

UNIVERSITY OF EDUCATION, WINNEBA

**PREDICTORS OF ATTRITION INTENTION AND WORK-RELATED
STRESS AMONG TUTORS IN COLLEGES OF EDUCATION IN GHANA**

ALFRED ALUNGA ANOVUNGA



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**A Thesis in the Department of Counselling Psychology,
Faculty of Applied Behavioural Sciences in Education,
submitted to the School of Graduate Studies,
University of Education, Winneba
in partial fulfillment of the requirements
for the award of Doctor of Philosophy
(Counselling Psychology) degree.**

OCTOBER, 2023

DECLARATION

STUDENT'S DECLARATION

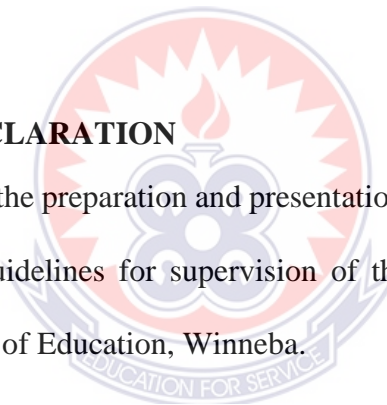
I, ALFRED ALUNGA ANOVUNGA, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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DATE:

SUPERVISORS' DECLARATION

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.



PROFESSOR YAYRA DZAKADZIE (Principal Supervisor)

Signature:

Date:

DR. NYUIEMEDI AGORDZO EDOH-TORGAH (Co-Supervisor)

Signature:

Date:

DEDICATION

I dedicate this work to my family especially, in loving memory of my father, Mr.

Anovunga David Agyeman. Rest in perfect peace.



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I would like to express my heartfelt gratitude to all those who have supported me throughout the journey of completing this thesis. Their contributions and encouragement have been invaluable, and I am truly indebted to them.

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GLOSSARY/ABBREVIATIONS

APA	American Psychological Association
AVE	Average Variance Extracted
B.Ed	Bachelor of Education
BTs	Beginning Teachers
ERI	Effort-Reward Imbalance
CETAG	Colleges of Education Teachers Association of Ghana
COE	Colleges of Education
CIP	College Improvement Plan
CR	Composite Reliability
GRIP	Gender Responsive Improvement Plan
GTEC	Ghana Tertiary Education Commission
HTMT	Heterotrait-Monotrait Ratio of Correlations
M.Ed	Master of Education
MOE	Ministry of Education
M.Phil	Master of Philosophy
PBR	Payment By Results
PhD	Doctor of Philosophy
PRINCOF	Conference of Principals of Colleges of Education
SEM	Structural Equation Modelling
SIT	Social Identity Theory
SPSS	Statistical Package for Service Solution
STM	Sequential Turnover Model
T-TEL	Transforming Teacher Education and Learning
QEEW-BT	Questionnaire on the Experience and Evaluation of Work-BTs

ABSTRACT

This study examined predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana. Using a cross-sectional descriptive survey design, a comprehensive structured questionnaire was adapted and administered to 400 tutors who were randomly sampled from sixteen public Colleges of Education across the country. However, responses from 361 participants were retrieved and finally included in the study. Seven research hypotheses were formulated to guide the study. Frequencies and percentages were used to analyse the demographic data of respondents while inferential statistics (Multiple regression, Pearson Product Moment correlation, Independent Sample T-Test, One-Way ANOVA, and Hayes moderation process) were used to analyse the research hypotheses. The study revealed that the combined predictors of attrition intention could have a significant impact on tutor attrition in Colleges of Education in Ghana. However, there were variations in the impact of the predictors, with remuneration, physical environment and safe working conditions having higher significance that could impact tutor attrition. The findings further indicated that, workload had a statistically significant positive but weak relationship with work-related stress among tutors. This suggests that as workload increases, work-related stress also tends to increase, and vice versa. Further, the analysis again revealed that female tutors reported higher levels of work-related stress compared to male tutors. The difference was statistically significant, indicating that gender plays a role in work-related stress experienced by tutors. The study recommended that, the Ministry of Education in collaboration with Ghana Tertiary Education Commission should conduct a comprehensive review of the salary structure in public Colleges of Education to address remuneration concerns and consider implementing additional incentives to improve tutor satisfaction and retention. It was also recommended that, Management of Colleges of Education, in collaboration with Ghana Tertiary Education Commission should develop workload management guidelines and policies to effectively distribute workload, optimize timetabling, and provide necessary support and resources to reduce work-related stress among tutors.

CHAPTER ONE

INTRODUCTION

1.1 Overview

Teacher attrition in the Education Sector has become a topical issue not only in Ghana but in Africa and in the global front. In Ghana, Colleges of Education are unable to retain tutors as there appears to be a surge in the rate of tutor attrition in these institutions. This has become a critical issue courting the attention of policymakers, principals of Colleges of Education, administrators, students and well-meaning Ghanaians. If this matter is not investigated and given the needed attention it deserves, Colleges of Education will be left deprived of qualified tutors and this in turn, would affect the quality of teaching and learning in Teacher Education in general. For instance, the Bachelor of Education (B.Ed.) programmes currently being ran in Colleges of Education will not successfully achieve it's set goals. There is, therefore, the need to investigate attrition intention and work-related stress among tutors in Colleges of Education in Ghana.

1.2 Background to the Study

Teacher attrition intention refers to the inclination or decision of educators to leave the teaching profession or transfer to different schools or regions. This concept encompasses both the intention to leave the profession entirely and the intention to move to another teaching position. Teacher attrition has significant implications for educational systems worldwide, particularly in developing regions like Africa, where maintaining a stable and qualified teaching workforce is crucial for improving educational outcomes. In the Education Sector, teachers are seen as the pivot in

achieving educational goals. The success of a country's education policy therefore, depends on its ability to recruit and retain its teachers. However, there is a growing concern around the world that education sectors globally are facing the challenges of teacher attrition which thwarts the efforts of retaining teachers in schools. For instance, many teachers in rural areas express a desire to leave due to inadequate infrastructure and insufficient professional support. Several factors contribute to teacher attrition intention, which can be broadly categorized into individual, institutional, and external factors. The individual factors include personal circumstances, such as health issues, family responsibilities, or career ambitions, that might lead a teacher to consider leaving the profession. For example, younger teachers or those at the start of their careers are more likely to leave due to a desire for career change or further education (Ingersoll, 2001). Moreover, teachers' perceptions of their professional identity and self-efficacy also play a crucial role in their decision to stay or leave (Hong, 2012).

The institutional factors on the other hand, are related to the working conditions within schools. Poor working conditions, including inadequate resources, large class sizes, lack of administrative support, and limited opportunities for professional development, can lead to dissatisfaction and increase attrition intention (Ngmenkpieo, Tseer, & Gyei, 2023). In Ghana, for example, inadequate infrastructure in rural schools has been identified as a significant factor driving teachers away from these areas (Bennell & Akyeampong, 2007). Economic and social conditions outside the school environment also impact teacher attrition. Economic factors such as low salaries, better job opportunities in other sectors, or the lure of better pay abroad can contribute significantly to attrition intention. In Ghana, the opportunity for higher earnings abroad has led to a significant number of teachers applying for positions in countries like the UK (Quartey, 2024). Additionally, societal respect for the teaching profession and the

broader educational policy environment also influence teachers' decisions (Liu & Ramsey, 2008).

That notwithstanding, the cumulative effect of dealing with difficult classroom environments, unsupportive administration, and societal undervaluation of the teaching profession can contribute to a teacher's decision to leave (Ingersoll, 2001). Bennell and Akyeampong (2007) explained that, external factors, such as societal respect for the teaching profession and the broader socio-economic environment, also impact teacher attrition intention. In many parts of Africa, teaching is often seen as a less prestigious career, which can diminish teachers' morale and increase their desire to leave the profession.

According to Ngmenkpieo, Tseer, and Gyei (2023), to mitigate teacher attrition intention, it is essential to address the root causes. Strategies include improving working conditions, providing competitive compensation, offering ample opportunities for professional development, and enhancing teacher well-being through support systems. Involving teachers in policy-making and recognizing their contributions can also play a crucial role in reducing attrition intentions. Moreover, creating pathways for career advancement and ensuring that teachers are adequately compensated for their work can help retain them within the profession. In contexts like Ghana, where migration is a significant concern, managing this phenomenon through policies that retain skilled teachers or facilitate beneficial international exchanges can also be effective (Quartey, 2024). If all efforts to mitigate attrition intention fail, then attrition is eminent in the education industry.

Borman and Dowling (2008) defined teacher attrition as the process of leaving the teaching profession for other career endeavours. Teacher attrition manifests itself

in a variety of ways, including but not limited to retirement, termination, transfer, earning an advanced degree, layoff, and death. From year-to-year, teachers retired without replacement. Some leave the profession entirely when earning a higher certificate, while others quit for whatever reason best known to them. Others are sometimes transferred out of class to become clerks and administrators in the Ministry of Education. In this study therefore, teacher attrition is a situation whereby teachers leave the teaching profession for other career endeavours or for better positions in the same profession elsewhere.

Attrition intention is the employee's contemplation or inclination to voluntarily leave the current job or organization. It is a crucial aspect of organizational behaviour and human resource management, as understanding and addressing attrition intention can help organizations retain valuable talent and maintain workforce stability. Employee attrition intention is a critical issue in organizations worldwide.

Stress is said to be a response of an individual towards harmful effects such as irritation and helplessness that becomes a threat to their self-respect. Particularly, work-related stress is related to the mental stress and pressure that is associated with workers' capabilities to react and handle any situation at their workplace (Kyriacou & Sutcliffe, 1978). Invariably, work-related stress is the response workers may have when presented with work demands that are not matched to their knowledge and skills. Where excessive workload, poor conditions of service, organizational challenges, problems in the classroom, and interpersonal conflicts such as workplace abuse, are the major factors that contribute to teachers' work-related stress

Additionally, poor physical conditions of work environment, lack of administrative support, and lack of job progression lead to emotional exhaustion, frustration, and emotional exhaustion which invariably, result in attrition, where

College tutors leave the Colleges of Education to take up teaching appointments in the traditional Universities.

Teacher attrition is a global phenomenon that requires critical attention from all stakeholders in the education sector. It is a problem not only in developing countries such as Ghana but in advanced countries like United States of America, Britain, Sweden, Germany and New Zealand as well. This makes it a global issue that needs to be tackled seriously to ensure that teachers recruited are also retained in the teaching profession. In the United States, for instance, teacher turnover problem is continuously and gradually getting out of control. A study by Kain (2011) revealed that, teacher attrition has grown by 50 percent over the past fifteen years, and the national teacher turnover rate has risen to 16.8 percent. This high rate of teacher turnover in the U.S. school systems costs more than \$7 billion a year (Hernandez, 2007).

According to Cobbold (2007), in the United States, many states recorded teacher shortages resulting from turnover. For example, it is estimated that 9.3 percent of the public-school teachers leave the service in less than one year of their entry into the profession, while about 50 percent also exit the job within the first five years of service (Ingersoll, 2001). In another study in the United States, Chang (2009), discovered that the rate of teacher attrition within the first four years to be 25 percent, while about 40 percent leave the profession within five years of their entrance. Probably teachers who have advanced in higher degrees in their career in teaching and realize that they can fit better in other institutions that may require their services and perhaps with better remuneration and conditions of service, will be among the first to leave.

In Africa, numerous studies have indicated that, the quality of an educational system cannot outperform the quality of its teachers (Harris and Jones, 2010). For some years now in Cameroon, teacher attrition has become common in schools and it

involves highly trained and qualified teachers. The best qualified teachers, and those with skills and qualifications most valued in the labour market, seem more likely to leave, presumably because of the more attractive alternative opportunities available to them elsewhere.

A study conducted by Ndaruhutse, Mampane, and Mugala (2015) in Zambia found that low salaries, limited career growth opportunities, and lack of professional development were the primary factors contributing to teacher attrition. Furthermore, a study by Luyinda and Nannyonga (2016) in Uganda identified job dissatisfaction as a significant factor leading to teacher attrition. The study found that low morale, lack of recognition, and heavy workload contributed to job dissatisfaction among teachers in Uganda. Therefore, teacher attrition is a persistent issue in Africa, which impacts the quality of education, teacher-student ratios, and educational outcomes.

In Ghana, the situation is not different. Wonyor (2006) found that the challenge of teacher attrition in Ghana's pre-tertiary education system grew from worse to worst when Dr. Kwame Nkrumah extended the free compulsory education to all parts of the country in 1961. Additionally, Kwarteng (2014) and Cobbold (2015), conducted a separate study on teacher attrition in Ghana and admitted that the number of teachers who quit the profession for other jobs is enormous.

A survey report on teacher attrition in 2009 commissioned by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) revealed a very high teacher attrition rate in Ghana. The survey revealed that the Ghana Education Service (GES) estimated about 10,000 teachers leave the classroom every year for other professions (GNAT, 2009). The high rate of teacher attrition impacts negatively on school improvement as it disrupts the stability and continuity of teaching. Whereas high-performing schools are distinguished by stability

and continuity of teaching, studies show that teaching traditionally has been characterized as an occupation with a very high turnover rate (Lawrence, 1999).

Similarly, in the Colleges of Education in Ghana, this phenomenon is experienced. The Colleges of Education Weekly Journal (2021) in its special report on the rate of attrition in the Colleges of Education, indicated that as of May 2021, over 140 Tutors across the 46 public Colleges of Education have left the Colleges after these institutions were upgraded to tertiary status to offer a four-year Bachelor of Education (B.Ed.) degree programme in 2018. These tutors left to seek greener pastures at the Technical and traditional Universities in the country mainly after further studies in Doctor of Philosophy (Ph.D.) or Master of Philosophy (M.Phil.) programmes. To such people, it appears mobility is influenced by poor remuneration and conditions of service that do not match with the workload. Even though both Assistant lecturers and Tutors hold similar qualifications (M.Phil. which is the minimum requirement needed to teach in a tertiary institution in Ghana), and they both teach undergraduate students, conditions of service skewed largely in favour of those teaching in the universities. According to Martin, Dolmage, and Sharpe, (2012), teachers who experience burnout show high levels of depersonalization from the job, low morale, and emotional exhaustion. Once the negative feelings become too overwhelming, it is hard for teachers to feel their value in the profession and so they leave (Vesely, Saklofske, & Leschied, 2013).

As part of educational reforms in Ghana, Colleges of Education were formerly known as Teacher Training Institutes. Initially, they offered 2-year Post-Middle Certificate “B” programme, followed by 4-year Post-Middle Certificate “A” and 2-year Post-Secondary Certificate “A” programmes. The 2-year programme was later

extended to a 3-year programme, which ran alongside the 4-year certificate “A” programmes until the end of 1980 (Addo-Obeng, 2008).

In the early 2000s, following a comprehensive review of the educational system in Ghana, the Government published a White Paper and declared that “all Teacher Training Colleges will be upgraded into diploma-awarding institutions and be affiliated to the education-oriented universities” (Government of Ghana, 2004). Subsequently, 38 Teacher Training Colleges operating at a level equivalent to level 4 of the International System of Classification of Education (ISCED 4) were re-designated as Colleges of Education (COE) to offer tertiary education in 2008. The Colleges of Education Act, Act 847 was passed to give legal backing to the new status of the institutions in 2012. The institutions have therefore, been placed under the Ghana Tertiary Education Commission (GTEC); the government’s agency responsible for the regulation of tertiary education institutions in Ghana.

The Colleges of Education started offering four-year Bachelor of Education (B.Ed.) degree programme in 2018 as part of Ghana's educational reforms. Whereas First degree (bachelor) holders qualified to teach in the Post-Secondary Certificate ‘A’ system, they were not qualified to teach in the Diploma in Basic Education and the Bachelor’s Degree systems of the Colleges of Education. Upon the upgrading of Colleges of Education to tertiary status, there was an urgent call on tutors to upgrade their professional knowledge and skills to match with the task of teaching in the tertiary institutions in Ghana within a three-year period. Tutors who were first degree holders were to enrol in Master of Philosophy (M.Phil.) programmes in related areas, those with Master of Education (M.ED) degrees with or without research were also requested to enrol in M.Phil. Programmes in related areas and tutors who were M.Phil. holders were encouraged to start with Doctor of Philosophy (PhD) programmes. Capacity building

of tutors in Colleges of Education therefore, became key component to the successful implementation of the Degree Awarding programme. Transforming Teacher Education and Learning (T-TEL) therefore, put in place Transition Support Fund to offer support to tutors to upgrade their knowledge and skills to be able to teach (Colleges of Education Weekly Journal, 2021). These reforms, and urgent calls for capacity building and upgrading resulted in frustrations to tutors in Colleges of Education in Ghana. Burnout because, their professional skills at the time did not match up with the job demands. Tutors experienced financial problems, psychological stress, stress in combining work with studies, as well as home-related stress.

Larrivee, (2012), posit that, teachers have a high risk of becoming stressed out because of changes and demands in the profession. When the pressures become too much on educators, it reduces productivity, increase absenteeism, and causes burnout. Since high stress is so dominant among teachers, they often encounter physical and emotional problems.

According to Colleges of Education Weekly Journal (2021), between September, 2020 and June, 2021, most tutors in the 46 Colleges of Education in Ghana had completed their studies with few at various stages of their PhD and M.Phil. Programmes. The news desk of Colleges of Education Weekly Journal (2021), revealed that, tutors upon a successful completion of their studies, and realising that they could be employed as Assistant lecturers in the traditional universities, made up their minds not to go back to the Colleges of Education. This marked the beginning of attrition of tutors in Colleges of Education to the traditional universities in Ghana leaving tutors who were yet to meet the minimum qualification to teach in those institutions. It is based this that the researcher deems it prudent to investigate the predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana.

1.3 Statement of the Problem

Teacher attrition intention is a teacher's expressed or implied inclination to leave the teaching profession or to transfer to a different school, district, or even another career entirely. This concept is crucial as it reflects the psychological and emotional state of teachers contemplating departure, serving as a precursor to actual attrition. Understanding this intention is essential because it can help stakeholders identify potential challenges and implement interventions before teachers leave, thereby mitigating the negative impacts of teacher turnover. Ngmenkpieo, Tseer, and Gyei, (2023) revealed that teacher attrition intention is influenced by a complex interplay of factors. One of the most significant predictors of attrition intention is job satisfaction. When teachers experience dissatisfaction due to poor working conditions such as large class sizes, inadequate resources, and lack of administrative support, they are more likely to develop an intention to leave the profession (Liu & Ramsey, 2008). Teacher attrition has significant implications for educational systems worldwide.

Globally, research on the rate of attrition is overwhelming whether in the education sector or any other profession. However, the rates of teacher attrition vary from country to country. For instance, Brako, (2016), the rate of teacher attrition ranges between 2 percent and 14 percent per annum with the lowest being Korea and the US being the highest. He further stated that, the attrition rate of teachers in New Zealand as ranging from 8 percent in 1996 to 10.4 percent between 2001 and 2002 while the range in the US between 1988 and 1989 hovered around 8.4 percent. According to the findings of his study, the rate of teacher attrition in Namibia stood at 11 percent in 1999. Between 2005 and 2007, the attrition rates were 2 percent in Eritrea, 3 percent in both the Gambia and Lesotho, 10 percent in Liberia, 5 percent in Malawi, 6 percent in Uganda and 9 percent in Zambia.

A study by Hong (2012) indicates that teachers who perceive limited opportunities for professional growth and advancement within the education system are more likely to consider leaving. The absence of clear career progression paths or lack of access to continuous professional development can contribute significantly to attrition intention. This is particularly evident in many African countries where professional development opportunities are scarce, leading to frustration and eventual departure from the profession. The emotional and psychological well-being of teachers also plays a significant role in attrition intention. High levels of stress, burnout, and a lack of support can push teachers towards considering leaving the profession. Notably, some attritions are inevitable. This is because, some teachers will retire, others will quit for reasons that are personal, and some others will be dismissed from their jobs whilst others still, are encouraged to leave the profession. Schreiner (2017), in an analytical survey design research on managing teacher attrition rate for quality education in public senior secondary schools in Rivers State, Nigeria, opines that, no matter how one makes his workers happy, from time-to-time employees will leave, be it retirement, resignation, death, re-location or just in response to changing circumstances in their lives.

Previous research works centered on teacher attrition such as those of Boateng (2019), who investigated teacher attrition at pre-tertiary level in Ghana: A qualitative investigation into its causes and suggestions, Wonyor (2006) who studied factors affecting recruitment and retention of basic school teachers in the Akatsi district of Ghana, and Cobbold (2015) who conducted a study on Ghanaian teachers' career orientations and their turnover intentions using Schein (1978) Career Anchor Theory. From these research works, it appears their population constituted pre-tertiary teachers and there is evidence of statistical data as compared to the tertiary level. Again, their

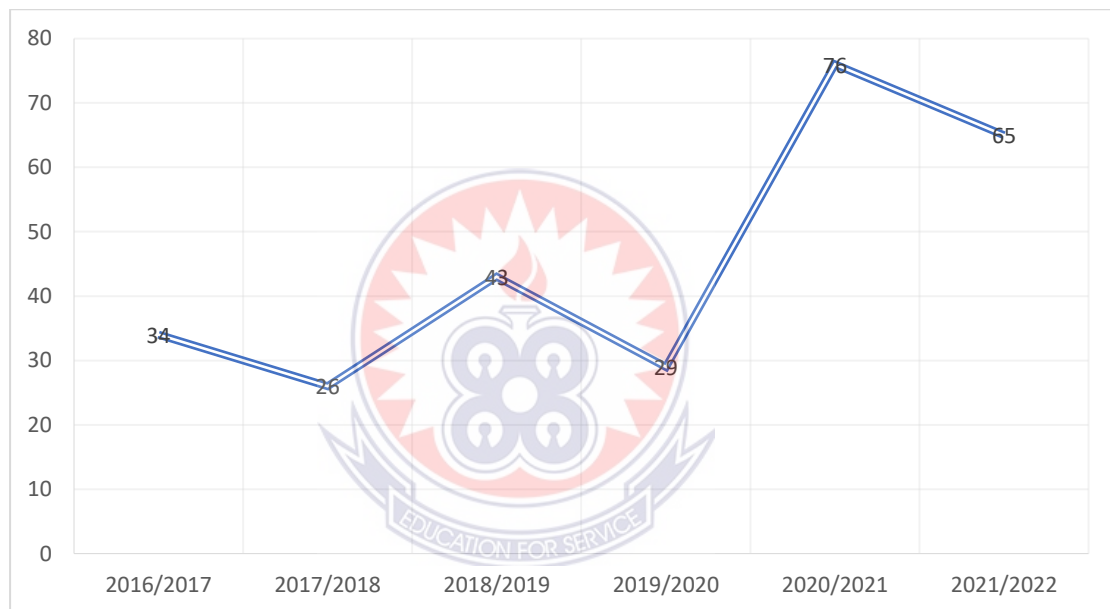
concentration was on teacher attrition and retention and career orientation and not predictors of attrition intention and work-related stress at the tertiary level. Further, theoretically, Cobbold (2015) used Schein (1978) Career Anchor Theory but this study used Effort-Reward Imbalance Model, Social Identity Theory and Sequential Turnover Model. Methodologically, their studies on teacher attrition either used case study, phenomenology, or comparative study but this study used descriptive cross-sectional survey. Based on these gaps, the researcher deemed it prudent to investigate the predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana

The implications of teacher attrition intention are profound. If left unaddressed, high levels of attrition intention can lead to actual turnover, which disrupts the continuity of education, affects student achievement, and imposes significant financial burdens on educational systems due to the costs associated with recruiting and training new teachers (Ronfeldt, Loeb, & Wyckoff, 2013). For instance, tutor attrition rates in Colleges of Education in Ghana have reached an alarming proportion (COE Weekly Journal, 2021). According to the News Desk of Colleges of Education Weekly Journal (2021), information received from most Principals of Colleges of Education shows that between September 2020 and June 2021 there have been, on average, three (3) tutors from each College who have left the Colleges of Education to take up appointments elsewhere. This implies that within one academic year, as many as 140 Tutors and/or Senior Tutors have left the Colleges of Education. Based on this assertion, the researcher made a background check of attrition rate within a six-academic year period from all public Colleges of Education in Ghana to confirm or otherwise. Table 1 presents the outcome of the background check of the rate of tutor attrition in public Colleges of Education in Ghana over a span of six academic years.

Table 1.1: Attrition rate of tutors in Colleges of Education in Ghana

ACADEMIC YEAR	ATTRITION RATE
2016/2017	34
2017/2018	26
2018/2019	43
2019/2020	29
2020/2021	76
2021/2022	65
TOTAL	273

Source: field survey, (2023)



Source: field survey, (2023)

Figure 1.1: A graph of tutor attrition rate in Colleges of Education

The trend of turnover of tutors in the Colleges of Education as shown in table 1 and figure 1.1, revealed a generally increasing rates of attrition within the six academic-year period (2016/2017 – 2021/2022) in all Colleges of Education in Ghana. Comparatively, the rate of attrition from 2016 to 2018 was much lower than the period between 2020 to 2022 in the Colleges of Education. The total turnout rates for the entire

period under consideration revealed a growing trend of tutor attrition in the Colleges of Education in Ghana.

In respect to the rising rate of tutor attrition in Colleges of Education, the question one may attempt to ask is, what are the causes of tutor attrition intentions in the public Colleges of Education in Ghana? Could it be that, some of the predictors like remuneration, progression, physical conditions, motivation, workload, and many others, are working against tutor retention in Colleges of Education? Could it also be that, the geographical locations of these Colleges of Education are contributory factors in tutor attrition? Answers to these posers are of great interest to the researcher and readers. Hence, an empirical study on predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana.

If the tutor attrition rate in Colleges of Education is not investigated into and given the needed attention it deserves, these Colleges will be left deprived of qualified tutors and this will bring a downward turn in the quality of teaching and learning and teacher education in general because, the current situation is that, seasoned tutors in the Colleges of Education who led the various transitional projects, such as the T-TEL Challenge Fund, the College Improvement Plan (CIP), Payment By Results (PBR), Gender Responsive Improvement Plan (GRIP), and other key initiatives by GTEC and T-TEL aimed at helping the Colleges to transition into a fully-fledged tertiary institution, have moved to other institutions in search for better conditions of service (Colleges of Education Weekly Journal, 2021).

Besides, the B.Ed. programmes currently being ran in Colleges of Education will not successfully achieve it's set goals since it requires that tutors who have undergone training programmes in respect of the new B Ed curriculum are retained to implement what they have been trained to deliver. The revelation by the News Desk of

the Colleges of Education Weekly Journal (2021) that, if the situation of tutor attrition is not curbed it may escalate (as checks conducted by the News Desk revealed that on average, 40 percent of tutors in the Colleges are at various levels of their doctoral programmes and might leave upon completion if not before).

Some attempts have been made by College Administrators, Colleges of Education Teachers Association of Ghana (CETAG) and Conference of Principals of Colleges of Education (PRINCOF) to find out the causes and strategies to resolve the situation. For instance, PRINCOF liaised with T-TEL through GTEC to implement projects such as the T-TEL Challenge Fund, the College Improvement Plan (CIP), Payment By Results (PBR), Gender Responsive Improvement Plan (GRIP), Professional Development Sessions (PDS), and other key initiatives by GTEC and T-TEL aimed at motivating tutors to upgrade their knowledge in relevant areas and also help the Colleges to transition into a fully-fledged tertiary institution. (Colleges of Education Weekly Journal, 2021).

Additionally, PRINCOF presented a communique to government in one of its conferences held in 2021, raising concerns on improved conditions of service for tutors to help retain them (COE Weekly Journal, 2021). In response to this call, Government took the initiative to implement and to pay tutors in COE some additional responsibility allowances in January, 2022 as a way of improving upon their conditions of service but the situation still prevails. This therefore, necessitated the study on predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana through a cross-sectional survey design.

1.4 Purpose of the Study

The purpose of the study was to find out the predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana.

