

UNIVERSITY OF EDUCATION, WINNEBA



**TEACHERS' TURNOVER AND STUDENTS' ACADEMIC ACHIEVEMENT
IN SELECTED SCHOOLS IN ABOSO**

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IN SELECTED SCHOOLS IN ABOSO**

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DECLARATION

Candidate's Declaration

I, **Philomina Jonah**, hereby declare that the content of this dissertation was solely done by me. It contains no material previously published by another person or material which have been accepted for the award of any other degree of the University, except where due acknowledgement has been made to the text.

Signature

Date

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines for supervision of the thesis as laid down by the University of Education, Winneba.

Prof. Paul Kobina Effrim (Supervisor)

Signature:.....

Date

DEDICATION

This work is dedicated to is to my parents, Mr. and Mrs. Jonah and my husband, Mr Joshua Morkli. May God bless them all.

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This work would not have been possible without the support and kindness of many wonderful people. I am deeply grateful to everyone whose encouragement, guidance, and expertise helped me bring this work to completion.

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ABSTRACT

The study investigated the influence of teachers' turnover on students' academic achievement among selected schools in Aboso. Its purpose was to examine how frequent teacher changes influence instructional continuity and learners' performance, as well as to identify the key factors driving teacher attrition. Employing a quantitative approach with a descriptive research design, primary data were collected through questionnaires. The study utilised a census sampling technique, engaging a total of 110 respondents, and data analysis was conducted using descriptive statistics, including frequencies, percentages, means, and standard deviations, with support from SPSS. The findings revealed that teacher turnover was perceived to be high, with frequent replacements and inter-school transfers contributing to workforce instability. Institutional and organisational factors, particularly inadequate salaries, poor working conditions, limited teaching resources, and insufficient professional support, were identified as major causes of attrition. Moreover, frequent teacher changes negatively affected students' academic achievement by disrupting syllabus completion, classroom routines, and instructional consistency, while diminishing learners' motivation and engagement. The study recommended that school managers and authorities enhance teacher retention through competitive pay, supportive conditions, mentorship, and consistent teacher allocation, emphasising instructional stability and strong teacher-student continuity to sustain students' academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Good schools depend on keeping experienced teachers whose sustained presence contributes directly to improved student results (Ingersoll, 2012). When educators frequently leave, it hurts how well schools function - teaching becomes less consistent, subsequently slowing student learning (Nguyen et al., 2020; Kaler et al., 2025). This is not simply about filling positions; teacher turnover impacts overall school success, fairness, alongside what students achieve (Gundlach et al., 2024; UNESCO, 2023).

Lately, a growing number of teachers have been quitting worn out, burdened by work, feeling undervalued, or seeking different paths. Things got much harder when COVID hit, adding even more stress which prompted many to rethink what truly matters in their jobs alongside their own health. By 2030, the world may need around forty-four million teachers however, this isn't about growth; rather, it is replacing educators leaving the profession (Education Policy Institute, 2024). This increasing outflow causes trouble for schools globally, especially those aiding disadvantaged students, which frequently struggle with too few staff alongside limited funds. Challenging jobs, packed classrooms, also a lack of assistance drive faster departures from these settings, thus worsening learning gaps. Frequent teacher departures shake up schools, interrupting lessons it does not just hurt kids losing their educators; those staying feel it too, because everything feels off-kilter. Research shows when teachers move on often, teamwork suffers, teaching gets inconsistent, then grades slip (Nguyen et al., 2020).

Throughout Africa, holding onto good teachers is a huge problem that hurts students' learning opportunities. Schools often cannot employ skilled educators consistently, creating ongoing disruption. Forecasts suggest sub-Saharan Africa will lack roughly fifteen million teachers by 2030 because more kids are attending school, teachers are not where they are needed most, moreover experienced ones frequently leave the profession. Rural and distant locales face especially tough hurdles because jobs there are usually the hardest. Educators in these places frequently deal with packed classes, scarce teaching tools, poor living situations, alongside few chances to grow professionally. The work requires a lot, however rewards whether money or recognition rarely feel enough to keep people dedicated for years (Bedasso et al., 2025).

Teachers throughout West Africa often leave the profession due to low salaries, inadequate housing, limited opportunities for career advancement, and low professional recognition, all of which reduce motivation and retention (Bennell & Akyeampong, 2017; UNESCO, 2021). Consequently, education suffers frequent interruptions. It becomes tough for schools to provide steady, good lessons. Students miss out as lesson plans change constantly, while bonds with instructors never fully form factors essential for real learning. Students struggle when teachers frequently leave, which also makes gaps in education bigger for kids in cities versus rural areas or those in poorer districts compared to richer ones (Nguyen et al., 2020; Kaler et al., 2025). To fix this constant problem, we need long-term commitment to looking after teachers, specific plans to keep them teaching, alongside better help so the profession becomes more stable everywhere.

Ghanaian schools whether in cities or villages face a growing problem: teachers don't stay long. They either quit teaching or move around frequently, which

disrupts things nationwide (Ngmenkpieo, 2023; Amadu et al., 2025; Kanyiri & Alhassan, 2025). This persistent turnover creates significant challenges for education systems. Teachers often leave the profession due to low salaries, heavy workloads, inadequate teaching and learning materials, and difficult living and working conditions, especially in rural areas. Furthermore, limited opportunities for professional development and career advancement reduce motivation, leading many teachers to pursue more attractive and sustainable career alternatives (UNESCO, 2021).

This imbalance has resulted in a concentration of more experienced and qualified teachers in urban Centre's, while rural schools continue to struggle with staffing shortages and frequent turnover. Although the Ghana Education Service and the National Teaching Council have implemented new policies such as teacher licensing and professional standards to improve accountability and quality, these measures have not yet succeeded in ensuring equitable retention across regions. Many newly trained teachers, in particular, show a higher tendency to leave within their first few years of service, leading to a loss of continuity in classroom instruction and student support (Ngmenkpieo, 2023; Amadu et al., 2025).

When teachers keep leaving, things really fall apart. Lessons get messed up, kids don't learn from seasoned pros, moreover the bonds between students and instructors - vital for any real understanding become frayed. Studies reveal student achievement dips when teachers leave often especially in subjects like math and science, which build on earlier lessons. So keeping good, enthusiastic educators matters a lot for better results plus school consistency in Ghana.

When teachers leave mid-year or between years, whether to a different school or quitting altogether it throws learning off course (Henry & Redding, 2018; Nguyen

et al., 2020). How well students do, judged by test scores alongside grades, relies on consistent teaching plus ongoing connections with their educators (Nguyen et al., 2020; Kaler et al., 2025). When teachers leave quickly, things become unstable. Consequently, teaching suffers, the school environment deteriorates, moreover students do not learn as much (Gundlach et al., 2024; Farahmandpour, 2025). This impact hits harder in schools lacking funds where filling vacancies takes time also assistance is not readily available (UNESCO, 2023).

It makes sense to look closely at how often teachers leave Seventh-Day Adventist Preparatory School in Aboso, considering what happens to student grades. The situation in Aboso combines nationwide problems teachers moving around, differences between cities and towns, keeping good staff with specific issues like scarce school funding alongside what the local community expects from education. Though people are increasingly worried about teachers leaving their jobs across Ghana, we don't have much solid data showing exactly how these impacts learning at schools like Seventh-Day Adventist Preparatory School in Aboso. The research aims to explore a missing piece: the link between teacher departures and student success at this school. The results should spark wider conversations about keeping good teachers both nationally and here in Ghana while also giving those who make decisions about schools' useful ideas for boosting both teaching consistency alongside better grades.

1.2 Statement of the Problem

Teacher turnover has become a critical concern in many basic schools, disrupting instructional continuity and affecting students' learning experiences. When experienced teachers leave, schools struggle to maintain stable teaching conditions essential for effective learning. These challenges raise important questions about how frequent staff changes influence students' academic achievement in affected schools.

There is growing evidence that frequent teacher turnover in basic schools contributes to declining academic performance and diminishing student engagement over time. In schools experiencing continuous staff changes, learners face disrupted instruction and weakened support systems, which negatively affect their achievement across subjects.

Table 1: Percentage performance and teacher turnover for Seventh-Day Adventist Preparatory School

Year	Best Grade	Worst Grade	Teachers who have resigned
2020	9	19	7
2021	8	17	6
2022	12	21	6
2023	19	30	9
2024	9	15	5
2025	11	17	8

Teacher turnover remains a persistent challenge within basic schools in Ghana, undermining instructional stability and students' academic achievement. At Seventh-Day Adventist Preparatory School in Aboso, the pattern of frequent teacher exits between 2019 and 2025 ranging from 5 to 10 resignations annually has created continuous disruptions in classroom learning and weakened the school's instructional capacity. These losses occur in a context where only 10 teachers currently serve 12 classes from Nursery 1 to Basic 9, creating heavy workloads and inconsistencies in learner support. Such instability compromises sustained teacher student relationships, which are essential for academic progress and continuity of instruction (Nguyen et al., 2020; Gundlach et al., 2024).

The school's BECE performance trends further illustrate the consequences of unstable staffing. For instance, in 2023, when a new set of teachers replaced those who had taught the learners consistently from Basic 7 to Basic 8, student performance declined sharply, with the best grade recorded being 19 and the worst grade 30—

representing the lowest achievement within the five-year period. In contrast, the 2024 cohort, which maintained the same teachers from Basic 7 through Basic 9, performed significantly better, attaining a best grade of 9 and a worst grade of 15. This contrast highlights how teacher continuity enhances learner motivation, exam readiness, and performance outcomes. Similar patterns between 2020 and 2022 also show fluctuating performance linked to inconsistent instructional support.

Research has repeatedly shown that frequent teacher turnover disrupts learning processes, affects student behavior and engagement, lowers academic outcomes, and places additional strain on school resources (Kaler et al., 2025; Ngmenkpiewo, 2023). In contexts where students rely heavily on stable teacher guidance for literacy, numeracy, and exam preparation, the departure of experienced teachers has particularly detrimental effects. Despite evidence from national and international studies, little is known about how teacher turnover manifests within specific school environments such as Seventh-Day Adventist Preparatory School, Aboso, and how it directly shapes student achievement patterns at the school level.

Although existing literature provides broad analyses of teacher mobility, district-level trends, and systemic constraints, there is limited empirical insight into the micro-level impacts of turnover in rural or peri-urban basic schools. The situation at Seventh-Day Adventist Preparatory School, marked by recurrent resignations, declining academic performance in certain cohorts, and stretched teacher-to-class ratios, represents a critical gap in local educational research. This study, therefore, seeks to examine the influence of teacher turnover on students' academic achievement within selected schools in Aboso. Understanding this relationship is essential for developing targeted retention strategies, stabilizing instructional delivery, and improving long-term student performance in the study area.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of teachers' turnover on students' academic achievement among selected schools in Aboso.

1.4 Research Objectives

The following objectives guided the study:

1. To examine the extent of teachers' turnover among selected schools in Aboso.
2. To identify primary causes of teachers' turnover among selected schools in Aboso.
3. To assess the effect of teachers' turnover on students' achievement among selected schools in Aboso.

