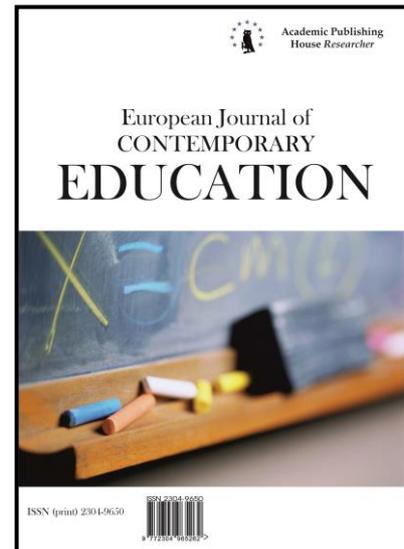




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The Problems of Contemporary Education

Organizational Justice and Job Satisfaction as Predictors of Turnover Intentions among Teachers in the Offinso South District of Ghana

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Abstract

There is high incidence of teachers' agitation for a better pay and other conditions of service in Ghana. This study assessed the influence of job satisfaction and organizational justice on turnover intentions among teachers. One hundred and fourteen teachers at the Offinso South District of Ghana were conveniently selected to complete the Organizational Justice Index, the Teachers Satisfaction Scale and the Turnover Intention Scale. From the results, turnover intentions negatively correlate with organizational justice and job satisfaction of teachers. With regard to the components of job satisfaction, only pay contributed a significant variance to their turnover intentions. Among the components of organizational justice, distributive and procedural justice contributed also significantly to turnover intentions. Nonetheless, gender had no significant effect on the turnover intentions among teachers.

Keywords: gender, Ghana, job satisfaction, Offinso south, organizational justice, turnover intentions.

1. Introduction

The teaching profession in Ghana is affected with the highest turnover and it has become a major threat to the effectiveness of the educational sector in Ghana (Kosi et al., 2015). About 10,000 teachers in Ghana leave the teaching profession annually for innumerable reasons (Ghana

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National Association of Teachers, & Teachers & Educational Workers of Ghana, 2010). Job dissatisfaction and perception of injustice are the prominent factors that contribute immensely to the higher turnover rates among teachers in Ghana (Adusei et al., 2016; Gyampoh, 2012). As emphasized by Suifan, Diab and Abdallah (2017), failure to ensure satisfaction and fair treatment among teachers affect their performance and result in the intention of staying in the profession.

Turnover can be categorized as either voluntary or involuntary. Voluntary turnover is when employees decide to leave the organization on their own choice while involuntary turnover occurs when the organization decides to lay off some of the employees (Owolabi, 2012). Involuntary turnover is often good for the interest of the organization but voluntary turnover is considered very destructive to the organization's stability (Ponnu, Chuah, 2010). The teaching profession in Ghana is more associated with voluntary turnover (Adusei et al., 2016).

According to Adusei et al. (2016), teachers do not only intend to quit their job location, but also their job role and the organisation. Similar to employees of other organisations, teachers give different evaluation regarding the job they do. Once they feel dissatisfied, then the intention to quit will set in. Satisfaction of teachers is therefore an important construct to study when assessing turnover intentions among them (Malik et al., 2010).

Job satisfaction is considered as a positive emotional state resulting from the appraisal of the overall domain of a person's job (Malik et al., 2010). It deals with the overall feeling of the employee (Kosi et al., 2015). Employees are motivated to be committed to the job when they are satisfied with the job they do (Shah, Jumani, 2015). Teachers who are satisfied with the teaching profession are more likely to be punctual at work, teach effectively and stay in the teaching profession (Adusei et al., 2016; Malik et al., 2010). Kosi et al. (2015) identified four determinants of teacher's job satisfaction. These are pay, promotion, supervision and the work itself. The satisfaction level of teachers can be improved, if teachers are given enough pay (Malik et al., 2010).

