

RESEARCH PAPER

TOPIC: THE EFFECTS OF EMPLOYEE TURNOVER IN GHANA EDUCATION SERVICE: A CASE STUDY OF BOLGATANGA MUNICIPALITY

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ABSTRACT

The study examined the effects of teachers leaving Ghana Education Service in the Bolgatanga Municipality. The study used the following research objectives to guide the study facts that influence teachers leaving the Ghana Education Service; how the movement of teachers in and out affect the management of schools in Bolgatanga Municipality; how Ghana Education Service gets personnel into the Service; strategies to retain teachers and the reward system used by Ghana Education Service in Bolgatanga Municipality. The research used a case study as a strategy for the study.

Both primary and secondary source of information were used. Questionnaire was the only instrument used for the collection of data. SPSS Version 16.0 was used to analysed the data.

Research philosophy for the study was both positivistic and phenomenological. A combination of simple random sampling, cluster and stratified sampling methods were used. In selecting respondents, fifteen schools were selected which involved teaching staff, non-teaching staff and administrators. In all, fifty respondents were used.

The summary of the study indicated that teachers leaving the service disrupt academic calendar and programmes of schools. The study further revealed that the turnover has cost effects on Ghana Education Service and the stakeholders in education.

BACKGROUND OF THE STUDY

For any business to function, it needs a reliable and consistent source of labour. Every person trained becomes an asset to that organization but it becomes difficult for the organisation to keep such trained personnel due to resources constraint.

Definition of employee turnover varies from one research study to another. Price (1977:4) defines employee turnover as “the degree of individual movement across the membership boundaries of a social system”. When a group of employees is considered as a social system, it applies and includes appointment and the hiring of new employees within an organization. Macy & Mirvis (1976:224) viewed employee turnover as “any departure beyond organizational boundaries”. Although these definitions vary, each was appropriate in the context of the specific research study in which it was used. Employee turnover is in and out movement of employees of an organization (Swansburg, 1996). According to Swansburg, (1996) movement of employees out of the organisation or educational institutions results from resignations, transfers out of the organisational units, discharges, retirement and death.

Mobley (1981) defines employee turnover as the ‘cessation of membership in an organization by an individual who receives monetary compensation from the organization’. The single most reliable predictor of actual turnover is an employee’s behavioural intention to stay or to leave an organisation and is the final cognitive step in the decision-making process (Mobley & Griffith, 1979). Price, (2001) says voluntary turnover (quitting) is initiated by the employee (which therefore does not include firings, lay-offs, promotions or death. Zeffane (1994) says factors leading to voluntary employee turnover are external factors (such as the labour market, economic conditions, legislation and the political situation), institutional factors (such as physical working conditions, pay, job skills and supervision), employee personal characteristics (such as intelligence and aptitude, personal history, sex, age and tenure) and employee reactions to their jobs (such as job satisfaction, job involvement and job expectation).

Bolgatanga literally means soft soil, rocky land and colloqually known as Bolga, is the capital of both the Bolgatanga Municipal Assembly and the Upper East Regional Capital of Ghana, and has

a population of about 147.729 with a growth rate of 1.7% (MHA, 2000). This is lower than the national rate of 2.7%. The population density is 141.2 persons per sq. Km. This is far greater than the national density of 79.3 persons per sq. Km. The nearest region to Bolgatanga is Tamale (northern regional capital), a distance of 161 km (100 miles). It is the only region with two (2) borders – northern part of Burkina Faso and Togo.

STATEMENT OF THE PROBLEM

Organisations put in more resources into the training of employees with the aim of ensuring higher performance and productivity. It is always the expectation of management to ensure that trained personnel of organizations are retained for the benefit of the organization. Bolgatanga Municipal education office plays very important role in providing quality education services to the people of Upper East Region. The education directorate and the government for that matter always train professional teachers to increase their human resource needs. In spite of the important role this education directorate plays, the Ghana education service in Bolgatanga Municipality always experiences its teachers leaving to other places. The gap created between departure of one worker and arrival of a replacement has caused understaffing, overburdening of remaining staff and deterioration of quality education delivery. The researchers who are within the municipality have observed the rate at which teachers leave the education service. The researchers therefore took this topic in order to ascertain the reality of the problem.