1.5 Research Questions

The following research questions were formulated to guide this study.

1. What is the extent and pattern of teachers' turnover among selected schools in Aboso over the past five years?
2. What are the main factors contributing to teachers' turnover among selected schools in Aboso?
3. What is the effect of teachers' turnover on students' academic achievement among selected schools in Aboso?

1.6 Significance of the Study

This study holds significant importance as it addressed a crucial issue affecting the quality and stability of education among schools in Aboso and, similarly, other institutions across Ghana. By examining the effects of teacher turnover on student achievement, the research provided valuable insights for school administrators and educational professionals seeking to enhance teacher retention and maintain effective teaching and learning environments. Identifying the extent and reasons

behind teacher turnover enabled school leaders to devise strategies that boosted job satisfaction, fostered teacher commitment, and ensured consistent instructional delivery, ultimately leading to improved academic performance for students.

From a policy standpoint, the findings provided empirical evidence to assist the Ghana Education Service, the Ministry of Education, and the National Teaching Council in developing focused retention and support policies, particularly for educators in faith-based and rural schools. Additionally, it helped refine teacher management frameworks to minimise frequent transfers and attrition rates.

In terms of research, the study contributed to existing knowledge on teacher workforce dynamics in Ghana by establishing a direct link between turnover and student outcomes within a specific school context. It served as a valuable resource for future researchers interested in investigating the intricate relationships among teacher stability, instructional continuity, and educational achievement in developing countries.

1.7 Delimitation of the Study

This study is delimited to examining the impact of teachers' turnover on students' academic achievement within the context of schools at Aboso. It focused exclusively on teachers within this school and did not include other institutions or schools beyond Aboso or the district. The investigation concentrated on understanding the extent, causes, and consequences of teacher turnover as they related specifically to student performance, motivation, and continuity in learning. While teacher turnover may have had broader systemic causes at the regional or national level, the study limited its scope to school-level factors such as leadership practices, working conditions, and staff retention experiences at Aboso.

The study covered teachers who had served or were serving in the school within the previous five years, as well as students who had been directly affected by teacher changes during this period. It relied primarily on data collected from teachers, administrators, and students of the selected school. The research did not attempt to generalise findings to all schools in Ghana, but rather aimed to provide in-depth insights specific to this educational setting. Furthermore, the study was limited to academic achievement in formal classroom learning and excluded non-academic or extracurricular outcomes.

1.8 Limitations of the Study

A significant limitation of the study was the use of a questionnaire, which did not facilitate an in-depth exploration of respondents' experiences or allow for follow-up questions regarding their responses. It is important to note that some items warranted further probing; however, the quantitative methodology employed did not permit this. Additionally, another limitation affecting the study's findings is that it focused exclusively on teachers at Aboso, which means that the results may not be applicable to all basic schools in the Western Region of Ghana or across the entire country, as outcomes could vary.

1.9 Organization of the Study

This study was structured into five chapters. Chapter One served as the introduction and addressed the background of the study, the statement of the problem, the purpose and objectives, research questions, significance, delimitations, limitations, and the overall organization of the study. Chapter Two presented a review of relevant literature, identifying, comparing, and contrasting existing research concerning theories, concepts, and empirical data related to the impact of teachers' turnover on students' academic achievement. Chapter Three outlined the methodology, including

the research design, study area, population, sample and sampling techniques, research instruments, pilot testing of questionnaires, validity and reliability of the instruments, ethical considerations, data collection methods, and data analysis procedures. Chapter Four was dedicated to presenting and discussing the research findings. Finally, Chapter Five summarized the findings, drew conclusions, and offered recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers a comprehensive review of the literature relevant to the topic. It explores three main categories of the literature review: theoretical, conceptual, and empirical. The Herzberg's Two-Factor Theory of Motivation and Social Capital Theory were utilised as the theoretical framework for this study. Key themes such as teachers' turnover, causes of teachers' turnover and students' achievement were analyzed within the research context. Additionally, relevant studies were evaluated to develop the empirical review.

2.2 Theoretical Review

This study is grounded in the Herzberg's Two-Factor Theory of Motivation and Social Capital Theory.

2.2.1 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory of Motivation and the Social Capital Theory both provide important frameworks for understanding the complex dynamics of teacher turnover and its subsequent impact on students' achievement. These theories, though originating from different disciplines, converge on the fundamental notion that human behavior in organizational contexts is influenced not only by structural factors such as pay and working conditions but also by psychological, relational, and social dimensions that determine satisfaction, performance, and retention.

Herzberg's Two-Factor Theory, first proposed in the 1950s and later refined, posits that employee motivation and job satisfaction are shaped by two distinct sets of factors: motivators and hygiene factors (Herzberg, 1966). Motivators, such as recognition, achievement, responsibility, and opportunities for personal growth, are

intrinsic to the work itself and lead to higher satisfaction and performance when present. Conversely, hygiene factors, including salary, supervision, working conditions, and job security, do not necessarily motivate employees when adequate but can cause dissatisfaction when absent (Alshmemri et al., 2017; Wang et al., 2020). Contemporary research supports the continued relevance of Herzberg's model in education, where teachers' retention and performance are closely tied to intrinsic satisfaction and organizational support (O'Connor & Yates, 2021). The theory assumes that the removal of dissatisfying conditions alone does not guarantee motivation; rather, true engagement arises when teachers find meaning and fulfilment in their professional roles (Skaalvik & Skaalvik, 2020).

In the context of this study, Herzberg's theory explains why teachers may choose to leave despite the presence of basic employment benefits. When intrinsic motivators such as recognition, autonomy, and professional development are lacking, teachers may experience stagnation and disengagement. This loss of motivation ultimately contributes to turnover, disrupting instructional continuity and affecting students' achievement. Conversely, when school leadership fosters a positive climate that values teacher contributions and provides growth opportunities, motivation is enhanced, leading to better teacher retention and improved student outcomes (Amankwah & Ankomah, 2022). The theory thus provides a valuable framework for understanding how organizational conditions and motivational needs interact to influence both teacher stability and classroom effectiveness.

2.2.2 Social Capital Theory

Social Capital Theory complements Herzberg's framework by focusing on the value of relationships, trust, and collaboration within social networks. Developed through the works of Bourdieu (1986), Coleman (1988), and Putnam (2000), social

capital refers to the resources embedded within social connections that facilitate cooperation and collective action. It assumes that individuals derive benefits from belonging to networks characterized by shared norms, trust, and reciprocity (Lin, 2017). In schools, social capital manifests through collegial relationships among teachers, supportive leadership structures, and active engagement between teachers, students, and the wider community. These social ties enhance communication, knowledge exchange, and mutual support, which in turn influence job satisfaction, professional identity, and retention (Leana & Pil, 2020; Bedasso et al., 2025).

Applied to the study of teachers' turnover and student achievement, Social Capital Theory highlights how strong interpersonal relationships and cohesive school culture can reduce attrition. When teachers feel integrated into a supportive professional network, they are more likely to remain committed despite challenges. Conversely, weak social capital manifested in poor collaboration, lack of trust, and limited administrative support can intensify feelings of isolation and prompt turnover. Moreover, the loss of experienced teachers erodes institutional knowledge and disrupts the relational networks essential for collective teaching effectiveness, thereby negatively affecting student performance (Kraft et al., 2020).

Together, Herzberg's Two-Factor Theory and Social Capital Theory provide complementary insights into the mechanisms linking teacher turnover to student achievement. Herzberg's framework elucidates the individual motivational and job satisfaction aspects influencing teachers' decisions to stay or leave, while Social Capital Theory addresses the collective, relational, and organisational context within which those decisions occur. For this study, these theories underscore the importance of fostering both intrinsic motivation and a supportive social environment. By addressing hygiene factors such as fair remuneration and workload balance,

enhancing intrinsic motivators like professional recognition, and strengthening social ties among staff, school leaders can create a stable, motivated teaching workforce. Such stability, in turn, ensures consistency in instruction, stronger teacher student relationships, and improved academic outcomes.

In essence, the integration of Herzberg's and Social Capital perspectives offers a holistic understanding of teacher turnover as both a motivational and social phenomenon. Their application to the study provides a theoretical foundation for developing policies and practices that prioritize teacher motivation, professional fulfilment, and collaborative school culture conditions essential for sustaining student achievement and educational quality.

2.3 Conceptual Review

A summary of important ideas related to the research is given in this portion of the study. The following ideas are covered in the review: teachers' turnover, causes of teachers' turnover and students' achievement.

2.3.1 Concept of Teachers' turnover

Teachers' turnover is commonly understood as the rate at which teaching personnel exit a given school, local education authority, or the profession altogether, including voluntary resignations, transfers, retirements and dismissals (Nguyen et al., 2020). Conceptually, turnover can be measured as an annual attrition rate, the incidence of within-district transfers, or as cumulative loss over a specified period; each operationalization emphasizes different costs and disruptions to schooling (Kraft et al., 2020). From a general perspective, turnover matters because teachers are the primary agents of instruction: stable staffing supports curriculum continuity, cumulative pedagogical experience, and sustained teacher–student relationships, whereas frequent replacement erodes these assets and imposes recruitment, induction

and monitoring costs on schools (Nguyen et al., 2020; Taie & Lewis, 2023). Empirical syntheses indicate that high levels of turnover are systematically associated with lower average student achievement and with wider within-school inequalities, because less-experienced or temporary hires often replace departing staff (Kraft et al., 2020; Nguyen et al., 2020).

Viewed in relation to the present topic, teachers' turnover is not merely an administrative statistic but a process that shapes daily classroom life and long-term learning trajectories. Turnover reduces instructional continuity for cohorts of learners, weakens mentorship and peer collaboration among teachers, and can interrupt implementation of school improvement initiatives mechanisms that plausibly translate into lower examination scores and fragmented skill development among pupils (Kraft et al., 2020; Nguyen et al., 2020). For a faith-based institution such as a Seventh-Day Adventist Preparatory school, turnover may additionally affect the transmission of institutional ethos and pastoral support that underpin holistic student development, further amplifying the educational consequences of staff instability (Leana & Pil, 2020). Consequently, precise measurement of turnover patterns (who leaves, when, and why) is essential to understand and mitigate its impact on student achievement in the Aboso context (Taie & Lewis, 2023).

2.3.2 Causes of teachers' turnover

The causes of teachers' turnover span economic, organizational, professional and personal domains. Broadly, factors include inadequate remuneration and delayed payments, excessive workload and administrative burdens, poor working and living conditions (especially in rural postings), limited professional development and career progression, and weak school leadership or community support (UNESCO, 2021; Wang, Liu & Li, 2020). Recent studies emphasize that the COVID-19 pandemic

intensified stressors heightening burnout and prompting re-evaluation of career priorities while labor market alternatives and opportunities in urban Centre's continue to draw teachers away from underserved schools (Education Policy Institute, 2024; Bedasso et al., 2025). Social and cultural factors, including perceived misalignment with school values or lack of integration into local social networks, also contribute to attrition, especially in faith-based or mission schools where fit with institutional ethos matters (Lin, 2017; Leana & Pil, 2020).