Pay is the overall salary and incentives of teachers. It serves as the reinforcement for teachers to be committed to the teaching profession (Kosi et al., 2015). Pay increases with the promotion of teachers. Promotion is the extent to which teachers have the opportunity to progress in the teaching profession. Promotion gives the impression of recognition which promotes job satisfaction (Luthans, 2005). Supervision which is the next item deals with the leadership and leadership styles of superior heads of educational establishments. Job satisfaction factor increases with good system of supervision. It also allows for the development of trust and autonomy over the job. Hence, teacher's level of self-esteem can also be improved through the reactions of supervisors (Malik et al., 2010). According to Bodla and Naeem (2008), employee's job satisfaction is more reliant on environmental factors, rather than the job characteristics. From their study, employee's job satisfaction is more reliant on environmental factors than the job characteristics.

When employees react based on their level of satisfaction, then their motivation to react cannot be understood adequately without considering the perception of fairness (Barsky et al., 2011). Fairness perception is of key interest to the teaching profession. Teachers, like any other employees react to actions and decisions made every day by the organization. Teacher's perception of organizational justice influences their attitude and behaviour at work (Adusei et al., 2016; Byrne, 2005).

Research has identified distributive, procedural, and interactional justices as the three types of organizational justice that must be embraced in order to have happy and productive teachers (Ismail et al., 2009). Distributive justice deals with teacher's fairness perception concerning decision outcomes and distribution of tangible (e.g., salary) or intangible (e.g., commendation) resources. Procedural justice focuses on the fairness of the processes that lead to outcomes during work and is enhanced when they feel that the processes followed in distribution of resources are consistent, accurate and unbiased (Usmani, Siraj, 2013). Also, the treatment that teachers receive base on decisions that affect them is their interactional justice. To improve interactional justice, explanations must be provided for decisions and such decisions must be delivered with respect (DeConinck, 2010).

Perception of unfairness in processes, outcome and interpersonal treatments may result in dissatisfaction, which will finally compel teachers to think about quitting. According to the Equity Theory, teachers look at others in their social setting; they compare the ratio of their perceived

input-outcome to that of the referent other (Loi et al., 2006). In an attempt to rectify the unjust situation, teachers would either react behaviourally or psychologically (Loi et al., 2006). The unavailability of alternative jobs in Ghana makes it difficult for teachers to react behaviourally by quitting the profession. However, they react psychologically by having higher turnover intentions (Adusei et al., 2016).

Another theory that explains the research problem is the Self-Discrepancy Theory. This theory suggests that “an employee has a ‘threshold comparison level’ that corresponds to the match between expected and actual outcomes from the job and organization” (Thompson, 2008: 17). When there is disparity, the employee will endure the incongruity between their expectation and what they are getting to a certain point. If there is no improvement, they will react either psychologically or behaviourally. For example, teachers in Ghana expect certain rewards for their work. Consequently, the discrepancy between expectations and actual outcomes leads to negative behavioural outcomes such as dissatisfaction, low level of commitment and the intentions to quit the teaching profession (Adusei et al., 2016). The connection between job satisfaction, perception of justice and turnover intention has been documented by many researchers.

Generally, studies among non-teaching personnel show a significant relationship between job satisfaction and turnover intentions. However, little is known about teachers in Ghana (Adusei et al., 2016; Mahdi, & Zin, 2012; Shah, & Jumani, 2015). According to Mburu (2015), a significant negative correlation exists between job satisfaction and turnover intentions among public school teachers in Kenya. The study also found that dissatisfaction with pay predicts a significant variance in the turnover intentions of teachers.

In a study by Ali and Baloch (2011) shows that the components of job satisfaction affect the turnover intentions of employees. Among the predictors of job satisfaction, satisfaction with pay negatively predicts of turnover intention. Similarly, Shah and Jumani (2015) indicate that satisfaction with pay contributes significantly to turnover intentions among teachers. Yet, other components (work itself, promotion and supervision) moderately relate with turnover intention among the teachers.