OBJECTIVES

The objectives for this study include:

1. To identify the factors that influence employee turnover in Ghana Education Service at the Bolgatanga municipality.

2. To identify how employee turnover affect the running of the schools in Bolgatanga municipality.
3. To identify the sources of recruitment of teachers in the Bolgatanga Municipality.
4. To identify how teachers in Bolgatanga municipality could be retained.
5. To identify the reward system being used by Ghana education service in the Bolgatanga Municipality.

RESEARCH QUESTIONS

The following research questions were used to guide the study:

- i. What are the causes of employee turnover in Ghana Education Service in Bolgatanga Municipality?
- ii. What are some of the reasons responsible for teachers leaving Ghana education service in the Bolgatanga Municipality?
- iii. What are the sources of recruitment used by the service to get its personnel?
- iv. How does employee turnover affect the running of schools in the Bolgatanga Municipality?
- v. What ways can the service do to retain teachers in the municipality?

SIGNIFICANT OF THE STUDY

The study will assist the management and stakeholders of the Ghana Education Service to understand the factors that influence employee turnover among teachers in the municipality. Management and other stakeholders will be in a good position to develop strategies for retaining staff of the service. The study will also help researchers to use it as reference point for their research.

LITERATURE REVIEW

Introduction

This segment reviewed relevant literature of the study, it includes definitions, classification of employee turnover, factors influencing employee turnover, effects of employee turnover, sources of recruitment, reward system and training and development programmes.

Definition and Classification of Employee Turnover

Sono and Schultz (2008), define employee turnover as the movement of employees in and out of the boundaries of the organisation. These authors also distinguished between controllable and uncontrollable turnover. Controllable turnover refers to turnover that can be controlled by management. Controllable turnover includes both voluntary resignations and dismissals. Voluntary resignations are controlled by management by offering better wages, working conditions and opportunities to retain employees, while dismissals are controlled by management being more constructive, using strategies such as training, unambiguous policies on discipline and coaching to shape an employee's behaviour to a desired level rather than dismissing the employee. Dismissal can also be avoided if due attention is given to the selection of suitable persons and careful induction procedures and proper socialisation. Uncontrollable staff turnover refers to turnover which is outside the control of management, such as turnover as a result of death, retrenchments and incapacitated. Price (1997:107) also states that a distinction has to be made between avoidable and unavoidable turnover.

Avoidable turnover is considered as controllable in the sense that management could have reduced, minimised or prevented such loss.

Schultz and Schultz (2006:243) state that retrenchments due to cost-cutting measures can be regarded as involuntary turnover. Though they do not make an explicit comparison between

involuntary and voluntary turnover, the implication is that when an employee makes the decision to leave the organization, it is considered as voluntary turnover.

Staff turnover can be described as the frequency or amount of voluntary termination (Gordon, 1991:745).

Newton & Davis (1997:261) define turnover as the proportion of employees leaving a job during a given time period.

EFFECTS OF EMPLOYEE TURNOVER

Jones (1990), states that when considering the definition of turnover it is important to acknowledge that some turnover can be viewed as beneficial to an organization. Employee turnover offers an opportunity for cost reduction with decreased salaries, benefit costs and vacation pay for new employees. Productivity could increase by providing better person-job matches as employees move to jobs where their performance will be greater, contributing to an efficient labour market.