Applied to this study, these causal categories provide an analytic lens for diagnosing local retention problems. Low allowances, inadequate accommodation, and limited access to in-service training commonly feature in Ghanaian and West African accounts of turnover and are likely salient in Aboso (Ngmenkpieo, 2023). Leadership style and community engagement are additional local variables: supportive headship and active parental or church involvement can mitigate exits, whereas poor management and isolation accelerate them (Amankwah & Ankomah, 2022). Identifying which causes are predominant is thus a prerequisite for designing targeted interventions whether financial incentives, housing support, mentoring schemes, or professional development that address the specific drivers of mobility in that setting.

2.3.3 Concept of Students' Achievement

Students' achievement refers to measurable learning outcomes that capture the extent to which learners have acquired intended knowledge, skills and competencies. Operational indicators include standardised test scores, subject-specific examinations, class assessments and progression rates; conceptual discussions also emphasize formative gains such as conceptual understanding, problem-solving, and sustained engagement (Nguyen et al., 2020). The literature underscores that student

achievement is multifactorial, determined by teacher quality, curriculum coverage, school resources, home background and peer effects, but that teacher stability is a consistent, measurable contributor to positive outcomes because it supports coherent pedagogy and accumulated teacher expertise (Kraft et al., 2020; Skaalvik & Skaalvik, 2020).

In the context of this study, measuring students' achievement requires attention to both standardized and school-based assessments to capture the academic areas most affected by turnover often mathematics and science where sequential instruction and teacher expertise are critical (Nguyen et al., 2020). Conceptually, the expected pathway is that higher turnover diminishes instructional quality and continuity, which in turn lowers achievement; empirically testing this link at Aboso can reveal the magnitude of impact and whether certain cohorts or subjects are disproportionately affected (Kraft et al., 2020). The application of achievement measures in this study will therefore enable the school and policymakers to quantify the learning cost of turnover and to prioritize retention strategies that yield the largest gains in pupil outcomes.

2.4 Empirical Review

This section of the literature review analyses empirical studies investigating the impact of teachers' turnover on students' academic achievement. It covers the extent of teachers' turnover and students' engagement, causes of teachers' turnover and effect of teachers' turnover on Students' Achievement among Students.

2.4.1 Extent of teachers' turnover

The extent of economic deprivation among students from single-parent households has increasingly become a focal point of scholarly interest, as numerous studies have attempted to understand how family structure and financial limitations

collectively shape educational experiences and outcomes. Across several national and international contexts, researchers have identified economic hardship as one of the most persistent factors affecting children's academic trajectories, especially in low-income or structurally disadvantaged regions. This persistent challenge is particularly evident in sub-Saharan Africa, where structural inequalities, limited parental income, and unstable household arrangements create layers of disadvantage for students. Within this broad literature, the relationship between economic deprivation, teacher turnover, and student achievement has emerged as a critical area of inquiry, allowing researchers to examine how familial and school-level factors interact to influence learning outcomes.

One notable study that provides insight into the socioeconomic dimension of student performance is that of Obeng-Denteh et al. (2022), conducted in Ghana. Their study specifically investigated the impact of economic deprivation on the educational outcomes of children from single-parent families. Using a quantitative approach and a stratified random sampling technique involving 300 participants from rural communities in the Central Region, the researchers found compelling evidence that students in single-parent households were significantly more vulnerable to financial hardship than their counterparts in two-parent households. Economic deprivation manifested through the inability of parents to provide necessary learning materials, inadequate support for homework or revision, and limited capacity to pay for extra classes or supplementary educational services. Consequently, academic engagement declined, often accompanied by lower grades and reduced interest in school activities. The study concluded that poverty among single-parent households not only influenced academic achievement but also compromised children's psychological readiness for learning due to stress, anxiety, and lack of adequate parental involvement.

Beyond the family context, teacher stability and school-level organisational factors have also been identified as major determinants of student success. A comprehensive meta-analysis conducted by Nguyen et al. (2020) reshaped contemporary understanding of teacher turnover by synthesizing data from numerous quantitative studies across several countries. Their research aimed to identify global patterns and correlates of teacher turnover using secondary datasets and administrative records. The study revealed that annual turnover rates globally ranged between 10% and 20%, with even higher rates reported in schools serving low-income communities. Importantly, the findings established that persistent teacher turnover has a profoundly negative effect on student achievement across grade levels and subjects. Turnover was shown to interrupt instructional continuity, increase the burden on remaining teachers, and weaken school culture and student-teacher relationships. Nguyen et al. (2020) also identified key drivers of turnover, including low salaries, limited career advancement, weak administrative support, and unfavorable working conditions. These factors were particularly influential among novice teachers, who were more vulnerable to burnout and professional dissatisfaction.

Adding to this body of literature, Kraft et al. (2020) examined the interplay between teacher turnover, school organisational context, and student performance within the United States. Drawing upon a large longitudinal dataset involving thousands of teachers and schools, the researchers employed fixed-effects regression models to control for unobserved school-specific characteristics that might otherwise bias the findings. Their results demonstrated that schools characterized by high teacher turnover experienced noticeable declines in student achievement, with the negative effects being most pronounced in high-poverty schools. This pattern

suggested that vulnerable student populations bear the brunt of instability in the teaching workforce. Importantly, Kraft et al. (2020) emphasised that the organisational climate of schools including leadership quality, staff collaboration, and administrative support played a pivotal role in mitigating or exacerbating the impact of turnover. Schools with strong leadership and collaborative cultures were better able to absorb the effects of turnover, maintaining instructional quality despite staff changes. Conversely, schools with weak organizational structures struggled to maintain performance under similar conditions. Thus, the study highlighted that teacher turnover is not only a labor market pattern but also a reflection of deeper systemic challenges within school environments.

In the East African context, a related study by Zeitlin (2021) examined the extent and implications of teacher turnover in Rwanda. Using administrative records from 2016 to 2019, the study conducted descriptive and inferential analyses on a nationally representative sample of schools. The findings revealed an average annual turnover rate of 20%, with the highest exit rates occurring among early-career teachers and those teaching core subjects such as mathematics and science. These high turnover rates significantly weakened instructional continuity, especially in subjects requiring cumulative knowledge. Zeitlin (2021) further observed that under-resourced and low-performing schools were disproportionately affected by teacher instability, intensifying educational inequalities across regions. The study concluded that teacher turnover contributed to a cycle of poor performance, high workloads, and declining morale among the remaining staff, ultimately undermining long-term educational progress.

Similarly, Taie and Lewis (2023), using the 2021–2022 Teacher Follow-up Survey in the United States, provided an assessment of teacher attrition and mobility

in the post-pandemic era. Their stratified sample included both public and private schools, allowing for a comprehensive overview of national retention trends. The results indicated that turnover reached historically high levels following the COVID-19 pandemic, driven largely by work-related stress, health concerns, and declining teacher morale. Early-career teachers and those working in high-need subject areas were the most affected, with many leaving the profession altogether. The study underscored the importance of structured mentoring for novice teachers, mental health support, manageable workloads, and adequate compensation to stabilise the teaching workforce.

The problem of teacher turnover was also explored in the Nigerian context by Adewale and Potokri (2023), who focused specifically on the attrition of male teachers in private schools after the COVID-19 pandemic. Employing a qualitative phenomenological design, the study used purposive and snowball sampling to interview eleven former teachers. Thematic analysis of the responses highlighted that poor welfare, unpaid or delayed salaries, lack of professional respect, and limited job security were central to male teacher attrition. Interestingly, the study noted that the pandemic intensified financial hardship and uncertainty, prompting many male teachers to seek alternative employment. These findings reinforced the assertion that improving welfare and working conditions is essential to retaining qualified teachers in private schools.

In another Nigerian study, Ineye-Briggs (2024) investigated the relationship between teacher attrition and student academic performance using a mixed-methods design. The research drew data from several secondary schools chosen based on their documented history of staff instability. Quantitative data collected through questionnaires and academic performance records were triangulated with qualitative

interviews from teachers and students. The study found a strong negative correlation between teacher attrition and student performance, particularly in mathematics and science subjects where teacher expertise is crucial. Frequent staff changes led to curriculum inconsistencies, incomplete syllabi, and reduced student confidence in learning. The author concluded that teacher stability is critical to sustaining academic achievement and recommended that educational authorities implement retention incentives, especially for teachers in high-demand disciplines.

In the United States, Sartain (2023) conducted an extensive administrative data analysis to examine the factors influencing teacher labor market decisions. Using econometric models on a large state-level dataset, the study evaluated predictors of teacher mobility and exit from the profession. The results indicated that turnover was more prevalent among younger teachers, those serving in disadvantaged communities, and teachers in subjects facing chronic shortages. The analysis also revealed that professional development opportunities, supportive leadership, and improved compensation structures significantly enhanced retention. The study therefore recommended policies aimed at strengthening teacher career progression and improving school working environments.

To synthesise global patterns, Gundlach et al. (2024) conducted a meta-analysis of research published between 2019 and 2023 on teacher turnover determinants. Using random-effects modelling, the authors quantified the strength of relationships between turnover and several predictors, including workload pressure, salary dissatisfaction, weak leadership, and low job satisfaction. Their findings reaffirmed that organizational factors remain the most influential determinants of turnover across national contexts. The study also highlighted the shortage of causal and longitudinal studies in developing countries, where unique educational challenges

such as resource scarcity, large class sizes, and inadequate infrastructure may exacerbate turnover. They emphasized the need for culturally contextualized research to better understand how school and community factors interact to affect teacher retention.

Collectively, these studies reveal that both household-level factors, such as economic deprivation in single-parent families, and school-level factors, such as teacher turnover, profoundly shape students' educational experiences and academic outcomes. A consistent theme across the literature is that students from economically disadvantaged backgrounds are doubly affected when school environments are unstable or under-resourced. The lack of financial support at home, combined with inconsistent teaching at school, creates cumulative disadvantages that hinder academic growth, reduce motivation, and limit long-term opportunities.

Furthermore, the literature shows that teacher turnover is not merely a staffing issue but a complex phenomenon influenced by economic, organisational, and contextual factors. Whether in Ghana, Nigeria, Rwanda, or the United States, the consequences of turnover are similar: disruption of learning, weakened school climate, increased workloads for remaining teachers, and reduced student performance. The studies collectively stress the need for targeted interventions, including improved working conditions, adequate compensation, structured mentoring, and strong leadership, to ensure that schools can retain qualified teachers and sustain academic progress.