In Ghana, job satisfaction negatively correlates with the intention to quit among teachers in public senior high schools in the Northern Region of Ghana (Kosi et al., 2015). According to Gyampoh (2012), job satisfaction significantly predicts turnover intentions among teachers in Ghana. However, findings on the correlation between the components of organizational justice and turnover intentions have not been consistent. For example, Tourani et al. (2016) found a significant negative relationship between organizational justice and turnover intentions with interactional and procedural justice correlating significantly with turnover intentions. However, the study did not report any correlation between distributive justice and turnover intentions. The study also found no effect of gender on the intention to quit the job. Zaman, Ali and Ali (2015) also found that distributive and procedural justice contributes significantly to the intentions to quit a job. Khalil and Sharaf (2014) however found that distributive justice is the only component of organizational justice that predicts significant variance in employees’ turnover intentions.

In Turkey, teacher’s distributive and interpersonal justice perceptions negatively correlate with the intention to quit among teachers. However, procedural justice did not predict turnover intentions (Basar, Sigrı, 2015). Suifan et al. (2017) alternatively found a negative correlation between all the four facets of organizational justice and turnover intentions. Thus, job satisfaction and perceived organizational justice have diverse implications on turnover intentions across different jobs. The purpose of the study is to identify the influence of perceptions of organizational justice and job satisfaction on turnover intentions of teachers in Ghana.

Accordingly, the following predictions were made by the researchers:

- i. The combined components of job satisfaction will predict significant amount of turnover intentions among teachers
- ii. Each component of job satisfaction will significantly predict turnover intentions
- iii. The combined components of perceived organizational justice will contribute significantly to turnover intentions among teachers.
- iv. The component of organizational justice will significantly predict turnover intentions among teachers
- v. Males will have higher level of turnover intentions compared to females.

2. Method

2.1 Design

The study used the cross-sectional survey. It allows for large data collection within the shortest time (Bartlett, 2005).

2.2 Population

The population of the study are Senior High School teachers in the Offinso-South District of the Ashanti Region of Ghana. Offinso-South is one of the oldest districts in Ghana. Its capital is Offinso. There are three public senior high schools in the Offinso South District namely Dwamena Akenten Senior Secondary, Namong Senior Secondary and St Jerome Senior Secondary School. Teachers from these three senior high schools were used. The estimated number of teachers in these 3 senior high schools is 300.

2.3 Participants

Respondents for the study were recruited through convenience sampling technique. Of 120 questionnaires, only 114 questionnaires were returned [Table 1 for description of the demographic characteristics].

2.4 Measures

Three scales were used in measuring the main constructs of the study.

Organizational Justice: Perception of justice was measured with the Organizational Justice Index (OJI) (Niehoff, & Moorman, 1993). OJI is a 20-item scale assessing the degree to which employees perceive fairness in their jobs in terms of distributive, procedural and interactional justices. The procedural justice has 8 items (alpha value 0.94), interactional justice has 6 items (alpha value 0.89) and distributive justice has 6 items (alpha value 0.88). Responses to the items are rated on a 4-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = agree; and 4 = strongly agree). The scale has a Cronbach alpha of .91 (Khalil, & Sharaf, 2014). A sample item is “my supervisor has fairly rewarded me when I consider the responsibilities I have”. Cronbach alpha for this scale in the present study was .86. Total scores ranged from 20 to 80 with higher score indicating higher level of organizational justices.

Job Satisfaction: The Teachers Satisfaction Scale (TSS) is developed by first author for the purpose of this study to measure job satisfaction among the teachers. The scale measures four components of job satisfaction. The 4 components provide a complete assessment of teachers’ job satisfaction. The TSS is a 16-item scale that measures the four components; promotion, work itself and supervision. Responses to the four components are rated on a 4-point Likert scale ranging from 0 - Strongly Disagree, 1 – Disagree, 2 – Agree, 3 – Strongly Agree. Pre-testing of the scale indicated a Cronbach alpha of .88. Correlating the TSS with the Minnesota Satisfaction Questionnaire (Weiss, 1967) produced a reliability of .84. A sample item is “my remuneration is enough to meet all important expenses.” Total scores ranged from 0 to 48 with higher score indicating higher level of teacher’s job satisfaction.

