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Workload as determinant of Turnover Intentions among Teachers of Private Schools in Lagos State, Nigeria.

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ABSTRACT

Teachers' retention remains a challenging issue in private schools in modern day Nigeria. Hence, this study examined workload as determinant of turnover intentions of teachers. Ex-post facto design was used, and the data was collected using convenient sampling technique from 490 respondents across twenty-five private secondary schools in a selected Local Government Areas in Lagos State. . There were 263 male and 227 female, with mean age of 23.1(±5.2); 123 single, 361 married, and 6 divorced. Result showed that workload significantly influenced turnover intentions ($t = 6.26, df (488), P < 0.5$). On the basis of this, recommendations were made that school administrators should appreciate teachers in terms of their effort put into task and to also encourage them with the aim of reducing turnover intention of teachers in private secondary.

INTRODUCTION

Globally across organizations, turnover intention is a persistent problem. In educational sector, teacher's turnover is a phenomenon that has assumed a global dimension, requiring critical attention from all stakeholders in the sector. It is a problem not only in developing countries such as Nigeria but in advanced countries such as America and Britain (Sam, Effah & Ose-Owusu, 2014). Meanwhile, teachers constitute an indispensable segment of manpower in the development of education, and they remain one of the most crucial components of an educational system. Findings of several studies indicate that performance of teachers is essential for effectiveness and improvement of schools (Belogolovsky & Somech, 2010).

However, the National Commission on Teachings and America's Future (NCTAF) in 2011 revealed that almost a third of all new teachers leave the classroom after three years and close to fifty percent leave after five years. Kain (2011) reported that teacher dropout rate in the United States is regrettably getting out of control. He noted that teacher's turnover has increased to 50 percent over the past fifteen years, and the national teacher's turnover rate has risen to 16.8 percent. Kain (2011) further observes that in urban Private Schools, turnover is more than 20 percent, and in some schools and districts, the teachers' dropout rate is higher than the students' dropout rate. Similarly, Mampane (2012) reported that about 20,000 teachers leave the classroom over years in South Africa. In addition, Bennell and Akyeampong (2007) also reported that 66% of middle school teachers in governments schools hold basic qualification, while in Malawi about two-thirds (61.50%) of teachers in secondary school are qualified to teach at the primary school level.

The most substantial contribution of UNESCO in the period of Nigeria education particularly in the immediate post-independence period could be said to be in the field of secondary school teachers' education. The immediate post-independence period had been characterized by the departure of expatriates

who held key teaching positions in Nigerian schools organized by the federal government under UNESCO Funds in Trust programme, averaging \$350,000 per annum in its early years.

In Nigeria, it has been argued that reducing turnover intentions will minimize turnover. A survey on turnover intentions among teachers in secondary schools indicates that turnover intentions among teachers diminished and they preferred to stay and be contented to their workplace where they perceive rewards to be fairly distributed and policies and procedures are made clear and consistently applied as well as interaction between colleagues to be fair and just (Oluwafemi, 2013).

Turnover intentions as defined by Sager, Griffeth and Hom (2009) refers to attitudinal thinking of quitting and decisional intention to leave as well as searching for a new job proceeding deliberate turnover. On the contrary, Kim, Lee and Carlson (2010) view turnover intention as an individual intention to voluntarily leave the organization. Turnover intention has therefore been seen as a conscious will to look for a job outside the current organization. Tett and Meyer (2009) stated that people who look for a job elsewhere is believed to have a detrimental effect on the organization. Turnover intention among teachers is significantly higher than other professions and quite costly in terms of quality of instructions, students learning and overhead costs in recruiting and training of replaced teachers (Chovwen, Balogun, & Olowokere, 2014). Since education is a highly human capital enterprise with student's learning being greatly impacted by teachers, it has been argued that higher rate of teachers turnover can expose more students to inexperienced teachers which can disrupt schools performance (Hanushek & Rivkin, 2010).