2.4.2 Causes of teachers' turnover

A comprehensive study conducted in England by Worth and Van den Brande (2020) offered one of the most detailed examinations of the drivers of teacher attrition using large-scale, nationally representative longitudinal data. Drawing on several

waves of the Understanding Society survey, the researchers employed a rigorous quantitative design to analyze teachers' work experiences over time. Their sample, comprising state-school teachers tracked for multiple years, provided strong empirical evidence of the factors associated with intentions to leave the profession. The findings consistently demonstrated that excessive workload particularly tasks perceived as unnecessary, repetitive, or administratively burdensome was the most powerful predictor of teachers' likelihood of exiting the profession. Teachers who characterized their workload as unmanageable were significantly more likely to report thoughts of leaving. Additionally, the study identified low perceived autonomy, limited professional discretion, and poor subjective wellbeing as crucial correlates of turnover intentions. These findings strongly suggested that the quality of the professional environment, beyond remuneration, exerted a decisive influence on teachers' career decisions. The study concluded that improving job design, reducing administrative overload, and enhancing teachers' professional agency were essential for preventing attrition in England's state-school sector (Worth & Van den Brande, 2020).

Similarly, in the United States, Carver-Thomas and Darling-Hammond (2019) conducted one of the most influential large-scale investigations into teacher turnover by analysing both national and state-level datasets. Their mixed-methods approach combined quantitative analyses of nationally representative survey data with qualitative case studies drawn from schools experiencing acute staffing instability. Their research population included public-school teachers across states, enabling cross-state comparisons and robust generalisations. The study found that inadequate teacher preparation, insufficient early-career support, and working conditions characterized by overcrowded classrooms, limited instructional resources, and high levels of student poverty were consistent drivers of attrition. Low salaries relative to

other professions requiring similar academic qualifications also played a major role. Importantly, their results revealed sharp disparities in turnover patterns: teachers in high-poverty schools, including those serving marginalised communities, faced particularly challenging working conditions that heightened turnover rates. As a consequence, students who most needed experienced teachers were the least likely to have them, deepening educational inequality. The researchers emphasised that comprehensive induction programs, supportive working environments, and competitive compensation structures were necessary to mitigate turnover (Carver-Thomas & Darling-Hammond, 2019).

Echoing these issues in another context, Mestry and Ndhlovu (2021) examined teacher turnover in rural South African schools through an in-depth qualitative approach. Using purposive sampling, the study engaged teachers and principals working in geographically remote rural schools characterised by chronic infrastructure deficits and limited governmental support. Through semi-structured interviews, the researchers uncovered a range of contextual challenges shaping teachers' decisions to leave. These included the absence of basic school facilities, long daily travel distances, weak leadership structures, and limited professional development opportunities. Participants frequently expressed feelings of professional isolation, burnout, and deprivation. The lack of conducive teaching environments and supportive leadership emerged as strong push factors encouraging teachers to migrate to urban Centres where better infrastructure and professional growth opportunities were available. The study underscored the importance of equitable resource allocation and strengthened leadership capacity in retaining teachers in rural schools (Mestry & Ndhlovu, 2021).

The psychological dimension of teaching has been another central theme across recent research. In China, Liu and Onwuegbuzie (2023) assessed the relationship between emotional exhaustion and turnover intentions among secondary school teachers. Using a quantitative cross-sectional design and stratified random sampling, the study surveyed a large and diverse sample of teachers to examine how burnout develops in academic settings. Their analysis demonstrated that emotional exhaustion a core component of burnout served as a significant mediator between common school-level stressors such as student misbehavior, administrative pressure, and role ambiguity, and the intention to leave the profession. Teachers experiencing high emotional exhaustion were far more likely to contemplate departure. This finding suggested that the emotional labor inherent in teaching, often overshadowed by discussions of pay and workload, remains a crucial determinant of teacher retention. The authors recommended psychological support systems and training in emotional regulation as viable strategies to reduce attrition (Liu & Onwuegbuzie, 2023).

Complementing this body of work, Dicke et al. (2020) conducted a longitudinal study in Australia that examined occupational wellbeing as a predictor of teacher retention. Employing a multi-wave survey methodology with a large national sample, the study tracked teachers over time to determine how early-career stress and self-efficacy influenced later turnover outcomes. Their findings revealed that high levels of perceived stress and low self-efficacy were significant predictors of attrition, both directly and indirectly via their contribution to burnout. Teachers who felt overwhelmed or lacked confidence in their instructional abilities early in their careers were more likely to leave within a few years. The longitudinal aspect of the study strengthened its conclusions, demonstrating that poor occupational wellbeing early in a teacher's career could have long-term consequences. The authors advocated for the

strengthening of mentorship programs, targeted professional development, and school cultures that promote teacher efficacy (Dicke et al., 2020).

The COVID-19 pandemic introduced unprecedented pressures into the teaching profession, making it a critical period for studying turnover. In Canada, Pollock (2022) conducted a qualitative phenomenological study to explore how pandemic-related challenges influenced teachers' career decisions. Using purposive sampling, the researcher selected participants who had either left the profession or were seriously considering doing so. The study documented the profound impact of pandemic-induced stressors, which included rapidly changing school policies, heightened health and safety concerns, expanded digital responsibilities, and the emotional burden of supporting students during remote learning. Participants reported feeling undervalued and overwhelmed by the intensified workload. Many described the erosion of work-life boundaries, constant uncertainty, and emotional fatigue as pivotal reasons for their departure. The study concluded that without targeted policy interventions to support teacher wellbeing during crises, the education system risked long-term staffing instability (Pollock, 2022).

Leadership practices have also been highlighted as a significant determinant of turnover in recent empirical work. In Malaysia, Loi et al. (2023) undertook a quantitative study focusing on the effects of principals' distributed leadership styles on teacher retention. Using a cluster sampling approach, the researchers collected survey data from teachers working in public schools. The findings indicated that distributed leadership characterized by shared decision-making, collaborative problem-solving, and collective responsibility was negatively correlated with intentions to leave. The study suggested that distributed leadership enhanced teachers' professional capacity, strengthened organizational commitment, and fostered a

positive working environment. These mediating effects substantially reduced turnover intentions. The authors emphasised the need for school leadership development programs that cultivate supportive and empowering leadership cultures as a measure to improve teacher retention (Loi et al., 2023).

At a broader level, Billett et al. (2024) conducted a systematic review synthesising international research on teacher turnover from 2019 to 2024. Analysing 78 high-quality empirical studies, the review provided one of the most comprehensive and up-to-date summaries of turnover determinants across multiple countries. Using rigorous systematic review procedures and thematic synthesis, the researchers identified a cascade of interrelated factors driving turnover. Chief among these were workload intensity, student misbehavior, insufficient administrative support, lack of autonomy, and inadequate remuneration. Notably, emerging post-pandemic factors such as diminished work-life balance, increased emotional labor, and cumulative psychological strain were identified as new and significant drivers. The review also highlighted variations across national contexts: in high-resource countries, professional autonomy and administrative burden were stronger predictors, whereas in low-resource countries, infrastructure deficits, large class sizes, and low salaries carried more weight. The authors called for more longitudinal and causal studies, particularly in developing countries, to deepen understanding of context-specific turnover dynamics (Billett et al., 2024).

These growing body of literature reveals that teacher turnover is a multidimensional phenomenon shaped by an interplay of organizational, psychological, economic, and contextual determinants. Across countries, the consistent influence of workload, insufficient support, and poor working environments underscores the need for systemic and sustained reforms. Psychological

factors such as burnout and emotional exhaustion are increasingly recognised as central predictors, while leadership practices and professional autonomy continue to emerge as powerful protective factors. Post-pandemic research further demonstrates that teacher wellbeing, stability, and retention require urgent prioritization. The reviewed studies collectively indicate that addressing teacher turnover demands a comprehensive, context-sensitive approach that integrates improvements in working conditions, leadership practices, compensation structures, and professional support systems to ensure long-term educational stability and quality.

2.4.3 Effect of teachers' turnover on Students' Achievement among Students

A seminal longitudinal study conducted in the United States by Ronfeldt et al. (2020) offered one of the most comprehensive examinations of the impact of teacher turnover on student achievement gains across grades 3 to 8 in a large urban school district. Employing a rigorous quantitative methodology, the researchers analysed several years of administrative data using a census-based sampling approach that included the entire population of teachers and students in the district. Such a design provided strong causal inferences regarding the systemic influence of turnover on educational outcomes. The findings demonstrated that students exposed to higher turnover experienced significantly lower gains in both English language arts and mathematics. The negative effects were most pronounced among African American students, Latino students, and those from low-income families, thereby reinforcing and widening existing achievement gaps. Notably, the study identified both direct and indirect pathways through which turnover suppressed student performance: by removing effective teachers, disrupting instructional continuity, and creating a destabilized school environment characterized by lower teacher morale and diminished professional collaboration (Ronfeldt et al., 2020). The study's contribution

lies in its ability to map the ripple effects of turnover beyond the classroom, illustrating that the departure of even a single teacher can create system-wide disruptions that reverberate across grade levels and year groups.

Building on this evidence, Sims and Jerrim (2021) conducted a large-scale international analysis using data drawn from the Program for International Student Assessment (PISA). Their quantitative study applied a two-stage stratified sampling approach to guarantee representative samples of 15-year-old students and their schools across England. The researchers investigated associations between reported levels of teacher turnover and student performance in reading, science, and mathematics. Their findings corroborated those of Ronfeldt et al. (2020), revealing a consistent negative relationship between turnover and student outcomes in all subject areas. Importantly, the study situated the findings within a comparative global context, showing that similar patterns emerged across the majority of OECD countries, although the magnitude of the effect varied by national context. These variations pointed to the influence of national educational policy frameworks, teacher preparation systems, and institutional stability as potential moderators. For example, countries with strong teacher induction programs and robust school leadership structures exhibited weaker negative relationships, suggesting systemic resilience can buffer the effects of turnover (Sims & Jerrim, 2021). Their work highlights the importance of comparative international research for understanding the extent to which teacher turnover represents a global rather than national challenge.

A comparable but contextually distinct perspective is provided by Van der Berg and Burger (2019) in their mixed-methods investigation of teacher turnover in under-resourced South African schools. The study analysed national survey data and supplemented the quantitative findings with qualitative interviews, utilizing purposive

sampling to engage principals and educators working in high-poverty communities. Their analysis revealed that chronic teacher churn severely undermined the development of coherent curriculum trajectories, weakened instructional planning, and eroded the classroom stability needed for students to develop sustained learning habits. In particular, continuous teacher changes in mathematics and literacy the two foundational subjects in the South African curriculum contributed directly to the persistently of the low achievement levels documented in annual national assessments. Schools with the highest turnover were found to rely heavily on novice and unqualified teachers, often placed in classrooms without adequate mentoring or professional support. The qualitative narratives vividly illustrated the strain placed on school leadership, which was forced into a reactive mode of constant recruitment, onboarding, and reallocation of staff. Such recurring cycles of instability created a structural barrier to long-term school improvement (Van der Berg & Burger, 2019).

The mechanisms through which turnover influences achievement have also been clarified by research emphasising organisational, relational, and psychological dimensions within schools. In China et al. (2022) undertook a quantitative cross-sectional survey using a cluster sampling approach that encompassed entire school staffs within diverse secondary schools. Their findings revealed that high turnover significantly weakened collective teacher efficacy the shared belief among teachers that they can positively influence student outcomes. Collective efficacy has long been recognized as a powerful predictor of school success. Li and Liu (2022) found that turnover undermined staff cohesion, disrupted shared instructional norms, and diminished teachers' confidence in the school's academic mission. These reductions in collective efficacy mediated the negative relationship between turnover and aggregate student examination scores, demonstrating that the effects of turnover

extend beyond individual teacher-student interactions to the broader school climate. Their study underscores that the departure of teachers not only removes human capital but also corrodes the relational infrastructure that allows schools to function as professional learning communities.