Turnover Intentions: Turnover intention of teachers was measured with the Turnover Intention Scale (Cammann, Fichman, Jenkins, & Klesh, 1979). The scale consists of 10 items measuring three indicators: thinking of quitting, intent to search, and intent to quit. Responses to the items are rated on a 4-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3 = agree; and 4 = strongly agree). The scale has an internal consistency of .83. An item on the scale is “I often think about quitting”. Total scores ranged from 0 to 40 with higher score indicating higher level of turnover intentions.

Table 1. Demographic characteristics of the respondents

Variable	Frequency	Percent
Gender		
• Male	59	51.7
• Female	55	48.3
Marital Status		
• Single	41	36.0

• Married	73	64.0
Religion		
• Christianity	80	70.2
• Islamic	32	28.1
• ATM	2	1.7
Age Range		
• 20 – 25 years	12	10.5
• 26 – 30 years	24	21.1
• 31 – 35 years	30	26.3
• 36 – 40 years	32	28.1
• Above 40 years	16	14.0

2.5 Procedure

Introductory letters were presented to the three secondary schools to inform them about the study and also seek their permission to utilize the teachers for the study. With permission and consent of the school management granted, teachers in the schools were made known about the details and purpose of this study and asked to voluntarily consent to taking part in the study. Consented teachers were assured of their confidentiality regarding the responses they provide after which the questionnaires were administered to them to complete within a stipulated time. All the ethical principles outlined by the American Psychological Association in reference to the conduct of research using human beings were fully adhered to.

2.6 Data Analysis

Data analysis was done using the Statistical Package for Social Science (version 20). Inter-correlations among variables were first established as a requirement for performing the Multiple Regression Analysis (see Table 2).

Table 2. Zero-order correlations among the components of job satisfaction, organizational justice and turnover intentions

Variables	1	2	3	4	5	6	7
1 Distributive	-	-	-	-	-	-	-
2 Procedural	.36**	-	-	-	-	-	-
3 Interactional	.32**	.52**	-	-	-	-	-
4 Pay	.56**	.32**	.16*	-	-	-	-
5 Supervision	.22*	.13*	.17*	.40**	-	-	-
6 Work	.55**	.17*	.11*	.67**	.28**	-	-
7 Promotion	.42**	.20**	.16*	.30**	.32**	.33**	-
8 Turnover	-.45**	-.34**	-.23**	-.46**	-.23**	-.42**	-.26**

Notes: * $p < .05$, ** $p < .01$

3. Results

Table 2 shows that all the variables significantly correlate with each other. Pay has the highest relationship with turnover intentions ($r = -.46, \rho < .05$) and interactional justice has the least correlation with turnover intentions ($r = -.23, \rho < .05$). The Regression Analysis (Model 1) in Table 3 shows that the combined components of job satisfaction explain 25.2% of variance in turnover intentions [$R^2 = .252, F_{(3, 109)} = 9.180, \rho < .01$]. For the individual contributions of job satisfaction on turnover intention, only pay significantly predicts teachers' turnover intention ($\beta = -.311, \rho < .01$). Supervision, ($\beta = -.022, \rho > .05$), work itself ($\beta = -.177, \rho > .05$) and promotion ($\beta = -.099, \rho > .05$) did not significantly predict teachers' turnover intentions.

Table 3. Regression analysis of the components of job satisfaction and organizational justice as predictors of turnover intentions

Model 1	B	SEB	β	t	ρ
Pay	-.693	.262	-.311	-2.640	.009*
Work	-.357	.230	-.177	-1.553	.123
Promotion	-.228	.209	-.099	-1.089	.278
Supervision	-.053	.226	-.022	-.235	.815
Model 2					
Distributive	-.497	.120	-.375	-4.149	.000**
Procedural	-.266	.130	-.206	-2.051	.043*
Interactional	-.006	.140	-.005	-.046	.964

Notes: * $p < .05$, ** $p < .01$, $R^2 = .252$, $F = 9.180$ ** for model 1, $R^2 = .241$, $F = 11.623$ ** for model 2

The model 2 of the Multiple Regression Analysis shows that the three components of perceived organizational justice account for 24.1% of the variance in turnover intentions [$R^2 = .241$, $F_{(3, 110)} = 11.623$, $\rho < .01$]. Among the dimensions of organizational justice, distributive justice ($\beta = -.375$, $\rho < .01$) and procedural justice ($\beta = -.206$, $\rho < .01$) significantly account for variance in turnover intentions. However, interactional justice ($\beta = -.005$, $\rho > .05$) did not significantly account for variance in turnover intentions.

