School of Business researching into “The impact of Human Resource Management (HRM) practices on teachers’ turnover” as part of my academic work. All the information collected will be kept confidential.

Section A: Demographic Information

1. Sex: (a) Male [] (b) Female []
2. Age: (a) Below 25 years [] (b) 26-30 years [] (c) 31-40 years
[]
(d) 41 years and above []
3. Length of service to the school:
(a) Below 2 years [] (b) 2-4 years [] (c) 5-10 years [] (d)
11-15 years []
(e) 16 years and above []
4. How many teachers are in the school?
(a) 10 and below (b) 11-20 (c) 21-30 (d) 31 and 40 (e) 41 and above

Section B: Human Resource Management Practices in Private Basic Schools

Please indicate to the extent to which you agree with the following statement about **HRM practices** in your school using the scales below.

1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly
Disagree

Training and Development

Preamble	1	2	3	4	5
5. Teachers in this school provided training and development opportunities					
6. The school recognise the personal and professional development of teachers as important for training programs					
7. Teachers go through training programs every academic year					
8. The training and development suit the need of teachers and the school as a whole					

Recognition and Rewards

Preamble	1	2	3	4	5
9. Teachers opinions are invited by the head teacher/proprietor					
10. Funeral assistance are offered to teachers when the need arises					
11. Soft loans are given to teachers who need them on regular basis					
12. Teachers are given sick and maternity leaves					
13. Teachers are given the opportunity to participate in the decision making of the school					
14. Rewards and incentives offered to teachers, true reflection of their work effort					

Performance Appraisal

Preamble	1	2	3	4	5
15. Performance appraisal is regularly carried out in the school					
16. Performance appraisal is important to teachers to identify their strengths and weaknesses					
17. Management provide positive feedback than emphasizing on poor performance					
18. Performance appraisal is conducted without bias					
19. The feedback received are appropriate to all teachers to do their work					

Compensation

Preamble	1	2	3	4	5
20. Teachers are paid salary on time					
21. The pay given by the school encourages better performance					
22. My salary is the true reflection of the work teachers do					
23. Income is adequately enough to cater teachers' entire financial obligations					
24. The teachers are satisfied with their salary					

Employer-employee Relationship

Preamble	1	2	3	4	5
25. The School addresses the welfare of the teachers					
26. Teachers freely interact with administration on personal issues					

27. Management consults teachers on important decisions					
28. There is freedom of speech in the bargaining for improvement in working conditions					
29. Teachers are offered the opportunity to participate in meetings to decide on vital issues					

Job satisfaction

Preamble	1	2	3	4	5
30. The teachers are satisfied with the working conditions					
31. Teachers are given the opportunity to utilise their skills and talents to their satisfaction					
32. Managers make teachers feel they have job satisfaction					
33. Teachers are provided with health care and catering services					
34. Teachers are made to feel that their job is more important					

Organisational commitment

Preamble	1	2	3	4	5
35. Teachers are seen to identify themselves with the goals of the school and defend it with pride					
36. Teachers are seen to be very loyal to the school					
37. Teachers willingly do extra work beyond what is required of them					
38. Teachers refuse to leave the school even when poached with better offers somewhere					
39. Teachers have strong emotional attraction to the school and the work they do					

Section C: Teacher Turnover

40. Have teachers been leaving the school?

- (a) All the time [] (b) Most of the time [] (c) Sometimes []
 (d) Never []

41. Are you satisfied with the HRM practices of this school?

- (a) Very satisfied [] (b) Satisfied [] (c) Least Satisfied [] (d) Not
 Satisfied []

42. Please state the aspect(s) of human resource management practice that
 you would change in order to reduce teacher turnover?

43. What plans do you have in place to solve teacher turnover in the school?

.....