1.5 Objectives of the Study

Specifically, the study sought to;

1. Find out the factors predicting attrition intentions of tutors in Colleges of Education in Ghana
2. Ascertain the relationship between predictors of tutor attrition intention and work-related stress in Colleges of Education
3. Find out the gender difference in work-related stress among tutors in Colleges of Education in Ghana.
4. Examine the gender difference in tutor attrition intention in Colleges of Education.
5. Assess the level of experience of tutors and how that influences tutor attrition intention in Colleges of Education.
6. Find out whether the level of qualification of tutors has influence on attrition intention in Colleges of Education in Ghana.
7. Determine the mediating role of work-related stress in the relationship between predictors of attrition intention and tutor attrition.

1.6 Hypotheses

The following hypotheses guided the study:

- H₀.** There is no statistically significant influence of predictors of tutor attrition intention on tutor attrition in Colleges of Education.
- H₁.** There is a statistically significant influence of predictors of tutor attrition on tutor attrition intention in Colleges of Education.

- H₀.** There is no statistically significant relationship between predictors of tutor attrition intention and work-related stress in Colleges of Education.
- H₁.** There is a statistically significant relationship between predictors of tutor attrition intention and work-related stress in Colleges of Education.
- H₀.** There is no statistically significant gender differences in work-related stress among tutors in Colleges of Education.
- H₁.** There is a statistically significant gender differences in work-related stress among tutors in Colleges of Education.
- H₀** There is no statistically significant difference between gender and attrition intention among tutors in Colleges of Education.
- H₁** There is a statistically significant difference between gender and attrition intention among tutors in Colleges of Education.
- H₀.** There is no statistically significant influence of tutor experience on the rate of tutor attrition intention
- H₁.** There is a statistically significant influence of tutor experience on the rate of tutor attrition intention
- H₀.** There is no statistically significant influence of tutor level of qualification on attrition intentions in Colleges of Education.
- H₁.** There is a statistically significant influence of tutor level of qualification on attrition intentions in Colleges of Education.
- H₀.** There is no statistically significant mediating role of work-related stress in the relationship between predictors of attrition intention and tutor attrition
- H₁.** There is a statistically significant mediating role of work-related stress in the relationship between predictors of attrition intention and tutor attrition

1.7 Significance of the Study

The research study sought to find out the predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana. The findings of this study will provide statistical evidence on the rate of tutor attrition in Colleges of Education as well as some predictors of attrition intention. This will deepen the knowledge of policy makers and College administrators and Ghana Tertiary Education Commission on tutor attrition and attrition intention in Colleges of Education. The findings will help them take pragmatic measures to retain tutors in these institutions.

The findings of this study will also give a clue to counsellors on issues regarding attrition intention of tutors and its related issues such as emotional exhaustion, frustration, psychological instability, stress, among others that College tutors may be going through when they perceive that the working conditions are not favourable for them and are considering to leave. Based on this, counsellors will be to give appropriate and effective counselling support to these tutors on how to deal with their issues.

The findings of this study will directly benefit researchers in the area of attrition on the methodological approach that is used in the research study. Thus, the positivist paradigm, quantitative approach and a cross-sectional design. This will add up to the methodological approaches that are already used in previous research works in the area of attrition.

The findings of this study will go a long way to enrich the research experience and knowledge of researchers and counsellors on theories that are related to the processes that employees go through when considering attrition, as this study made use of three different but related theories in attrition. Thus, Effort-Reward-Imbalance Model (Siegrist, 1996)., Social Identity Theory by Tajfel and Turner (1979), and Sequential Turnover Model by Mobley (1977). Knowledge in these theories will be a

plus to researchers in the area of attrition. These theories will also expose counsellors to some emotional and socio-personal issues that employees experience before and during attrition. Knowledge from these theories will equip counsellors to be well positioned in dealing with employees' attrition situations.

The findings of this study would be of help to policy formulators and implementers especially Ministry of Education on the demands of educational reforms on the part of College tutors. The findings will further inform the Ministry of Education of the negative effects of such reforms and the motivational packages and incentives that should accompany such reforms for successful implementation.

Findings from this study will also be very significant to Ghana Tertiary Education Commission (GTEC) who play supervisory role in the Colleges of Education in Ghana. The study will expose the current remuneration in Colleges of Education and how that has affected the College tutor and academic delivery. The study will further expose these bodies to the rate of tutor attrition and attrition intention in Colleges of Education. This will help them see the need to curb the attrition rate of College tutors by improving remuneration in such institutions.

Again, findings from this study will aid the management of mentor Universities, Principals and other administrators of Colleges of Education in Ghana on the current rate of tutor attrition intention in these institutions to effectively and efficiently play their supervisory and management roles. This will help them put in place some interventions to retain tutors in their respective Colleges for equal remuneration as it is in the public universities.

Findings from this research will be very significant to donor agencies like Transforming Teacher Education and learning (T-TEL). The findings will inform them about the current situation of tutor attrition and attrition intention in Colleges of

Education. This will help them liaise with policy makers in Government to institute some retention packages for tutors in Colleges of Education in Ghana in order to minimize tutor attrition intention to enable Colleges achieve their institutional goals.

The research report will be published to make it available to the public so that various stakeholders in the education sector can have access to the findings and recommendations for adoption. Seminars would also be organised at various vantage areas in Ghana (Probably in Colleges of Education) to disseminate information from the research to the public for consideration and adoption.

1.8 Delimitations

The study was delimited to only tutors in the public Colleges of Education in Ghana. The study did not include administrative staff and Principals of public Colleges of Education. Tutors in private Colleges of Education in Ghana were not also included in the study. The research covered only academic staff (tutors) in public Colleges of Education in Ghana, and did not include issues regarding staffing, funding, infrastructural provision (physical and academic facilities), administrative structure, and student factors. Focus was placed more on the academic staff and not non-academic staff because the researcher was interested in attrition intention and work-related stress among tutors which is presumed to have high turnover in the Colleges of Education in Ghana. Student teachers were not the focus of this research.

1.9 Justification of the Study

Teaching has one of the highest turnover rates among the professionals. A conservative estimate of the national cost of replacing public school teachers who have dropped out of the profession is about \$2.2 billion a year. If the cost of replacing public

school teachers who transfer among schools is added, the total reaches \$4.9 billion per year (Alliance for Excellent Education, 2005). Truch, (1980), teacher anguish through attrition, costs billions of dollars annually and of those, roughly one-quarter of all teachers at any given time, feel burned out. Teacher attrition also causes morale and teacher quality to drop in the various institutions. The goal of this research is to provide findings to assist administrators and policymakers in retaining tutors in the Colleges of Education in Ghana, reduce the costs of recruitment as a result of tutor attrition, and help reduce the overall rate of attrition intention among College tutors.

1.10 Definition of Terms

Tutor: Teachers who teach in public Colleges of Education in Ghana.

Attrition: The situation where College tutors leave the Colleges of Education to take up other appointments in similar or different institutions or organisations.

Attrition intention: The desire of tutors in Colleges of Education to leave their current institutions and seek for employment elsewhere.

Work-related stress: work-related stress in this study refers to work related conditions such as conditions of service, workload, organizational constraints, physical conditions of work environment, administrative support, and progression which when not met, can lead to burnout, frustration, and emotional exhaustion which may result in attrition.

1.11 Organisation of the Study

The study is organised into five chapters. Chapter one deals with the background to the study, statement of the problem, purpose and objectives of the study as well as the hypotheses. Other components of the chapter are significance of the study, delimitations of the study, justification of the study, operational definition of terms and

organization of the study. In chapter Two, relevant related literature on predictors of attrition intention and work-related stress among tutors in Colleges of Education are reviewed. Specifically, literature is reviewed on; theoretical review, conceptual framework, conceptual review, and empirical review.

Chapter Three focuses on the methodology that was employed for the study. The methodology covers the research design, the population, sample and sampling procedure, instruments for data collection as well as data collection procedure, the method of data analysis and ethical consideration. In Chapter Four, data analysis, results, discussions and findings as well as limitations of the study, and counselling implications are presented. Chapter five deals with summary of findings, conclusions drawn from the study, recommendations and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This part of the research focused on the theoretical framework and conceptual foundation of the study, along with a comprehensive review of the relevant research works undertaken by academics and researchers that specifically relate to this study. This chapter critically evaluates and examines the key elements of the research and has been organised in four main sections. The sections reviewed are;

2.2 Theoretical Review

1. Effort-Reward Imbalance (ERI) Model (Siegrist, 1996)
2. Social Identity Theory (Tajfel & Turner, 1979)
3. Sequential Turnover Model (Mobley, 1977)

2.3 Conceptual Framework

2.3.1 *Conceptual Review*

1. Definition of Attrition
2. Teacher Attrition
3. Predictors of Teacher Attrition Intentions
4. Work-related stress

2.3.2 *Empirical Review*

1. Predictive Strength and Direction of the Predictors in Determining tutor attrition intention
2. The Relationship between Predictors of Tutor attrition intention and Work-Related Stress
3. Gender Difference in Work-Related Stress among Tutors

4. The Difference in Gender in Tutor attrition intention
5. The Level of Experience of Tutors and its Influence on the Rate of Tutor attrition intention
6. The Influence of the Level of Qualification on Tutors Attrition
7. The Mediating Role of Work-Related Stress in the Relationship between Predictors of Attrition

2.4 Theoretical Framework

In any research study, the theories that are chosen play a critical role in directing the investigation being conducted. Theories help to provide a framework that supports the study and ensures that it is conducted in a systematic and coherent manner. This is where the definition of a theoretical framework comes in, as provided by Swanson (2013). A theoretical framework is a structure that offers support for a theory during the course of study. Theories are important because they provide explanations or justifications for the ideas, attitudes, and actions that a group of people have towards a particular subject. By providing an explanation for these factors, theories help to shed light on the underlying reasons for certain behaviours, attitudes, and beliefs. In turn, this can help researchers to develop a more thorough understanding of the topic being studied.

In this section, relevant theories are used to explain the focus of the study. By using related theories to explain the focus of the study, researchers can gain a deeper understanding of the topic and develop more comprehensive solutions. Theories can also be used to predict outcomes and develop hypotheses that can be tested through research. In all, theories play a crucial role in the research process, providing a foundation for the investigation and helping researchers to develop a deeper

understanding of the topic being studied. By using theories to guide their research, researchers can ensure that their study is rigorous and well-supported, leading to more robust and reliable results. In this study, three different but related theories are considered and used to provide the foundation for the investigation and help researchers to develop a deeper understanding of the predictors of attrition intentions and work-related stress among tutors in Colleges of Education in Ghana. Thus, Effort-Reward Imbalance (ERI) Model, Social Identity Theory and Sequential Turnover Model.

2.5. **Effort-Reward-Imbalance (ERI) Model** (Siegrist, 1996).

A well-known instrument to measure work stress is the Effort-Reward-Imbalance model (Siegrist, 1996). It is considered to be one of the most commonly tested and valid models of stress and has been used in several work-based and unpaid social contexts (e.g., household and family work). The Effort-Reward-Imbalance model has been applied in the academic context. Based on the idea of social reciprocity, the model states that employees put efforts into their job in exchange for rewards provided by their companies, such as an appropriate salary (financial reward), job security or career opportunities (status related reward), or esteem (socio-emotional reward). However, if individuals perceive an imbalance in the form of high efforts and low rewards, the expected reciprocity is not in place. According to the Effort-Reward-Imbalance model, this can lead to strong negative emotions and physiological distress afflicting the individual's health and well-being (Siegrist, 2012).

Also, studies have shown that an imbalance can increase risk for cardiovascular morbidity and mortality; high blood lipids, blood pressure, and blood coagulation or increase behavioral-related risk factors such as smoking (van Vegchel et al., 2005). In the academic sector, the Effort-Reward-Imbalance is a significant stressor contributing

to burnout and attrition intentions among employees (Kim et al., 2017). Furthermore, Williams et al. (2018) found burnout to fully mediate the relationship between Effort-Reward-Imbalance and withdrawal intentions in Australian university students. Siegrist (2012) explains that a mismatch of high efforts and low rewards is sometimes maintained due to three motives: strategic reasons (e.g., career promotion or progression), no alternative choices in the labor market (for unskilled, semi-skilled, or elderly employees), or a high need for approval often exhibited by excessive work-related overcommitted individuals. Those people invest more effort than required even if there is little to no reward (Siegrist, 2012.).

Effort-Reward Imbalance Model identifies three core dimensions: emotional exhaustion, fear, and depression. Emotional exhaustion refers to feelings of being emotionally drained and having depleted emotional resources. This dimension of Effort-Reward Imbalance Model is often the first to develop and can manifest in various ways such as feelings of fatigue, exhaustion, decreased recreation, and sleep quality. Emotional exhaustion can also lead to a loss of motivation and interest in work-related activities. In the long run, however, all three motives lead to higher levels of emotional exhaustion, fear, and depression as well as decreased recreation, sleep quality, job satisfaction, work performance, and mental health status resulting in attrition intentions among employees (Feuerhahn et al., 2012; Kinman, 2016).

2.6 Social Identity Theory Social Identity Theory (Tajfel & Turner, 1979)

Social Identity Theory (SIT), proposed by Tajfel and Turner in 1979, is a widely accepted social psychology theory that focuses on the ways in which individuals derive their sense of self from group membership (Tajfel & Turner, 1979). According to SIT, individuals categorize themselves and others into groups based on shared

characteristics and behaviours, which then influences how they perceive and behave towards themselves and others. This process of social categorization is automatic and unconscious, and is based on both cognitive and social factors (Turner, 1985).

Social Identity Theory (SIT) proposed by Tajfel and Turner in 1979 suggests that individuals have both a personal identity and a social identity (Tajfel & Turner, 1979). Personal identity refers to the unique characteristics and traits that define an individual, while social identity refers to the group membership and social categories that individuals use to define themselves and others (Tajfel & Turner, 1979). According to SIT, individuals strive to maintain a positive self-concept, which can be achieved through both personal and social identity (Tajfel & Turner, 1979). SIT also suggests that individuals categorize themselves and others into social groups based on various factors such as age, gender, race, ethnicity, occupation, etc. (Tajfel & Turner, 1979). These social categories help individuals to define themselves and others and provide a sense of belongingness and self-esteem (Tajfel & Turner, 1979). However, these social categories can also lead to intergroup discrimination and prejudice, where individuals favour their in-group over outgroups (Tajfel & Turner, 1979).

SIT proposes that intergroup discrimination and prejudice occur due to the process of social categorization, where individuals categorize themselves and others into social groups based on salient social categories and then differentiate between the in-group and outgroup based on these categories (Tajfel & Turner, 1979). The process of social categorization leads to the formation of social identity, which is the positive emotional attachment and identification with one's in-group (Tajfel & Turner, 1979). Furthermore, SIT suggests that individuals strive for positive distinctiveness, which refers to the desire to achieve a positive social identity for one's in-group in comparison to out-groups (Tajfel & Turner, 1979). This desire for positive distinctiveness can lead

to intergroup conflict and competition, where individuals compete with out-groups to maintain a positive social identity for their in-group (Tajfel & Turner, 1979).

SIT has been widely used to explain a variety of social phenomena, including intergroup conflict, prejudice, and discrimination. It has been applied in various contexts, such as in organizational behaviour, political psychology, and social psychology. For example, in a study by Ellemers et al. (2002), SIT was used to explain how social identity affects reactions to changes in the workplace, such as organizational downsizing. The study found that individuals who identified strongly with their work group were more likely to resist changes that threatened their group identity.

Though the theory has received both praise there are some criticisms from scholars in the social sciences. First of all, some scholars have criticized SIT for its focus on intergroup dynamics at the expense of individual agency and subjectivity (Stryker, 1980). This critique suggests that SIT fails to account for the unique experiences and perspectives of individuals within social groups and instead treats them as passive recipients of social norms and group identity.

Secondly, some scholars have criticized SIT for its limited view of the social categories that individuals use to define themselves and others (Crisp & Turner, 2010). This critique suggests that SIT focuses primarily on demographic categories such as race, gender, and nationality and ignores other important social categories such as religious affiliation, political ideology, and sexual orientation. Thirdly, some scholars have criticized SIT for its failure to account for the complexities of intergroup relations, including the possibility of cooperation and positive intergroup relations (Dovidio et al., 2010). This critique suggests that SIT oversimplifies intergroup relations by focusing solely on competition and conflict and ignores the potential for cooperation and positive intergroup relations.

Finally, some scholars have criticized SIT for its lack of attention to the role of power and inequality in intergroup relations (Pratto & Sidanius, 1999). This critique suggests that SIT fails to account for the ways in which social groups with more power and resources can dominate and oppress other social groups, leading to intergroup conflict and inequality.

One potential application of Social Identity Theory to the issue of tutor attrition intention among Colleges of Education in Ghana is to consider how the tutors' sense of identity as members of certain social groups might influence their likelihood of staying in their roles. For example, if tutors identify strongly with their institution, their department, or their academic discipline, they may be more likely to feel a sense of loyalty and commitment to their job, which could reduce their likelihood of leaving. Other potential predictors of tutor attrition intention among Colleges of Education in Ghana might include factors such as job satisfaction, pay and benefits, workload, support from colleagues and supervisors, and opportunities for professional development. These factors could be influenced by a variety of individual and contextual factors, including the tutors' personal characteristics, their interactions with colleagues and students, and broader societal and economic conditions which can lead to a psychological process of taking a decision to stay in the job or to leave.

2.7 Sequential Turnover Model (Mobley, 1977)

The concept of employee turnover has been the subject of study for some time, and a number of models have been proposed to explain the process. However, Mobley (1977) presented the first psychological approach to the model, which has been widely used as a framework for studying employee turnover in organizational psychology, human resources management, and labour economics. Mobley's Sequential Turnover

Model (STM) proposes that employee turnover is a process that occurs in three stages: pre-decision, decision, and post-decision. In the pre-decision stage, employees may begin to actively seek out alternative job options and evaluate their current job in relation to those options. The decision stage involves making a decision about whether to leave or stay in their current job, which is influenced by a number of factors, including the employee's perception of their alternatives, their level of job satisfaction, and the potential costs and benefits of leaving. In the post-decision stage, employees take action based on their final decision.

In the context of the Ghanaian education system, Mobley's model can be used to analyse the mental processes that take place in the heads of educators as they carry out their jobs. The belief among educators that their profession pays badly and lacks status in society can lead to dissatisfaction and a desire to leave the profession, as predicted by the model. Mobley (1982) suggests that work discontent is a common factor that leads an individual to start looking for other employment opportunities, and that people will conduct an analysis of the financial implications of leaving their current position before making a decision. Factors such as the availability of other job options, the amount of time, effort, and money required conducting a job search, and the potential benefits and costs of leaving will influence the decision-making process.

Mobley also suggests that once people learn the high price of quitting, they may take a more passive approach to their job, but this may still lead to turnover if the cost of resigning is not significant and there are positions available. Thus, the presence of job openings is a necessary condition for turnover intention among employees and for turnover to actually occur.

However, the figure on page 31 illustrates the sequence of cognitive steps that educators undergo as they engage in their work tasks. This model maps out the thought

process that educator's experience, starting with an assessment of their current position within the organization and leading to a decision on whether to stay or leave their job. The model takes into account various factors that may influence this decision, such as job satisfaction, perceived rewards, and the availability of alternative career opportunities. By outlining the mental processes that educators go through, the model offers insights into the factors that may contribute to turnover intentions and actual turnover in the teaching profession.

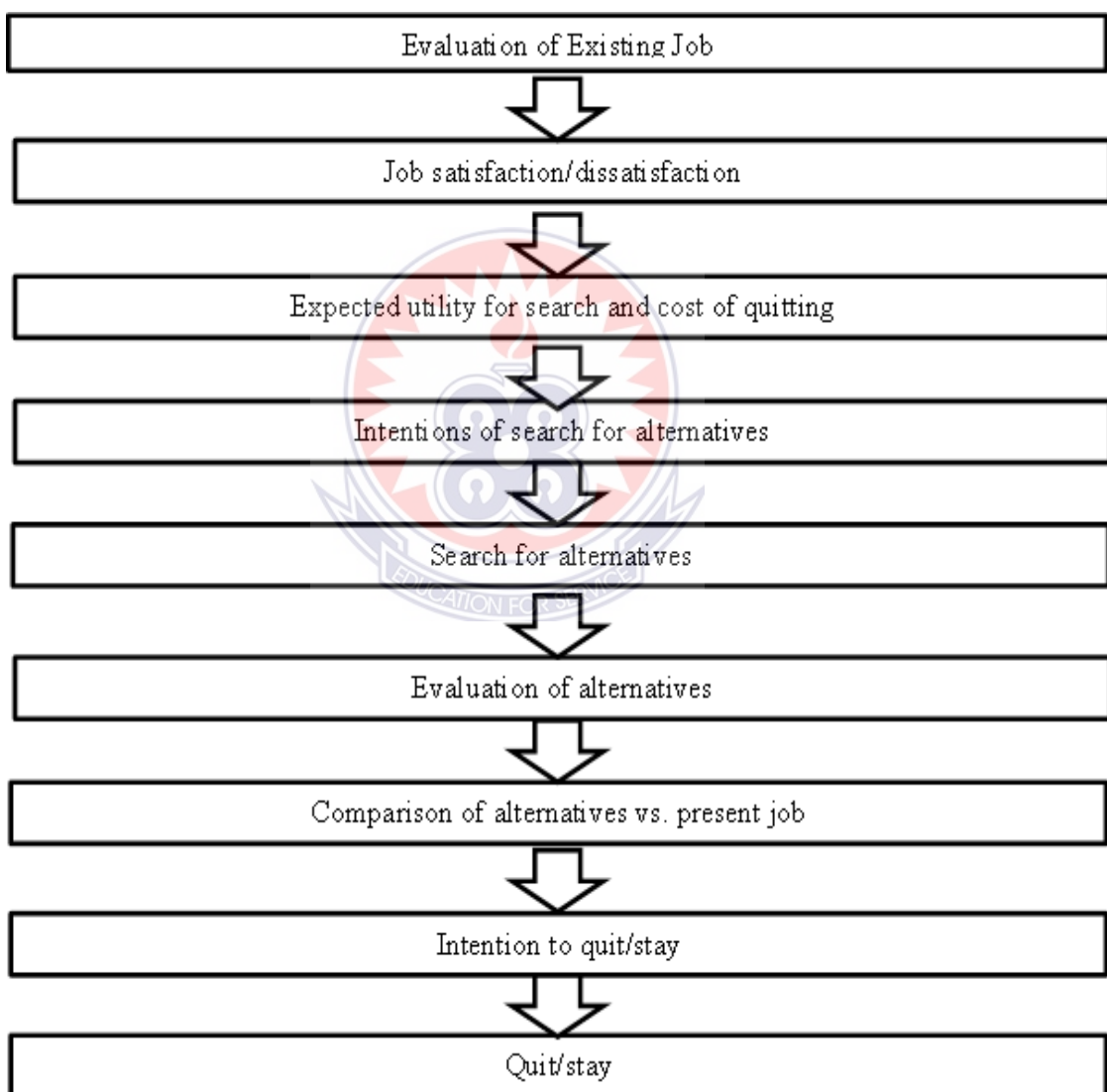


Figure 2.1: Sequential Turnover Model

With a careful study of Effort-Reward Imbalance Model, Social Identity Theory and Sequential Turnover Model, there is a point of interception in all three theories where predictors such as low job satisfaction, poor remuneration/pay, poor working conditions, poor physical environment and safe working conditions, poor social relationships, workload, and poor motivation which can lead to work-related stress like frustrations, occupational dissatisfaction, emotional exhaustion, fear, depression as well as decreased recreation, sleep problems, work performance, and mental health status which eventually will lead the employee to want to quit from the job. However, the point of separation among the three theories is that, some predictors in the Social Identity theory may not necessarily lead to work-related stress but can lead to attrition intentions; these include social identity and prestige. Again, the Sequential Turnover Model is purely a psychological approach that analyzes the progression of mental processes that educators go through as they carry out their jobs by evaluating the worker's current position and job satisfaction/remuneration within the institution. Effort-Reward Imbalance Model on the other hand, is a type of job stress model involving the balance between job demands and motivation. When these are not well balanced, the employee will likely experience high emotional exhaustion, fear and depression. This can be as a result of poor remuneration/pay, poor physical environment and unsafe working conditions, poor social relationships, excessive workload, and inadequate motivation which can lead to attrition intentions.

2.8 Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting

and systemizing the knowledge espoused by the researcher (Peshkin, 1993). It is the researcher's explanation of how the research problem would be explored. The conceptual framework presents an integrated way of looking at a problem under study (Liehr & Smith, 1999). In a statistical perspective, the conceptual framework describes the relationship between the main concepts of a study. It is arranged in a logical structure to aid provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014).

With a careful study of Effort-Reward Imbalance Model, Social Identity Theory and Sequential Turnover Model, there is a point of interception in all three theories where predictors such as low job satisfaction, poor remuneration/pay, poor working conditions, poor physical environment and safe working conditions, poor social relationships, workload, and poor motivation which can lead to work-related stress like frustrations, occupational dissatisfaction, emotional exhaustion, fear, depression as well as decreased recreation, sleep problems, work performance, and mental health status which eventually will lead the employee to want to quit from the job. However, the point of separation among the three theories is that, some predictors in the Social Identity theory may not necessarily lead to work-related stress but can lead to attrition intentions; these include social identity and prestige. Again, the Sequential Turnover Model is purely a psychological approach that analyzes the progression of mental processes that educators go through as they carry out their jobs by evaluating the worker's current position and job satisfaction/remuneration within the institution. Effort-Reward Imbalance Model on the other hand, is a type of job stress model involving the balance between job demands and motivation. When these are not well balanced, the employee will likely experience high emotional exhaustion, fear and depression. This can be as a result of poor remuneration/pay, poor physical environment

and unsafe working conditions, poor social relationships, excessive workload, and inadequate motivation which can lead to attrition intentions. It can therefore be conceptualized that, there appear to be pre-existing predictors of attrition intentions in Colleges of Education that pose work-related stress on tutors. Figure 3 is a framework of predictors of tutor attrition intentions and work-related stress.

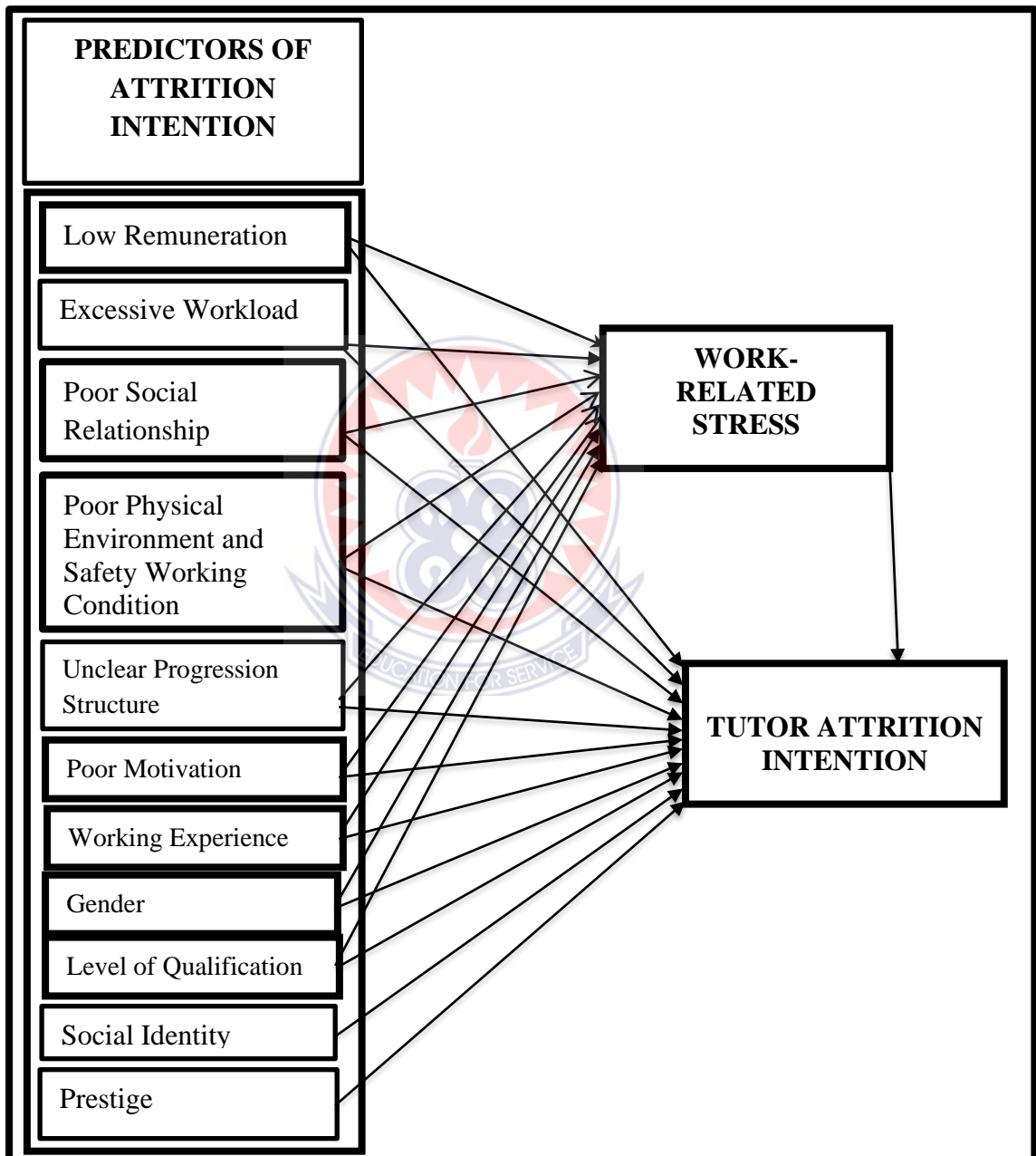


Figure 2.2: Framework of predictors of attrition intention and work-related stress.