Further insights into the heterogeneous effects of turnover are offered by a longitudinal study in Sweden conducted by Bäckström and Persson (2023). Using national registry data and drawing on a complete population cohort of students identified with special educational needs (SEN), the researchers examined how exposure to teacher instability affected these vulnerable learners over the course of compulsory schooling. Their results demonstrated a strong association between repeated teacher changes and lower grade point averages. Moreover, students experiencing high turnover had a substantially reduced probability of qualifying for upper secondary education resulting to critical determinant of long-term socioeconomic mobility in Sweden's education system. The study illustrated that students with SEN were disproportionately harmed by the instability associated with turnover, as these learners often require consistent instructional routines, personalised support, and sustained relationships with teachers. Interruptions in these relationships created cognitive, emotional, and behavioral challenges that contributed to poorer academic outcomes. This research highlights the differential impact of turnover across student subgroups and underscores the equity implications of staffing instability (Bäckström & Persson, 2023).

Additionally, the disruptive influence of teacher turnover extends beyond measurable academic outcomes to broader aspects of the school environment. In a qualitative study conducted in Canada, Parker (2024) employed a phenomenological methodology to explore the lived experiences of students in secondary schools with

chronically high staff churn. Using purposive sampling, the researcher engaged students who were directly impacted by frequent teacher changes. Participants reported that constant turnover diminished relational trust between students and educators. Many described feelings of disengagement, instability, and frustration, expressing a perception that their education was inconsistent and undervalued. The constant need to adjust to new teaching styles and expectations created anxiety and diminished students' willingness to take academic risks. As a result, the learning climate became less conducive to deep learning, creativity, and intellectual exploration. Parker's findings provide a critical qualitative complement to quantitative research by demonstrating that turnover affects students' emotional experiences and perceptions of schooling in ways that are not easily captured by achievement metrics alone.

Adding a broader empirical perspective, Gonzalez et al. (2023) conducted a meta-analysis synthesising 28 studies published between 2019 and 2023 on the teacher turnover–achievement relationship. Their analysis confirmed a significant, small-to-moderate negative overall effect. Importantly, the meta-analysis identified key moderators of the relationship. The effect sizes were substantially larger in primary schools than in secondary schools. One explanation for this pattern is the greater relational dependence and instructional continuity required in early childhood and primary education, where teachers often spend more hours with the same students. The researchers also noted that the impact of turnover was subject-specific: mathematics outcomes were more negatively affected than outcomes in languages or social sciences. This aligns with prior research emphasising the cumulative nature of mathematics learning and the importance of consistent instructional progression. Across all studies included in the meta-analysis, turnover had the strongest effects in

schools serving high-poverty student populations, reinforcing the argument that staffing instability is both a symptom and cause of educational inequality (Gonzalez et al., 2023).

A wider policy-based perspective is evident in a comprehensive report by the Australian Institute for Teaching and School Leadership (AITSL, 2022). The report integrated national longitudinal data with an international review of evidence to assess the systemic consequences of teacher turnover. The Australian teaching workforce and student population formed the basis of the study population. The report revealed that turnover created a “cycle of instability,” wherein schools frequently forced to replace departing staff often resorted to hiring less experienced, underprepared, or out-of-field teachers. This pattern weakened instructional quality and eroded institutional memory, thereby reducing the effectiveness of curriculum implementation. Over time, these conditions contributed to a decline in student performance across entire schools, not just among students directly affected by teacher departures. AITSL (2022) also noted that high-turnover schools faced additional challenges such as impaired school culture, diminished trust between staff and leadership, and increased workload for remaining teachers, all of which perpetuated turnover further. The report called for sustained investment in teacher retention strategies, such as enhanced professional learning opportunities, competitive compensation, improved school leadership training, and targeted support for rural and disadvantaged schools.

The empirical research published over the past five years presents a consistent and compelling narrative: teacher turnover functions as a substantial impediment to student achievement and a destabilising force within school systems. Its effects are not uniform but disproportionately harm the most vulnerable students, including those

from low-income communities, students of color, and learners with special educational needs. The literature demonstrates that turnover compromises instructional coherence, weakens collective teacher efficacy, disrupts relational trust, and diminishes the overall quality of educational provision. As such, addressing turnover requires a multifaceted approach that strengthens working conditions, supports teacher wellbeing, enhances leadership practices, and provides context-specific interventions designed to stabilize the teaching workforce.

2. 5 Summary of Review Literature

The reviewed literature reveals that teacher turnover remains a widespread and persistent challenge with significant implications for educational quality and student outcomes across different contexts. Evidence from numerous studies indicates that high teacher turnover consistently undermines student achievement, particularly in key subject areas such as mathematics, science, and literacy. Beyond academic outcomes, the phenomenon also disrupts school stability, weakens relationships between teachers and students, and erodes collective teacher morale and professional collaboration. Schools experiencing frequent staff changes often struggle to maintain instructional continuity, curriculum coherence, and a supportive learning environment, which collectively hinder student progress and motivation.

Although this pattern is evident globally, the underlying causes and severity of the issue vary across settings. In more developed educational systems, teacher turnover tends to be driven by factors such as excessive workload, limited autonomy, and emotional stress, whereas in developing regions, economic hardship, inadequate infrastructure, and a lack of professional advancement opportunities are more prominent. Despite the extensive body of research, few studies have examined the specific implications of teacher turnover in smaller or faith-based schools within

developing countries. The situation at schools in Aboso, therefore, presents an important case for investigation, as it offers a context-specific understanding of how teacher mobility affects student achievement and overall school performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methodology employed in the research, which encompasses several components: the research design, an overview of the study area, the population, sample size and sampling methods, the research instrument, pre-testing procedures, data collection methods, data analysis techniques, and ethical considerations.

3.2 Research Paradigm

This study adopted the positivist research paradigm, which is rooted in the belief that reality is objective, measurable, and independent of the researcher (Cohen et al. 2018). Teacher turnover and student achievement involve quantifiable indicators such as turnover rates, examination scores, and attendance patterns, the positivist worldview allowed the researcher to analyse these variables using statistical techniques to determine the nature and strength of their association. The paradigm supports the use of structured instruments, including questionnaires and academic performance records, to generate empirical data. It also enhanced the validity and reliability of findings through systematic data collection and objective analysis. The positivist paradigm enabled the researcher to draw generalisable conclusions about how variations in teacher stability influence student learning outcomes in the selected schools in Aboso.

3.3 Research Approach

The quantitative research approach was adopted for this study to enable an objective and systematic examination of the relationship between teachers' turnover and students' achievement among students of selected schools in Aboso. This

approach was suitable because it allowed for the collection of numerical data that can be statistically analysed to establish patterns, correlations, and the extent of the impact between the study variables. By employing quantitative methods, the study produced results that are measurable, generalisable, and grounded in empirical evidence, thereby enhancing the validity and reliability of the findings.

The choice of this approach aligns with the study's objective of quantifying the extent to which teacher turnover influences students' academic performance. It provided a rigorous framework for analysing data objectively and testing hypotheses derived from theoretical assumptions, thus enabling the researcher to draw valid conclusions and recommendations that can inform educational practice and policy at Aboso and similar institutions.

3.4 Research Design

Research design serves as the foundational element that unifies a research project (Newman, 2021). Churchill (2019) asserts that research design outlines the methods and procedures for gathering and analysing data. In essence, it acts as the framework or blueprint guiding the study's execution. According to Churchill, research design functions as the comprehensive plan detailing the methods and procedures for data collection and analysis.

For this study, a descriptive survey was selected as the research design, which falls under quantitative research. Ary et al. (2019) explain that descriptive research is aimed at acquiring information about the current state of phenomena. Merriam (2019) further emphasises that the primary focus of descriptive research is to understand the phenomenon from the participants' viewpoints rather than those of the researchers.

Best and Kahn (2019) noted that descriptive research limited generalisations to the specific group of individuals being studied, meaning conclusions could not be

extrapolated beyond that group. In this research, it was anticipated that data collected through a descriptive survey would provide valuable insights to policymakers regarding the actual conditions at Aboso. The choice of a descriptive design was appropriate for the study as it allowed the research to be conducted within the respondents' natural environment, thereby ensuring the collection of high-quality and truthful data. Additionally, this approach could be employed with greater confidence, which was particularly important and beneficial for the researcher.

3.5 Study Area

Aboso is a prominent semi-urban town located within the Prestea-Huni Valley Municipal District of the Western Region of Ghana. As of the 2013 population estimate, the town had approximately 9,945 residents, forming part of a municipality that spans about 1,376 square kilometers with a projected population of more than 229,000 in 2021. The town occupies an important socio-economic position within the district, serving as a center of community life and administrative activity.

Economically, Aboso is strongly influenced by mining, as the broader Prestea-Huni Valley area is recognized as one of Ghana's well-established gold-mining corridors. Both large-scale and small-scale mining operations shape employment patterns, household incomes, and population mobility within the town. Alongside mining, small-scale agriculture remains a significant livelihood activity, with many households engaging in farming to support their food security and supplement income sources.

In terms of social infrastructure, Aboso hosts essential educational facilities, including public basic schools that serve children from both the immediate community and surrounding settlements. These schools occasionally benefit from community development initiatives and support projects funded by mining companies

and local organisations. However, the town and the wider district have historically faced notable challenges in providing adequate educational infrastructure. In earlier assessments, issues such as insufficient classroom blocks, makeshift structures, and reliance on untrained teachers were highlighted as persistent obstacles to delivering high-quality education.

Administratively, Aboso functions as one of the area councils under the Prestea-Huni Valley Municipal Assembly, contributing to local governance and development planning. Despite ongoing efforts by the municipal authorities and external partners, the town continues to experience infrastructural and educational constraints that affect school conditions and the stability of the teaching workforce. These factors collectively make Aboso a relevant and meaningful context for examining issues such as teacher turnover and its implications for students' academic achievement.

Educational institutions in Aboso serve a diverse population, including children from mining-dependent households, farming communities, and families that relocate in response to changing employment opportunities. This demographic fluidity affects school attendance, continuity of learning, and the stability of the teaching workforce. The municipality has long faced shortages of trained teachers, inadequate classroom facilities, and limited instructional resources. Although interventions from the Municipal Assembly and mining companies have led to some improvements, these efforts have not consistently reduced teacher attrition or the disruptions it creates. Frequent teacher movements continue to challenge the maintenance of stable learning environments and coherent curriculum delivery.

Aboso therefore reflects many systemic issues found in resource-constrained contexts, making it an appropriate setting for examining teacher turnover. The

interplay between structural limitations, socio-economic conditions, and educational vulnerabilities makes the town a meaningful site for understanding how staffing instability influences instructional quality and student achievement.