Earlier study by Cobb (1976) identified increase in teachers' workload as an undesirable consequence of school management oversight. One obvious explanation for the limited achievement of tasks by teachers is the competing priorities and timetable clashes. Teachers are given excessive duties that are

not included in their contract of employment. Some private schools do not even give employment letters to their teaching staff, for different reasons, and more importantly so as not to spell out the contract, not just for the fear of turnover, but so that the teacher would not lay claims to anything at the point of leaving. Duties like arranging and controlling students, drafting and typing of the school's newsletter and so many others are assigned to private school teachers, at the expense of their official duties which include preparing and delivering lessons to the students, marking assignment and keeping record of assignments.

Teachers are also assigned duties that are supposed to be done by other statutory staff, like the schools' secretary or receptionist. Other issues contributing to teachers' workload include the number of subjects taught by a teacher which could be beyond their capability, incompetence of school administration, shortage of teachers, high population of students in a class and low number of teachers with professional skills and high qualification. The implication therefore is that this newly added activities create undue pressure and make the teacher suffer, when the number of tasks that already exist are not reduce. Little wonder, Laaria (2013) submitted that teachers are already overloaded with several responsibilities and it would be difficult to engage in other emerging duties.

Workload is the number of activities that must be completed by an organisational unit or office holders within a certain period. Many previous studies in and outside of the Nigeria have studied teacher's workload in general. Sometimes, teachers (especially in private schools) create unnecessary workload for themselves in order to increase their profit; they engage in private lessons for students after school hours so they can make ends meet. In other word, even as these private schools engage them with extra workload, they are paid peanut that is not commensurate to the efforts put into the job. Excessive workload induce stress in teachers and

create unpleasant experiences such as anger, anxiety, and frustration. Muia, Peter, and Ndivo (2022) found a significant influence of teacher's workload on the use of ICT in teaching English.

Human Capital Theory has been used as a framework to examine the factors that influence an individual's mobility decision. The theory examines individual's mobility decisions as a matter of investments and returns (Becker, 1993; Ehrenberg & Smith, 2012). Human capital theory has become one of the most underpinnings of education policy discourse worldwide. Within national education system the influence of human capital theory is considerably promoting education as an investment which yields returns in due course to the individual in terms of pay, and to the state in terms of employment and economic growth.

In this decision process, individual weigh the costs and benefits of their turnover decisions. If the benefits of leaving a school outweigh the costs in terms workload burden, a teacher is more likely to leave. The costs and benefits also consist of facts such as salary and working conditions. The benefits of turnover are greater if greater utility are derived from the new job and less happiness derived from the old job (the private school). In most of these private schools, teachers hardly gain from their place of work because some of their utility are delayed by those who employed them. The school management could layoff teachers because they do not have enough investment (money) to cater for the employees under them. On the other hand, teachers often leave for the same reason.

Workload problem seems to continue unabated for the foreseeable future. It is within this context that many teachers resign from the profession for other perceived greener pastures (Milner & Khoza, 2008). Various findings on workload and turnover have been put forward by previous researchers, however few have been dedicated to private secondary schools, particularly in Nigeria. Based on the persistence of the problem, this study therefore sets out to establish the influence of workload on turnover intention of

teachers in private secondary school in Lagos State. From the aforementioned, the research question therefore is does workload of teachers influence their turnover intention in private schools? The major aim of the study is to investigate the influence of workload on turnover intentions of teachers in private secondary schools in Lagos.

Hypothesis:

Teachers who score high on workload will significantly score higher on turnover intention than their counterparts who score low on workload.

METHOD

Research Design:

The research design adopted for this study is cross-sectional survey design. It was adopted in order to examine all the participants with their diverse characteristics at the same time. The Independent variable is workload while the dependent variable is the turnover intention of the teachers.

Setting:

The study was conducted in a private secondary school setting. The researcher focused on private secondary school teachers in three local government area in Lagos State. The Local Government include Alimosho local government, Ojo local government and Kosofe local government.

Samples and Sampling Technique:

A total of four hundred and ninety (490) private school teachers were involved in the study. Two hundred and sixty-three (263) were male while two hundred and twenty-seven (227) were female. The age range of the teachers were twenty years of age (20) to fifty years of age (50) years old, the mean age 23.1 while the standard deviation is 5.2.

Convenient sampling was used as sampling technique to administer the questionnaire to the teachers that were available in the selected schools.