The most frequently studied organizational consequence of turnover is monetary cost. It has become evident for most researchers that turnover is expensive, even though in reality it is only a few organizations that systematically evaluate the direct or indirect cost of turnover. They mentioned the following examples of the cost of employee turnover: increased recruitment; selection and placement costs; increased training and development cost; lower productivity, more accidents, scrap page and quality problems and disruption in programmes and projects as managers and administrators leave. Direct costs are those incurred during the hiring process and include costs such as advertising or hiring temporary staff. Indirect costs relate to the termination of employment, orientation and training, and decreased productivity (Hayes, 2006). Gray and Phillips (1996) and Johnson and Buelow (2003) point out that the indirect cost of turnover in a teaching environment could be significant because of decreased initial productivity of new employees and

decreased staff morale and group performance. A high level of employee turnover can also result in professional disillusionment as remaining staff question their own employment in this sector (Waldman, Kelly, Arora & Smith, 2004).

Disruption in the psycho-social environment

In any organization, social and communication patterns develop among employees over time does not only assist them in doing a better job, but also contribute to effective work relationships and feelings of belonging. According to Hacker (1999), when an employee leaves, other employees who were sociable with the leaver may feel distressed. If leavers are valuable co-workers, and/or if the work group is cohesive, turnover can have a negative effect on those remaining.

Decline in morale

Morale can be defined as a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which she/he perceives as significantly affecting his/her work situation (Rhodes, Neville & Allan, 2004). Sinclair (1992:2) defines morale as the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given situation. It is evident from these definitions that morale has to do with both individual and group goals in a given job or work situation. It also has to do with the attitudes, enthusiasm, interests and behaviour that people exhibit towards their jobs. These definitions relate to employees' motivation and it may be useful to use motivation theories to probe teachers morale. If an employee leaves, the morale of the remaining employee may be shaken.

Employee turnover does not only create costs, but can sometimes bring in new ideas, skills and enthusiasm to the existing labour force. Hence a certain degree of employee turnover is desirable

as it creates opportunities to produce a wider experience as new ideas are brought to the organization. Staff turnover also provides career development opportunities for workers.

Employee turnover is said to be beneficial to the organisation when a poor performer is replaced by a more productive employee (Chartered Institute of Personnel and Development, 2003).

According to Grobler (2006:125), staff turnover can be beneficial when it corrects previous poor hiring and placement decisions.

FACTORS THAT INFLUENCE EMPLOYEE TURNOVER

Staff turnover is a complex issue, with many conditions acting together to influence it (Shiels & Ward, 2001). These factors can be divided into individual, job, organizational and environmental factors.

Individual factors

Individual factors that have an effect on employee turnover are age, length of service, background, and personality. Studies revealed that there is an inverse relationship between age and turnover. Personality variables may influence turnover through a variety of paths. Trait affectivity, for example, may influence the perception of the work environment and lead people to believe a job has negative or positive qualities that would not be present in other jobs (Timmerman, 2006).

Job Factors

Job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their work (Luthans, 2002). Job satisfaction is an effective attitude, a feeling of relative like or dislike towards one's job. A satisfied employee may comment that "I enjoy having a variety of

tasks to do” (Newstrom& Davis, 1997). Job factors that influence employee turnover include workload, meaningful work, working conditions, remuneration, and relationship with supervisor, relationship with co-workers, empowerment and autonomy. A consistently heavy workload increases job tension and decreases job satisfaction, which in turn, increases the likelihood of turnover (Hayes et al, 2006).

Organizational Factors

Organizational factors that can potentially impact on staff turnover include the organizational culture, organizational climate, communication, empowerment, promotional opportunities, corporate management, geographical location, training and development and organizational commitment. Organizational culture has been defined as a set of assumptions, beliefs, values and norms that are shared by the organization’s members. Culture represents a key element of the work environment in which employees perform their jobs (Newstrom& Davis, 1997). Organizational culture is made up of a number of inter-related components: artifacts, behaviours, espoused values and core values (Nguwi, 2004)

According to Jooste (2003) organizational culture serves to integrate organizational members so that they know how to relate to one another and to adapt to the environment. Tappen (2001) reports that employees prefer to work with people of the same race, gender and education which could lead to discrimination.

Environmental Factors

Environmental factors that have an effect on staff turnover are geographical location, environmental turbulence, and metropolitan area size, completion in the market place, economic conditions and support organisations.