3.6 Population of the Study

Jivraj et al. (2020) defined study population as the specific group or community that a researcher aims to investigate in order to draw general conclusions. Similarly, Brandén et al. (2020) describe the study population as the complete set of respondents or elements pertinent to the research. In this case, the target population being examined consists of all teachers in private junior high schools at Aboso. The accessible population consist of 15 private junior high schools with population of 330 teachers. These schools were selected for the study because they share similar academic structures, follow the same curriculum, and have had similar experiences with teacher turnover. They also close to each and the managements and staffs of these schools were willing to allow the researcher to collect data, making them suitable and practical for this study. This makes the findings of the study more meaningful and representative of private Junior High Schools in Aboso.

3.7 Sample and Sampling Technique

A sampling frame refers to the list of units from which a sample is drawn and is closely tied to the defined population. A sample represents a portion of that population, while the sampling technique denotes the procedure used to select units for inclusion (Pandey & Pandey, 2021). The selection of an appropriate sampling technique must align with the research objectives, population characteristics, and contextual limitations, ensuring reduced bias, enhanced precision, and a stronger overall research design.

In this study, multistage sampling was employed to select respondents from the fifteen private junior high schools in Aboso. This approach was necessary to capture a broad range of experiences and perspectives relevant to teacher turnover, given the diverse socio-economic and demographic composition of learners in the town. In the first stage, purposive sampling was used to select five schools from the fifteen.

The decision to focus on these five schools for this study, rather than other schools within Aboso, is grounded in several factors such as accessibility, convenience and time frame for the study. Selecting a study population that is geographically closer to the researcher facilitates easier access to respondents. This proximity allowed for more efficient recruitment, as the researcher can leverage existing networks, relationships, and local knowledge to reach potential subjects. Being close to the study population also enabled the researcher to engage with participants more meaningfully and to establish rapport, which can enhance the quality of data collection through more open and honest responses. Furthermore, conducting research in a familiar or local population streamlines logistical aspects of the study, such as data collection, scheduling interviews or focus groups, and managing resources. Reduced travel costs and time can result in more efficient planning and execution of the study, enabling the researcher to allocate more time and resources to the actual research process.

With the second stage of the sampling process, all the 113 teachers from the five selected JHS were used for the study. Hence, the census sampling technique was used at this stage. Census sampling, also known as complete enumeration, is a data collection method where researchers gather information from every member of the population under study. This technique is particularly valuable in certain research

contexts and offers several advantages that enhance the reliability and validity of findings.

One of the primary reasons for employing census sampling was the desire for comprehensive data collection. By including every member of the target population, researchers can obtain detailed and accurate information that is representative of the entire group. This is particularly essential in studies where variations within the population are critical to understanding the phenomenon being investigated. For instance, a study by Adetunji et al. (2021) on educational outcomes in Nigeria highlighted the advantages of census sampling in capturing nuances across different demographic segments, ensuring that the findings reflected the diversity within the educational landscape. Another significant advantage of census sampling is the increased reliability of the results. Because the sample encompasses the entire population, there is a reduced risk of sampling error, which can undermine the credibility of findings derived from smaller samples. In research conducted by Oduro and Asare (2023) examining public health issues in Ghana, census sampling allowed for a comprehensive overview of health-related behaviors, providing robust data essential for informing health policy and interventions. The clarity and precision of data collected through census techniques contribute to a more accurate portrayal of the population's characteristics.

Table 2: Distribution of Respondents by Junior High School

Name of School	Population of teachers
Seventh-day Adventist Preparatory	10
Golden Age School complex	26
Day light International School	35
Anne Memorial Academy	18
Ebenezer Methodist Academy	24
Total	113

Source: Field survey (2025)

3.8 Research Instrument

A research instrument refers to any written or physical tool used to measure variables (Thomas et al., 2019). The choice of instrument for data collection is influenced by the nature of the data being gathered. Factors such as validity and reliability, ease of administration, simplicity of obtaining responses, and ease of interpretation play a crucial role in selecting an appropriate instrument (Engel & Schutt, 2022). In this study, the primary data collection tool was a self-constructed questionnaire consisting solely of closed-ended questions. The questionnaire was deemed the most suitable data collection method for the research as it facilitated the gathering of information from a larger sample at a minimal cost while ensuring respondents' anonymity. Zikmund (2018) noted that questionnaires are straightforward yet effective research instruments, particularly due to their cost efficiency.

The various variables were measured using questionnaire items. The constructs in this study used twenty-eight (28) items to measure various variables. In furtherance, Section A contained four (4) items including age, sex, educational level and work experience. Section B, C and Section D contained eight (8) items each measuring extent of teachers' turnover, causes of teachers' turnover and the effect of teachers' turnover on Students' Achievement among Students respectively. Each item was measured on a 5-point likert scale of strongly disagree, disagree, neutral, agree and strongly agree.

3.9 Validity and Reliability of the Instruments

Validity, as described by Surajudeen (2022), refers to the accuracy of a measure in representing the intended concept. The degree to which a test assesses the intended content area ascertained by expert judgement rather than quantitative

techniques is known as content validity, according to (Almanasreh, Moles & Chen, 2019).

The researcher's supervisor reviewed the questionnaire to verify validity, who provided feedback to enhance clarity and eliminate potential biases. Adjustments were made based on their suggestions, ensuring that the items were relevant and suitable for the study.

Reliability, on the other hand, concerns the consistency of measurement (Almanasreh et al., 2019). The reliability of a scale indicates how free it is from random error (Fuller et al., 2020) and reflects the extent to which the scale yields consistent results across repeated measurements (Rose & Johnson, 2020).

In this study, a pre-test was conducted at Annor Adjaye International School in the Ellebelle District, utilising a simple random sampling procedure to select 10 teachers. The feedback obtained from respondents during this pre-test helped refine the questionnaire and assess its clarity and appropriateness. Necessary alterations and redesigns were made based on this feedback. Conducting the pilot test with students enabled the researcher to identify unclear or ambiguous questions and make improvements to the questionnaire. Cohen et al. (2018) emphasised that pilot testing was essential for evaluating the clarity of questions, the appropriateness of response options, and the overall reliability of the instrument. The diverse academic cohort at Annor Adjaye International School provided an ideal sample for assessing the instrument's relevance and effectiveness prior to its administration to the larger respondents. This process also validated whether the questionnaire consistently measured the intended variables (Creswell, 2021). Although the feedback from respondents was not entirely generalisable, it yielded critical insights into the design and effectiveness of the instrument. Additionally, pilot testing helped gauge

respondents' reactions to sensitive questions, ensuring that the wording encouraged honest and accurate responses.

3.10 Data Collection Procedure

Before the data collection process began, permission was sought from the headmasters of the selected schools in Aboso. The researcher then visited the heads of these schools in person to obtain approval for conducting the study. The data collection process commenced with a briefing session during which the researcher outlined the study's objectives, significance, and the roles of respondents to encourage cooperation and voluntary participation. Respondents were assured that they had the right to withdraw at any time and that their confidentiality would be maintained. Self-administered questionnaires designed to gather data were distributed, featuring closed-ended questions to facilitate quantitative data collection. Respondents were allotted 20 to 30 minutes to complete the questionnaires, and the researcher remained on standby to address any queries without influencing the participants' responses. This meticulously planned and ethically sound procedure ensured the collection of reliable and valid data, with the findings providing valuable insights into the complex dynamics under investigation.

3.11 Data Analysis

This study utilised descriptive statistics to analyze the data gathered from the field. Initially, the collected data were sorted and organised. Next, the data were coded to enable the researcher to identify relevant codes for potential responses to each item on the questionnaire. The coding process was carried out using SPSS version 27. The analyses were conducted in accordance with the specific objectives of the study. To answer the research questions formulated to guide the investigation, descriptive statistics (such as frequencies, percentages, means, and standard

deviations) were applied in the data analysis. Specifically, research question 1 was analyzed using means and standard deviations, research question 2 was analysed using means and standard deviations and research question 3 was also analysed using means and standard deviations.

3.12 Ethical issues

The study adhered to three key ethical principles: informed consent, confidentiality, and voluntary participation. Participants were made aware of the purpose and objectives of the research. They were encouraged to express their opinions openly and objectively, with the freedom to decide whether or not to participate. Additionally, they had the right to withdraw their consent at any time without facing any negative consequences. Anonymity and confidentiality were assured, and the research was designed to avoid causing any harm or psychological distress to participants.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides an analysis and discussion of the study's findings. The data were analysed using frequencies, percentages, means, and standard deviations. The analysis was conducted using the Software Package for Social Sciences (SPSS).

4.2 Demographic and other characteristics

The purpose of the study is to investigate the impact of teachers' turnover on students' academic achievement among selected schools in Aboso. An overview of the demographic information characteristics of the study participants is provided in Table 3. A total of one hundred and thirteen (113) teachers were chosen for the study, 110 out of 113 teachers completed the questionnaire, resulting in a response rate of 97.3%.

Table 3: Demographic characteristics of respondents

Variable	Frequency	Percentage
Age Group		
21 – 29 years	10	9.1
30 – 39 years	80	72.7
40 – 49 years	18	16.4
50 years and above	2	1.8
Total	110	100
Gender		
Male	76	69.1
Female	34	30.9
Total	110	100
Educational Background		
SHS	70	63.6
Diploma/HND	32	29.1
Bachelor’s Degree	8	7.3
Total	110	100
Years of Teaching		
1 – 5 years	69	62.7
6 – 10 years	28	25.5
11 – 15 years	8	7.3
16 – 20 years	5	4.5
Total	110	100

Source: Field survey (2025)

The results indicate that the majority of respondents, 80 (72.7%), were within the 30–39 years age group, suggesting that most participants were in their mid-career stage, likely possessing considerable professional experience and stability. This was followed by 18 (16.4%) respondents aged 40–49 years, representing a smaller proportion of more senior teachers, while 10 (9.1%) were between 21–29 years, indicating early-career teachers. Only 2 (1.8%) respondents were aged 50 years and above, reflecting a relatively low representation of teachers nearing retirement age.

Regarding gender, 76 (69.1%) of the respondents were male, whereas 34 (30.9%) were female, suggesting a male-dominated teaching workforce within the study area.

In terms of educational background, 70 (63.6%) of respondents had completed Senior High School (SHS), 32 (29.1%) held a Diploma or Higher National Diploma (HND), and 8 (7.3%) possessed a Bachelor's Degree, indicating a moderate level of academic qualification among the teaching staff.

Concerning teaching experience, 69 (62.7%) had 1–5 years of teaching, reflecting a substantial proportion of relatively new teachers. Meanwhile, 28 (25.5%) had 6–10 years of experience, 8 (7.3%) had 11–15 years, and 5 (4.5%) had 16–20 years, showing that a smaller segment of teachers had attained long-term professional engagement in the field.

4.3 Research questions

4.3.1 Research Question 1: What is the extent and pattern of teachers' turnover among selected schools in Aboso over the past five years?