Table 4. Summarize results of gender differences in turnover intentions

Variable	N	Mean	SD	df	t	ρ
Males	59	23.98	6.33	112	.139	.890
Females	55	23.81	6.32			

The Independent *t*-Test (Table 4) indicates that there is no significant difference in level of turnover intentions between male and female teachers [$t_{(112)} = .139$, $p = .890$].

4. Discussion

The results of the study indicate that job satisfaction has a significant negative correlation with turnover intention among teachers. This means that an increase in job satisfaction among teachers has the likelihood to decrease their intentions to quit. This finding is consistent with previous findings (Ali, Baloch, 2011; Mburu, 2015).

The study also reveals that among the components of job satisfaction, only pay contributes significantly to turnover intentions. This is also consistent with some studies among teachers (Mburu, 2015; Shah, Jumani, 2015). As explained by Kosi et al. (2015), teachers in Ghana place much emphasis on their pay because it is their sole determinant of livelihood. Thus, dissatisfaction with their pay produces an intention to quit. Promotions, work itself and supervision are not significant predictors of turnover intentions because these factors may come with insignificant effect on their pay. This is seen in how some of the respondents in the qualitative study by Adusei et al. (2016) show their loss of trust in the system of promotion and its influence on their salaries in Ghana.

Again, the results also predict that a significant negative relationship exists between perceived organizational justice and turnover intention among teachers. This finding is consistent with other findings in literature (Loi et al., 2006; Tourani et al., 2016). A possible explanation could be that teachers who perceive higher organizational justice feel that their efforts are being appreciated and so find no need to quit their organizations. From the self-discrepancy theory, a mismatch between teachers' expectations and actual outcomes in terms of justice, may lead to job dissatisfaction. When this happens, the teacher may tolerate the discrepancy to a certain point and if there is no improvement, may consequently react psychologically. Consequently, when teachers

perceive lower justice which mismatch with their actual expectations, turnover intentions are inevitable (Thompson, 2008).

In addition, distributive justice and procedural justice contribute significantly to turnover intentions. This finding agrees with the study by Zaman et al. (2015), which indicates that distributive justice and procedural justice are the only components of organizational justice that determines turnover intentions. Also, Abdel-Hadi et al. (2014) indicate that among the components of organizational justice, interactional justice did not contribute significantly to teachers' turnover. As explained by Suifan et al. (2017), each component of justice has exact role it performs in ensuring satisfaction among employees. However, teachers place much priority on their pay, which has to do more with distributive justice. Distributive justice and procedural justice are more important in predicting pay satisfaction as compared to interactional justice. When teachers receive enough remuneration, less emphasis is placed on interactional justice (Suifan et al., 2017).

Finally, there is no significant difference in the level of turnover intentions between male and female teachers. This suggests that in the teaching profession, males do not differ considerably from females on the level of turnover intentions. This finding is also consistent with previous findings on gender and turnover intentions (Tourani et al., 2016; Zaman et al., 2015). Male and female teachers receive the same remuneration per their rank and as a result, they may equally show similar levels of dissatisfaction in Ghana (Adusei et al., 2016).

5. Limitations

A future longitudinal research design may provide a better understanding the role of time in determining the effects of job satisfaction and organizational justice on turnover intentions. In spite of this limitation, the Ministry of Education and the Ghana Education Service need to design intervention programmes that can help improve teachers' levels of job satisfaction and perception of justice. Furthermore, emphasis must be placed on the remunerations of the teachers for better rates of retention.

6. Conclusion

The findings of the study establish that job satisfaction and distributive justice account for significant variance of turnover intentions among teachers. Teachers pay is also the only components of job satisfaction which significantly predicts turnover intentions. Distributive and procedural justice also significantly account for the level of turnover intentions. The study did not find any significant difference in the turnover intentions among male and female teachers.

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