Whether the organisation is located in a warm or cold climate will impact on its attractiveness to employees and therefore its retention and turnover costs. The dynamism of the environment, a factor related to the size of the metropolitan area, could also impact on staff turnover. The environment will influence the type of employee it attracts.

SOURCES OF RECRUITMENT

According to Attieku, Dorkey, Takyi and Marfo-Yiadom (2005), there are two major sources of recruitment. These are internal and the external sources. The external source can however be broken down into other component sources.

Internal Sources

This source is used when an organisation tries to fill vacancies by using personnel already working there. Sometimes, a position will be advertised internally on the staff notice boards to be competed for or through recommendations of the supervisors. Information from manpower inventions can also help management to identify potential office holders.

External Sources

This source uses personnel from outside the organization to fill vacant positions. Examples of this include advertisements, employment agencies, schools and colleges, etc.

Measures to Retain Staff in an Organisation

According to Attieku, etal (2005), the following are ways of retaining workers in an organisation:

1. First, ensure that you recruit the type of employees you really need that will work towards real attainment of the organisation. Therefore, adopt effective means of assessing the suitably qualified staff with the requisite experience.
2. Having acquired the human resource of the right calibre, ensure that you provide them with the requisite tools and equipment to do the job. Nothing is more frustrating to an employee than being in an organisation which is unable to make working tools available at all times. These tools must be maintained or replenished in the case of perishable ones.
3. Be mindful of ideal service conditions. Endeavour to humanize the organisation through the provision of fringe benefits which will make workers attain self actualisation and job security.
4. Through ongoing research, make your organisation grow and develop so that it can provide excellent services or products to society. This organisational development necessitates effective and continual staff development programs. It therefore beholds the management of every organisation to set aside good amount of financial resources to develop its staff.

METHODOLOGY

The study involved the collection and analysis of data to determine employee turnover in Ghana Education Service- a case study of Bolgatanga Municipality. Primary and secondary data were collected during the study using questionnaire.

The Research philosophy used in the study was both positivistic (Survey) and phenomenological (case study).

A combination of Simple random sampling, cluster and stratified was used in selecting respondents. In all fifteen schools were selected which involved teaching, non-teaching and administrators were used.

According to Seidu (2006:37), stratified random sampling is a more refined form of random sampling, which introduces stratification or grouping of the population or variable according to its different traits or attributes, in order to ensure that the same takes care of all the different attributes of the populations.

The sample involved in the research were the fifteen administrators from the fifteen selected schools in the municipality, two teaching staff each from the selected schools and five other non-teaching staff from the Directorate. In all fifty respondents were selected from the population.

The type of research method used for the study was analytical study. This type of research extends the descriptive approach to suggest or explain why or how something is happening. The approach of the study was the quantitative one. This was because the researchers sought to find out why teachers were leaving the service in Bolgatanga Municipality. Therefore, the collection of data and its analysis in numeric form was the appropriate way of investigating such an issue. The research strategy used was a case study using selected 15 schools within the municipality. Robson, (2002: 178) defines case study as a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its rare life context using multiple sources of evidence. Yin, (2003) also highlights the importance of context, adding that within a case study, the boundaries between the phenomenon been studied and the context within which it is been studied are not clearly evident. A case study strategy will be of particular interest to you if you wish to gain a rich understanding of the context of the research and the process being enacted (Morris & Wood, 1991). It has the ability to generate answers to the questions ‘why? as well as the what? and how?

DATA COLLECTION AND ANALYSIS

The data collection procedure concerns itself with the methods and procedures involved in the gathering of both existing literature and empirical data for the study. The Researchers used both primary and secondary sources of information for the study.

Questionnaires and interview guide were developed by researchers which were based on the research questions. This made it possible for the collection of all the necessary data for the fulfillment of the objectives of the study.

Data collected were analysed using SPSS Version 16.0 to produce frequency tables.

DATA ANALYSIS

Part A: personal data of the respondents.

Table 1: Sex of the respondents.