The question examined the extent of teachers' turnover among selected schools in Aboso. The result was analyzed and discussed using frequencies and percentages. The findings are presented in this section.

The following criteria were used for interpreting the mean scores: values ranging from 1.00 to 1.79 were classified as Strongly Disagree, 1.80 to 2.60 as Disagree, 2.61 to 3.41 as Neutral, 3.42 to 4.22 as Agree, and 4.23 to 5.00 as Strongly Agree.

Items with mean scores above 3.41 had respondents agree with the assertion, whereas items with mean scores below 2.61 were disagreed to by respondents.

Table 4: Extent of teachers' turnover

Statement	Mean	Std. Dev.	Decision
There is a high rate of teacher replacement in my school.	4.10	.788	Agree
Many teachers do not stay at School for long.	4.67	.604	Strongly Agree
I have noticed new teachers joining almost every academic year.	4.22	.702	Agree
Some subjects often get new teachers within a short period.	4.24	.572	Strongly Agree
Teachers often transfer to other schools after a short time here.	4.45	.654	Strongly Agree
The number of permanent teachers in this school seems to decrease each year.	3.59	.937	Agree
I often find it difficult to adjust to new teachers because they change frequently.	3.48	1.112	Agree
Teacher turnover has become common in this school.	3.57	1.028	Agree
Mean of Means /Std. Dev	4.04	0.800	Agree

Source: Field survey (2025)

The results in Table 4 present the respondents' views on the extent of teachers' turnover among selected schools in Aboso. The statement "There is a high rate of teacher replacement in my school" recorded a mean of 4.10 with a standard deviation of 0.788. This suggests that respondents generally perceive frequent replacement of teachers within the school. The statement "Many teachers do not stay at Seventh-Day Adventist Preparatory School for long" obtained the highest mean of 4.67 and a standard deviation of 0.604. This indicates a strong consensus among respondents that teacher retention is low and that many teachers leave the school after a short period.

Similarly, the statement "I have noticed new teachers joining almost every academic year" had a mean score of 4.22 with a standard deviation of 0.702, implying agreement that teacher turnover is a recurring annual occurrence. The statement "Some subjects often get new teachers within a short period" received a mean of 4.24 and a standard deviation of 0.572, highlighting that turnover disproportionately affects

certain subject areas. In addition, the statement “Teachers often transfer to other schools after a short time here” yielded a mean of 4.45 with a standard deviation of 0.654, indicating strong agreement that inter-school transfers are common among teachers.

For the statement “The number of permanent teachers in this school seems to decrease each year,” the mean score was 3.59 with a standard deviation of 0.937, suggesting general agreement that the school’s permanent staff strength has been gradually declining. The item “I often find it difficult to adjust to new teachers because they change frequently” recorded a mean of 3.48 with a standard deviation of 1.112, which reflects a moderate level of agreement that frequent staff changes affect teacher and student adaptability. Likewise, the statement “Teacher turnover has become common in this school” had a mean of 3.57 with a standard deviation of 1.028, with respondents agreeing that turnover has become a prevalent feature of the school’s environment.

The overall mean of means, 4.04 with a standard deviation of 0.800, indicate that respondents generally acknowledge a high level of teacher turnover among selected schools in Aboso. This result implies that the institution experiences consistent and noticeable teacher movement, which may have underlying causes requiring administrative attention.

4.3.2 Research Question 2: What are the main factors contributing to teachers’ turnover among selected schools in Aboso?

The question assessed the main causes of teachers’ turnover among selected schools in Aboso. The result was analyzed and discussed using mean and standard deviations. The findings are presented in this section.

Table 5: Causes of teachers' turnover

Statement	Mean	Std. Dev.	Decision
Teachers leave because they are not satisfied with their salaries.	4.02	.688	Agree
The lack of teaching resources contributes to teachers' decision to leave.	4.31	.754	Strongly Agree
Teachers quit due to poor working conditions in the school.	3.95	.711	Agree
Teachers feel overworked and underappreciated at this school.	4.14	.712	Agree
The school's management style contributes to teachers' decision to resign.	3.97	.648	Agree
Teachers leave because of limited opportunities for promotion or training.	4.14	.605	Agree
Teachers are not motivated enough to stay in the school	4.03	.772	Agree
The workload given to teachers is too heavy and stressful.	3.98	.805	Agree
Mean of Means/Std. Dev	4.07	0.712	Agree

Source: Field survey (2025)

The results presented in Table 5 illustrate the perceived causes of teacher turnover among respondents. The statement "Teachers leave because they are not satisfied with their salaries" obtained a mean score of 4.02 and a standard deviation of 0.688, indicating that respondents agreed that salary dissatisfaction contributes to teacher turnover. The statement "The lack of teaching resources contributes to teachers' decision to leave" recorded the highest mean score of 4.31 with a standard deviation of 0.754, corresponding to a decision of Strongly Agree. This finding suggests that inadequate access to teaching and learning materials is considered a major factor influencing teachers' decision to leave the school.

The statement "Teachers quit due to poor working conditions in the school" recorded a mean of 3.95 and a standard deviation of 0.711, resulting in a decision of Agree. This suggests that unfavorable working conditions are perceived to contribute to teacher attrition. Similarly, the statement "Teachers feel overworked and underappreciated" produced a mean score of 4.14 and a standard deviation of 0.712,

with respondents agreeing that workload pressure and lack of recognition play a role in teacher dissatisfaction. The statement –“The school’s management style contributes to teachers’ decision to resign” recorded a mean score of 3.97 and a standard deviation of 0.648, which also corresponds to Agree. This finding implies that leadership and administrative practices at the school may influence teachers’ decisions to leave.

In addition, the statement –“Teachers leave because of limited opportunities for promotion or training” recorded a mean of 4.14 with a standard deviation of 0.605, signifying agreement that the absence of professional advancement opportunities contributes to turnover. The statement –“Teachers are not motivated enough to stay in the school” obtained a mean of 4.03 with a standard deviation of 0.772, also indicating Agree. This suggests that inadequate motivation and recognition mechanisms contribute to teachers’ intention to leave. Furthermore, the statement –“The workload given to teachers is too heavy and stressful” produced a mean of 3.98 and a standard deviation of 0.805, with respondents agreeing that job-related stress and workload are important factors influencing turnover decisions.

Overall, the composite mean score of 4.07 with a standard deviation of 0.712 corresponds to a decision of Agree. This indicates that respondents generally perceive multiple interrelated factors including inadequate remuneration, lack of teaching resources, heavy workload, limited promotion opportunities, and unsupportive management practices as the major causes of teacher turnover among selected schools in Aboso. The implication of these results is that teacher attrition in the school may be primarily driven by institutional and organisational factors that affect teachers’ satisfaction and retention.

4.3.3 Research Question 3: What is the effect of teachers' turnover on students' academic achievement among selected schools in Aboso?

The question assessed the effect of teachers' turnover on Students' Achievement among students. The findings were analysed and discussed using mean values and standard deviations.

Table 6: Effect of teachers' turnover on students' academic achievement

Statement	Mean	Std. Dev.	Decision
Frequent changes in teaching staff negatively affect students' understanding of subjects.	4.29	.879	Strongly Agree
Students' academic performance tends to decline whenever a teacher leaves during the term.	4.19	.826	Agree
New teachers take time to understand students' learning needs, which affects academic progress.	4.24	.802	Strongly Agree
It becomes difficult to complete the syllabus when teachers frequently change.	4.05	.847	Agree
Teacher turnover disrupts classroom routines and consistency in instructional delivery.	3.86	.805	Agree
Students find it challenging to adapt to different teaching methods caused by frequent turnover.	4.00	1.026	Agree
Frequent changes in teachers reduce students' interest and motivation to learn.	4.07	.814	Agree
Frequent staff changes make it difficult for students to build trust and rapport with teachers.	4.10	.986	Agree
Mean of Means/Std. Dev	4.10	0.873	Agree

Source: Field survey (2025)

The results presented in Table 6 show teachers' perceptions of the effect of teacher turnover on students' academic achievement. The statement –Frequent changes in teaching staff negatively affect students' understanding of subjects” recorded the highest mean score of 4.29 with a standard deviation of 0.879, corresponding to a decision of Strongly Agree. This indicates that respondents overwhelmingly believe that frequent teacher changes have an adverse effect on students' comprehension of subject matter. The statement –Students' academic performance tends to decline whenever a teacher leaves during the term” obtained a

mean score of 4.19 and a standard deviation of 0.826, resulting in a decision of Agree. This suggests that teacher departures during the school term are perceived to have a negative impact on students' academic performance.

The statement "New teachers take time to understand students' learning needs, which affects academic progress" produced a mean of 4.24 with a standard deviation of 0.802, corresponding to Strongly Agree. This finding implies that respondents recognize the adjustment period required by new teachers as a factor that temporarily hinders students' academic progress. The statement "It becomes difficult to complete the syllabus when teachers frequently change" recorded a mean of 4.05 and a standard deviation of 0.847, leading to a decision of Agree. This indicates that teacher turnover disrupts the continuity of instruction and syllabus coverage.

Furthermore, the statement "Teacher turnover disrupts classroom routines and consistency in instructional delivery" recorded a mean of 3.86 with a standard deviation of 0.805, corresponding to Agree. This result suggests that frequent staff changes interrupt established teaching routines and classroom stability. The statement "Students find it challenging to adapt to different teaching methods caused by frequent turnover" produced a mean score of 4.00 with a standard deviation of 1.026, indicating Agree. This reflects that respondents perceive frequent teacher changes as a challenge to students' adaptability and learning consistency. The statement "Frequent changes in teachers reduce students' interest and motivation to learn" obtained a mean score of 4.07 and a standard deviation of 0.814, which corresponds to Agree. This shows that respondents believe turnover reduces students' enthusiasm and engagement in learning activities. Finally, the statement "Frequent staff changes make it difficult for students to build trust and rapport with teachers" recorded a mean score of 4.10 with a standard deviation of 0.986, indicating Agree. This suggests that

respondents view teacher turnover as an obstacle to developing strong student–teacher relationships.

Overall, the composite mean score of 4.10 with a standard deviation of 0.873 corresponds to a decision of Agree. This overall result indicates that respondents perceive teacher turnover as having a generally negative influence on students’ academic achievement. The implication of this finding is that frequent changes in teaching personnel may disrupt instructional continuity, hinder student motivation, and adversely affect overall learning outcomes.

4.4 Discussion

4.4.1 Extent and pattern of teachers’ turnover among the selected schools in

Aboso

The first objective of this study was to examine the extent of teachers’ turnover among selected schools in Aboso. The findings indicate that respondents generally perceive a high rate of teacher turnover. Teachers reportedly do not stay long at the school, with frequent replacements and annual recruitment of new staff being common. Certain subjects are particularly affected by teacher changes, and inter-school transfers appear frequent. Respondents also noted a gradual decline in permanent teaching staff, suggesting instability within the workforce.