Instruments

RESULTS

The instrument was built into two sections of a questionnaire as follow:

Workload Scale:

It consist of 15 items of workload scale developed by Caplan, Cobb, Harrison, and Pinneau (1975). It has a reliability coefficient of 0.60. The instrument has a 4-point Likert scale format ranging from strongly disagree, disagree, agree, strongly agree.

Turnover Intentions:

Consist of 15 items scale that measures teacher's turnover intention developed by Olusegun (2013). The instrument has a 4 –point Likert scale format ranging from Not at all, just a little, pretty much and very much. The Cronbach's alpha reliability coefficient of 0.86 is reported.

Procedure

The researcher administered the questionnaire to the participant following ethical guidelines. The permission of the selected school administrators was sought before administering the questionnaire. After obtaining permission from school authorities the researcher went into the staff rooms of the teachers, gave the interested ones a copy of the consent form to fill. They were then met one after the other, and assured of the strict adherence of collection of the information to the research purpose, and given assurance of the confidentiality of the information supplied. The researcher then administered the questionnaire to the teachers using the self-administered method. A questionnaire took 5 minutes to fill. Some of the teachers were able to finish filling the questionnaire, so they returned it to the researcher immediately while some of the questionnaires were retrieved after few days, some were retrieved after weeks due to the third term holiday of schools. From the 600 questionnaires administered, 490 questionnaires were found useful among the ones retrieved. It took the researcher 14 weeks to administer and retrieve all data. The researcher then took the data for data analysis

The hypothesis was tested using the independent t test.

Hypothesis

The hypothesis which stated that teachers who score high on workload will significantly score higher on turnover intention than their counterparts who score low on workload was tested using independent t-test and the result is presented in table 1 below:

Table 1: Summary table of Independent t-test showing comparison of Workload and Turnover intentions

Workload	N	\bar{X}	SD	Df	t	P
Low	191	23.39	3.95			
				488	-6.26	<.05
High	299	26.33	5.66			

Results is significant at $P<.05$, $t = -6.26$, $df = 488$

The result on the table 1 above showed that there was significant influence of workload on turnover intentions ($t = -6.26$, $df (488)$, $P<.05$). It further revealed that teachers that are high on workload scored significantly higher on turnover intentions than their counterpart who are low on workload. The stated hypothesis is hereby accepted.

DISCUSSION OF FINDINGS

The hypothesis revealed that teachers that are high on workload scored significantly higher on turnover intentions than their counterparts who are low on workload. The stated hypothesis is hereby accepted. This was in line with Muia, Peter, and Ndivo (2022), which suggested that there is teacher workload influence the use of information and communication technology in the teaching of English Language. Laaria (2013) also corroborated that teachers are overladen with school duties. This study also found that teachers who are high on workload scored high on turnover intention. This goes to show the extent that workload could affect turnover intention of teachers in private secondary school. More so, this is justifiable by the human capital theory that turnover of labour is determined by costs and benefits of movement.

CONCLUSION

Teachers are still engaging in turnover intention, as can be observed in private secondary schools. On the basis of the findings, the researcher draws the conclusions that there was significant influence of workload on turnover intention of teachers. The teachers who were high on workload also significantly scored higher on turnover intention than their counterparts with low workload.

RECOMMENDATION

This study provides a clarion call to wake up the educational system, with manpower neglect, especially in private schools. To reduce turnover intention of teachers, school administrators should provide teachers with a working environment with less stress, that enhance the development and maintenance of teachers. Private school management should address the issue high workload, whereas there is under payment of teachers. More professional hands should be sought to handle the different tasks in school, so that teachers would strictly face

teaching duties. There is doubt on whether teachers with high workload will be satisfied with their job.

Future studies should look into how workload affects the satisfaction of private school teachers with their job, vis-à-vis their turnover intentions. It is expected that findings from this study will provide some significant value to Nigerian education system in terms of improvement of teaching service and policy relevance.

LIMITATION

The time of data collection was during late third time and teachers were busy marking and collating result for their students and this reduced the responses as anticipated. The study is limited to private secondary schools. The public schools were excluded from because of the strict policies of government which does not make collection data from such institution possible during this study.

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