2.9 Conceptual Review

A conceptual review delves into and scrutinizes the fundamental ideas and theories that pertain to a specific subject matter. It differs from a standard literature review, which primarily summarizes prior research. Instead, a conceptual review endeavours to offer a thorough and analytical comprehension of a subject by amalgamating and evaluating the existing theoretical frameworks and concepts. In the context of this study, several concepts will be reviewed.

2.10 The Concept of Attrition

In the field of Human Resource practice, the terms "Employee Turnover" and "Attrition" are often used interchangeably in relation to their occurrence in various industries and the factors behind them. "Attrition" specifically refers to the decrease in the number of employees due to retirement, resignation, or unfortunate circumstances like death. Employee Attrition is a significant concern that encompasses the deliberate or involuntary departure of skilled and talented employees, consequently impacting the organization's reputation and efficiency. This phenomenon can signify that employees are leaving because of issues linked to their work or personal lives (Kaur, and Padmanabhan, 2019). The issue of employee turnover has been the subject of extensive research and analysis over the years, leading to the development of various definitions and conceptualizations of attrition across different contexts and disciplines. One widely accepted definition of attrition is the departure of employees from an organization due to voluntary or involuntary reasons. Voluntary attrition occurs when employees choose to leave the organization, usually due to factors such as job dissatisfaction, burnout, or better opportunities elsewhere. Involuntary attrition, on the other hand, occurs when employees are forced to leave due to factors such as termination, layoff, or retirement.

In the context of academia, attrition is often defined as the rate at which students leave a program or institution before completion (Sowell, Allum, & Okahana, 2015). This definition emphasizes the importance of understanding the factors that contribute to student retention and developing strategies to improve retention rates. Factors such as academic preparedness, financial resources, and student engagement have been identified as critical determinants of student attrition in various studies (Tinto, 1993). Additionally, some studies have explored the differences between attrition and turnover. While attrition typically refers to the overall rate of employee departures, turnover may also include the replacement of departing employees with new hires (Campbell et al., 1970). Understanding these distinctions is critical to developing effective retention strategies, as the factors that contribute to attrition may differ from those that influence turnover.

The definition and conceptualization of attrition are critical to understanding the factors that contribute to employee or student departure and developing effective retention strategies. The various definitions and conceptualizations of attrition provide a foundation for research and practice aimed at improving organizational and academic outcomes.

2.11 Teacher Attrition

Teachers have made important contributions in the education industry in almost every educational process. The number and stability of teachers are crucial to the development of the education sector and the quality of learning outcomes. Teachers work for a service organization that promotes human growth and character development. The supply and demand for teachers has never been balanced across all educational levels in nations. Not only are more teachers required in the majority of

Sub-Saharan African nations to satisfy demand, but teacher turnover has become a global concern. Teacher shortages are cited in Western countries such as Ireland, Spain, Sweden, and the United States, albeit to a lesser extent than in Sub-Saharan Africa (Lindqvist, Nordänger, and Carlsson 2014). Interestingly, despite the fact that teacher shortages appear to be a worry, research findings demonstrate that the biggest issue confronting schools is not just a lack of new teachers coming into the system. The underlying issue is that a large number of graduates opt not to pursue the teaching profession, while others resign after only a few years, even in countries where there are sufficient numbers of trained teachers (Fallis 2010).

However, the term "teacher turnover" describes significant shifts in a teacher's responsibilities from one academic year to the next. Though the terms teacher turnover and teacher attrition are occasionally used interchangeably, these three components can be employed to clarify and assure comprehension of both teacher attrition and teacher turnover (Harrell, Thompson, and Brooks 2019a). The two that have received the most attention are quitting the teaching profession (often referred to as attrition) and switching schools (also known as teacher migration or school transfer). The third includes moving a teacher from a special education position to a general education. The third element is the one that receives the least attention. Teacher attrition is the term used to describe quitting teaching for personal reasons such as child raising, health difficulties, family moves, and retirement (Ingersoll 2002; Räsänen et al. 2020). The term "teacher career turnover" is frequently used to refer to changes within the teaching field. Teacher turnover can refer to moving to a different area of the teaching profession, such as changing the subject(s) to be taught, moving across schools, or even quitting the profession altogether (Ingersoll 2002). We use the term turnover to describe plans to completely abandon the teaching field.

Globally, Concerns regarding teacher attrition and retention have grown in the previous decade in the United States and many other industrialized, developing, and undeveloped nations. According to reports from the Organization for Economic Cooperation and Development, over 30% of Australian-trained teachers leave the profession within the first five years. Similarly, Sweden and the United Kingdom are not exceptions, showing 68% and 69% teacher attrition, respectively (Foster 2018; Harrell et al. 2019a). These attrition rates pose significant effect on students in the school and the country as a whole.

In addition, teacher turnover has grave ramifications for the quality of education, students and their learning, and, more broadly, the school community. For example, research shows that teacher turnover has a detrimental impact on student engagement and performance, as well as school leadership and the dynamics of the professional community (Ronfeldt et al. 2013). A school loses organizational memory owing to major personnel changes; changes in staff enhance the requirement for extra funds for hiring and reacquainting new members with the educational community's routine procedures.

In 2016 and 2017, the United Kingdom invested a total of £35.76 million in programs for teacher retention and development (Foster, 2018). The United States lost of \$2.2 billion due to teacher attrition, in addition to the U.K. spending money on programs to reduce attrition among teachers. The Alliance for Excellent Education (2014) estimates that each teacher who leaves their position costs their respective educational institution \$12,546, making the cost of replacing teachers an expensive endeavour using the U.S. Department of Labour's estimate for attrition costs of 30% of an employee's annual salary (Harrell et al. 2019a).

To conceptualize teacher attrition as an educational problem that involves "the need to prevent talented teachers from leaving the workplace for the wrong reasons," Kelchtermans (2017) theorized the current idea of teacher attrition. According to the researcher, it is important to look at teacher attrition from the perspective of the school as a whole. According to Kelchtermans (2017), teacher attrition indicates a real educational instance incorporating various variables as well as the conflict between structure and agency in individual social behaviours. Consequently, teacher attrition should be seen as 'the consequence of the interpretive bargains in between sense-making agents on the one hand and the structural reality they discover themselves on the other' (Kelchtermans 2017). Much research on teacher attrition takes a pathogenic approach, viewing teacher attrition as a poor outcome of a job result (Yinon & Orland-Barak, 2017). The pathogenic perspective considers teacher attrition as being caused by something exogenous, over which the teacher has no control or discretion. On the contrary, a salutogenic perspective permits teachers to regard turnover as "a career choice that reflects the importance they give to their job" ((Yinon & Orland-Barak 2017). A salutogenic approach is one that looks at elements that promote health and happiness rather than the more typical, 'pathogenic' focus on risk and consequences.

Teacher attrition is affected by the disproportionate distribution of instructors among urban and rural schools, it is also driven by factors other than teachers' preferences for greater incomes and improved working conditions according to Wei and Zhou (2019). According to researchers, it is also influenced by how teachers' roles are assigned and rewarded. According to case studies in rural China, some school towns frequently assign new teachers and transfer poor-performing teachers to schools in rural areas, whereas senior teachers and high-performing teachers have a better chance of teaching at central schools, schools near county seats, and schools in urban areas. As a

result, as those in the rural areas gain experience and become better, they also move to the urban areas which also contribute to the teacher attritions rate in the country.

Teacher attrition is however a persistent issue in Africa, including Ghana, which impacts the quality of education, teacher-student ratios, and educational outcomes. Numerous studies have investigated the factors contributing to teacher attrition, including job dissatisfaction, inadequate compensation, lack of professional development, and poor working conditions. One study conducted by Ndaruhutse, Mampane, and Mugala (2015) in Zambia found that low salaries, limited career growth opportunities, and lack of professional development were the primary factors contributing to teacher attrition. Furthermore, a study by Luyinda and Nannyonga (2016) in Uganda identified job dissatisfaction as a significant factor leading to teacher attrition. The study found that low morale, lack of recognition, and heavy workload contributed to job dissatisfaction among teachers in Uganda.

Similarly, this phenomenon has been a subject of interest to researchers, policymakers, and education stakeholders in Ghana for several decades. In this conceptual review, the researcher explored the existing literature on teacher attrition in Ghana and highlight the key factors that contribute to this issue. One of the significant factors contributing to teacher attrition in Ghana is poor working conditions. Teachers in Ghana face several challenges, including low salaries, inadequate resources, limited professional development opportunities, and poor infrastructure, which negatively impact their job satisfaction and motivation (Akyeampong, 2007; Duku, 2018). These challenges have been found to influence teachers' decisions to leave the profession or seek employment opportunities elsewhere.

Another factor that contributes to teacher attrition in Ghana is the lack of career progression opportunities. Many teachers in Ghana feel that their career growth and

development opportunities are limited, which can be demotivating (Duku, 2018; Opoku-Amankwa, 2019). As a result, many teachers opt to leave the profession in search of better career prospects. Moreover, the high workload and stress levels associated with teaching in Ghana have been identified as contributing factors to teacher attrition (Duku, 2018). The demands of the job, coupled with the lack of support and resources, can lead to burnout and dissatisfaction among teachers, prompting them to leave the profession. Additionally, some studies have found that personal factors, such as age, gender, marital status, and family responsibilities, also play a role in teacher attrition in Ghana (Duku, 2018; Opoku-Amankwa, 2019). For example, female teachers are more likely to leave the profession due to family responsibilities, while older teachers may opt for retirement.

It can however be seen that, teacher attrition is a critical issue that affects the education system in Ghana. Poor working conditions, limited career progression opportunities, high workload and stress levels, and personal factors are among the key factors that contribute to this phenomenon. Addressing these factors is crucial in retaining qualified and experienced teachers in Ghana and improving the quality of education in the country.

The review discusses the issue of teacher turnover in the education industry, which is a global concern affecting both developed and developing nations. The review describes the different types of teacher turnover and the factors that contribute to it. The review also highlights the negative impacts of teacher turnover on students' learning outcomes, school leadership, and the school community as a whole. Additionally, the review mentions that, financial costs associated with teacher turnover and the various programmes implemented by some countries to reduce it. Finally, the review presents

two different perspectives on teacher turnover, the pathogenic and the salutogenic approach.

2.12 Predictors of Teacher Attrition Intentions

The problem of teacher attrition intentions is a widespread and significant issue in the education industry, impacting the quality of education and students' learning outcomes. In developed countries, this issue has been prevalent for decades, while in developing countries, the trend is becoming more apparent. Studies indicate that rate of teacher attrition intentions are significantly higher in urban schools compared to rural schools, with high-poverty schools having even higher rates of attrition intentions (Carver-Thomas & Darling-Hammond, 2017). Teacher attrition intentions have numerous causes, including personal factors such as family moves, health difficulties, and retirement. However, factors such as heavy workload, low salaries, poor working conditions, and lack of administrative support are significant contributors to teacher attrition intentions. In many cases, teachers leave the profession due to a lack of job satisfaction, leading to burnout and frustration (Ingersoll, 2001).

The negative effects of teacher attrition intentions are far-reaching and impact the quality of education, the dynamics of the professional community, and the economy. When teachers leave, it creates instability and disrupts the learning environment, causing a lack of continuity in the classroom. This can lead to lower student achievement and reduced learning outcomes. Furthermore, high rates of teacher attrition make it challenging for schools to maintain a stable workforce and implement long-term education policies. Teacher attrition intentions also have significant economic consequences. When teachers leave, it is costly to replace them, both in terms of recruitment costs and the cost of training new teachers. Additionally, high rates of

teacher attrition can lead to a shortage of qualified teachers, which can impact the country's economic growth and development.

Clearly, teacher attrition intentions is a complex and pressing issue that requires attention from policymakers, education stakeholders, and researchers. To address this problem, it is crucial to identify and address the factors contributing to teacher attrition, including personal, professional, and administrative factors. By reducing the rate of teacher attrition intention and retaining qualified teachers, the quality of education can be improved, leading to better outcomes for students and the wider community. Some of this predictors are presented below.

2.12.1 Social relationships as a Predictor of Teacher Attrition Intentions

In a broad sense, social relationships are the connections that people have with one another as a result of ongoing interactions that they perceive to have personal significance. Family, friends, neighbours, co-workers, and other relationships are included in this definition, but social interactions and contacts that are brief, incidental, or perceived to be of limited significance are not included (August & Rook, 2013). According to the findings of Hopkins et al., (2019), when it came to teacher attrition, using longitudinal data between 47 general and special education teachers in the Midwestern United States, the quality of their relationships mattered more than the quantity of their social connections. In this study, it was reported that higher levels of trust between teachers increased the likelihood of them staying in one establishment and a decrease in said trust, allows for more attrition in one establishment (Hopkins et al., 2019). This study made use of the social capital theory as its main theoretical underpinning to establish the fact that for a workplace or an environment to be considered effective and functioning, there should be an existing relationship between

its members. This relationship aids in providing a somewhat invaluable resource to the establishment. The establishment in this case is schools or colleges in general. Sleppin (2009) emphasizes the fact that if new and beginning teachers are not mentored when they start work, teacher attrition becomes a possibility. This mentoring is just a means of establishing a social relationship amongst teachers (both new and old). Cowan (2010) also emphasizes that the average teacher seems to make decisions based on the needs of his or her family. The retention and maximization of the needs of his or her family is what influences the decision of a teacher, whether to leave the organization or to leave the profession all together. This factor is going to be put under scrutiny in this study.

2.12.2 Educational Reforms and Teacher Attrition Intentions

The process of continually renegotiating and restructuring educational standards to reflect the shifting ideologies of social, economic, and political culture today is known as education reform. Many of these education reforms, even though set aside to promote effective teaching and learning on the side of the students, it seem to cause more harm than good in teachers (LeTendre, 2021). Such reforms sometimes undermine the competence of the teachers and this pushes teachers to leave the profession. This is because most of the policies put in place do not accommodate teachers in terms of their training expertise and certifications, as such, when educational reforms are made, teachers, most especially those with increased experience, are unable to meet the criteria that these reforms come with. As such, they have no other choice than to leave their jobs in search of more accommodating careers (Springer, 2019). In a study conducted by Cowen et al., (2018), the findings suggested that teachers, who have few years of experience under their belt, are known to be more accepting of

educational reforms than teachers who have been teaching for 6 or more years. This is because most teachers with more experience may have gotten used to teaching a certain way and educational reforms mostly target teaching and learning experiences for students without paying attention to the teachers' experiences. As such, policymakers should take into account how particular types of teachers, such as those who teach in the most difficult environments or who are just starting their careers, may react to changes that affect employment security and worker protections (Cowen et al., 2018).

2.12.3 Physical Environment as a Predictor of Teacher Attrition Intentions

The physical environment of the teacher not only influences the teaching and learning process but it also influences the retention or attrition of the teacher. The working environment for teachers was defined from an ecological standpoint (Bronfenbrenner, 1977). According to Bronfenbrenner (1977), school systems are arranged in a multi-layered system. The overall environment in which teachers work affects how satisfied or unsatisfied they are to some extent in each layer, including the classroom, the school, the neighbourhood and city where the school is located, the school system, the state, and the federal government. This satisfaction and dissatisfaction further influence the retention and attrition of teachers. A number of aspects of school settings have been directly linked to teacher dissatisfaction and attrition. For instance, poor administrative leadership, a toxic school environment, and the physical condition of the school have all been linked to higher rates of teacher attrition (Buckley, Schneider, and Shang, 2005; Lee, Dedrick, and Smith, 1991; Tye and O'Brien, 2002). The school environment must be clean, safe and comfortable for both the teacher and the student but most importantly, the teacher because it is the teacher who impacts the students and he or she should be comfortable enough to do his

or her job. Due to the current costs of replacing teachers as well as the increased emphasis on education, it is crucial to understand the factors that contribute to teacher discontentment.

2.12.4 Motivation as a Predictor of Teacher Attrition Intentions

Abraham Maslow (1993) defined motivation as a driving force that induces behaviour with the intention of achieving specific goals. This suggests that motivation is a force that propels people to take actions they might not otherwise take. In its more technical sense, motivation refers to a psychological process that helps people organize their behaviour in order to pursue a particular goal. In the workplace, motivation encompasses all elements that contribute to an employee's growth toward the accomplishment of organizational objectives. According to Peretomode (1991), motivation is the process of persuading or energizing someone to act in a way that will help them achieve their desired goals. According to the aforementioned definitions, motivation is a procedure for igniting, directing, and maintaining behaviour. There is compelling evidence that most teachers in Tanzania are dissatisfied with their pay, housing, workload, and standing in their communities (MOEC, 2003, 2004; Davidson, 2004, 2005; Haki Elimu, 2005). Numerous teachers' motivation to carry out their teaching and non-teaching assignments or duty in appropriate ways has been severely undermined over time by these subpar living and working conditions. Past studies have established the fact that, recognition and money are the chief motivators of teachers and since most teachers receive low pay that discourages them from engaging in the teaching and learning process by not covering their basic monthly needs for things like food, clothing, and other luxuries. This situation encourages teachers to look for

alternative employment opportunities, such as part-time jobs or motorcycle driving, in order to cover their basic needs and those of their family (Laurent, 2016).

2.12.5 Social Identity and Progression as predictors of teacher attrition Intentions

Rogers and Scott (2008) provide an overview of identity formation in the Handbook of Research on Teacher Education. Four fundamental presumptions are present in contemporary conceptions of identity: (1) that identity is reliant on and formed within a variety of contexts that involve social, cultural, political, and historical forces; (2) that identity is formed in relationships with others and involves emotions; (3) that identity is shifting, unstable, and multiple; and (4) that identity involves the creation and reconstruction of meaning through stories over time (p. 733). Social identity of teachers, refers to the sense of self that a person has based on their membership in a group (s). According to Tajfel and Turner (1979), people's affiliations with particular groups such as their social class, family, football team, etc. were a significant source of pride and self-esteem. As teachers advance in their careers, their identities are likely to change significantly. Teachers' behaviour and development are determined by their identity, how they see themselves as teachers, and the kind of teachers they aspire to be (Pinnegar, 2005). The personal characteristics of becoming a teacher, such as one's own beliefs and prior educational experiences, seem to stimulate teachers' professional development and identity formation (Darling-Hammond, 2010). Teachers who perceive that the teaching profession is not recognised in their social and cultural settings, will contemplate leaving their jobs for different occupations that are well recognised.

2.12.6 Prestige as a Predictor of Teacher Attrition Intentions

Teachers who are currently practicing the profession deserve respect as they undertake ethical work that contributes to the progress of society. The reputation of the profession can undoubtedly increase the appeal of teaching careers to prospective teachers and enhance the retention of talented educators (Ingersoll & Collins, 2018; Price & Weatherby, 2018). Typically, highly skilled candidates can be attracted to and kept in careers with the highest prestige, such as engineering or medicine. The majority of people have ideas about the various professions that make up a country's workforce. They have a basic understanding of the abilities, knowledge, and skills needed to carry out the tasks associated with various professions. More importantly, people deliberately order various careers according to prestige in a hierarchical list. According to Treiman, this deliberate comparison of prestige has effects on a career's capacity to draw in and keep a skilled workforce (Treiman, 1977). Findings also show that occupations that advance society as a whole are frequently devalued and routinely disregarded (Hoyle, 2001). These fields frequently lack the monetary compensation that society uses to gauge prestige (Treiman, 1977). As a result, professions like teaching are given a generally poor social standing (Hoyle, 2001, p. 144). Studies on occupational prestige have been conducted for many years, and the findings show that there are significant differences in the social standing of the various professions that make up the American labour market (Pike, 2014; Goyder, 2005). Most of the research points to university graduates as being socially conscious and motivated to pursue more prestigious careers such as being a lawyer, medical doctor or pharmacist. Occupational prestige has its direct influence from the income that comes with these occupations. When the income of teachers is compared to that of lawyers or medical doctors, teachers have the least income and this contributes to their decrease in prestige. Even though this may seem

like nothing, it is a major indicator and predictor of teacher attrition. This is because at a point in time of the lives of teachers, they want a certain level of prestige and this can be attributed to self-actualization according to Abraham Maslow (1993). Occupational prestige is one of the standing systems that exist in every society including Ghana. Most of the research conducted on prestige as a predictor of teacher attrition is mostly conducted in Europe and as such, there is not enough scholarly work surrounding it.

The problem of teacher attrition is a widespread and significant issue that affects the quality of education, professional community dynamics, and the economy. This literature review has highlighted some of the predictors of teacher attrition, including social relationships, educational reforms, and physical environment. The review has shown that the quality of social relationships between teachers, such as trust and mentorship, plays a crucial role in teacher retention. Similarly, educational reforms that do not accommodate teachers' training expertise and certifications, most notably those with increased experience, can push them to leave the profession. Lastly, the physical environment, which includes factors such as classroom management, resources, and workload, is also an important predictor of teacher retention. In conclusion, policymakers, education stakeholders, and researchers must take into account these predictors in order to address the issue of teacher attrition. By reducing teacher attrition rates and retaining qualified teachers, the quality of education can be improved, leading to better outcomes for students and the wider community. Further research should investigate other predictors of teacher attrition, including personal, professional, and administrative factors, to provide a comprehensive understanding of the issue and offer practical solutions.

2.12.7 Gender as a Predictor of Teacher Attrition Intentions

Research consistently shows that gender plays a significant role in teacher attrition, although findings are sometimes contradictory. In many contexts, female teachers are more likely to express intentions to leave the profession compared to their male counterparts. This phenomenon is attributed to a variety of factors, including work-life balance, job satisfaction, and the gendered nature of teaching roles. Lynch (2016) posits that, one of the primary factors influencing higher attrition intentions among female teachers is the challenge of balancing work with family responsibilities. The study has shown that female teachers, particularly those with young children, experience higher levels of stress due to the dual burden of professional and domestic responsibilities. This often leads to higher attrition rates or the consideration of part-time work or career breaks.

Some teachers consider poor job satisfaction as an intention to want to leave their profession. Research suggests that male and female teachers may have different expectations and experiences related to job satisfaction. For example, female teachers often report lower levels of job satisfaction due to factors such as lack of support, limited career progression opportunities, and the emotional labor associated with teaching (Klassen & Chiu, 2011). In contrast, male teachers might leave the profession due to the perceived lack of career advancement or financial incentives, which are more pronounced in male-dominated fields (Ingersoll & May, 2012). Carver and Darling (2017) are of the view that, the school culture and the availability of support systems are crucial in understanding gender differences in attrition. Female teachers, particularly those working in male-dominated school environments or in positions of leadership, often face gender bias, lack of support, and isolation, leading to higher

attrition rates Conversely, male teachers might experience alienation in predominantly female workplaces, contributing to their attrition intentions.

Burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, is another significant reason why will like to quit their profession. Studies have found that female teachers are more susceptible to burnout due to the high emotional demands of teaching and societal expectations around gender roles (Skaalvik & Skaalvik, 2017). Male teachers, on the other hand, might experience burnout due to different stressors, such as disciplinary challenges or the pressure to fulfill non-teaching roles within schools (Pas et al., 2012). The literature on gender and attrition intentions among teachers underscores the complexity of the issue, with multiple interrelated factors influencing teachers' decisions to leave the profession. Gender plays a significant role, with different challenges and stressors affecting male and female teachers. To effectively address teacher attrition, it is crucial to consider these gender-specific factors and develop policies that support all teachers in their professional and personal lives.

2.12.8 Teaching Experience as a Predictor of Attrition Intentions

The relationship between teaching experience and attrition intentions is complex and varies across different career stages. Research indicates that teachers' likelihood of leaving the profession is influenced by their years of experience, with distinct patterns emerging for early-career, mid-career, and veteran teachers. Novice teachers, typically those with fewer than five years of experience, are at the highest risk of leaving the profession. This group experiences high levels of stress and frustration due to the challenges of adjusting to the demands of teaching. Factors contributing to high attrition rates among early-career teachers include inadequate preparation, lack of

mentoring and support, classroom management difficulties, and the stress of meeting performance expectations (Ingersoll, Merrill, & Stuckey, 2014). Research suggests that nearly half of all new teachers leave the profession within their first five years, highlighting the need for targeted support during this critical period (Buchanan, Prescott, Schuck, Aubusson, & Burke, 2013).

Day and Gu, (2010) explained that, teachers in the middle of their careers (5-15 years of experience) show a more stable pattern of attrition intentions, although some still consider leaving due to stagnation, burnout, or lack of career advancement opportunities. Mid-career teachers may face what is known as the "plateau effect," where their initial enthusiasm wanes, and they may struggle to find new challenges or pathways for professional growth. This stage is also characterized by the pressures of balancing personal and professional responsibilities, which can contribute to increased stress and job dissatisfaction. However, those who receive ongoing professional development and leadership opportunities are more likely to remain in the profession (Skaalvik & Skaalvik, 2017). Veteran teachers with over 15 years of experience generally exhibit lower attrition rates compared to their less experienced counterparts. However, when they do leave, it is often due to burnout, frustration with changes in education policies, or a desire to retire early. Veteran teachers may feel undervalued or struggle with adapting to new technologies and methodologies, leading to disengagement and eventual departure (Fantilli & McDougall, 2009). Retirement intentions also play a significant role in attrition decisions among this group, particularly as they approach the end of their careers.

Research studies indicate that there are several key factors influencing attrition intentions across different levels of teaching experience, including support systems, job satisfaction, professional development, and work-life balance. According to Ingersoll

and Strong (2011), the availability and quality of support systems, such as mentoring and induction programs, are crucial for retaining teachers, particularly those early in their careers. Novice teachers who receive robust mentoring and support are more likely to stay in the profession. For mid-career and veteran teachers, support in the form of professional learning communities and opportunities for collaboration can help mitigate feelings of isolation and burnout.

Job satisfaction is a significant predictor of attrition intentions across all experience levels. Teachers who feel supported, valued, and have access to continuous professional development opportunities are less likely to leave the profession (Klassen & Chiu, 2011). For mid-career and veteran teachers, opportunities for leadership roles and professional growth are particularly important in maintaining job satisfaction and reducing attrition intentions. Work-life balance is another critical factor influencing attrition intentions. Early-career teachers often struggle with the demands of the job, leading to high stress levels and a higher likelihood of leaving. For mid-career teachers, balancing teaching responsibilities with family and personal life can be challenging, leading to job dissatisfaction and potential attrition (Borman & Dowling, 2008). Veteran teachers, while generally more adept at managing work-life balance, may still experience burnout due to the cumulative effects of years of teaching. The level of working experience significantly influences teachers' attrition intentions, with distinct patterns emerging for early-career, mid-career, and veteran teachers. Addressing the unique challenges faced by teachers at each stage of their careers is crucial for reducing attrition rates and ensuring a stable and effective teaching workforce. By implementing targeted policies and support systems, education systems can better retain teachers and improve educational outcomes.