Sex	Frequency	Percentage
Male	45	90
Female	5	10
Total	50	100

Source: field work,2014

From table 1, majority of the respondents, 45 or 90% were males while five or 10% of the respondents were females. The table suggests male dominants in the service in the Bolgatanga Municipality.

Table 2: Age of respondents

Age range	Frequency	Percentage
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18-25	-	-
26-33	8	16
34-41	20	40
42 and above	22	44
Total	50	100

Source: field work,2014

Table 2 indicates that 22 or 44% of the respondents were between the ages of 42 and above; 20 or 40% of the respondents were within the ages of 34 and 41 years and eight or 16% of the respondents were between the ages of 26 and 33. It is significant to note that majority of the respondents were within the ages of 42 and above.

Table 3: Marital status of the respondents

Marital Status	Frequency	Percentage
Single	5	10
Married	45	90
Total	50	100

Source: field work,2014

According to table 3, 45 or 90% of the respondents were married while five or 10% of the respondents were single. The data showed that majority of the respondents were married.

Table 4: Highest educational qualification

Qualification	Frequency	Percentage
Diploma	16	32
Bachelor's degree	30	60
Master's degree	4	8

Doctorate	-	-
Total	50	100

Source: field work,2014

Table 4 showed that 30 or 60% of the respondents were holders of bachelor degree; 16 or 32% of the respondents were diploma holders and 4 or 8% of the respondents has master degree.

It is important to note that majority of the respondents were holders of first degree.

Table 5: Number of year's respondents have been in the teaching service

Years in service	Frequency	Percentage
2 - 4	9	18
5 -9	7	14
10 - 15	22	44
16 - 20	3	6
21 – 25	4	8
26+	5	10
Total	50	100

Source: field work,2014

From table 5, 22 or 44% of the respondents have been in the teaching service for ten to fifteen years; 9 or 18% of the respondents have been in the teaching service for 1 – 4 years ; 7 or 14% have been in the teaching service ; 5 or 9 years; 5 or 10% of the respondents have been in the service for 26 years and above; 4 or 8 percent have been in the teaching service for 21 to 25 years and 3 or 6 percent of the respondents have been in the service for 16 – 20 years.

Research question 1 was ‘what are the causes of employee turnover in Ghana education service in Bolgatanga municipality’. To answer research question 1, respondents were asked to indicate the extent to which they agree with statements regard to causes of labour turn over in Ghana education service in Bolgatanga municipality. Responses from respondents have been analysed in table 6.

Table 6: Causes of labour turnover

Item	SA	A	SD	D
	F(%)	F(%)	F(%)	F(%)
6. Lack of opportunity for advancement	15(30)	11(22)	21(42)	3(6)
7. Leadership style of some leaders	15(30)	25(50)	-	10(20)
8. Lack of participation in decision making	17(34)	20(40)	4(8)	9(18)
9. Lack of promotion	22(44)	25(50)	3 (6)	-
10. Low remuneration	40(80)	10(20)	-	-

Source: field,2014

Table 6 shows that 21 or 42% and three or six percent of the respondents strongly disagreed and disagreed respectively for item 6. 15 or 32% and 11 or 22% of the respondents strongly agreed and agreed with the item.

Item 7 indicates that 25 or 50% and 15 or 30% of the respondents agreed and strongly agreed with the statement. 10 or 20% otherwise disagreed with the item.

According to item 8, 20 or 40% and 17 or 34% of the respondents agreed and strongly agreed respectively with item 8, nine or 18% and four or eight percent of the respondents disagreed and strongly disagreed with item 8.

In respect to item 9, 25 or 50% and 22 or 44% of the respondents agreed and strongly agreed respectively with item 9. Three or six percent on the other hand strongly disagreed with item 9.

On item 10, 40 or 80% and 10 or 20% of the respondents strongly agreed and agreed respectively with item 10.

It is significant to note that majority of the respondents agreed that lack of opportunity for advancement, leadership style of some leaders and lack of participation in decision making process are some of the reasons why teachers leave the teaching profession within the Bolgatanga Municipality.