2.12.9 Level of Qualification as a Predictor of Attrition Intentions

Teacher attrition is a critical issue that affects educational quality, student outcomes, and the stability of schools. Understanding the predictors influencing teachers' decisions to leave the profession is essential for developing effective retention strategies. One such predictor is the level of qualification (academic degrees), which has been shown to impact attrition intentions. The relationship between teachers' academic degrees and attrition intentions is complex and varies by context. Generally, teachers with higher academic qualifications, such as master's degrees or doctorates, are more likely to stay in the profession compared to those with only a bachelor's degree. This is partly because higher qualifications often lead to greater job satisfaction, increased confidence in teaching abilities, and more opportunities for career advancement (Ingersoll, Merrill, & May, 2014). However, in some cases, highly qualified teachers may leave the profession for better-paying opportunities outside of teaching, particularly in fields such as STEM (science, technology, engineering, and mathematics) where their skills are in high demand (Borman & Dowling, 2008).

In some parts of the world, teachers who are fully certified in their subject areas are less likely to leave the profession compared to those who are not fully certified or are teaching out of their certification areas. Research indicates that uncertified or alternatively certified teachers have higher attrition rates, as they often feel less prepared, experience higher levels of stress, and report lower job satisfaction (Ronfeldt, Loeb, & Wyckoff, 2013). This is especially true for teachers in high-need areas such as special education and urban schools, where the challenges of the job are greater. Teachers who engage in regular professional development are more likely to remain in the profession, as these opportunities help them stay updated with new teaching methods, improve their skills, and feel more competent in their roles. Professional

development is particularly important for mid-career and veteran teachers, who may experience stagnation or burnout without opportunities for growth (Skaalvik & Skaalvik, 2017). Additionally, teachers who pursue advanced certifications or endorsements often report higher job satisfaction and lower attrition intentions (Desimone & Stuckey, 2014).

Teachers in subjects with high demand, such as mathematics, science, and special education, often face greater pressures and challenges, leading to higher attrition rates. However, teachers with specialized qualifications in these areas who also receive strong support and professional development are more likely to stay in the profession (Carver-Thomas & Darling-Hammond, 2017). Conversely, teachers in less demanding subjects may experience lower attrition rates, as they often face fewer job-related challenges and stressors. The level of qualification significantly impacts teachers' attrition intentions, with various predictors influencing this relationship. Highly qualified teachers tend to have lower attrition rates, particularly when they are supported and their qualifications are valued. However, the challenges of teaching in high-demand areas and the lure of external opportunities can lead to higher attrition among some of the most qualified teachers.

2.13 Work-Related Stress

Modern work life entails a continuous effort by individuals to balance their personal and professional lives. The interference or overlap of one with the other can have positive or negative consequences in their quest to achieve balance. When an individual perceives that demands exceed their personal and social resources, they experience stress. This stress is a result of a mismatch between their demands and pressures and their knowledge and skills, which poses a challenge to their ability to manage. It is not only when the person's ability to handle job stress is surpassed but

also when their knowledge and skills are underutilized that it becomes a challenge for them. Stress affects people differently, and it can lead to dysfunctional behaviour and poor physical and mental health. In rare cases, chronic stress can cause severe physical and psychological problems.

A study by Mukosolu et al. (2015) found that mid-stressed teachers accounted for 6.5% of college teacher turnover. Among the respondents, 8.6% experienced moderate stress, 5.9% experienced severe stress, and 0.7% experienced very severe stress. The study also discovered that employees use avoidant coping strategies such as self-blame, which significantly contribute to stress, as well as emotion-focused coping strategies such as venting of emotions. Allowing stressors to persist and intensify can lead to increased stress, making them more distressing and inducing anxiety and despair. Coping strategies that emphasize negative feelings and thoughts, such as venting of emotions, tend to worsen psychological distress. Conversely, avoidant behaviours often cause emotional distress and reduce job satisfaction (Lee et al. 2022).

An Australian and New Zealand study noted that the academic environment has various work stressors. Employees in the academic community who experience the lowest level of occupational well-being are mainly in positions with high demand, low control and support, and isolation, as posited by the Demand-Control model (Johnson & Hall 1988). Factors such as a growing culture of managerialism, unrealistic workloads with reduced staffing, lack of or loss of decision-making power, working long hours, low status in the academic hierarchy, inadequate compensation (Winefield et al. 2008), and reduced work-life balance as job stress and workloads increase contribute to occupational stress in the university setting (Bell, Rajendran, & Theiler 2012). Occupational stress has been extensively associated with detrimental impacts on

employees' psychological and physiological well-being in several professions, particularly in academia (Bell et al. 2012).

This review provides a comprehensive overview of the effects of occupational stress on individuals in modern work life, using various studies to support its arguments. It highlights the negative impact of stress on personal and professional life and how it can lead to dysfunctional behaviour and poor physical and mental health. The literature also draws attention to the avoidant coping strategies that individuals may adopt and how they can worsen psychological distress. However, the review could be improved by providing more information on how to cope with stress and how to achieve a better work-life balance. Additionally, the review focuses primarily on the academic environment to provide a more comprehensive understanding of the effects of occupational stress.

2.14. Causes of Work-related Stress

The statement highlights that teachers experience severe job stress due to various factors, such as insufficient reward for their professional efforts, workplace environment, and problematic relationships with students and parents. Education is a profession that emphasizes building relationships, and teachers deal with a wide range of difficulties, including workplace expectations outside their professional expertise, violence in the classroom, and constant interaction with students facing serious problems leading to compassion fatigue and burnout. Unhelpful administrators and parents contribute to the stressful environment in the classroom, leading to teacher attrition.

The effects of stress on teacher retention are extensive, and to examine the links between new teachers' perceptions of stress sources, coping mechanisms, teaching

conduct, and attrition. A Structural Equation Modelling (SEM) is used in the study. The study involved polling 143 Beginning Teachers (BTs) using the Questionnaire on the Experience and Evaluation of Work-BTs (QEEW-BT) and observing their teaching conduct using the ICALT observation tool. The results show that the beginning teachers' perceptions of negative student characteristics are positively correlated with perceived tension, dissatisfaction, and negative emotions during stressful situations. Observed teaching behaviour is negatively correlated with negative emotions. This study also demonstrates a favourable relationship between discontent and attrition.

The study offers crucial hints for enhancing professional support programs for BTs, indicating that support programs could help BTs cope with their perceived stress sources and improve their teaching conduct, leading to reduced attrition rates.

The literature reviewed provides a comprehensive overview of the challenges faced by teachers in managing job stress and the negative consequences that can result, such as burnout and attrition. The literature highlights various factors that contribute to teacher stress, including poor working conditions, student behaviour, and unsupportive administrators and parents. The review also cites a study that examines the links between new teachers' perceptions of stress sources, coping mechanisms, teaching conduct, and attrition, using Structural Equation Modelling (SEM). The study's results suggest that professional support programs can help BTs cope with their perceived stress sources, improve their teaching conduct, and reduce attrition rates. In all, the literature review presents a clear and concise summary of the challenges faced by teachers and the potential strategies for reducing job stress and improving teacher retention. However, it would benefit from more specific details about the methodologies used in the studies cited and additional discussion of the limitations and implications of the research findings.

Empirical Review

2.15 Factors Predicting Attrition Intentions of Tutors

Chang et al., (2019), reviewed article aims to synthesize the existing literature on predictors of tutor attrition intention in online learning environments and examine the predictive strength and direction of these predictors. A systematic review of 29 empirical studies published between 2000 and 2017 was conducted. The studies were analysed in terms of research design, sample characteristics, predictor variables, and statistical analyses. The review found that the most commonly studied predictors of tutor attrition intention were job satisfaction, workload, communication, support, and technology-related factors. The predictive strength and direction of these predictors varied across studies, with some predictors showing a significant positive or negative relationship with tutor attrition intention, while others had inconsistent or non-significant effects.

Liao, Armstrong, and Rounds, (2008) purposed to determine the predictive strength and direction of various factors in determining tutor attrition intention. The study sought to identify which factors were most influential in predicting tutor attrition intention and whether they had a positive or negative impact on tutor retention. The study used data from a large-scale tutoring program in the United States. The sample included 390 tutors who participated in the program between 2004 and 2005. The study used logistic regression analysis to determine the predictive strength and direction of the various factors on tutor attrition intention. The study found that three factors were significant predictors of tutor attrition intention: dissatisfaction with training, workload, and pay. Dissatisfaction with training had the strongest negative effect on tutor retention, followed by workload and pay. The study also found that tutor experience and academic performance had no significant impact on tutor attrition intention. The

authors suggest that training programs that address tutor dissatisfaction with training, workload, and pay could improve tutor retention in tutoring programs.

Similarly, Wang, Luo, and Zhang, (2020) study explored the factors that predict tutor attrition intention and to determine the relative importance of these factors. A survey was conducted among 197 tutors in a Chinese university using a self-administered questionnaire. The data were analysed using structural equation modelling. The study found that job satisfaction, work overload, and perceived organizational support were significant predictors of tutor attrition intention. Job satisfaction had the strongest predictive power, followed by work overload and perceived organizational support.

Hwang et al., (2017) aimed to examine the factors that contribute to tutor attrition intention in higher education and assess the predictive strength and direction of these factors. A systematic review of 22 empirical studies published between 2000 and 2016 was conducted. The studies were analysed in terms of research design, sample characteristics, predictor variables, and statistical analyses. The review found that the most commonly studied predictors of tutor attrition intention in higher education were workload, compensation, job satisfaction, support, and professional development opportunities. The predictive strength and direction of these predictors varied across studies, with workload and compensation consistently showing a significant positive relationship with tutor attrition intention, while job satisfaction and support had inconsistent or non-significant effects.

Again, Xing, and Du (2019) study synthesized the literature on predictors of tutor attrition intention in blended learning environments and assess the predictive strength and direction of these predictors. A systematic review of 27 empirical studies published between 2000 and 2018 was conducted. The studies were analysed in terms

of research design, sample characteristics, predictor variables, and statistical analyses. The review found that the most commonly studied predictors of tutor attrition intention in blended learning environments were workload, job satisfaction, support, compensation, and technology-related factors. The predictive strength and direction of these predictors varied across studies, with workload consistently showing a significant positive relationship with tutor attrition intention, while job satisfaction, support, compensation, and technology-related factors had inconsistent or non-significant effects. The review also found that tutor characteristics, such as age, gender, and experience, were not significant predictors of tutor attrition intention in blended learning environments.

This review provides a comprehensive overview of the predictors of tutor attrition intention in online, higher education, and blended learning environments. The studies analysed in this review used different research designs, sample characteristics, predictor variables, and statistical analyses, which makes the review robust and informative. However, the review highlights the inconsistency in the predictive strength and direction of the most commonly studied predictors of tutor attrition intention, such as workload, job satisfaction, and support. The authors suggest that the variation in results could be due to contextual and methodological differences across studies. The review also underscores the importance of addressing tutor dissatisfaction with training, workload, and pay to improve tutor retention. Overall, this review contributes to the literature on tutor attrition intention and provides insights into the factors that influence tutor retention in different learning environments.

2.16 The Relationship between Predictors of Tutor attrition intention and Work-Related Stress

Skaalvik, and Skaalvik, (2016) conducted a study to investigate the relationship between predictors of tutor attrition intention and work-related stress in a higher education setting. The study used a cross-sectional design with a sample of 214 tutors from four higher education institutions in the United Kingdom. The tutors completed an online survey that included measures of demographic information, job demands, job control, social support, work-related stress, and intentions to leave. The results showed that job demands and work-related stress were positively related to intentions to leave, while job control and social support were negatively related to intentions to leave. Furthermore, work-related stress mediated the relationship between job demands and intentions to leave, as well as the relationship between social support and intentions to leave.

Scott, Hirn, and Alter, (2014) also conducted a study which aimed to determine the predictive strength and direction of the predictors in determining tutor attrition intention in a community college setting. The study used a longitudinal design with a sample of 107 tutors from a community college in the United States. The tutors completed a survey that included measures of demographic information, job satisfaction, job stress, organizational commitment, and intentions to stay or leave. Findings: The results showed that job stress and organizational commitment were significant predictors of intentions to stay or leave, with job satisfaction not being a significant predictor. Furthermore, the study found that job stress had a stronger effect on intentions to leave than organizational commitment had on intentions to stay, indicating that reducing job stress may be a more effective strategy for reducing tutor attrition intention.

Again, Bradley, M., & Hodge, K. (2017) investigate the predictors of tutor attrition intention and work-related stress in a university peer-assisted learning program. The purpose of the study was to identify the factors that contribute to tutor attrition intention and work-related stress and to provide recommendations for program improvement. The study used a mixed-methods approach, including an online survey and semi-structured interviews. The survey was completed by 102 current and former tutors, while 11 tutors were interviewed. The survey included questions about demographic information, workload, support, job satisfaction, and stress. The interviews focused on the reasons for tutor attrition intention and the factors that contribute to work-related stress. The study found that workload, lack of support, and job satisfaction were significant predictors of tutor attrition intention and work-related stress. Specifically, tutors who had excessive workload, lower levels of support, and lower job satisfaction were more likely to leave the program and experience work-related stress. The study also found that tutors who felt valued and supported were more likely to stay in the program and experience less stress. The authors recommended that the program provide more support to tutors, particularly in terms of workload management and professional development opportunities.

Further, Lin, (2020) examined the relationship between tutor turnover intentions and job stress and to explore the mediating effects of work engagement and emotional intelligence. The purpose of the study was to identify the factors that contribute to tutor attrition intention and work-related stress and to provide recommendations for program improvement. The study used a survey method to collect data from 320 tutors working in a higher education institution in Taiwan. The survey included questions about demographic information, turnover intentions, job stress, work engagement, and emotional intelligence. The study found that work-related stress was a significant

predictor of tutor turnover intentions, and that work engagement and emotional intelligence mediated the relationship between work-related stress and turnover intentions. Specifically, tutors who experienced higher levels of work-related stress were more likely to have turnover intentions, and this relationship was partially mediated by lower levels of work engagement and emotional intelligence. It was recommended that the program provide more support to tutors, particularly in terms of stress management and emotional intelligence training.

The above review provides a comprehensive overview of four different studies that investigated the relationship between predictors of tutor attrition intention and work-related stress. The studies varied in terms of their design, sample size, and methodology, but all found that job demands, job control, social support, work-related stress, and job satisfaction were significant predictors of tutor attrition intention and work-related stress. The review presents a good summary of the key findings of each study and provides useful information for those interested in understanding the factors that contribute to tutor attrition and work-related stress. However, it could be strengthened by discussing the limitations of the studies, such as the specific context in which the studies were conducted and the potential biases in the self-reported measures.

2.17 The Difference in Work-Related Stress among Tutors Based on Gender

Putus, Vilén, and Atosuo, (2021) investigated the difference in work-related stress among tutors based on gender. The aim of this study was to examine whether there are gender differences in work-related stress among tutors and to identify the sources of stress that are most commonly experienced by male and female tutors. The study used a mixed-methods approach, including an online survey and focus groups. The survey was completed by 109 tutors, while the focus groups involved 19 tutors.

The survey included questions about demographic information, workload, support, job satisfaction, and stress. The focus groups focused on the reasons for work-related stress and the factors that contribute to gender differences in stress. The study found that female tutors reported higher levels of work-related stress than male tutors. The most common sources of stress for female tutors were workload and lack of support, while the most common sources of stress for male tutors were administrative tasks and lack of autonomy. The authors recommended that institutions provide more support to female tutors, particularly in terms of workload management and professional development opportunities.

Jang, Kim, Song, and Kim, (2021) examined the difference in work-related stress among tutors based on gender and age in a Korean university. The purpose of the study was to identify the factors that contribute to work-related stress among tutors and to explore gender and age differences in stress levels. The study used a survey method to collect data from 304 tutors. The survey included questions about demographic information, workload, support, job satisfaction, and stress. The study found that female tutors reported higher levels of work-related stress than male tutors, and that older tutors reported higher levels of stress than younger tutors. The most common sources of stress for female tutors were workload and lack of support, while the most common sources of stress for male tutors were administrative tasks and lack of autonomy. The study also found that female and older tutors were more likely to experience emotional exhaustion than male and younger tutors. The authors recommended that institutions provide more support to female and older tutors, particularly in terms of workload management and stress reduction programs.

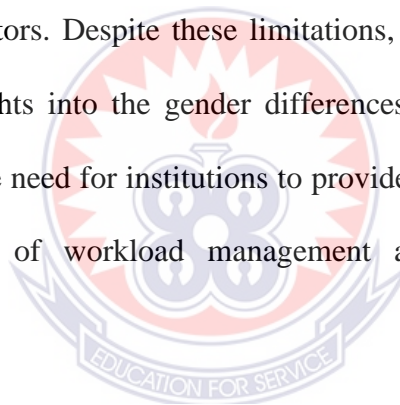
Again, Dlamini, Okeke, and Mammen, (2014) investigated the difference in work-related stress among tutors based on gender in a UK higher education institution.

The aim of the study was to examine whether there are gender differences in work-related stress among tutors and to identify the sources of stress that are most commonly experienced by male and female tutors. The study used a survey method to collect data from 96 tutors. The survey included questions about demographic information, workload, support, job satisfaction, and stress. The study found that female tutors reported higher levels of work-related stress than male tutors. The most common sources of stress for female tutors were workload and lack of support, while the most common sources of stress for male tutors were administrative tasks and lack of autonomy. The authors recommended that institutions provide more support to female tutors, particularly in terms of workload management and professional development opportunities, and that further research be conducted to explore the gender differences in stress among tutors in other contexts.

Kim, and Lee, (2021) further conducted a study with the aim of exploring the difference in work-related stress among male and female tutors in a community college setting. The study used a cross-sectional design with a sample of 127 tutors (53 males and 74 females) who completed an online survey that included measures of job demands, job control, social support, work-related stress, and coping strategies. The results showed that female tutors reported higher levels of job demands and work-related stress compared to their male counterparts. However, there was no significant difference between male and female tutors in terms of job control, social support, or coping strategies.

All studies found that female tutors reported higher levels of work-related stress compared to male tutors, and the most common sources of stress for female tutors were workload and lack of support, while the most common sources of stress for male tutors were administrative tasks and lack of autonomy. However, there are some limitations

to consider. Firstly, all studies were conducted in different countries, and cultural and institutional differences may have an impact on the results. Therefore, it is important to conduct more studies in different contexts to obtain a more comprehensive understanding of the factors that contribute to gender differences in work-related stress among tutors. Secondly, some studies used relatively small sample sizes, which may limit the generalizability of the findings. Future studies should aim to use larger sample sizes to increase the statistical power and reliability of the results. Finally, most studies relied on self-reported measures of stress and did not assess objective indicators of stress, such as cortisol levels or heart rate variability. Future studies should consider incorporating objective measures of stress to obtain a more accurate assessment of stress levels among tutors. Despite these limitations, the reviewed empirical studies provide valuable insights into the gender differences in work-related stress among tutors and highlight the need for institutions to provide more support to female tutors, particularly in terms of workload management and professional development opportunities.



2.18 Difference in Gender and Tutor Attrition Intentions

Cha, and Cohen-Vogel, (2011) conducted a study with the aim of finding out what makes teacher intent to quit their jobs. This study collected data from 140 university tutoring centres in the US through a survey that was administered to the directors of these centres. The survey asked questions about the number of male and female tutors, their attrition rates, and intentions for attrition. The data was analysed using regression analysis and chi-square tests. It was found that female tutors had higher attrition rates than male tutors in university tutoring centres. The intentions for attrition

were also different for male and female tutors, with female tutors citing personal reasons for leaving the tutoring centre more often than male tutors.

Similarly, according to (Addi-Racchah 2005) in a survey which examine gender differences in teachers' attrition by trying to compare three groups: teachers who managed to stay in the educational sector, teachers who left the job market, and teachers who left teaching and decided to enter other professions. The survey also looked at the kinds of jobs that former teachers transitioned into. in all a total of 2,108 teachers who took part in the 1983 and 1995 censuses and who are recorded in the inter-generational dataset of the Israeli Central Bureau of Statistics made up the sample. According to the results, one-third of the teachers stopped teaching. The majority of them changed their professions. It has been discovered that gender influences both teachers' vocational choice and attrition. High attrition rate was found among women as compared to men.

The gender analysis of the attrition intention of teaching staff at universities in South West Nigeria was the main subject of this study according to Onukwu, Nwabianke and Sunday (2021). To direct the investigation, three research questions were posed. The study is a descriptive investigation that used an ex-post facto methodology. The study's sample consisted of professors and assistant professors in the schools of engineering, humanities, and sciences at six institutions (two federal, two state, and two private). For the purpose of gathering data, a checklist was created. Percentages were used in the analysis of the data and the results showed that there was no difference in the gender and the attrition rate of the teaching staff from the academic years 2014–2015 to 2018–2019. According to viewpoints on academic fields and school ownership, attrition was likewise under 6%, showing a low-level attrition rate.

However, the research typically showed that male attrition rates were lower than those reported by females in a variety of fields.

In similar research, Deutsch and Yao, (2014) examined gender disparities in teacher attrition in the USA at a small women's liberal arts college, it was looked into whether there could have been gender differences in the reasons for teacher turnover over the previous 20 years. To calculate the attrition rate, researchers examined historical data compiled from old college directories. Similar to other studies, the attrition rate was higher among women (31% vs. 18.5%) than among men. The reasons for the departure of 66 tenure-track or tenured professors were assessed in an online survey that was completed by 45 of them (excluding retirees). Work-family conflict was cited as the primary reason for leaving by disproportionately more women than men.

Eddy, Brownell, and Wenderoth, (2014) also conducted a study which aimed to investigate the gender differences in tutor retention at a university learning centre. The study used a mixed-methods approach, including surveys and interviews with current and former tutors. The researchers analysed the data to identify gender differences in reasons for leaving the tutoring program. The study found that female tutors were more likely to leave the program due to personal reasons, such as family obligations or other employment opportunities. Male tutors were more likely to leave the program due to dissatisfaction with their tutoring experience or lack of support from the learning centre.

The above empirical review examines studies that investigate gender differences in teacher attrition rates in various settings. In all, the studies consistently find that female teachers are more likely to leave their jobs due to personal reasons, such as work-family conflicts, while male teachers are more likely to leave due to dissatisfaction with their work environment. The studies are conducted using a variety

of methodologies, including surveys and regression analyses, and are based on samples from different geographical locations. However, the studies vary in terms of the specific population under investigation and the timeframe of the data collection. More importantly, the empirical review provides a useful summary of the existing research on gender differences in teacher attrition rates, highlighting the need for further investigation in this area.

2.19 Tutors Level of Experience in Tutor Attrition Intentions

According to Chambers Mack et al. (2019) not only does gender influence tutor attrition, however teachers teaching experience also play a very significant role among other factors. Teachers with less years of experience and different native credentials were more likely to leave the field (Chambers Mack et al. 2019; Lu et al. 2019). Specific demographic, vocational, and health characteristics linked with intentions to leave the teaching profession within a year were identified using univariate and multivariate analyses. It was reported that teachers who had lower organizational commitment, work participation, perceived support, job control, a weaker school atmosphere, and more school difficulties were more likely to leave the profession.

However, according to Billingsley and Bettini (2019) given the persistent teacher shortages, high attrition rates make it challenging for schools to find competent special education teachers for students with disabilities. The researchers looked at factors including (a) teacher training and qualifications, (b) school characteristics, (c) working conditions, and (d) teacher demographic and non-work factors in relation to special educator turnover and retention from 2002 to 2017. The majority of studies examined the working conditions (such as pressures, administrative and peer support, resources, and compensation) of special educators who left the field, changed careers,

switched to teaching general education, or stated their desire to remain or leave. It was interestingly discovered that among special needs instructors, the amount of tutors' experience had a substantial impact on the likelihood of tutor turnover. It was probably because they felt like they had been in the same position for a while and had chosen to explore new alternatives.

Maré, and Mutezo (2021) also aimed to investigate the impact of tutor experience and support on tutor attrition rates in online learning environments. The study surveyed 142 online tutors and analysed their responses to investigate the relationship between tutor experience, support, and attrition rates. The study found that tutor experience and support significantly influence tutor attrition rates. Tutors with less experience and less support were more likely to leave their positions.

Long et al., (2012) undertook a systematic review with aim to analyse and synthesize existing literature on the relationship between the level of experience of tutors and the rate of tutor attrition. The review seeks to identify the methodologies used in previous studies, the participants involved, and the key findings. The systematic review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. A comprehensive search was conducted across several academic databases, including PsycINFO, ERIC, and Education Research Complete. The search was limited to studies published in English between 2000 and 2021. The keywords used in the search included “tutor attrition”, “tutor retention”, “tutor experience”, “teacher experience”, and “teacher turnover”. The review included 15 studies that met the inclusion criteria. The participants involved in the studies were tutors, instructors, and teachers from various educational settings, including K-12, higher education, and tutoring centres. The sample size varied across the studies, ranging from a few participants to several hundred. The findings from the 15 studies

suggest that there is a relationship between the level of experience of tutors and the rate of tutor attrition. The majority of the studies found that tutors with less experience were more likely to leave their tutoring positions compared to tutors with more experience. The studies also found that the factors that contribute to tutor attrition differ based on the level of experience. For example, inexperienced tutors were more likely to leave due to lack of support, training, and compensation, while experienced tutors were more likely to leave due to burnout and lack of career growth opportunities.

The above empirical review examines the relationship between tutor attrition and various factors, including gender, teaching experience, organizational commitment, working conditions, and support. The review draws on several studies from different educational settings and employs different methodologies, including surveys and systematic reviews. The findings of the studies suggest that tutor experience and support are significant factors that influence tutor attrition rates. Inexperienced tutors are more likely to leave their positions due to lack of support, training, and compensation, while experienced tutors are more likely to leave due to burnout and lack of career growth opportunities. The review provides valuable insights into the complex nature of tutor attrition and highlights the need for better support and training for tutors to improve retention rates.

2.20 Level of Qualification and Tutors Attrition Intentions

Chikoyo, Nzalayaimisi, and Telli (2019) assess the influence of education qualifications on teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions. Specifically, the study aimed to examine the influence of a teacher's education qualification and a teacher's training entry qualification on teacher attrition. The study was based on Maslow and Herzberg's two-factor theory. The study was

conducted in three districts in the Kilimanjaro and Manyara regions. The study adopted a cross-sectional research design. The sample size for the study was 140 respondents. The study adopted simple random and snowball sampling. Data collection instruments involved questionnaire administration and telephone interviews. Quantitative data were analysed using descriptive statistics and binary logistic regression. Qualitative data were thematically analysed. The study found that bachelor's degree education qualifications had a statistically significant influence on attrition ($P < 0.05$). The influence of teacher training entry qualification was found to be slightly statistically significant ($P < 0.05$). The study concluded that the mean scores for both categories of teachers were above 50 percent, indicating that teacher education qualifications and teacher's training entry qualification influence teacher attrition.

Kalai, (2016) aimed to establish factors influencing teacher attrition intentions in public secondary schools in Mbooni East Sub-County. 202 respondents including, one Sub-County Director of Education, one Sub-County Human Resources Officer, 29 principals and 171 teachers participated in the questionnaire survey. Besides, an interview schedule was administered to the Human Resources Officer and the Sub County Director of Education. Analysis of documents especially teacher returns provided valuable information. The findings revealed that perpetual teacher attrition intentions were due to poor salaries, poor working environment, indiscipline among the teachers, teacher qualification, and among others. The study established that attrition intentions were on upward trend leading to teacher shortage, disrupted learning and eventually affected performance.

Myers et al., (2019) aimed to examine the relationship between teacher qualification and tutor retention in a reading intervention program. The authors collected data from 111 tutors who participated in a reading intervention program over

the course of two academic years. They examined the qualifications of the teachers who supervised the tutors and looked at tutor retention rates over time. The study found that tutor retention rates were higher when the teacher who supervised them had a higher level of qualification (e.g., a master's degree in education). The authors suggest that this may be because more qualified teachers are better able to provide support and guidance to their tutors.

Further, Brophy (2017) investigate the relationship between teacher qualification and teacher turnover in a public school district in British Columbia, Canada. This study used administrative data from the school district to analyse the relationship between teacher qualification and turnover. Teacher qualification was measured using a composite index based on education, experience, and certification. The study found that teacher quality was negatively associated with teacher turnover. Specifically, teachers with higher levels of education, more experience, and better certification were less likely to leave their jobs. The study also found that teacher turnover was higher in schools with more disadvantaged students, indicating that teacher quality may be particularly important in these schools.

The above review encompasses four studies that analyse the factors affecting teacher attrition and retention in diverse settings. These studies employ different research methodologies, data analysis techniques, and sampling strategies to explore their research questions. The findings of these studies provide valuable insights into the influence of teacher qualifications, working conditions, teacher quality, and other factors on teacher attrition and retention. However, the studies also have some limitations, such as small sample sizes, self-reported data, and limited generalizability to other contexts. Despite these limitations, the studies offer practical recommendations

for policymakers, school administrators, and teacher education programs to address teacher attrition and retention challenges and improve student learning outcomes.

2.21 The Mediating Role of Work-Related Stress in the Relationship between Predictors of Attrition

Koeske and Koeske (2018) examined the role of work-related stress in the relationship between job satisfaction and turnover intentions among social workers. The study used a cross-sectional design and surveyed 169 social workers. The results showed that work-related stress moderated the relationship between job satisfaction and turnover intentions, such that the relationship was weaker for social workers experiencing high levels of stress. The authors conclude that addressing work-related stress may be an important strategy for reducing turnover intentions among social workers.

Pauli and Lang (2021) examined how the social context in which employees experience work stressors is associated with individuals' work-related thoughts in no work time and thus may prolong work-related mental efforts beyond working hours. The researchers used aggregated individual ratings on social relations with colleagues and supervisors as a primer for social climate within workgroups. Drawing on cross-sectional data from a psychosocial risk assessment and occupational health promotion survey of $N=1836$ employees in 118 workgroups with different occupations at a German university, we tested multilevel random-coefficient models for affective rumination and problem-solving pondering. A cross-level interaction indicated a positive moderation effect of collegial climate on the relationship between job stressors and affective turnover intentions. The findings indicate that a positive collegial climate

can buffer the negative impact of low to average levels of job stressors on work-related thoughts.

Brough, Biggs, and Barbour (2016) investigated the role of work stress in the relationship between job resources, such as support from colleagues and supervisors, and intention to leave among Australian police officers. The study used a longitudinal design and surveyed 393 police officers over a two-year period. The results showed that work stress mediated the relationship between job resources and intention to leave, such that the relationship was weaker for police officers experiencing high levels of stress. The authors suggest that interventions aimed at reducing work stress may help to retain police officers.

Park, Kim, and Lee (2018) investigated the mediating effect of work stress on the relationship between organizational justice and intention to leave among South Korean hospital workers. The study used a cross-sectional design and surveyed 249 hospital workers. The results showed that work stress moderated the relationship between organizational justice and intention to leave, such that the relationship was weaker for workers experiencing high levels of stress. The authors suggest that addressing work stress may be an important strategy for improving organizational justice and reducing turnover intentions among hospital workers.

The review provides a concise summary of four scholarly works that examine the mediating role of work-related stress on the relationship between various predictors of attrition. The studies vary in terms of sample size, design, and occupation, but consistently suggest that work-related stress moderates the relationship between predictors of attrition and intention to leave, such that the relationship is weaker for individuals experiencing high levels of stress. However, the review lacks a critical analysis of the studies' strengths and limitations, and does not discuss potential

implications or future research directions based on the findings. Additionally, it would have been helpful to provide a synthesis of the findings and identify common themes or patterns across the studies.

2.22 Summary

The literature review conducted for this study focuses on the theoretical framework and conceptual foundation of the research, providing a comprehensive review of relevant works by academics and researchers. The review critically evaluates and examines key elements related to the research topic.

In terms of theoretical review, the study draws upon three main theories. Firstly, the burnout theory proposed by Maslach and Leiter (1997) is explored, which emphasizes the psychological and emotional exhaustion experienced by individuals in the workplace. Secondly, the Social Identity Theory developed by Tajfel and Turner (1979) is examined, which explores how individuals derive their sense of identity and self-worth from group memberships. Lastly, the Sequential Turnover Model proposed by Mobley (1977) is reviewed, which offers insights into the process of employee turnover and its sequential stages.

The conceptual review section defines attrition and specifically focuses on teacher attrition, exploring the predictors of attrition among teachers. It also delves into the concept of work-related stress and its role as a predictor of teacher attrition.

The empirical review section discusses various empirical studies that have examined the relationship between the predictors of attrition and work-related stress among tutors. It investigates the predictive strength and direction of these predictors in determining tutor attrition intention. Furthermore, it explores the relationship between the predictors of attrition and work-related stress. Gender differences in work-related

stress among tutors and the influence of gender on tutor attrition intention are also analysed. Additionally, the level of experience of tutors and its influence on the rate of tutor attrition intention, as well as the impact of qualification level on tutors' attrition, are examined. Lastly, the review explores the mediating role of work-related stress in the relationship between predictors of attrition.

Thus, this literature review provides a comprehensive overview of the existing theoretical and empirical research related to the study's topic. It highlights key theories, concepts, predictors, and relationships that form the basis for the subsequent analysis and findings of the research.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology that was employed for the study which include the research design, population, sample size and sampling techniques, instrumentation, reliability and validity of the research instrument, data collection procedure, and data analysis. According to Powell and Connaway (2004), research methodology refers to the strategies surrounding the use of multiple methods of conducting a research study as required by different attempts to achieve a high degree of reliability and validity. It is a body of practices, procedures, and rules used to conduct research; it was in this regard that this chapter sought to achieve.

3.2 Philosophical Underpinning

The researcher's choice of research methodology is underpinned by his philosophical position regarding knowledge and how it can be gained. This position influences decisions regarding the research approach, choice of method and frame for analysis, among others, and guide his or her research design at all stages (Kusi, 2012). The philosophical position of the researcher regarding knowledge can either be the positivist paradigm, the interpretive paradigm or the pragmatic paradigm.

The positivist paradigm, which is located within the normative studies and is linked to the objectivist epistemological perspective, argues that social reality exists 'out there' and is independent of the observer. It operates on the assumption that human behaviour is essentially rule-governed (Cohen & Manion, 1994). In order to discover an existing truth therefore, the positivist researcher employs methods located in the

natural sciences such as physics, chemistry and biology and usually makes use of measuring instruments like the questionnaire to gather data for statistical analysis. The positivist paradigm is linked with quantitative research study.

The interpretive paradigm on the other hand, has its basis in the constructivist epistemology. Kusi (2012), acknowledges that the history of this paradigm could be traced from the work of Max Weber (1949). Weber's argument was that our understanding of the social world can be deepened when we make an effort to understand it from the perspectives of the people being studied rather than explaining their behaviour and cause and effect relationship (Max, W., 1949). According to Rugg and Petre (2007), social reality is created jointly through meaningful interactions between the researcher and the researched in the socio-cultural context of the researched. Bessey (1999), posits that data collected through this qualitative mode is usually richer, in language sense, than positivist data. This paradigm thus, acknowledges the feelings, experiences and viewpoints of the researched through verbal collection of data and is linked to qualitative research.

The pragmatic paradigm (mixed method approach) seeks to draw conclusions on "what works," using diverse approaches, giving primacy to the importance of the research problem and questions, and valuing both objective and subjective knowledge. The philosophy in mixed methods research is that, researchers use and often make explicit diverse philosophical positions. These positions often are referred to as dialectal stances that bridge the gap between the positivist and the interpretive worldviews (Greene, 2007). Researchers who hold different philosophical positions may find mixed methods research to be challenging because of the tensions created by their different beliefs (Greene, 2007). However, mixed methods research represents an

opportunity to transform these tensions into new knowledge through a dialectical discovery.

This study therefore, was underpinned by the positivist paradigm which seeks to discover knowledge through quantitative approach using questionnaire because the study is a cross-sectional survey that sought to find out the predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana. A quantitative approach was chosen instead of a qualitative or mixed-method approach for several reasons; First, this study required collecting a large amount of descriptive information from a large population in a short period of time. Therefore, a quantitative approach was both appropriate and practical. Second, quantitative approach was well suited for testing hypothesis (Creswell, 2003).

Non-experimental research was chosen instead of experimental research because, it was impossible, impractical and unethical to manipulate relationships among the proposed model variables (Johnson, 2001; Mertler & Charles, 2005). Unlike experimental research, however, non-experimental research cannot be used to establish a cause and effect relationship. At best, non-experimental research can be used to provide strong evidence to support the existence of a relationship between predictor and criterion variables (Johnson, Mertler & Charles, 2005).

3.3 Research Design

Research design refers to the researcher's overall plan for obtaining answers to the research questions (Polit & Hungler, 1999). Nconco (2006, p. 63) also defines research design as a "blueprint or detailed plan for how a research study is to be conducted - operationalizing variables so that they can be measured, selecting a sample of interest to study; collecting data to be used as a basis for analysing results". Research

design is the researcher's plan of action, taking into consideration the method to use in the study which further informs the choice of an appropriate instrument to use for data collection in order to provide answers to the research questions. According to McMillan and Schumacher (2001), a research design describes the procedures for conducting the study, including when, for whom and under what conditions the data will be obtained. They maintain that research design is a very important part of an investigation since certain limitations and conditions in interpreting the results are related to each design and also because it determines how the data should be analysed.

A descriptive cross-sectional survey design was used in this study. A descriptive cross-sectional design is a form of quantitative research which is popular among researchers in the social sciences. It entails a collection of data in more than one case and at a single point in time in order to collect a body of quantitative data in connection with two or more variables which are then combined to detect patterns of associations (Bryman, 2008). In a descriptive cross-sectional study, the investigator measures the outcome and the exposures in the study participants at the same time. The participants in a descriptive cross-sectional study are selected based on the inclusion and exclusion criteria set for the study. Once the participants have been selected for the study, the investigator follows the study to assess the exposure and the outcomes. A descriptive cross-sectional design enables the researcher to collect data from different range of respondents and in large numbers to enhance the representativeness of the study (Bryman, 2008; Seidu, 2009). It is in this regard that Seidu (2009) suggests that the technique is vulnerable to the sampling problem so that fairly large sample would have to be used in data collection in order to provide valid data.

A descriptive cross-sectional design was chosen primarily for convenience and ease of data collection. The strength of cross-section design was that data were collected

from predetermined participants at a single point in time and comparisons made across variables of interest (Johnson, 2001; Fraenkel, Wallen & Hyun 2012). Indeed, this study collected data on predictors of attrition intentions and work-related stress among tutors in Colleges of Education in Ghana to test hypotheses of which comparisons were made, which is the hall mark of the cross-sectional design.

A descriptive cross-sectional survey design was considered in this study because it provided the researcher with information about the prevalence of tutor attrition intentions in Colleges of Education in Ghana. It also enabled the researcher to involve more respondents through the use of structured questionnaire just like a descriptive survey.

3.4 Target Population

Target population is defined as a group of elements that is of interest to the study. Kusi, (2012), defines population as a group of individuals or people with the same characteristics and in whom the researcher is interested. The target group about which research is interested in gaining information and drawing conclusions from is what is known as the population (Polit & Hungler, 1996 cited in Creswell, 2003). The target population for this study was all tutors in the 46 public Colleges of Education in Ghana. According to Ghana Tertiary Education Commission (GTEC) statistical report on tertiary education for 2019/2020 academic year, a total of 1,736 full-time teaching staff was recorded from the 46 public Colleges of Education in Ghana. Out of this number, 1,326 were males and 410 were females. Public Colleges of Education that have been in existence for more than ten years.

However, an inclusion criteria was established to exclude public Colleges of Education that were less than ten years in existence in the study because it appears tutor

enrolment in such Colleges were less, with few tutors who were qualified to teach in tertiary institutions. Therefore, the prevalence of tutor attrition intention might not be much felt in such Colleges. It also appears tutors in Colleges of Education that have been in existence for more than ten years have experience about tutor attrition and attrition intention in Colleges of Education in Ghana and could therefore provide appropriate and adequate responses to the study questionnaire as compared to tutors in newly established Colleges of Education. The Colleges that were more than ten years in existence and were included in the study were 37 Public Colleges of Education in Ghana with about 1,424 full-time teaching staff. Out of this number, 1,073 were males and 351 were females (GTEC Statistical Report, 2019/2020).

3.5 Sample and Sampling Procedure

A sample is a subset of the population of interest (Alonge, 2010). Thus, a chosen group of all the subjects of the target population that the researcher wishes to know more about. Dampson and Mensah, (2014), Sampling techniques are number of techniques used to draw representative sample from which valid generalisations can be made to the population. Sampling techniques offer a variety of methods that facilitate to lessen the amount of data from a sub group rather than all possible cases or elements.

The researcher used multistage sampling techniques to select respondents for the study. First, a stratified sampling technique was used to group the 37 public Colleges of Education that were included in the study into four zones; thus, Northern zone, Brong-Ahafo-Ashanti zone, Accra-Volta-Eastern zone and Western-Central zone. These groupings were done taking into consideration the concentration of public Colleges of Education in the country with regards to their locations in the various regions of Ghana. Stratification was used because the respondents were homogeneous

in nature and so they shared common characteristics. Stratified sampling ensures that resulting sample will be distributed in the same way as the population in terms of the stratifying criterion (Ofori & Dampson, 2011). Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. Ofori and Dampson (2011), stratified sampling involves dividing the population into a number of groups (strata) where they share common characteristics. Stratified random sampling is used when the researcher wants to highlight a specific subgroup within the population. This technique is useful in such researches because it ensures the presence of the key subgroup within the sample.

For proportional representation of Colleges of Education in the study, a simple random sampling strategy specifically, the table of random numbers generator was then used to select 4 Colleges from each zone. Simple random sampling means that every case of the population has an equal probability of inclusion in the sample (Ghauri & Gronhaug, 2005). Therefore, a total number of 16 Colleges of Education were considered in the study with approximately 706 tutors. Since the population of the 16 public Colleges of Education were not the same in each College, the researcher used proportional sampling method to select respondents from each College in order to ensure that, the sample size of each stratum is proportionate to the population size of the stratum. This type of stratified random sampling is often a more precise metric because it is a better representation of the overall population. The proportionate sample of tutors from each College was obtained using the formula: $(\text{sample size}/\text{population size}) \times \text{stratum size}$. A total sample size of 400 tutors were considered for the study. Table 2 shows the population of tutors in selected Colleges of Education and the sample. The sample size was calculated by using Yamane, (1973) formula with 95%

confidence level and $P = .05$ are assumed for Equation 5. Yamane provides a simplified formula to calculate sample sizes. The calculation formula of Taro Yamane is presented as follows;

$$n = \frac{N}{1 + N(e)^2}$$

Where :

n = sample size required

N = number of people in the population

e = allowable error (%)

Substituting numbers in the formula:

$$n = \frac{706}{1 + 706(.05)^2}$$

$$n = \frac{706}{1.7675} = 399 \text{ tutors}$$



Table 3.1: Population of tutors in selected Colleges of Education and Sample

NAME OF COLLEGE	TUTOR POPULATION	SAMPLE
Accra College of Education	58	33
Akatsi College of Education	48	27
Abetifii Presbyterian College of Education	41	23
St. Francis College of Education	47	27
Tumu College of Education	30	17
St. John Bosco's College of Education	59	33
Gbewaa College of Education	40	23
Tamale College of Education	36	20
St. Monica's College of Education	39	22
Wesley College of Education	53	30
Enchi College of Education	38	22
Atebubu College of Education	36	20
Komenda College of Education	54	31
Ola College of Education	52	29
Foso College of Education	38	22
Holy Child College of Education	37	21
Total	706	400

Source: Survey Data, (2023)

3.6 Data Collection Instrument

The data collection instrument employed for the study was a questionnaire. The use of the questionnaire was informed by the assertion of Kothari (2004) that questionnaire is suitable for survey work and also affords the respondents adequate time to give well thought out answers. Specifically, a structured questionnaire was used. Structured questionnaire contains predetermined standardized questions or items meant to collect data that can be subjected to statistical analysis (Kusi, 2012). The questionnaire provided the basis for collecting data about views on the predictors of attrition and work-related stress among college tutors. The questionnaire comprised 97 items grouped under four sections; A, B, C, and D.

Section A

This section collected demographic data such as sex, age, years of teaching experience and educational qualification of the respondents.

Section B

This aspect of the questionnaire was used to gather data on the attrition intentions of tutors. This section contains 12 items measured on a five-point Likert scale from strongly disagree to strongly agree. The items were adapted from Mobley et al. (1978) and Bothma and Roodt's (2013) Attrition Intentions Scale. Bothma and Roodt (2013) reported a reliability coefficient of 0.80 for the Attrition Intentions Scale. Likewise, Yin-Fah, Foon, Chee-Leong and Osman (2010) also indicated a reliability coefficient of 0.90 for Mobley's Attrition Intentions Scale. Owusu, (2021) also validated the instrument in a study on Occupational stress, burnout, job dissatisfaction and Attrition intentions among senior high school Teachers in Cape Coast Metropolis. Reporting an alpha value of 0.812. The items were measured using a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree.

Section C

This section of the questionnaire was used to collect data on the predictors of attrition intention. The items were adapted from Nyamekye (2018), which were used for data collection in a study on relationship between human resource management practices and intention to quit among administrative staff of the University of Cape Coast with a Cronbach's Alpha of 0.823. It consists of 61 items under eight subscales: Remuneration, Social/Employee relations, Workload, Physical environment and Safe

Working Environment, Motivation, Progression/Development, Social Identity, and Prestige. The items were measured using a scale of 1 to 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree.

Section D

This section collected data on the work-related stress of the respondents. It consisted of 20 items. The items were adopted from the Job Stress Inventory (JSI) developed by Osipow and Davis (1998). This inventory is popular because it has been used by several researchers in Africa and Ghana (Affum-Osei et al., 2014; Ofosuhene, 2018; Roberts, 2014; Teye, 2011). The items have been psychometrically validated. Ofosuhene (2018), in a study on “Job stress and human resource development at the College of Distance Education, University of Cape Coast, Ghana”, reported a Cronbach’s Alpha of 0.816 for the Job Stress Inventory. Owusu, (2021) also validated the instrument in a study on Occupational stress, burnout, job dissatisfaction and Turnover intentions among senior high school Teachers in Cape Coast Metropolis. Reporting an alpha value of 0.820. The items were measured using a scale of 0 to 5; where 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Most often and 5 = Always.

3.7 Validation of Instrument

Validity may be viewed from the face and content perspectives. This presupposes the face validity can be determined by both experts and other persons including the researcher’s supervisors. Therefore, in ensuring the face validity of the survey instrument used in this study, it was presented to some selected doctoral students of the University of Education, Winneba for their opinion as to whether or not the instrument was measuring what it was supposed to measure. In terms of content

validity, the instrument was given to expert researchers and the supervisors of the study to help ensure content validity.

3.8 Confirmatory Factor Analysis

This section presents results on validation of the predictor constructs used in the study. These constructs include: Remuneration, Employee Relations, Workload, Physical Environment and safe working conditions, Motivation, Progression, Social Identity and Prestige. Using a sample of 40 tutors, the variance-based confirmatory factor analysis was performed using SmartPLS. Table 3 summaries the results of the item indicators and internal consistencies.



Table 3.2: Item Loading, Internal Consistency, and AVE

Scale/items	Loading	Alpha	CR	AVE
Remuneration		0.949	0.961	0.731
R1	0.992			
R2	0.330			
R3	0.983			
R4	0.512			
R5	0.971			
R6	0.983			
R7	0.980			
R8	0.446			
R9	0.983			
R10	0.976			
Employee Relations		0.954	0.942	0.661
ER11	0.510			
ER12	0.950			
ER13	0.737			
ER14	0.970			
ER15	0.970			
ER16	0.492			
ER17	0.974			
ER18	0.485			
ER19	0.970			
Work Load		0.902	0.907	0.608
WL20	0.947			
WL21	0.954			
WL22	0.416			
WL23	0.957			
WL24	0.951			
WL25	0.518			
WL26	0.430			
Physical Environment and safe working conditions		0.949	0.958	0.687
PE27	0.955			
PE28	0.413			
PE29	0.950			
PE30	0.787			
PE31	0.551			
PE32	0.955			
PE33	0.708			
PE34	0.952			
PE35	0.937			
PE36	0.751			
PE37	0.939			
Motivation		0.834	0.863	0.521
M38	0.758			
M39	0.889			
M40	0.700			
M41	0.571			
M42	0.503			
M43	0.833			
Progression		0.752	0.784	0.559
Pro44	0.486			

Pro45	0.345			
Pro46	0.736			
Pro47	0.663			
Pro48	0.831			
Pro49	0.547			
Pro50	0.433			
Social Identity		0.775	0.849	0.665
SI51	0.945			
SI52	0.527			
SI53	0.908			
Prestige		0.953	0.967	0.799
P54	0.993			
P55	0.985			
P56	0.988			
P57	0.983			
P58	0.987			
P59	0.333			
P60	0.988			
P61	0.655			

**Item to be discarded; CR – Composite Reliability; AVE – Average Variance

Extracted

As shown in Table 3, the factor loadings for all items ranged from 0.330 to 0.993. Items with factor loadings which are lower than the 0.32 recommended by Tabachnick and Fidell (2013) are to be discarded. The implication is that, these items could not account for 32% of the variances in the particular construct. However, an inspection of the loadings revealed that no item had loading less than 0.32. Therefore no item was discarded. The internal consistency of all constructs in the study met or exceeded the recommended threshold of 0.7, as indicated by Pallant (2010). Additionally, the average variance extracted (AVE) for all the scales was found to be higher than 0.5, indicating strong convergent validity (Fornell & Larcker, 1981; Hair, Ringle, & Sarstedt, 2011). These findings were anticipated, given the nature of the subscales used in the research. Table 4 presents the discriminant validity.

If the Heterotrait-Monotrait Ratio of Correlations (HTMT) value is more than 0.90 (Gold, Malhotra, & Segars, 2001), then discriminant validity is a problem. From

Table 4, all the values were below .90. This shows that the discriminant validity was very high.

Table 3.3: Heterotrait-Monotrait Ratio of Correlations (HTMT) for Discriminant Validity

Construct	Employee Relations	Motivation	Physical Environment	Prestige	Progression	Remuneration	Social Identity	Work Load
Employee Relations								
Motivation	0.279							
Physical Environment	0.261	0.248						
Prestige	0.186	0.294	0.318					
Progression	0.303	0.409	0.443	0.298				
Remuneration	0.330	0.148	0.144	0.130	0.318			
Social Identity	0.232	0.383	0.242	0.355	0.464	0.331		
Work Load	0.353	0.224	0.255	0.289	0.336	0.197	0.346	

Source: Field Survey (2022)

3.9 Reliability of Instrument

To ensure the reliability of the instrument used, the researcher pilot-tested it in four (4) public Colleges of Education, one from each zone that were not part of the sample. The selected Colleges were considered appropriate for the study because they shared similar characteristics with the sampled Colleges for the study and were outside the inclusion criteria. These Colleges included Al-Faruq College of Education, Peki

College of Education, Gambaga College of Education and St. Ambrose College of Education.

Cronbach's Alpha was used to evaluate the internal reliability of the instrument as recommended by Bryman and Cramer (2009). A reliability coefficient of 0.70 and above is considered acceptable for determining the appropriateness of the instrument (DeVellis, 1991). Therefore, a Cronbach Alpha coefficient was computed for results that were generated from the pilot-test. This indicated that the instrument was reliable and could generate valid data for the study. Table 5 presents the reliability of the research instrument during the pilot test and main data.

Table 3.4: Reliability of the research instrument

Original Instrument	Items	Pilot	Main data
Attrition-Turnover Intentions	12	0.946	0.918
Predictors of Attrition			
Remuneration	10	0.949	0.700
Employee Relations	09	0.954	0.705
Workload	07	0.902	0.702
Physical Environment And Safe Working Conditions	11	0.949	0.704
Motivation	06	0.834	0.718
Progression	07	0.752	0.702
Social Identity	03	0.775	0.812
Prestige	08	0.953	0.799
Work Related Stress	20	0.876	0.834
Total	93	0.813	0.819

Source: Field survey, 2023

3.10 Data Collection Procedures

A letter of introduction from the Head of Counselling Psychology Department was obtained and sent to the selected Colleges of Education. Before the collection of data for this study, all principals of participating Colleges of Education selected for the study were contacted in person and permission was sought to conduct the study in their respective colleges.

The researcher focused on the administration of the questionnaires in the four (4) selected colleges in each zone. Three trained Research Assistants (RAs) assisted in the administration of the questionnaire in the four (4) selected colleges of education, with one Research Assistant to a zone. The research Assistants were trained to have fair knowledge on the main objective of the study, understand each item in the questionnaire, and how to relate well with the respondents during data collection. Permission was sought from the Principals of the Colleges in order to administer the questionnaires. The administration of the questionnaire was done after the researcher had shown the approval letter from the principals of the participating colleges to the tutors teaching at that particular time. The purpose of the study was explained to the tutors and they were made to fill a consent form. The questionnaire was administered to them for which they were told to provide candid responses to the best of their knowledge. In addition, they were assured of confidentiality and anonymity. The respondents were given twenty (20) to thirty (30) minutes to provide responses and submit accordingly on the same day.

3.11 Data Processing and Analysis

To address the research questions, the data collected from the field were sorted, edited and coded to ensure accuracy and clarity before they were categorized. Afterwards, the questionnaires were then entered into Statistical Package for Service Solution (SPSS) version 26 for data processing. The software was used because it is the most used package for analysing data (Gravetter & Wallnau, 2004).

Descriptive statistics were used to analyse the data and the results were presented using tables. Specifically, frequencies and percentages were employed as the statistical tools in analysing the demographic characteristics of respondents. For the research hypotheses, inferential statistics was used to analysis the data. This is presented in Table 6.

Table 3.5: Summary of Statistical Analysis Tools

Research Hypotheses	Participants	Statistical Tool
<p>RH₁: H₀: There will be no statistically significant influence of predictors of attrition on tutor attrition intention. Data collected on predictors of attrition from section C of the research instrument were used to test hypothesis one.</p>	Tutors	Multiple regression
<p>RH₂: H₀: There will be no statistically significant relationship between predictors of tutor attrition intention and work-related stress in Colleges of Education. Data on predictors of attrition and work-related stress</p>	Tutors	Pearson Product Moment correlation

from section C and D of the research instrument were used to analyse this hypothesis.

RH3: H₀: There will be no statistically significant gender differences in work-related stress among tutors in Colleges of Education. Data on gender distribution of respondents and work-related stress from section A and D of the research instrument were used to test hypothesis three

Tutors

Independent

Sample T-Test

RH4: H₀: There will be no statistically significant gender differences in tutor attrition intention in Colleges of Education. Data on gender distribution of respondents and attrition turnover intentions from section A and B of the research instrument were used to test this hypothesis.

Tutors

Independent

Sample T-test

RH5: H₀: There will be no statistically significant influence of tutor experience on the rate of tutor attrition intention. Data collected on years of teaching experience and attrition intention from section A and B of the research instrument were used to test hypothesis five.