Research question 2 was ‘what are some of the reasons responsible for teachers leaving Ghana education service in the Bolgatanga Municipality?’ To answer research question 2, respondents were asked to indicate the extent to which they agree with factors affecting labour turn over in Ghana education service in Bolgatanga municipality. Responses from respondents have been analysed in table 7.

Table 7: Factors that make teachers leave the service.

Factors	SA	A	SD	D
	F(%)	F(%)	F(%)	F(%)
11. Job satisfaction	25(50)	15(30)	3(6)	7(14)
12. Length of service	3(6)	30(60)	2(4)	15(30)
13. Working conditions	45(90)	5(10)	-	-
14. Remuneration	35(70)	10(20)	2(4)	3(6)
15. Opportunity for training and development	20(40)	25(50)	5(10)	-

Source: field.2014

Table 7 indicates that 25 or 50% and 15 or 30% of the respondents strongly agreed and agreed respectively with item 11, seven or 14% and three or six percent of the respondents respectively disagreed and strongly disagreed with the item.

From item 12, 30 or 60% and three or six percent of the respondents agreed and strongly agreed with item 12; 15 or 30% and two or four percent of the respondents respective however disagreed and strongly disagreed with the item.

On item 13, 45 or 90% and five or 10% of the respondents strongly agreed and agreed with the item.

According to item 14, 35 or 70% and 10 or 20% of the respondents strongly agreed and agreed with item 14; three or six percent and two or four percent of the respondents otherwise strongly disagreed and disagreed with item 14.

On item 15, 25 or 50% and 20 or 40% of the respondents agreed and strongly agreed with item 15; five or 10% of the respondents however strongly disagreed with the item. The data suggest that majority of the respondents agreed with most of the factors that make teachers leaving the service.

Research question 3 was ‘What are the sources of recruitment used by the service to get its personnel?’. To answer research question 3, respondents were asked to indicate the extent to which they agree with factors affecting labour turn over in Ghana education service in Bolgatanga municipality. Responses from respondents have been analysed in table 8.

Table 8: Sources of recruitment

Sources	SA F(%)	A F(%)	SD F(%)	D F(%)
16. Employment agency	5(10)	-	30(60)	15(30)
17. External advertisement	3(6)	17(34)	10(20)	20(40)
18. Educational institutions	40(80)	10(20)	-	-
19. Unsolicited applicants	10(20)	5(10)	25(50)	10(20)
20. Professional associations	15(30)	5(10)	14(28)	16(32)

Source: field work,2014

Table 8 indicates that 30 or 60% and 15 or 30% of the respondents strongly disagreed and disagreed respectively with item 16; five or 10% of the respondents however strongly agreed with the item.

From item 17, 20 or 40% and 10 or 20% of the respondents disagreed and strongly disagreed with item 17; 17 or 34% and three or six percent of the respondents respective however agreed and strongly agreed with the item.

On item 18, 40 or 80% and 10 or 20% of the respondents strongly agreed and agreed with the item.

According to item 19, 25 or 50% and 10 or 20% of the respondents strongly disagreed and disagreed with item 19; 10 or 20% and five or 10% of the respondents otherwise strongly agreed and agreed with item 19.

On item 20, 16 or 32% and 14 or 28% of the respondents disagreed and strongly disagreed with item 20; 15 or 30% and five or 10% of the respondents however strongly agreed and agreed with the item. The data suggest that majority of the respondents agreed with most of the factors that make teachers leave the service.

Research question 4 was 'how does employee turnover affect the running of schools in the Bolgatanga Municipality?' To answer research question 4, respondents were asked to indicate the extent to which they agree with the statements made. Responses from respondents have been analysed in table 9.