Tutors

One-Way Anova

<p>RH6: H₀: There will be no statistically significant influence of tutor level of qualification on attrition turnover intentions in Colleges of Education. Data on educational qualification of tutors and attrition intention from section A and B of the research instrument were used for testing this hypothesis.</p>	Tutors	One-Way Anova
<p>RH7: There will be no statistically significant mediating role of work-related stress in the relationship between predictors of attrition intention. Data collected on attrition intention, predictors of attrition, and work-related stress from section B, C, and D were used to test this hypothesis.</p>	Tutors	Hayes moderation process.

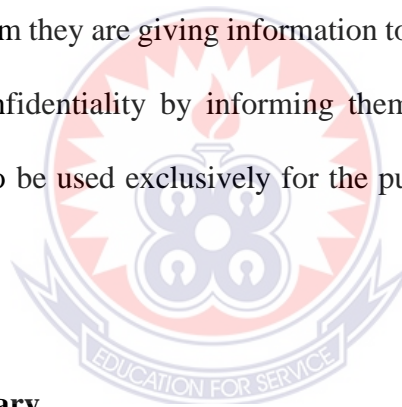
Source: Author's Construct

3.12 Ethical Considerations

Neuman (2007), relates that, “ethics refers to principles of conduct that are considered correct especially those of a given profession or group”. Researchers have the responsibility to conduct their research and report their findings without harming study participants (Keyton, 2001). The ethical issues in this study were observed in order to protect the respondents from financial, social and psychological harm. The ethical issues that were addressed are those found in the American Psychological Association (APA) Ethics Code.

The research sought ethical clearance from the Institutional Review Board of the University of Education, Winneba, which enabled the researcher to obtain permission from the various colleges where the study was carried out. In the study, informed consent form was given to all the research participants. Participants were given the choice to be part of the research after some clarifications concerning the study and were not coerced to part in the study. Thus, all participants were briefed about the purpose of the study.

To have access to the participants for data collection, the researcher requested for an introductory letter from the Department of Counselling Psychology disclosing the identity, status and the research topic. This was done to clear the doubts of respondents about whom they are giving information to. The researcher further assured the participants of confidentiality by informing them that the responses they were providing was going to be used exclusively for the purpose of the study and nothing else.



3.13 Chapter Summary

The methodology that was used in the study was discussed in this chapter. The study employed the descriptive survey design to examine the predictors of attrition and work-related stress among college tutors. The study population, sample size, sampling technique, and research instruments that were used in gathering data were also discussed. The statistical tools for analysing the data were also explained.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study focused on examining the predictors of tutor attrition intention and work-related stress in Colleges of Education Ghana. This study presents the results and discussion of the study. The results from the analyses of data are presented in Sections A, and B. Section A looks at demographic information provided by respondents, Section B presents the results from the analyses of data on the seven research hypotheses that guided the study. Tables have been drawn to support analysis and results where necessary. The analysis and results are presented based on responses from 361 participants that were retrieved and finally included in the study instead of the study sample size of 400 participants.

Section A: Demographic Information (Description of sample)

This section describes the demographic information of the respondents involves in the study. Demographic information included: sex, age, and years of teaching experience.

4.2 Sex of Respondents

The Sex distribution of respondents in the study is shown in Table 7.

Table 4.1: Sex Distribution of Respondents

Sex	Frequency	Percentage
Female	96	26.6
Male	265	73.4
Total	361	100

Source: Field Survey (2023)

Table 4.1 presents the sex distribution of the respondents. Out of the total 361 respondents, 265 (73.4%) identified as male, while 96 (26.6%) identified as female. This indicates that the majority of the respondents were male, comprising a larger proportion compared to female respondents.

Table 4.2: Age Distribution of Respondents

Age Range	Frequency	Percentage
21-30	3	0.8
31-40	131	36.3
41-50	164	45.4
51 and above years	63	17.5
Total	361	100

Source: Field Survey (2023)

Table 4.2 provides an overview of the age distribution among the respondents. Out of the total 361 participants, the majority fell within the age range of 41-50 years, comprising 164 (45.4%) individuals of the total. The next largest age group was 31-40 years, accounting for 131 (36.3%) respondents of the total. There were 63 respondents aged 51 years or above, representing 17.5% of the total. The smallest age group was 21-30 years, consisting of only 3 (0.8%) individuals of the total. Overall, the data illustrates that the respondents were predominantly distributed within the middle-aged categories, with the highest concentration in the 41-50 age range.

Table 4.3: Years of Teaching of Respondents

Years of Teaching	Frequency	Percentage
0-5	83	23.0
5-10	32	8.9
10-15	55	15.2
15-20	87	24.1
20-25	73	20.2
25-30	31	8.6
Total	361	100

Source: Field Survey (2023)

Table 4.3 displays the distribution of respondents based on their years of teaching experience. Out of the total 361 participants, the largest group consisted of individuals with 15-20 years of teaching experience, totalling 87 respondents or 24.1% of the total. Following closely, the next significant group consisted of respondents with 20-25 years of experience, accounting for 73 individuals or 20.2% of the total. Among those with less experience, 83 respondents (23.0%) reported having 0-5 years of teaching experience. The 10-15 years of experience category comprised 55 respondents (15.2%), while the 5-10 years of experience category had 32 respondents (8.9%). Comparatively, the 25-30 years of experience category had fewer respondents, with 31 individuals (8.6%) falling within that range. In all, the data indicates that the respondents' years of teaching experience varied. The largest proportions were found among those with 15-20 years and 20-25 years of experience, collectively representing a significant portion of the respondents.

Table 4.4: Educational Qualification

Educational Qualification	Frequency	Percentage
Bachelor's Degree	33	9.1
Master of Education	254	70.4
PhD	19	5.3
Other	55	15.2
Total	361	100

Source: Field Survey (2023)

Table 4.4 presents the distribution of respondents based on their educational qualifications. Among the 361 respondents, the majority of them, accounting for 254 (70.4%) of the total, held a Master of Education degree. This indicates that a significant portion of the respondents had a postgraduate degree in education. The next significant category was bachelor's degree, with 33 (9.1%) respondents out of the total. These individuals had completed an undergraduate programme in a related field. A smaller group of respondents, comprising 19 (5.3%) individuals holding a PhD degree, which represents a higher level of educational attainment in the field of education. Lastly, there were 55 (15.2%) respondents who fell into the "Other" category, indicating that they possessed educational qualifications other than those explicitly listed in the table. This group may include individuals with diplomas, certifications, or alternative educational backgrounds.

Section B: Analysis of Data on Research Hypotheses

The study was guided by seven research hypotheses. This section presents the results from the testing of these research hypotheses. Prior to these hypotheses testing, the normality assumption, which is the fundamental of all parametric assumptions, was

tested. This was tested using mean, 5% trimmed, median skewness, and the normal Q-Q plot. Details of the results are presented in Table 10.

4.3 Normality test

This section presents results on the normality distribution of the variables under study. Normality was tested by comparing the mean, 5% trimmed mean median and skewness. The normality (P- P) plot and histogram were also inspected to check whether the data was normal or not. Mean, 5% trimmed mean, median, and skewness are presented in Table 11.

Table 4.5: Test for Normality

		Statistics	Std. Error
Attrition-Turnover Intentions	Mean	37.6482	.57275
	5% Trimmed Mean	37.8250	
	Median	38.0000	
	Skewness	-.218	.128
	Variance	118.423	
	Std. Deviation	10.88224	
Remuneration	Mean	27.5956	.29465
	5% Trimmed Mean	27.4305	
	Median	28.0000	
	Skewness	.305	.128
	Variance	31.342	
	Std. Deviation	5.59835	
Employee Relations	Mean	30.7618	.28872
	5% Trimmed Mean	30.7875	
	Median	31.0000	
	Skewness	-.038	.128
	Variance	30.093	
	Std. Deviation	5.48572	
Workload	Mean	22.1994	.17054
	5% Trimmed Mean	22.2062	
	Median	22.0000	
	Skewness	-.028	.128
	Variance	10.499	
	Std. Deviation	3.24022	
Physical Environment and Safe Working Conditions	Mean	32.1025	.25654
	5% Trimmed Mean	32.1542	
	Median	32.0000	

	Skewness	-.187	.128
	Variance	23.759	
	Std. Deviation	4.87431	
Motivation	Mean	15.6898	.14634
	5% Trimmed Mean	15.6245	
	Median	16.0000	
	Skewness	.337	.128
	Variance	7.731	
	Std. Deviation	2.78051	
Progression	Mean	24.4709	.20902
	5% Trimmed Mean	24.5077	
	Median	25.0000	
	Skewness	-.265	.128
	Variance	15.772	
	Std. Deviation	3.97141	
Social Identity	Mean	11.0388	.11010
	5% Trimmed Mean	11.0092	
	Median	11.0000	
	Skewness	.261	.128
	Variance	4.376	
	Std. Deviation	2.09195	
Prestige	Mean	29.2881	.22178
	5% Trimmed Mean	29.2275	
	Median	29.0000	
	Skewness	.293	.128
	Variance	17.756	
	Std. Deviation	4.21375	
Work-Related Stress	Mean	57.6177	.56040
	5% Trimmed Mean	57.6553	
	Median	58.0000	
	Skewness	-.020	.128
	Variance	113.370	
	Std. Deviation	10.64754	

Source: Field survey, (2023)

In relation to Attrition-Turnover Intentions, Remuneration, Employee Relations, Workload, Physical Environment and Safe Working Conditions, Motivation, Progression, Social Identity, Prestige and Work-Related Stress, the mean, 5% Trimmed mean and Median are approximately the same. Hence normality is assumed. Also, the skewness coefficient for the subscales were between +3.29 to -3.29 as suggested per Tabachnick and Fidell (2007). This means that the data is assumed normal.

Hypothesis One

H₀: There is no statistically significant influence of predictors of tutor attrition intentions on tutor attrition in Colleges of Education.

H₁: There is statistically significant influence of predictors of tutor attrition intentions on tutor attrition in Colleges of Education.

Hypothesis one sought to find out the predictive strength and direction of the predictors of attrition intention. These predictors included low remuneration, poor employee relations, excessive workload, poor physical environment and safe working conditions, low motivation, unclear progression, gender, teaching experience, level of qualification, social identity, and prestige. A multiple linear regression was run to find out the influence of these variables on tutor attrition intention. In my research, I chose to employ a multiple linear regression analysis to investigate the combined impact of various factors on tutor attrition intention. By utilizing this statistical approach, I was able to quantitatively assess how these diverse elements collectively affect the likelihood of tutors intending to leave their positions. This method allowed me to delve into each of these factors individually while considering their interactions, providing a more comprehensive understanding of the contributors to tutor attrition intention and offering insights for addressing this issue within educational settings.

Table 4.6: Multiple Regression of the influence of predictors of attrition on tutor attrition intention

Variables	B	SE B	B	t	p
Constant	61.586	8.670		7.103	.000
Remuneration	-.345	.098	-.177	-3.533	.000
Employee Relation	.130	.101	.065	1.278	.202
Workload	.312	.169	.093	1.846	.066
Physical environment and safe working conditions	-.664	.114	.297	-5.847	.000

Motivation	-.079	.204	-.020	-.386	.700
Progression	-.194	.139	-.071	-1.392	.165
Social identity	.161	.258	.031	.623	.533
Prestige	.047	.129	.018	.362	.718

Source: Field Survey (2023) P=.000 r=.381 F=7.473 DF= (8, 352),

The coefficient of determination, denoted as R-squared (R^2) = .145

A multiple regression model was calculated to determine the influence of predictors of attrition on tutor attrition intention. Table 4.6 shows that a significant regression equation was found $F(8, 352) = 7.473$, $p < .01$. The coefficient of determination, denoted as R-squared (R^2), r^2 was .145. This indicates that, overall, the predictors of attrition intention had a significant influence on tutor attrition. The model accounts for 14.5% of the variation in tutor attrition intention with an effect size of 0.17 (Cohen's F) indicating a small effect size. The effect size of 0.17, measured using Cohen's F, suggests a small effect. Therefore, the null hypothesis "*There is no statistically significant influence of predictors of tutor attrition on tutor attrition intention in Colleges of Education*" was rejected.

Individually, remuneration was a significant negative predictor of tutor attrition intention ($B = -.345$, $p = .000$). Remuneration was positively worded, therefore higher scores indicates that tutors are satisfied with their remuneration. From the result, a unit increase in remuneration leads to a -.345 decrease in tutor attrition intention. Thus, individuals who are more satisfied with their remuneration are less likely to leave their jobs. However, individuals who are less satisfied with their remuneration are more likely to leave their jobs. Also, physical environment and safe working conditions was a significant negative predictor of tutor attrition intention ($B = -.664$, $p = .000$). Thus, a unit increase in tutor's perception of their physical environment and working conditions

as safe leads to a -.664 decrease in tutor attrition intention. This suggests that individuals who perceive their physical environment and working conditions as safe are less likely to leave their jobs compared to individuals who perceive it as unsafe. Employee relations ($B = .130$, $p = .202$), workload ($B = .312$, $p = .066$), motivation ($B = -.079$, $p = .700$), progression ($B = -.194$, $p = .165$), social identity ($B = .161$, $p = .533$) and prestige ($B = .047$, $p = .718$) do not predict tutor attrition intention. The regression equation for this analysis was Tutor Attrition Intention = $61.586 - 0.345(\text{Remuneration}) + 0.130(\text{Employee Relation}) + 0.312(\text{Workload}) - 0.664(\text{Physical environment and safe working conditions}) - 0.079(\text{Motivation}) - 0.194(\text{Progression}) + 0.161(\text{Social Identity}) + 0.047(\text{Prestige})$

Hypothesis Two

H₀: There is no statistically significant relationship between predictors of tutor attrition and work-related stress in Colleges of Education.

H₁: There is a statistically significant relationship between predictors of tutor attrition and work-related stress in Colleges of Education.

Hypothesis two sought to find out the relationship between predictors of attrition and work related stress. These predictors included remuneration, employee relations, workload, physical environment and safe working conditions, motivation, progression, social identity, and prestige. A multiple correlation matrix was run to find out the relationship between these variables and tutor attrition intention.

Table 4.7: Relationship between predictors of tutor attrition and work-related stress in Colleges of Education

S/N	Variable	M	SD	1	2	3	4	5	6	7	8	9
1.	Remuneration	27.5956	5.59835	1	-	-.055	-	.091	.051	.056	.087	.038
					.069		.082					
2.	Employee Relation	30.7618	5.48572		1	.126*	-	.187**	.137**	.014	.019	.088
							.078					
3.	Workload	22.1994	3.24022			1	-	.135**	-.028	.005	.050	.103*
							.089					
4.	Physical environment and safe working conditions	33.8975	4.87431				1	-	.098	.018	-.022	.016
								.180**				
5.	Motivation	15.6898	2.78051					1	.135*	.017	.116*	-.043
6.	Progression	24.4709	3.97141						1	-	.061	.018
										.035		
7.	Social identity	11.0388	2.09195							1	.088	.069
8.	Prestige	29.2881	4.21375								1	-.020
9.	Work related stress	57.6177	10.64754									1

Source: Field Survey (2023)

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.7 shows the correlation between the predictors of attrition and work-related stress. From the correlation analysis, workload had a statistically significant positive weak relationship with work-related stress, $r = .103$, significant at 0.05 level.

This shows that when workload increases, work related stress also increases and as workload decreases, work-related stress also decreases. Remuneration ($r = .038$), employee relations ($r = .088$), physical environment and safe working conditions ($r = .016$), motivation ($r = -.043$), progression ($r = .018$), social identity ($r = .069$) and prestige ($r = -.020$) have no correlation with work-related stress.

Hypothesis Three

H₀: There is no statistically significant gender differences in work-related stress among tutors in Colleges of Education.

H₁: There is a statistically significant gender differences in work-related stress among tutors in Colleges of Education.

Research hypothesis three sought to find out gender differences in work-related stress among tutors in Colleges of Education. An independent samples t-test was conducted to find out if there was a statistically significant gender differences in work-related stress among tutors in Colleges of Education. The independent variable was gender with two categories; males and females, while the dependent variable was work-related stress among tutors in Colleges of Education. Table 4.8 presents results of the independent samples t-test.

Table 4.8: Gender differences in work-related stress among tutors in Colleges of Education

Gender	N	M	SD	T	Df	P	Effect size
Male	265	56.7547	10.93872	-2.579	359	.010	0.01816
Female	96	60.0000	9.44903				
Source: Field survey, (2023)				N= 361		p=.010	

Table 4.8 presents the results of an independent t-test examining gender differences in work-related stress among tutors in Colleges of Education. The t-test compares the means and standard deviations of work-related stress scores between male and female tutors. Levene's test of homogeneity of variance revealed that the variances for the two groups (Males and Females) are equal ($p = .058$). Results of the t-test revealed that there was a statistically significant difference in work-related stress scores for Males ($M = 56.7547$, $SD = 10.93872$) and Females ($M = 60.0000$, $SD = 9.44903$), $t(359) = -2.579$, $p = .010$ (two tailed). With an effect size of 0.01816 (Eta squared). Therefore the null hypothesis "*There are no statistically significant gender differences in work-related stress among tutors in Colleges of Education*" was rejected. This means that, females ($M = 60.0000$, $SD = 9.44903$) experience higher work related stress than males ($M = 56.7547$, $SD = 10.93872$).

The effect size, measured by Eta squared (η^2), is 0.01816. Eta squared quantifies the proportion of the total variance in work-related stress that can be attributed to gender differences among tutors in Colleges of Education. With an Eta squared of 0.01816, this effect size is relatively small. While statistically significant, it suggests that gender differences have a limited impact on work-related stress among this sample of tutors. In other words, although there is a statistically significant difference between males and females in terms of work-related stress, this difference accounts for only a small portion of the overall variation in stress levels. Therefore, while gender does play a role, it may not be the primary factor influencing the level of work-related stress experienced by tutors in this context.

Hypothesis Four

H₀ There is no statistically significant difference between gender and attrition intention among tutors in Colleges of Education.

H₁ There is a statistically significant difference between gender and attrition intention among tutors in Colleges of Education.

Research hypothesis 4 sought to find out gender differences in tutor attrition intention in Colleges of Education. An independent samples t-test was conducted to find out if there was a statistically significant gender differences in tutor attrition intention in Colleges of Education. The independent variable was gender with two categories; males and females, while the dependent variable was tutor attrition intention among tutors in Colleges of Education. Table 4.9 presents results of the independent samples t-test.

Table 4.9: Gender differences in tutor attrition intention in Colleges of Education

Gender	N	M	SD	T	Df	P	Effect size
Male	265	37.6189	10.31888	-.078	145.660	.938	0.000
Female	96	37.7292	12.36334				
Source: Field survey, (2023)				N= 361	p=.938		

Table 4.9 presents the results of an independent t-test examining gender differences in tutor attrition intention in Colleges of Education. The t-test compares the means and standard deviations of attrition intention scores between male and female tutors. Levene's test of homogeneity of variance revealed that the variances for the two groups (Males and Females) was not equal ($p = .000$). Results of the t-test revealed that there was no statistically significant difference in tutor attrition intention scores for Males ($M = 37.6189$, $SD = 10.31888$) and Females ($M = 37.7292$, $SD = 12.36334$), $t(145.660) = -.078$, $p = .938$ (two tailed). Therefore, based on the results of the t-test,

there is no evidence to suggest a significant gender difference in tutor attrition intention in Colleges of Education. Both male ($M= 37.6189$, $SD=10.31888$) and female ($M=37.7292$, $SD=12.36334$) tutors appear to have similar levels of attrition intention. Therefore the null hypothesis “*There is no statistically significant gender difference in tutor attrition intention in Colleges of Education*” was failed to be rejected.

The estimated Eta-squared for the gender differences in tutor attrition intention in Colleges of Education, based on the t-test provided, is approximately 0.0000041. This suggests that the effect size is very small, indicating that gender has a minimal impact on the differences in tutor attrition intention between males and females in this sample.

Hypothesis Five

H₀. There is no statistically significant influence of tutor experience on the rate of tutor attrition intention

H₁. There is a statistically significant influence of tutor experience on the rate of tutor attrition intention

Hypothesis five sought to find out the influence of tutor experience on tutor attrition intention. The independent variable, tutor experience was measured on five levels, 0-5 years, 5-10 years, 10-15 years, 15-20 years, 20-25 years and 25-30 years. The dependent variable was tutor attrition intention. A one-way analysis of variance was conducted to find out if tutors attrition intention is influenced by their teaching experience.

Table 4.10: Descriptive statistics for experience and attrition intention

Years	95% Confidence							
	N	M	SD	Std. Error	Interval for Mean		Minimum	Maximum
Lower Bound					Upper Bound			
0-5	83	34.5060	11.71550	1.28594	31.9479	37.0642	18.00	54.00
5-10	32	43.8125	11.34343	2.00525	39.7228	47.9022	12.00	57.00
10-15	55	34.3818	6.55882	.88439	32.6087	36.1549	19.00	43.00
15-20	87	38.9310	12.28138	1.31670	36.3135	41.5486	12.00	55.00
20-25	73	41.3699	8.16583	.95574	39.4646	43.2751	16.00	55.00
25-30	31	33.1290	9.80388	1.76083	29.5329	36.7251	17.00	53.00
Total	361	37.6482	10.88224	.57275	36.5218	38.7746	12.00	57.00

Source: Field survey, (2023)

Table 4.10 presents the means and standard deviations of the various levels of tutor experience in relation to tutor attrition intention. An observation of the means revealed that tutors with 5-10 years' (M=43.8125, SD=11.34343) experience had a higher attrition intention than all other years of experience. However, an observation of the means alone is not enough to justify differences in observed mean differences, hence the anova analysis is needed to make such conclusions. However, it is important to check the Levene's test for further decisions on whether to read Anova table or welch table.

Table 4.11: Levene's test of homogeneity

	Levene Statistic	df1	df2	Sig.
Based on Mean	9.147	5	355	.000

Source: Field survey, (2023)

The reported significance level (Sig.) is .000, indicating that the observed differences in variances among the groups are statistically significant. This suggests that the assumption of equal variances was violated hence, a robust test of equality of means was conducted. The Welch's test is used when the assumption of equal variances across groups is violated, and it provides a more reliable comparison of means in such cases. In such cases the Anova table is not read, but Welch is read. However, the Anova table is produced here to enable readers appreciate the effect size.

Table 4.12: Anova Table

	Sum of Squares	Df	Mean Square	F	Sig.	Effect size
Between Groups	4409.634	5	881.927	8.191	.000	0.1036
Within Groups	38222.688	355	107.670			
Total	42632.321	360				

Source: Field survey, (2023)

Table 4.13: Robust Tests of Equality of Means

	Statistic ^a	df1	df2	Sig.
Welch	10.075	5	128.749	.000

Source: Field survey, (2023)

a. Asymptotically F distributed

The Welch table shows the results of robust tests of equality of means using the Welch's test. The test statistic value is 10.075, and the degrees of freedom for the numerator and denominator are 5 and 128.749, respectively. The significance level (Sig.) is reported as .000, indicating that the observed differences in means are

statistically significant. Thus, tutor attrition intention differ for tutors based on their teaching experience. To identify the mean differences among the groups, a Games-Howell post hoc test was run.

Table 4.14: Games Howell post Hoc Test

(I) Years of teaching	(J) Years of teaching	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0-5	5-10 years	-9.30648*	2.38216	.003	-16.3268	-2.2861
	10-15 years	.12421	1.56070	1.000	-4.3890	4.6374
	15-20 years	-4.42501	1.84048	.161	-9.7309	.8809
	20-25 years	-6.86384*	1.60221	.000	-11.4907	-2.2370
	25-30 years	1.37699	2.18041	.988	-5.0290	7.7830
5-10	0-5 years	9.30648*	2.38216	.003	2.2861	16.3268
	10-15 years	9.43068*	2.19162	.001	2.8973	15.9641
	15-20 years	4.88147	2.39891	.336	-2.1823	11.9453
	20-25 years	2.44264	2.22137	.879	-4.1639	9.0492
	25-30 years	10.68347*	2.66863	.002	2.8286	18.5384
10-15	0-5 years	-.12421	1.56070	1.000	-4.6374	4.3890
	5-10 years	-9.43068*	2.19162	.001	-15.9641	-2.8973
	15-20 years	-4.54922	1.58614	.053	-9.1340	.0356
	20-25 years	-6.98804*	1.30215	.000	-10.7568	-3.2193
	25-30 years	1.25279	1.97045	.988	-4.6088	7.1143
15-20	0-5 years	4.42501	1.84048	.161	-.8809	9.7309
	5-10 years	-4.88147	2.39891	.336	-11.9453	2.1823
	10-15 years	4.54922	1.58614	.053	-.0356	9.1340
	20-25 years	-2.43883	1.62700	.665	-7.1356	2.2580
	25-30 years	5.80200	2.19869	.102	-.6521	12.2561
20-25	0-5 years	6.86384*	1.60221	.000	2.2370	11.4907
	5-10 years	-2.44264	2.22137	.879	-9.0492	4.1639
	10-15 years	6.98804*	1.30215	.000	3.2193	10.7568
	15-20 years	2.43883	1.62700	.665	-2.2580	7.1356
	25-30 years	8.24083*	2.00349	.002	2.2973	14.1843
25-30	0-5 years	-1.37699	2.18041	.988	-7.7830	5.0290
	5-10 years	-10.68347*	2.66863	.002	-18.5384	-2.8286
	10-15 years	-1.25279	1.97045	.988	-7.1143	4.6088
	15-20 years	-5.80200	2.19869	.102	-12.2561	.6521
	20-25 years	-8.24083*	2.00349	.002	-14.1843	-2.2973

Source: Field survey, (2023)

*. The mean difference is significant at the 0.05 level.

The post hoc test revealed that there was a significant mean difference between 0-5 years and 5-10 ($p=.003$). An observation of the means revealed that individuals with 5-10 years ($M=43.8125$, $SD=11.34343$) had a higher attrition intention than individuals with 0-5 years ($M=34.5060$, $SD=11.71550$). There was a significant mean difference between 0-5 years and 20-25 ($p=.000$). An observation of the means revealed that individuals with 20-25 years ($M=41.3699$, $SD=8.16583$) had a higher attrition intention than individuals with 0-5 years ($M=34.5060$, $SD=11.71550$). Furthermore, there was a significant mean difference between 5-10 years and 10-15 years ($p=.001$) and 25-30 years ($p=.002$). An observation of the means revealed that individuals with 5-10 years ($M=43.8125$, $SD=11.34343$) had a higher attrition intention than individuals with 10-15 years ($M=34.3818$, $SD=6.55882$) and 25-30 years ($M=33.1290$, $SD=9.80388$). There was a significant difference between 10-15 years and 20-25 years ($p=.000$). An observation of the means revealed that individuals with 20-25 years ($M=41.3699$, $SD=8.16583$) had a higher attrition intention than individuals 10-15 years ($M=34.3818$, $SD=6.55882$).

Hypothesis Six

***H₀.** There is no statistically significant influence of tutor level of qualification on attrition intentions in Colleges of Education.*

***H₁.** There is a statistically significant influence of tutor level of qualification on attrition intentions in Colleges of Education.*

Hypothesis six sought to find out the influence of level of qualification on tutor attrition intention. The independent variable, level of qualification was measured on four levels, Bachelor's degree, Master's degree, PHD and others. The dependent variable was tutor attrition intention. A one-way analysis of variance was conducted to find out if tutors attrition intention is influenced by their level of qualification.

Table 4.15: Descriptive statistics for educational level and attrition intention

Years	95% Confidence							
	Interval for							
Mean								
	N	M	SD	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Bachelor's Degree	33	30.6970	11.12847	1.93722	26.7510	34.6430	23.00	53.00
Master of Education	25	43.1260	11.22074	.70405	36.7394	39.5125	12.00	57.00
PhD	19	36.8947	8.23202	1.88855	32.9270	40.8624	29.00	55.00
Other	55	39.8727	8.23285	1.11012	37.6471	42.0984	12.00	50.00
Total	361	37.6482	10.88224	.57275	36.5218	38.7746	12.00	57.00

Source: Field survey, (2023)

Table 4.15 presents the means and standard deviations of the various levels of tutor qualification in relation to tutor attrition intention. However, an observation of the means alone is not enough to justify the differences, hence the anova analysis is needed to make such conclusions. However, it is important to check the Levene's test for further decisions on whether to read Anova table or welch table.

Table 4.16: Levene's test of homogeneity

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.240	3	357	.083

Source: Field survey, (2023)

The reported significance level (Sig.) is .083, indicating that the observed differences in variances among the groups are not statistically significant. This suggests

that the assumption of equal variances was assumed hence an Anova F table was reported.

Table 4.17: Anova F table

	Sum of Squares	df	Mean Square	F	Sig.	Effect size
Between Groups	1935.485	3	645.162	5.659	.001	.048
Within Groups	40696.837	357	113.997			
Total	42632.321	360				

Source: Field survey, (2023)

The Anova table shows the results of the test. The study found a statistically significant difference among the groups $f(3,357)$, $p = .001$ with a small effect size of 0.048 (eta squared). The significance level (Sig.) is reported as .001, indicating that the observed differences in means are statistically significant. In this case, the effect size of 0.048 suggests that approximately 4.8% of the variance in the dependent variable can be explained by the group differences. The results indicated that there is a significant difference among the groups, and the effect size suggests a small but nontrivial practical significant difference. Thus, tutor attrition intentions differ for tutors based on their educational qualification. To identify the mean differences among the groups, a Tukey post hoc test was run.

Table 4.18: Tukey post Hoc Test

(I) Educational Qualification	(J) Educational Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Bachelor's Degree	Master of Education	-7.42901	1.97567	.001	-12.5285	-2.3295
	PhD	-6.19777	3.07478	.184	-14.1343	1.7388
	Other	-9.17576	2.35098	.001	-15.2440	-3.1075
Master of Education	Bachelor's Degree	7.42901	1.97567	.001	2.3295	12.5285
	PhD	1.23125	2.53942	.962	-5.3234	7.7859
	Other	-1.74674	1.58792	.690	-5.8454	2.3519
PhD	Bachelor's Degree	6.19777	3.07478	.184	-1.7388	14.1343
	Master of Education	-1.23125	2.53942	.962	-7.7859	5.3234
	Other	-2.97799	2.84121	.721	-10.3117	4.3557
	Bachelor's Degree	9.17576	2.35098	.001	3.1075	15.2440
Other	Master of Education	1.74674	1.58792	.690	-2.3519	5.8454
	PhD	2.97799	2.84121	.721	-4.3557	10.3117

Source: Field survey, (2023)

***. The mean difference is significant at the 0.05 level.**

The post hoc test revealed that there was a significant mean difference between Bachelor's Degree and Master of Education ($p=.001$). An observation of the means revealed that individuals with Master of Education degree ($M=38.1260$, $SD=11.22074$) had a higher attrition intention than individuals with Bachelor's Degree ($M=30.6970$, $SD=11.12847$). There was a significant mean difference between Bachelor's Degree and Others ($p=.001$). An observation of the means revealed that individuals with other

qualification (M=39.8727, SD8.23285) had a higher attrition intention than individuals Bachelor's Degree (M=30.6970, SD=11.12847).

Hypothesis Seven

H₀. *There is no statistically significant mediating role of work-related stress in the relationship between predictors of attrition intentions and tutor attrition*

H₁. *There is a statistically significant mediating role of work-related stress in the relationship between predictors of attrition intentions and tutor attrition*

The researcher tested the mediating role of work-related stress in the relationship between predictors of attrition intention (remuneration, employee relations, workload, physical environment and safe working conditions, motivation, progression, social identity, and prestige) and tutor attrition. The test was made possible through the use of Hayes Moderation Process and bootstrap samples. More specifically, 5000 samples of the model are used as bootstrap samples. To be statistically significant, a result must have a bootstrap 95% confidence interval that does not include the value 0. For this reason, it is recommended that the upper and lower confidence intervals have the same sign (+ + or - -). Therefore, the regression coefficient cannot be zero, and the confidence range cannot contain zero (Tan & Tan, 2010).

Table 4.19: A table showing the mediating role of work-related stress

Variable	Direct Effect			Indirect Effect		
	B	LLCI	ULCI	B	LLCI	ULCI
Remuneration	-.33	-.52	-.12	.01	-.02	.05
Employee Relation	.18	-.03	.38	.02	-.01	.06
Workload	.42	.08	.77	.04	.00	.10
Physical environment and safe working conditions	-.67	-.89	-.45	.00	-.03	.05
Motivation	.16	-.24	.56	-.02	-.10	.03
Progression	-.29	-.58	-.01	.01	-.02	.05
Social identity	.06	-.48	.60	.05	-.02	.14
Prestige	.04	-.23	.30	-.01	-.05	.03

Source: Field survey, (2023), N= 361

The findings from Table 4.19 indicate that both the direct and indirect effects of workload on tutor attrition intention were statistically significant. The direct effect of workload on attrition intention, as indicated by the coefficient B of .42, was statistically significant. The 95% bootstrapped confidence interval (Boot95% CI) for the direct effect ranged from .08 to .77. This means that tutors with higher levels of workload were found to have a higher intention to leave their tutoring position. Furthermore, the indirect effect of workload on attrition intention, when stress was introduced as a mediator variable in the relationship, was also statistically significant. The coefficient B for the indirect effect was .04, with a bootstrapped 95% confidence interval (Boot95% CI) ranging from .00 to .10. The results suggest that individuals with higher workload experience higher levels of stress, which in turn leads to a higher intention to leave their tutoring position. However, it is worth noting that all other mediation

(indirect) effects were not statistically significant, indicating that stress was the primary mediator in the relationship between workload and attrition intention.

4.4 Discussion of Research Findings

The research findings of the study are discussed in relation to the empirical literature reviewed. It outlines areas where the findings from this study are in support of other research findings as well as areas where there are inconsistencies.

4.5 The influence of predictors of attrition on tutor attrition intention

The analysis of the data revealed that the combined predictors of attrition had a significant impact on tutor attrition intention. The model explained 14.5% of the variance in tutor attrition intention, suggesting that factors such as remuneration, physical environment and safe working conditions played a role in explaining tutor attrition intention. Higher satisfaction with remuneration was associated with a decrease in attrition intention, indicating its importance in retaining tutors. Similarly, perceiving the physical environment and working conditions as safe also had a negative impact on attrition intention, indicating that a secure environment reduced the likelihood of tutors considering leaving their jobs. However, factors such as employee relations, workload, motivation, progression, social identity, and prestige did not significantly predict tutor attrition intention.

Higher satisfaction with remuneration was associated with a decrease in attrition intention among tutors. This finding suggests that when tutors feel satisfied with their remuneration, which includes factors such as salary, benefits, and rewards, they are less likely to consider leaving their jobs. Adequate remuneration is crucial for retaining employees because it serves as a form of recognition and reward for their work. When tutors are satisfied with their remuneration, they feel valued and motivated to continue

working in their current positions. It reduces the incentive to seek opportunities elsewhere, thereby decreasing attrition intention.

Similarly, perceiving the physical environment and working conditions as safe had a negative impact on attrition intention. When tutors feel that their physical environment is comfortable, well-maintained, and conducive to work, and when they perceive their working conditions as safe and secure, they are less likely to entertain thoughts of leaving their jobs. A secure environment reduces stress and anxiety, promotes a sense of well-being, and enhances job satisfaction. Tutors are more likely to feel supported and protected in their workplace, which increases their commitment to their roles and reduces attrition intention.

Thus, these findings emphasize the importance of considering factors beyond purely job-related aspects when addressing attrition among tutors. Adequate remuneration, as well as a safe and supportive physical environment, play vital roles in retaining tutors. By providing competitive compensation packages, ensuring safe and comfortable working conditions, and addressing any concerns related to the physical environment, organizations can create an environment that fosters job satisfaction and reduces attrition intention among tutors.

The findings highlighting the importance of adequate remuneration, a safe physical environment, and supportive working conditions in retaining tutors can be understood within the framework of the Sequential Turnover Model, proposed by Mobley in 1977. This model provides insights into the process of employee turnover and can help explain the impact of these factors on attrition intention among tutors.

The Sequential Turnover Model suggests that employee turnover occurs as a result of a series of stages that individuals go through when considering leaving their jobs. These stages include job dissatisfaction, job search, evaluation of alternatives, and

ultimately, the decision to leave or stay. In the context of the study, the factors of remuneration, physical environment, and working conditions can influence each stage of the turnover process.

Adequate remuneration, as well as a safe and supportive physical environment, contribute to higher job satisfaction among tutors. When tutors are satisfied with their compensation and perceive their physical environment as safe and supportive, they are less likely to experience job dissatisfaction, reducing attrition intention.

Job dissatisfaction can trigger the job search stage. If tutors are dissatisfied with their remuneration or perceive their physical environment and working conditions as unfavourable, they may actively seek alternative employment opportunities. By providing competitive compensation packages and ensuring a safe and supportive physical environment, organizations can decrease the likelihood of job search behaviour among tutors.

During the evaluation of alternatives stage, tutors compare their current job with potential alternatives. Adequate remuneration and a favourable physical environment can influence how tutors evaluate these alternatives. If they perceive their current job as providing competitive compensation and a safe physical environment, they are more likely to view their current position as more favourable compared to other options, reducing the likelihood of attrition intention.

Ultimately, the decision to leave or stay is influenced by the overall evaluation of the job and its alternatives. By providing competitive remuneration, ensuring a safe physical environment, and offering supportive working conditions, organizations can positively impact tutors' overall job evaluation. Tutors are more likely to perceive their current position as more appealing and choose to stay, reducing attrition intention.

The Sequential Turnover Model helps explain how adequate remuneration, a safe physical environment, and supportive working conditions contribute to reducing attrition intention among tutors. These factors influence job satisfaction, job search behaviour, the evaluation of alternatives, and the final decision to leave or stay. By addressing these factors, organizations can create an environment that fosters job satisfaction, reduces job search behaviour, and increases the likelihood of tutors to stay in their current roles.

There are some differences between the findings of the current study and the reviewed studies. For instance Chang et al. (2019) conducted a systematic review of 29 empirical studies on predictors of tutor attrition in online learning environments. They found that job satisfaction, workload, communication, support, and technology-related factors were commonly studied predictors. The predictive strength and direction of these predictors varied across studies. In relation to this study, the finding that factors such as remuneration, physical environment, and safe working conditions significantly impact tutor attrition intention aligns with the emphasis on job satisfaction, workload, and support found in Chang et al.'s review.

Again, Liao, Armstrong, and Rounds (2008) examined factors influencing tutor attrition using logistic regression analysis in a large-scale tutoring program. They identified three significant predictors of tutor attrition: dissatisfaction with training, workload, and pay. Dissatisfaction with training had the strongest negative effect. Although the current study did not specifically mention dissatisfaction with training, the emphasis on remuneration (pay) as an important factor aligns with Liao et al.'s findings.

Further, Wang, Luo, and Zhang (2020) surveyed tutors in a Chinese university to determine predictors of attrition. They found that job satisfaction, work overload,

and perceived organizational support were significant predictors. The current study's focus on remuneration, physical environment, and safe working conditions as significant predictors aligns with Wang et al.'s finding that job satisfaction and work overload significantly affect attrition. The emphasis on support in Wang et al.'s study corresponds to the broader concept of support found in the current study.

In a systematic review conducted by Hwang et al. (2017), 22 empirical studies on tutor attrition in higher education were analysed. The review identified workload, compensation, job satisfaction, support, and professional development opportunities as commonly studied predictors. The current study's findings regarding the impact of remuneration, physical environment, and safe working conditions on tutor attrition intention align with Hwang et al.'s findings regarding workload and compensation as significant predictors. However, the lack of significance for job satisfaction and support in the current study is consistent with Hwang et al.'s observation of inconsistent or non-significant effects in previous research. In all, these findings provide further support for the importance of workload and compensation in understanding tutor attrition in higher education.

Xing and Du (2019) also conducted a systematic review of 27 empirical studies on predictors of tutor attrition in blended learning environments. They found that workload, job satisfaction, support, compensation, and technology-related factors were commonly studied predictors. This study also focus on remuneration, physical environment, and safe working conditions aligns with Xing and Du's findings regarding compensation and support as factors affecting attrition.

In all, the main findings of the current study are generally in line with the reviewed studies. Factors such as low remuneration, poor physical environment, and safe working conditions consistently emerged as significant predictors of tutor attrition

or attrition intention, aligning with the emphasis on job satisfaction, workload, compensation, and support found in the reviewed studies. However, there were some differences in the specific predictors examined and their predictive strength and direction, highlighting the complexity and variability of tutor attrition factors across different studies and contexts.

4.6 Relationship between predictors of tutor attrition and work-related stress in Colleges of Education

In the current study, the researcher found a statistically significant positive weak relationship between workload and work-related stress among tutors. This suggests that as workload increases, work-related stress also tends to increase, and vice versa. However, the predictors of remuneration, employee relations, physical environment and safe working conditions, motivation, progression, social identity, and prestige showed no significant correlations with work-related stress. These findings indicate that these factors are not strongly associated with work-related stress among tutors in this particular context.

When tutors are faced with a high workload, they may experience pressure to meet deadlines, handle numerous tasks simultaneously, or work for extended hours. This increased workload can lead to feelings of overwhelm and a sense of being overloaded, which can contribute to work-related stress. The positive weak relationship suggests that as workload increases, there is a tendency for work-related stress to increase as well. This means that tutors who have higher workloads are more likely to experience elevated levels of work-related stress. Conversely, when workload decreases, work-related stress tends to decrease as well.

Effort-Reward-Imbalance Model by Siegrist (1996), provides a framework to understand the relationship between workload, work-related stress, and the potential for

emotional exhaustion among tutors, as indicated by the results above. According to Effort-Reward-Imbalance Model, emotional exhaustion when individuals experience imbalance between job demands and motivation. In the context of the study, workload represents one of the job demands, while work-related stress can be seen as a manifestation of the imbalance between demands and motivation.

The finding of a statistically significant positive weak relationship between workload and work-related stress among tutors is in line with Effort-Reward-Imbalance Model. As workload increases, tutors are likely to face higher job demands, such as increased tasks, responsibilities, or time pressure. This can lead to elevated levels of work-related stress, reflecting the strain and pressure experienced due to the demands of the job.

Work-related stress serves as an indicator of the potential for burnout. When tutors consistently face high work-related stress levels, it can contribute to emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to feeling drained and depleted of energy, depersonalization refers to developing negative or detached attitudes toward work or students, and reduced personal accomplishment refers to a diminished sense of competence and achievement.

The weak positive relationship between workload and work-related stress suggests that as workload increases, there is a tendency for work-related stress levels to increase as well. However, it is important to note that the relationship is weak, indicating that other factors, such as job resources and individual coping mechanisms, can moderate the impact of workload on work-related stress and burnout.

The current study's findings regarding the positive relationship between work-related stress and intentions to leave, affirms the findings of a study conducted by Skaalvik and Skaalvik (2016). The researchers found that job demands and work-

related stress were positively related to intentions to leave, while job control and social support were negatively related to intentions to leave. Additionally, they found that work-related stress mediated the relationship between job demands and intentions to leave, as well as the relationship between social support and intentions to leave.

Similarly, the study findings align with Scott, Hirn, and Alter (2014) who found that job stress and organizational commitment were significant predictors of intentions to stay or leave, with job satisfaction not being a significant predictor. Their study also revealed that job stress had a stronger effect on intentions to leave than organizational commitment had on intentions to stay.

Furthermore, the findings from this study is in line with Bradley and Hodge's study (2017) where they found that workload, lack of support, and job satisfaction were significant predictors of tutor attrition and work-related stress. The researchers emphasized the importance of workload and support in understanding the factors contributing to tutor attrition and work-related stress.

In summary, the current study's findings align with previous research in highlighting the positive relationship between workload and work-related stress among tutors. Additionally, factors such as support, job satisfaction, and intentions to leave were found to be significant predictors in other studies, suggesting their potential relevance in explaining work-related stress and attrition among tutors.

4.7 Gender differences in work-related stress among tutors in Colleges of Education

The current finding suggest that gender is a significant factor in understanding the variations in work-related stress among tutors in Colleges of Education, with females experiencing higher levels of stress than males. The finding that females

experience higher levels of work-related stress than males among tutors in Colleges of Education suggests that gender plays a significant role in understanding these variations. This difference can be attributed to various factors, including traditional gender roles and societal expectations, potential discrimination and gender bias, challenges in achieving work-life balance, and organizational factors. Women may face additional responsibilities and expectations, unequal treatment, and limited opportunities for advancement, leading to increased stress levels. To address this gender difference, organizations should focus on creating inclusive and supportive work environments, promoting work-life balance initiatives, implementing equitable policies and practices, and offering support networks. By addressing these factors, organizations can work towards reducing work-related stress and creating a more equitable and supportive environment for all tutors, regardless of gender.

When comparing the findings of the current study to the previous research mentioned, there is consistency in the observation that female tutors tend to report higher levels of work-related stress compared to male tutors. The current study, along with the studies conducted by Putus, Vilén, and Atosuo (2021) and Dlamini, Okeke, and Mammen (2014), all found that female tutors experienced higher levels of work-related stress. These studies also identified workload and lack of support as common sources of stress for female tutors.

Furthermore, the study's finding of higher work-related stress among female tutors supports Jang et al. (2021) study which found that female tutors reported higher stress levels compared to male tutors, and the most common sources of stress were workload and lack of support. However, it's important to note that the study by Kim and Lee (2021) did not find a significant difference between male and female tutors in terms of job control, social support, or coping strategies. This suggests that while there

may be a difference in overall work-related stress levels, other factors related to job control, support, and coping strategies may not show significant gender differences among tutors.

In summary, the current study's findings align with previous research in highlighting the gender differences in work-related stress among tutors, with female tutors reporting higher stress levels. The common sources of stress identified, such as workload and lack of support, indicate areas where institutions can provide targeted support to address the specific needs of female tutors. Further research is needed to explore the gender differences in stress among tutors in various contexts and to develop effective interventions to mitigate work-related stress among all tutors.

4.8 Gender differences in tutor attrition intention in Colleges of Education

The current study found no significant difference between male and female tutors in terms of their intention to leave their jobs in Colleges of Education. This suggests that gender is not a significant predictor of tutor attrition intention. The finding that there is no significant difference between male and female tutors in terms of their intention to leave their jobs in Colleges of Education suggests that gender is not a significant predictor of tutor attrition intention. This means that the intention to leave the job is not influenced by whether an individual is a male or a female.

There could be several reasons for this lack of gender difference in attrition intention among tutors: Job-related factors: Other job-related factors, such as remuneration, physical environment, and working conditions, may have a stronger influence on attrition intention than gender. These factors, which were found to be significant predictors in the study, could override any potential gender differences in attrition intention.

Equal opportunities and treatment: The organization or institution in question may provide equal opportunities and fair treatment to both male and female tutors. If there are no substantial disparities in terms of career advancement, work assignments, or perceived workplace support, gender may not play a significant role in determining attrition intention.

Personal factors: Individual differences and personal circumstances, such as career aspirations, personal goals, and life situations, can have a more substantial impact on attrition intention than gender. These personal factors may vary independently of gender and could contribute to the lack of gender difference in attrition intention.

The absence of a significant difference in attrition intention between male and female tutors suggests that gender is not a determining factor in predicting whether tutors intend to leave their jobs. Other job-related factors and personal circumstances may exert a more substantial influence on attrition intention among tutors. Organizations should focus on addressing these factors to retain tutors, regardless of their gender, and create an environment that supports job satisfaction and reduces attrition intention.

In contrast, the current study's finding indicated that there is no statistically significant difference between male and female tutor attrition intention, which contradicts the studies conducted by Cha and Cohen-Vogel (2011), Addi-Raccah (2005), Deutsch and Yao (2014), and Eddy, Brownell, and Wenderoth (2014) who found that there are gender disparities in tutor attrition rates. These studies consistently showed that female tutors had higher attrition rates compared to male tutors. The reasons for attrition were also found to differ between male and female tutors, with

female tutors often citing personal reasons, work-family conflict, or dissatisfaction with their tutoring experience.

The study by Onukwu, Nwabianke, and Sunday (2021) focused on the attrition rate of teaching staff at universities in South West Nigeria and found no significant difference in the attrition rate based on gender. However, this study does not specifically focus on tutors in Colleges of Education, which could explain the difference in findings.

Overall, while previous research has consistently highlighted gender disparities in tutor attrition rates and reasons for attrition, the current study's findings suggest that gender may not be a significant factor influencing tutor attrition intention in Colleges of Education. It is important to consider contextual factors and variations in the specific educational settings when interpreting and comparing research findings. Further research is needed to better understand the complexities of gender differences in tutor attrition across different contexts and to identify effective strategies for improving tutor retention.

The difference in findings between the current study and previous studies (Cha and Cohen-Vogel, 2011; Addi-Racah, 2005; Deutsch and Yao, 2014; Eddy, Brownell, and Wenderoth, 2014) regarding gender disparities in tutor attrition rates could be attributed to several factors:

The studies may have examined different populations or samples with varying characteristics. Factors such as the specific educational setting, geographic location, type of institution, or the demographics of the tutor population could contribute to variations in attrition rates and gender disparities. Each study might have employed different research designs, data collection methods, or statistical analyses, which could

influence the results. Variations in sample size, survey instruments, and measurement of variables could contribute to differences in findings.

The educational context in which the studies were conducted may have played a role. Factors such as organizational culture, policies, support systems, and the availability of professional development opportunities can differ across institutions and contribute to variations in tutor attrition rates and gender disparities. The studies might have been conducted in different time periods, and changes in the educational landscape over time could impact tutor attrition rates. Shifts in educational policies, societal attitudes, and the recognition of gender disparities in the field could influence attrition patterns.

It is important to note that research findings can vary, and no single study can capture the complete picture. The current study's findings suggest that in the specific context of Colleges of Education in Ghana, gender may not be a significant factor in tutor attrition intention. However, further research is needed to explore and understand the complexities of gender disparities in tutor attrition rates, taking into account various contextual and individual factors.

4.9 The influence of tutor teaching experience on tutor attrition intention

The results of the analysis indicate that tutor attrition intention is significantly influenced by their years of teaching experience. Specifically, tutors with 5-10 years and 20-25 years of experience had higher attrition intention compared to tutors with 0-5 years of experience. Moreover, tutors with 5-10 years of experience had higher attrition intention than those with 10-15 years and 25-30 years of experience. Additionally, tutors with 20-25 years of experience had higher attrition intention than

those with 10-15 years of experience. These findings suggest that tutor attrition intention varies based on their years of teaching experience in Colleges of Education.

Comparing these findings with the previous studies, Chambers Mack et al. (2019) and Lu et al. (2019) also found that teaching experience played a significant role in tutor attrition. They reported that teachers with fewer years of experience were more likely to leave the field. These findings align with the current study, indicating that attrition rates may be higher among tutors with less experience.

On the other hand, finding from the current study which found higher attrition intention among tutors with 5-10 years and 20-25 years of experience, contradicts the study of Billingsley and Bettini (2019) which focused on special education teachers and found that the amount of tutor experience had a substantial impact on the likelihood of tutor turnover. Their study suggested that special needs instructors with more experience may be more likely to explore new alternatives, which could contribute to attrition.

The study finding also contradicts Maré and Mutezo (2021) who found that tutor experience influenced tutor attrition rates in online learning environments. They reported that tutors with less experience and less support were more likely to leave their positions.

Further, the study finding aligns with systematic review conducted by Long et al. (2012) also supports the relationship between tutor experience and attrition. They found that tutors with less experience were more likely to leave their tutoring positions compared to tutors with more experience. The factors contributing to attrition differed based on experience level, with inexperienced tutors leaving due to lack of support, training, and compensation, while experienced tutors left due to burnout and lack of career growth opportunities.

Overall, these findings highlight the significance of teaching experience in tutor attrition rates. While there may be variations in the specific factors influencing attrition and the populations studied, the general trend suggests that tutors with less experience tend to have higher attrition rates or intention to leave.

4.10 The influence of level of qualification on tutor attrition intention

The results of the analysis indicate that tutor attrition intention varies based on educational qualifications. Specifically, individuals with a Master of Education degree had a significantly higher attrition intention compared to those with a Bachelor's degree. Similarly, individuals with other qualifications also exhibited a significantly higher attrition intention compared to Bachelor's degree holders.

These findings can be understood by considering several factors. Individuals with higher educational qualifications, such as a Master of Education degree or other specialized degrees, may have higher career expectations compared to those with a Bachelor's degree. They may aspire to positions with greater responsibility, higher salaries, or more opportunities for advancement. If their current positions do not align with their career aspirations, they may be more inclined to consider leaving, leading to higher attrition intention.

Individuals with higher educational qualifications may have access to a wider range of job opportunities outside of their current organization or institution. Their advanced degrees may make them eligible for roles in administration, research, or teaching positions in higher education institutions. The availability of alternative job options can contribute to higher attrition intention as individuals with higher qualifications explore other career paths.

It is possible that individuals with higher educational qualifications feel a mismatch between their qualifications and the tasks or responsibilities assigned to them in their current roles. If they believe their skills and knowledge are underutilized or not fully recognized, they may experience a sense of dissatisfaction and increased attrition intention. This misalignment between qualifications and job responsibilities can contribute to higher attrition rates.

Individuals with higher educational qualifications may have invested significant time and resources into obtaining their advanced degrees. They may have a strong desire for continuous professional growth and development. If their current positions do not provide adequate opportunities for further learning or advancement, they may be more inclined to seek opportunities elsewhere, resulting in higher attrition intention.

Comparing these findings with the previous studies, Chikoyo, Nzalayaimisi, and Telli (2019) conducted a study on teacher attrition in public secondary schools in Kilimanjaro and Manyara Regions. Their study found that bachelor's degree education qualifications had a statistically significant influence on attrition. Thus, they found that higher level of education and teachers promotion lead into teacher attrition. This aligns with the current study's findings, indicating that higher educational qualifications may contribute to higher attrition rates.

Kalai (2016) investigated factors influencing teacher attrition in public secondary schools and identified poor salaries, poor working environment, indiscipline among teachers, and teacher qualifications as factors contributing to attrition. This supports the current study's findings that educational qualifications play a role in attrition intention.

Myers et al. (2019) examined the relationship between teacher qualifications and tutor retention in a reading intervention program. They found that tutor retention

rates were higher when the teacher who supervised them had a higher level of qualification. Although this study focused on tutor retention rather than attrition intention, it suggests that qualifications of supervising teachers can have an impact on the longevity of tutors.

Brophy (2017) investigated the relationship between teacher quality, including education, experience, and certification, and teacher turnover. Their study found that teacher quality, as measured by these factors, was negatively associated with teacher turnover. This aligns with the current study's findings that individuals with higher educational qualifications, such as a Master of Education degree, exhibited higher attrition intention.

Thus, these findings highlight the influence of educational qualifications on tutor attrition intention. Higher qualifications, such as a Master's degree in Education, may be associated with higher attrition rates, while Bachelor's degree holders show relatively lower attrition intention. Factors such as salaries, working environment, and teacher quality can also contribute to attrition, but the role of educational qualifications remains significant.

4.11 Mediating role of stress in the relationship between predictors of attrition intention and tutor attrition

The indirect effect of workload on attrition intention, mediated by stress, suggests that higher workload levels lead to increased stress, which in turn contributes to a higher intention to leave. This finding highlights the importance of managing workload and addressing stress as potential strategies to reduce attrition intention among tutors.

Higher workload levels are often associated with increased job demands, such as excessive work hours, heavy workloads, and time pressure. When tutors experience high levels of workload, they may face challenges in meeting job demands, leading to increased stress levels. The accumulation of stressors associated with workload can result in emotional exhaustion, feelings of being overwhelmed, and reduced overall well-being.

Stress acts as a mediator between workload and attrition intention. As tutors experience higher workload levels, they are more likely to perceive and experience work-related stress. The increased stress can influence their psychological and emotional well-being, leading to a higher intention to leave their jobs. Stress can erode job satisfaction, reduce engagement, and negatively impact overall job attitudes, which in turn increases the likelihood of considering leaving the organization.