Table 9: Effects of labour turnover

Items	SA F(%)	A F(%)	SD F(%)	D F(%)
21. Increase in cost of training and development	-	-	32(64)	18(36)
22. Increase in cost of recruitment	-	30(60)	18(36)	2(4)
23. Psychological effects on employees	-	-	32(64)	18(36)
24. Reduction in productivity	-	15(30)	18(36)	17(34)
25. It takes time for new employees to adjust	-	-	34(68)	16(32)

Source: field work, 2014

Table 9 indicates that 32 or 64% and 18 or 36% of the respondents strongly disagreed and disagreed respectively with item 21, respectively.

From item 22, 30 or 60% of the respondents strongly agreed with item 22; 18 or 36% and two or four percent of the respondents respectively however strongly disagreed with the item.

On item 23, 32 or 64% and 18 or 36% of the respondents strongly disagreed and disagreed with the item.

According to item 24, 18 or 36% and 17 or 34% of the respondents strongly disagreed and disagreed with item 24; 15 or 30% of the respondents otherwise agreed with item 24.

On item 25, 34 or 68% and 16 or 32% of the respondents strongly disagreed and disagreed with item 25. The data suggest that majority of the respondents disagreed with most of the items.

Research question 5 was ‘what ways can the service do to retain teachers in the municipality?’ To answer research question 5, respondents were asked to indicate the extent to which they agree with the statements made. Responses from respondents have been analysed in table 10.

Table 10: Strategies to retain teachers

Item	SA F(%)	A F(%)	SD F(%)	D F(%)
26. Recruiting dedicated teachers in to the service.	2(4)	16(32)	18(36)	14(28)
27. Teaching and learning materials & Infrastructure are provided.	-	6(12)	14(28)	30(60)
28. Ideal service conditions are provided	2(4)	-	28(56)	20(40)
29. Study leave with pay for teachers	-	30(60)	15(30)	5(10)
30. Time for private activities	-	18(36)	15(30)	17(34)

Source: field work,2014

Table 10 shows that, 18 or 36% and 14 or 28% of the respondents strongly disagreed and disagreed respectively with item 26, 16 or 32% and two or four percent of the respondents respectively agreed and strongly agreed with the item.

From item 27, 30 or 60% and 14 or 28% of the respondents strongly disagreed and disagreed with item 27; six or 12% of the respondents respective however agreed with the item.

On item 28, 28 or 56% and 20 or 40% of the respondents strongly disagreed and disagreed with the item 28; two or four percent of the respondents however strongly agreed with the item.

According to item 29, 30 or 60% of the respondents agreed with item 29; 15 or 30% and five or 10% of the respondents otherwise strongly disagreed and disagreed with item 29.

On item 30, 18 or 36% of the respondents agreed with item 30; 17 or 34% and 15 or 30% of the respondents however disagreed and strongly disagreed with the item. The data suggest that majority of the respondents disagreed with most of the items.

FINDINGS

Frequencies and percentages were used in the analyses of the data. The main findings and discussions were made under the following broad heading: causes, effects, factors, recruitment and the reward system.

The study indicated that lack of opportunity for advancement, leadership style of some directors, lack of participation in decision making process, lack of promotion and lack of good remuneration were some of the factors that made teacher left the service.

The study revealed that job satisfaction, length of service, working conditions, poor remuneration and lack of opportunity for training and development were major causes of teachers leaving the service.

The study again shown that methods used in recruiting teachers were not the best and that made Bolgatanga education service not getting committed teachers for the service. The study also revealed that most of the respondents disagreed with the reward system given by the researchers.

The study further indicated that teachers leaving the service have negative effects on students' academic performance.

CONCLUSION

Teachers leaving the service have negative effects on the students' academic performance. Ghana Education Service and Ministry of Education should have a second look at strategies that will help motivate the teachers to remain in the education service to provide quality education.

RECOMMENDATIONS

Based on the results of the study, the researchers came out with the following recommendation:

1. Ghana Education Services (GES) should endeavour to create the enabling environment by putting in place reward system to motivate the hard working teachers.
2. GES should give study leave to teachers who have worked for a longer period to upgrade themselves.
3. GES should find a way of bonding teachers atleast for seven (7) years before they can be allowed to move to other areas and work.

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