The findings underscore the significance of managing workload to reduce attrition intention. Organizations should strive to assess and adjust workload levels to ensure they are reasonable and manageable for tutors. Implementing strategies such as workload redistribution, efficient scheduling, and resource allocation can help alleviate excessive workload and mitigate the negative impact on stress levels. By managing workload effectively, organizations can contribute to a healthier work environment, reduce stress levels, and ultimately decrease attrition intention among tutors.

Comparing the current study's findings that stress partially mediates the relationship between workload and attrition intention with other studies, Koeske and Koeske (2018) who examined the role of work-related stress in the relationship between job satisfaction and turnover intentions among social workers, the current study supports their study found that work-related stress moderated the relationship between

job satisfaction and turnover intentions, indicating that higher levels of stress weaken the relationship.

The finding that, a positive social environment can influence individuals' responses to work stressors affirms Pauli and Lang (2021) study which investigated the association between social climate, work stressors, and work-related thoughts. They found that a positive collegial climate buffered the negative impact of job stressors on work-related thoughts, suggesting that a supportive social context can mitigate the effects of stress. Although their study focused on work-related thoughts rather than attrition intention.

Brough, Biggs, and Barbour (2016) examined the role of work stress in the relationship between job resources and intention to leave among police officers. Their study found that work stress moderated the relationship, indicating that the relationship between job resources and intention to leave was weaker for police officers experiencing high levels of stress. This aligns with the current study's findings that stress partially mediates the relationship between workload and attrition intention.

Park, Kim, and Lee (2018) investigated the moderating effect of work stress on the relationship between organizational justice and intention to leave among hospital workers. Their study found that work stress moderated the relationship, indicating that the relationship between organizational justice and intention to leave was weaker for workers experiencing high levels of stress. This suggests that managing work stress can have a positive impact on reducing turnover intentions.

Thus, these findings highlight the significant role of work-related stress in the relationship between workload and attrition intention. Addressing workload and managing stress can be important strategies to reduce attrition intention among tutors and other professionals.

4.12 Limitations of the Study

While the study on predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana offers valuable insights into a critical global issue, it is essential to recognize these limitations when interpreting the findings. Addressing these limitations in future research could contribute to a more comprehensive understanding of tutor retention in the Ghanaian education sector and beyond.

The use of cross-sectional survey design in this study allowed for the collection of data at a single point in time. This design is limited in its ability to establish causality or capture changes over time. Attrition intention and work-related stress may vary seasonally or longitudinally, and a cross-sectional approach may not fully capture these dynamics.

The study's sample was not a fully representation of all tutors in Colleges of Education in Ghana. Sampling bias might have occurred due to non-response or selection bias, which can limit the generalizability of the findings to the broader population of tutors.

The study relied heavily on self-reported data from the tutors. This method is subject to various biases, including social desirability bias, where respondents might have provided answers they believed were expected rather than their true feelings or intentions. Consequently, the accuracy and reliability of the data could be compromised.

While the study focused on Colleges of Education in Ghana, the findings may not be directly transferable to other Educational Institutions or Countries. Cultural, contextual, and institutional differences can affect the relevance and applicability of the study's results beyond the specific context of Ghana.

The study primarily examined attrition intentions rather than actual attrition rates among tutors. Attrition intentions may not always align with real-world behavior, and there could be discrepancies between what tutors express in the survey and their eventual career decisions.

The study mainly relied on quantitative data, potentially missing nuanced insights that qualitative methods could have provided. In-depth interviews or focus groups could have added depth to the understanding of tutors' experiences and motivations. Like any quantitative study, there is a possibility that the researcher overlooked important variables that could have influenced attrition intentions and work-related stress among tutors. Unaccounted factors may limit the comprehensiveness of the study's findings.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This study focused on examining the predictors of tutor attrition intention and work-related stress among tutors in Colleges of Education Ghana. This chapter presents a summary of the study, conclusions made and recommendation based on the conclusions.

5.1 Summary of the Study

The study examined the predictors of tutor attrition and work-related stress in Colleges of Education Ghana. The study was guided by seven objectives which were translated into seven research hypotheses. The study was guided by the Burnout theory (Maslach & Leiter's 1997), Social Identity Theory (Tajfel & Turner, 1979) and the Sequential Turnover Model (Mobley, 1977). The research was conducted using a cross-sectional descriptive survey design. The target population for this study was all tutors in the 46 public Colleges of Education in Ghana. The accessible population was Public Colleges of Education that have been in existence for more than ten years. Public Colleges of Education that were less than ten years in existence were not included in the study because the staff enrolment appeared to be less with few tutors who were qualified to teach in tertiary institutions. The accessible population included 37 Public Colleges of Education with about 1,424 full-time teaching staff. Out of this number, 1,073 were males and 351 were females. The researcher used multistage sampling techniques to select respondents for the study. A total of 400 tutors were required for

the study however, responses from 361 participants were retrieved and included in the final study.

Questionnaires which comprised of different scales from other researchers were adapted and utilised for the study. These specifically included knowledge of PBA, PBA beliefs, PBA practices and challenges in PBA utilisation. The final version of the questionnaires had internal consistencies as follows; Attrition-Turnover Intentions (0.918), Remuneration (0.700), Employee Relations (0.705), Workload (0.702), Physical Environment and Safe Working Conditions (0.704), Motivation (0.718), Progression (0.702), Social Identity (0.812), Prestige (0.799), Work Related Stress (0.834) and the Total questionnaire was 0.819. Multiple regression, multiple correlation, one way Anova, and Hayes mediation process were used in the analysis of data.

5.3 Key findings

1. Remuneration was a significant negative predictor, implying that higher satisfaction with remuneration was associated with a decrease in tutor attrition intention which has a direct connection with Mobley's Sequential Turnover Model (STM). Similarly, perceiving the physical environment and working conditions as safe was also a significant negative predictor, indicating that tutors who viewed their environment as safe were less likely to consider leaving their jobs. However, employee relations, workload, motivation, progression, social identity, and prestige did not significantly predict tutor attrition intention. These findings suggest that addressing remuneration and improving perceptions of the physical environment and

safety can be important factors in reducing tutor attrition in Colleges of Education.

2. Further, workload had a statistically significant positive weak relationship with work-related stress. This means that as workload increases, work-related stress also tends to increase, and vice versa. However, the predictors of remuneration, employee relations, physical environment and safe working conditions, motivation, progression, social identity, and prestige showed no significant correlations with work-related stress. This suggests that these factors are not strongly associated with work-related stress among tutors in this context. Therefore, workload appears to be the primary factor influencing work-related stress levels among tutors in relation to the examined predictors of attrition.
3. Female tutors have higher levels of work-related stress compared to male tutors. The difference was statistically significant, indicating that gender plays a role in work-related stress experienced by tutors. Findings suggest that gender is a significant factor in understanding the variations in work-related stress among tutors in Colleges of Education, with females experiencing higher levels of stress than males.
4. There was no significant difference between male and female tutors in terms of their intention to leave their jobs in Colleges of Education. Both male and female tutors had similar levels of attrition intention, as indicated by their mean scores. Therefore, based on these results, it can be concluded that there is no gender disparity in tutor attrition intention in Colleges of Education.
5. There are significant mean differences in tutor attrition intention based on their years of teaching experience. Overall, these findings suggest that tutor

attrition intention varies based on their years of teaching experience in Colleges of Education.

6. The results again demonstrated a statistically significant difference among the education groups. It shows that Individuals with a Master of Education degree had a significantly higher attrition intention compared to those with a Bachelor's degree. Similarly, individuals with other qualifications also exhibited a significantly higher attrition intention compared to Bachelor's degree holders. These findings suggest that tutor attrition intention varies based on educational qualifications.
7. The findings from the mediation analysis indicate that both the direct and indirect effects of workload on tutor attrition intention were statistically significant. The direct effect of workload on tutor attrition suggests that tutors with higher workload levels experience emotional exhaustion and therefore, have higher intention to leave their tutoring position. The indirect effect, when stress is introduced as a mediator variable, indicates that stress partially mediates the relationship between workload and tutor attrition. This implies that higher workload levels lead to increased stress and emotional exhaustion, which in turn can contribute to a higher intention to leave. However, the study did not find significant mediation effects for other variables (remuneration, employee relations, physical environment and safe working conditions, motivation, progression, social identity, and prestige). Overall, these findings underscore the importance of managing workload and addressing stress levels to mitigate attrition among tutors.

5.4 Conclusion

The combined predictors of attrition intentions, including low remuneration, poor employee relations, excessive workload, poor physical environment and safe working conditions, poor motivation, unclear progression, gender, teaching experience, level of qualification, social identity, and prestige collectively contribute tutor attrition intention. While low remuneration and perceiving the poor physical environment as safe were significant negative predictors, other factors did not significantly predict attrition intention. This suggests that addressing low remuneration and improving perceptions of the physical environment and safety can be crucial in reducing tutor attrition.

Excessive workload showed a statistically significant positive weak relationship with work-related stress, indicating that higher workload levels are associated with increased work-related stress among tutors. However, other predictors, such as low remuneration, poor employee relations, and poor motivation, did not significantly correlate with work-related stress. This emphasizes that excessive workload is the primary factor influencing stress levels among tutors in relation to the examined predictors of attrition intentions.

Moreover, gender differences were observed in work-related stress, with female tutors reporting higher levels of stress compared to male tutors. However, there was no significant difference between male and female tutors in terms of attrition intention, indicating that gender does not play a role in tutor attrition intention in Colleges of Education.

Furthermore, tutor attrition intention varied based on years of teaching experience and level of qualification.

Lastly, the mediation analysis revealed that both the direct and indirect effects of workload on attrition intention were statistically significant. Higher workload levels were associated with a higher intention to leave, and this relationship was partially mediated by work-related stress. Managing workload and addressing stress levels are crucial for mitigating attrition among tutors.

Overall, these findings provide valuable insights for Colleges of Education to develop strategies that focus on improving remuneration, creating a safe physical environment, managing workload, and addressing work-related stress. By addressing these factors, colleges can work towards reducing attrition and retaining qualified tutors, ultimately contributing to a more stable and effective educational environment.

5.5 Counselling implications

Predictors of attrition intention and work-related stress among tutors in Colleges of Education in Ghana presents a critical issue in the field of education in Ghana. Understanding the predictors of attrition and work-related stress among tutors is essential for developing effective counselling interventions to support educators and improve the quality of education. Incorporating these counseling implications into the research study can enhance its practical relevance and offer potential solutions to the issues faced by tutors in Colleges of Education in Ghana. The counselling implications of the identified predictors of attrition intention, which include remuneration, motivation, workload, progression, social identity, prestige, and safe physical environment and working conditions, and employee relations are discussed as in this section. Additionally, it's important to emphasize the collaborative role of counsellors, administrators, and policymakers in implementing changes that address these predictors and improve the overall well-being of educators in the country.

From the findings, higher satisfaction with remuneration was associated with a decrease in attrition intention among tutors. This finding suggests that when tutors feel satisfied with their remuneration, which includes factors such as salary, benefits, and rewards, they are less likely to consider leaving their jobs. Therefore, low remuneration can lead to job dissatisfaction and attrition intention among tutors. This implies that counsellors have a role to play by helping tutors who are perceived to have low salary, benefits or rewards to manage financial stress and anxiety and to support them explore strategies for supplementing their income and also budgeting effectively. Additionally, counsellors can provide career guidance on potential salary improvements through further education and seeking better-paying opportunities within the education sector. This will go a long way to help retain tutors in their respective Colleges of Education.

Similarly, from the research findings, tutors perceiving the physical environment and working conditions as safe had a negative impact on attrition intention. When tutors feel that their physical environment is comfortable, well-maintained, and conducive to work, and when they perceive their working conditions as safe and secure, they are less likely to entertain thoughts of leaving their jobs. The implication could be that, unsafe physical environment and working conditions can contribute to stress and eventually attrition. Counsellors can help tutors cope with stress and the psychological impact of working in unsafe environments and provide resources for addressing physical safety concerns, such as reporting hazards to authorities.

Again, when tutors perceive that there is low or lack of motivation for them, it can result in decreased job satisfaction and increased stress and eventually, they will begin to find their way out of their respective institutions for other alternatives. The implication here is that, counsellors have to work with tutors to identify personal and professional goals and develop strategies for maintaining intrinsic and extrinsic

motivation among tutors. Counsellors can also engage with tutors to address any underlying issues affecting their enthusiasm for teaching.

This notwithstanding, findings from this study indicate that, high workloads can lead to burnout and emotional exhaustion among tutors. Therefore, counsellors can assist tutors in setting boundaries, time management, and in stress-reduction techniques. Counsellors can also advocate for workload adjustments within the institutions and encourage open communication between tutors and administrators.

The absence of clear career progression pathways as a predictor of attrition intention may demotivate tutors. Counsellors can help tutors in various activities to set realistic career goals, identify opportunities for professional development, and create action plans for advancement within the education system in order to help minimize attrition intentions among tutors in Colleges of Education. Not only this but, tutors' sense of belonging and identity within their institutions can influence their attrition intentions. Counsellors can provide counselling support for tutors experiencing identity-related challenges, promote inclusivity, and foster a sense of community within the college environment. A lack of recognition and prestige in the teaching profession can affect tutors' job satisfaction as well. Counsellors can work with tutors in various guidance activities to reframe their perception of teaching as a noble profession and assist in building self-esteem and confidence in their roles as professionals.

5.6 Recommendations

1. The Ministry of Education (MOE) in Ghana, in collaboration with Ghana Tertiary Education Commission (GTEC), should conduct a comprehensive review of the salary structure in Colleges of Education to address remuneration concerns and consider salary increases or additional incentives to improve tutor

satisfaction. The management of mentor universities and Principals/Administrators of Colleges of Education in Ghana should advocate for improved funding allocation from donor agencies like Transforming Teacher Education and Learning (T-TEL) to enhance the physical environment and working conditions in Colleges of Education.

2. Colleges of Education, in collaboration with the Ghana Tertiary Education Commission (GTEC), should develop workload management guidelines and policies to effectively distribute workload, optimize timetabling, and provide necessary support and resources to reduce work-related stress among tutors.
3. The Ministry of Education in Ghana, along with the Ghana Tertiary Education Commission (GTEC), should promote gender-sensitive approaches to addressing work-related stress. They should work in collaboration with Colleges of Education and donor agencies like Transforming Teacher Education and Learning (T-TEL) to provide additional support, resources, and work-life balance initiatives specifically targeted at female tutors.
4. Principals and administrators of Colleges of Education should ensure equal treatment, opportunities, and career advancement prospects for both male and female tutors. They should implement and monitor policies that promote gender equity and prevent any potential gender biases or inequalities.
5. Universities, in collaboration with Colleges of Education and donor agencies like Transforming Teacher Education and Learning (T-TEL), should establish mentorship programmes and career advancement opportunities specifically designed for tutors with 5-10 years and 20-25 years of experience. They should provide guidance, support, and professional growth opportunities to retain experienced tutors.

6. The Ghana Tertiary Education Commission (GTEC) should work closely with Colleges of Education and donor agencies like Transforming Teacher Education and Learning (T-TEL) to develop professional development programmes and career advancement pathways tailored to tutors with higher education qualifications. They should provide incentives, recognition, and opportunities for growth and progression to retain tutors with advanced qualifications.
7. Colleges of Education, in collaboration with the Ministry of Education in Ghana, should prioritize workload management strategies. They should implement workload redistribution measures, optimize teaching assignments, and establish support systems to mitigate stress levels among tutors and reduce attrition intention. The Ghana Tertiary Education Commission (GTEC) can play a role in providing guidance and monitoring the implementation of these strategies.

By addressing these specific stakeholders in the recommendations, it ensures that the relevant entities are involved in implementing the proposed actions to improve tutor retention and create a conducive working environment in Ghana's education system.

5.6 Suggestions for Further Research

1. Future research should explore challenges among tutors in Colleges of Education in Ghana to identify the specific reasons they may have for their intention to leave and possible ways of tutor retention.

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APPENDIX I



UNIVERSITY OF EDUCATION, WINNEBA
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF COUNSELLING PYSCHOLOGY
QUESTIONNAIRE FOR COLLEGE OF EDUCATION TUTORS



The thrust of this study is to examine the predictors of attrition and work-related stress among tutors of colleges of education in Ghana. I therefore ask for your maximum cooperation and assure you that information provided here will be treated with outmost confidentiality. You are kindly requested to read through the items and respond to them frankly and objectively. Thank you for being part of this study.

SECTION A

Demographic Characteristics of Respondents

Please respond to the following items by ticking [] in the appropriate box and provide your own response where necessary.

1. Sex:

- a. Male []
- b. Female []

2. Age:

- a. 21-30 years []
- b. 31-40 years []
- c. 41-50 years []
- d. 51 and above years []

3. Years of teaching experience

- a. 0 – 5 []
- b. 5 -10 []
- c. 10 – 15 []
- d. 15 – 20 []
- e. 20 – 25 []
- f. 25 – 30 []
- g. 30 and above []

4. Educational Qualification

- a. Bachelor's Degree []
- b. Master of Education Degree []
- c. PhD []
- d. Other (specify)

SECTION B
ATTRITION INTENTIONS

Please read the items and tick [] the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement: **1= Strongly Disagree, 2= Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree**

S/N	Items	1	2	3	4	5
1	It is very likely that I will actively look for a new job outside my teaching job if I have the opportunity					
2	I plan of getting another job that will suit my personal needs					
3	I scan the newspapers and the internet for alternative job opportunities					
4	I often think about quitting my present job					
5	I will leave this job in the next year					
6	I will leave this job as soon as I find another job					
7	I plan to quit my teaching job in the shortest					
8	I will probably look for a new job in the shortest possible time					
9	As soon as possible, I will leave the institution					
10	Teaching is not my chosen profession					
11	I would consider leaving my teaching job for a new job where I could earn more					
12	I would consider leaving for a job that has excellent staff management					

SECTION C
PREDICTORS OF ATTRITION INTENTIONS

Please read the items and tick [] the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement:
1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree.

S/N	Statement	1	2	3	4	5
REMUNERATION						
1	I will stay in my profession whether there is leave with pay or not					
2	The remuneration I receive commensurate with my skills, experiences and knowledge.					
3	I am encouraged to work hard even if extra responsibilities allowances are not paid on time					
4	I am not worried if other professionals receive high pay than me					
5	The salary I receive is commensurate with others of the same qualification in other tertiary institutions					
6	My pay does not influence me to stay in the teaching profession					
7	I don't really mind if professional allowances are not paid in my college					
8	I am encouraged to work even if extra teaching load is not paid at the end of every month					
9	Compulsory leave from work every year helps me to enjoy the teaching profession					
10	I am well paid for additional responsibilities assigned to me in the college					
EMPLOYEE RELATIONS						
11	College administrators and colleague tutors are interested in my opinions in decision making in the college					
12	I enjoy collaboration with my colleagues					
13	Administrators have confidence in my professional judgment of curricular implementation					
14	I perform my duties satisfactorily when the people I work with like me					
15	I lose confidence in myself if I do not receive supervisory support at work					
16	The channels of communication are clear within the college of education					
17	The healthy working relationship with the college management is helpful					
18	All tutors in the college have healthy working relationship with me					
19	I have the privilege of taking part in decisions that affect the entire college					

WORKLOAD						
20	My teaching load exceed the minimum credit hours of teaching every semester					
21	I have large number of students to assess during and after every lesson					
22	I feel tired at the end of the working day					
23	I feel discouraged when I get up in the morning and have to face another day on the teaching job					
24	Extra responsibilities are assigned to me in the college aside teaching					
25	I don't have time for leisure due to workload					
26	I don't have enough time for my family because there are numerous responsibilities to fulfil at work					
PHYSICAL ENVIRONMENT AND SAFE WORKING CONDITIONS						
27	The landscape of the college environment makes me proud as a tutor					
28	The space of classrooms in the college do make teaching and learning interesting					
29	The physical facilities of the college are safe for teaching and learning					
30	Proper electrical installations are done in all facilities that support teaching and learning					
31	There is suitable and sufficient first aid equipment and assistance available in the college to rescue safety issues					
32	I work in a safe work environment free from accidents					
33	There is enough furniture in the college for teaching and learning					
34	I enjoy teaching in my current location					
35	The community members within the college environment are friendly					
36	The classroom environment is safe for teaching and learning					
37	There are adequate technological and other teaching and learning resources to support tutors perform their duties adequately					
MOTIVATION						
38	Tutors who excel in their work in the college are recognized and awarded					
39	Tutors pursuing higher degrees receive regular stipends from the employer					
40	I receive constructive feedback on my performance					
41	I receive technical support in terms of ICT in teaching and learning					
42	I get constructive feedback on my teaching from students through quality assurance assessment every semester					

43	The insurance packages for tutors in the college serve as a motivation to me					
	PROGRESSION					
44	There is a clear system of progression of tutors in the college					
45	Tutors don't get adequate support to conduct research in their interest areas					
46	I am encouraged to take up responsibility for my personal development in the teaching careers					
47	The professional development sessions in the college help me update my knowledge					
48	The college gives regular career advancement opportunities and professional growth to its staff					
49	There are strict restrictions in the college that do not motivate tutors to pursue higher degrees					
50	The college offers study leave with pay to tutors to further their education					
	SOCIAL IDENTITY					
51	I feel respected and recognized by the local community for the services I provide					
52	I am recognized by my students for the work that I do					
53	I identify myself well among colleague tutors in the college					
	PRESTIGE					
54	I feel that teaching in the college is not a prestigious career					
55	I feel I am not in the right institution base on my academic qualification					
56	I want to be recognized by my peers who hold the same academic qualification as mine					
57	The salary I receive does not make me feel proud as a tutor					
58	The college location is discouraging my status					
59	Colleague tutors do not recognize my academic achievement					
60	I think I am more qualified to be a tutor in the college					
61	The course I teach does not give me prestige					


SECTION D
WORK RELATED STRESS

Please read the items and tick [] the box that applies to you. Use the following scales to indicate your level of agreement or disagreement with each statement: **0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Most Often, 5 = Always**

S/N	Items	0	1	2	3	4	5
1	How often do you find your work demanding?						
2	How often do you feel used up at the end of the day's						
3	How often do you take work home to complete?						
4	How often do the demands of your job interfere with your social and family life?						
5	How often do you take alcohol or any drug to help you relax?						
6	How often do you have troubles falling asleep?						
7	How often do you feel muscular pains especially in the neck, back and shoulders?						
8	How often do you take pills to enable you to sleep?						
9	How often do you wake up in the morning feeling tired even after enough sleep?						
10	How often do you feel your job is negatively affecting your physical or emotional wellbeing?						
11	How often do you perceive the conditions of your work as unpleasant or unsafe?						
12	How often do you find life disinteresting?						
13	How often does your job expose you to verbal abuse by your clients?						
14	How often do you work for more than 8hrs in a day and 40hrs in a week?						
15	How often do you influence work policies, procedures and performance in your unit?						
16	How often are you given training on new procedures of work?						
17	How often do you observe your annual leave?						
18	How often do you miss meals because of your busy schedule?						
19	How often do you work on your hobbies?						
20	How often do you watch TV as a form of						

Thank you for your participation

APPENDIX II



UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF COUNSELLING PSYCHOLOGY

P. O. Box 25, Winneba, Ghana
030 298 0904
psychology@uew.edu.gh

31st October, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, ALFRED A. ANOVUNGA, the bearer of this letter who is a student in the Department of Counselling Psychology of the University of Education, Winneba. He is reading Doctor of Philosophy in Counselling Psychology with index number 202139525.

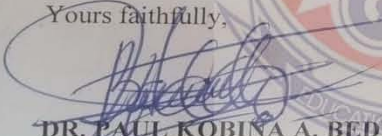
He is conducting a research on the topic: PREDICTORS OF ATTRITION AND WORK-RELATED STRESS AMONG TUTORS IN COLLEGES OF EDUCATION IN GHANA. This is in partial fulfillment of the requirements for the award of the above mentioned degree.

He is required to administer questionnaire to help him gather data for the said research and he has chosen to do so in your outfit.

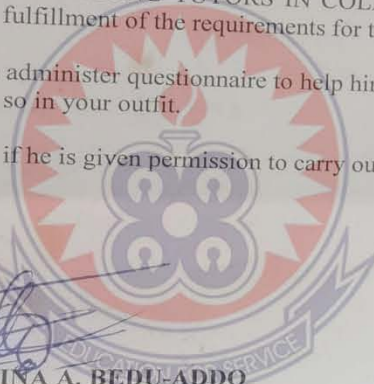
I will be grateful if he is given permission to carry out this exercise.

Thank you.

Yours faithfully,



DR. PAUL KOBINA A. BEDU-ADDO
AG. HEAD OF DEPARTMENT



www.uew.edu.gh

YAYRA DZAKADZIE, Ph.D

Telephone: +233244883998/0205504625
Email: dyayra2014@gmail.com
ydzakadzie@uew.edu.gh

Department of Psychology and Education
University of Education, Winneba
P.O Box 25, Winneba

The Director General
Ghana Tertiary Education Commission
Accra, Ghana

19th October, 2022

Dear Sir,

REQUEST FOR DATA ON ATTRITION AT THE COLLEGES OF EDUCATION IN GHANA

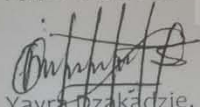
I humbly write to introduce to you a graduate student, Mr Alfred Alunga Anovunga, pursuing a Doctor of Philosophy programme in Counselling Psychology at the University of Education, Winneba, whose thesis I am supervising. He is writing on the "Predictors of attrition and work-related stress among tutors in colleges of Education in Ghana." He needs data on the attrition of tutors in the colleges of education for the past six years (2016 - 2021), to substantiate the growing issues of attrition in the colleges.

I shall be grateful if you will provide him with available data. For the avoidance of doubt, I assure you that the data provided will be used only for academic purposes and the source of data will be duly acknowledged in the thesis.

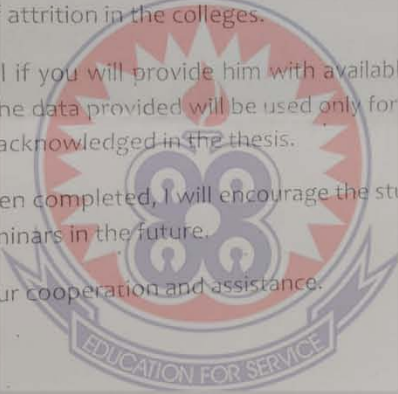
Furthermore, when completed, I will encourage the student to present his findings at one of your monthly seminars in the future.

Thank you for your cooperation and assistance.

Yours faithfully,



Yayra Dzakadzie, PhD
(Snr. Lecturer)



GHANA TERTIARY EDUCATION COMMISSION GTEC

In case of reply, the
number and date of
this letter be quoted

My Ref No. NC/C.93

Your Ref No.



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info@gtec.edu.gh

24th October, 2022

The Executive Secretary
National Conference of Principals of Colleges of Education-Ghana
Princof Secretariat
P. O. Box MB 473,
Accra

Dear Madam,

**RE: REQUEST FOR DATA ON ATTRITION AT THE COLLEGES OF EDUCATION
IN GHANA**

We are in receipt of letter dated 19th October, 2022 from Dr. Yayra Dzakadzie, PhD of the Department of Psychology and Education, University of Education, Winneba on the above subject.

Dr. Dzakadzie is requesting information on staff attrition in the Colleges of Education on behalf of his student, Mr. Alfred Alunga Anovunga.

The Commission has no objection to the course of study being pursued by Mr. Anovunga and requests that the necessary data required on the attrition of tutors in the Colleges of Education within the specified period is provided. Any courtesies extended will be very much appreciated.

We count on your usual cooperation.

Yours faithfully,

Prof. Ahmed Jinapor Abdulai
Deputy Director-General
For: Director-General

Cc: President, PRINCOF
Dr. Yayra Dzakadzie, PhD, UEW, Winneba
Mr. Alfred Alunga Anovunga, UEW, Winneba

Office Location:
GA-452-0871

East Legon - Trinity - IPS Road; Adjacent Chartered Institute of Bankers Ghana, Accra - Ghana