The findings from the present study, which indicate a high rate of teacher turnover align with global research showing that teacher instability remains a pervasive challenge in education systems. The observation that teachers do not stay long at the school, coupled with frequent replacements and declining permanent staff, supports the evidence reported in multiple studies. For instance, Worth and Van den Brande (2020) found that excessive workload, low autonomy, and poor wellbeing were key predictors of teacher attrition in England, suggesting that similar workplace

stressors may underlie the instability observed. Likewise, Carver-Thomas and Darling-Hammond (2019) reported that inadequate professional support and poor working conditions significantly contribute to turnover, particularly in schools serving disadvantaged communities, a context that may mirror that of the study area.

The findings also resonate with Mestry and Ndhlovu (2021), who discovered that poor leadership, lack of resources, and professional deprivation compelled teachers in South Africa to seek transfers, paralleling the frequent inter-school transfers reported. Similarly, Liu and Onwuegbuzie (2023) identified emotional exhaustion as a central determinant of teachers' intent to leave, suggesting that psychological stress could be a hidden factor behind the observed instability. Pollock (2022) further highlighted that post-pandemic pressures, increased workload, and lack of recognition intensified turnover intentions, offering a contemporary lens through which the high turnover in this study can be understood. Furthermore, the findings correspond with Loi et al. (2023), who demonstrated that distributed leadership practices can mitigate turnover by enhancing collaboration and teacher commitment. The absence of such leadership practices may therefore contribute to the recurring exits reported from selected schools in Aboso.

These findings collectively corroborate Herzberg's Two-Factor Theory, which posits that dissatisfaction stemming from hygiene factors such as poor working conditions, inadequate supervision, and limited job security leads to turnover, while the absence of motivators like recognition and achievement weakens commitment. The frequent teacher replacements from selected schools suggest that both hygiene and motivational factors are inadequately addressed, resulting in low retention. From the perspective of Social Capital Theory, high turnover disrupts the relational networks, trust, and collaborative norms that underpin effective school functioning.

The decline in permanent teaching staff reduces the social capital necessary for sustaining institutional stability, professional growth, and collective efficacy.

For policy and practice, these findings underscore the need for interventions that improve teacher retention through better working conditions, supportive leadership, and targeted incentive systems. Educational managers should prioritize teacher wellbeing and establish retention-focused strategies, while policymakers should strengthen recruitment and professional development frameworks to foster teacher stability and continuity in instructional delivery.

4.4.2 Main factors contributing to teachers' turnover among selected schools in

Aboso

The second objective of this study was to identify primary causes of teachers' turnover from selected schools. The findings reveal that teacher turnover is primarily attributed to institutional and organizational factors. Respondents identified inadequate salaries, lack of teaching resources, poor working conditions, and heavy workload as major causes of teacher attrition. Limited opportunities for professional development, insufficient motivation, and unsupportive management practices were also noted as contributing factors.

The identification of low remuneration as a major factor aligns with the findings of Asare-Bediako (2021), who reported that inadequate compensation and irregular payment of salaries significantly undermine teacher commitment and retention in Ghanaian basic schools. Similarly, Essuman and Agyemang (2022) found that the financial strain experienced by teachers, coupled with the absence of incentive schemes, is a key driver of turnover intentions, especially in rural and under-resourced schools. This correspondence suggests that economic dissatisfaction

remains a central and persistent challenge affecting teacher stability in Ghana's education sector.

The finding that lack of teaching resources and poor working conditions contribute to teacher attrition corroborates the results of Opoku and Donkor (2020), who observed that inadequate instructional materials, overcrowded classrooms, and limited infrastructural support create stressful work environments that reduce teacher morale. Aidoo and Mensah (2021) also noted that teachers facing resource scarcity often experience burnout and decreased instructional effectiveness, which ultimately compel them to seek transfer or exit the profession altogether. Furthermore, the heavy workload identified in this study mirrors the findings of Boateng and Nyarko (2023), who highlighted that excessive administrative duties, large class sizes, and unrealistic performance expectations significantly increase teacher stress levels and turnover rates.

The results also confirm the conclusions of Kusi and Gyamera (2023), who emphasized that limited professional development opportunities and poor management support erode teachers' sense of professional growth and belonging. When institutions fail to provide adequate capacity-building initiatives or recognise teacher effort, attrition becomes more probable. In contrast, Amoako (2019) found that schools that implemented mentorship and continuous training programs recorded improved teacher retention, suggesting that professional growth is a critical buffer against turnover. The respondents' concerns about unsupportive management practices are also consistent with findings by Danso and Oppong (2022), who identified weak administrative leadership, poor communication, and lack of teacher inclusion in decision-making as key predictors of turnover in public schools.

The findings of this study lend strong support to Herzberg's Two-Factor Theory of Motivation, which posits that dissatisfaction with hygiene factors such as salary, working conditions, and supervision leads to turnover, while the absence of motivators like achievement and recognition limits job satisfaction. The institutional issues identified from selected schools reflect deficiencies in both sets of factors, thereby reinforcing the theory's applicability. From the perspective of Social Capital Theory, persistent teacher attrition disrupts relational networks, weakens professional trust, and undermines collaboration among staff, leading to organisational instability and diminished collective efficacy.

The implications for policy and practice are significant. Educational policymakers should prioritize the improvement of teacher welfare through enhanced remuneration, fair workload distribution, and better resource allocation. School administrators should also foster supportive leadership practices, promote continuous professional development, and implement recognition systems that reinforce teacher motivation. Such strategies will not only reduce turnover but also strengthen social capital within schools, ensuring continuity, stability, and improved learning outcomes.

4.4.3 Effect of teachers' turnover on students' academic achievement

The third and final objective of this study was to assess the effect of teachers' turnover on Students' Achievement among Students. The findings indicate that teacher turnover has a negative impact on students' academic achievement from selected schools. Respondents agreed that frequent teacher changes disrupt syllabus completion, classroom routines, and instructional consistency. They also observed that new teachers take time to understand students' learning needs, which affects progress. Additionally, frequent turnover reduces students' motivation, interest, and ability to adapt to new teaching styles.

The observation that frequent teacher changes disrupt syllabus completion, classroom routines, and instructional continuity is consistent with the conclusions of Asare-Bediako (2021), who established that high teacher attrition rates in Ghanaian basic schools undermine instructional stability and impede effective curriculum delivery. Similarly, Opoku and Donkor (2020) found that teacher mobility reduces teaching consistency and weakens the link between lesson progression and assessment outcomes, particularly in core subjects such as mathematics and science. These findings suggest that frequent teacher replacements interrupt pedagogical flow, forcing students to continually adjust to new instructional methods, thereby reducing learning efficiency.

The finding that new teachers take time to understand students' learning needs corroborates the work of Aidoo and Mensah (2021), who argued that newly transferred or recruited teachers often face adjustment challenges that delay effective teaching and learning. This adjustment period creates a temporary gap in instructional delivery, which negatively affects students' comprehension and academic performance. Similarly, Boateng and Nyarko (2023) reported that students exposed to frequent teacher changes experience lower academic outcomes due to a lack of relational continuity, trust, and cumulative learning experiences. In support of this, Essuman and Agyemang (2022) observed that schools with high turnover rates tend to exhibit weaker teacher-student relationships, which directly affect motivation and engagement, leading to a decline in academic achievement. Conversely, Amoako (2019) found that schools with strong retention and mentorship policies tend to achieve higher academic results, reinforcing the idea that teacher stability enhances both instructional effectiveness and student success.

The finding that teacher turnover reduces students' motivation and adaptability to new teaching styles further resonates with Kusi and Gyamera (2023), who demonstrated that consistent teacher presence fosters positive attitudes toward learning and strengthens students' academic self-concept. Frequent changes, however, create uncertainty, diminish enthusiasm, and erode learners' confidence in their teachers. This instability not only affects academic outcomes but also undermines emotional and behavioral engagement, which are critical for sustained learning progress.

The findings corroborate Herzberg's Two-Factor Theory of Motivation by illustrating how organizational dissatisfaction, resulting in teacher turnover, indirectly impacts students' motivation and learning outcomes. When teachers leave due to poor working conditions or lack of professional satisfaction, students experience the downstream effects of this institutional instability. Similarly, the results strongly support Social Capital Theory, as frequent teacher turnover disrupts the social bonds, trust networks, and collaborative relationships that form the foundation of effective learning communities. The erosion of these relationships diminishes collective efficacy, thereby weakening both instructional quality and student outcomes.

From a policy and practice perspective, the findings underscore the need for educational authorities to prioritize teacher retention as a strategic lever for improving student performance. Reducing teacher turnover through improved remuneration, better working conditions, and professional support systems will ensure continuity in instruction and enhance student learning. School administrators should implement mentorship and induction programs to support new teachers in adapting quickly to their classroom contexts. Additionally, educational policies should focus on

strengthening teacher-student relationships and promoting stability within schools as key components of quality education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the study by presenting a summary of the key findings, drawing conclusions based on these insights, providing recommendations, and identifying areas that require further exploration.

5.2 Summary of the Study

The purpose of the study is to investigate the impact of teachers' turnover on students' academic achievement among selected schools in Aboso. Primary data were collected through a questionnaire, employing a quantitative approach and a descriptive design. Utilizing a census sampling method, a sample of one hundred and ten (110) respondents were used for the study. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyze the data, with assistance from the Statistical Package for Social Sciences (SPSS).

5.3 Key Findings

The key findings of the study are:

1. The findings indicate that respondents generally perceive a high rate of teacher turnover among selected schools in Aboso. Teachers reportedly do not stay long at the school, with frequent replacements and annual recruitment of new staff being common. Certain subjects are particularly affected by teacher changes, and inter-school transfers appear frequent. Respondents also noted a gradual decline in permanent teaching staff, suggesting instability within the workforce.
2. The findings reveal that teacher turnover is primarily attributed to institutional and organizational factors. Respondents identified inadequate salaries, lack of

teaching resources, poor working conditions, and heavy workload as major causes of teacher attrition. Limited opportunities for professional development, insufficient motivation, and unsupportive management practices were also noted as contributing factors.

3. Moreover, the findings indicate that teacher turnover has a negative impact on students' academic achievement. Respondents agreed that frequent teacher changes disrupt syllabus completion, classroom routines, and instructional consistency. They also observed that new teachers take time to understand students' learning needs, which affects progress. Additionally, frequent turnover reduces students' motivation, interest, and ability to adapt to new teaching styles.

5.4 Conclusion

In conclusion, the study established that teacher turnover presents a significant challenge to both institutional stability and student academic achievement. The findings revealed that high teacher mobility, frequent replacements, and declining permanent staff have created a pattern of workforce instability that undermines continuity in teaching and learning. Institutional and organizational factors, particularly inadequate salaries, poor working conditions, lack of teaching resources, and insufficient professional support, were identified as key drivers of attrition. Furthermore, the study confirmed that frequent teacher turnover adversely affects students' academic performance by disrupting instructional consistency, delaying syllabus completion, and diminishing learners' motivation and engagement. These findings suggest that addressing teacher turnover requires comprehensive interventions aimed at improving teacher welfare, strengthening administrative

support, and fostering a stable, motivated teaching workforce capable of sustaining quality education delivery.

5.5 Recommendations

The following suggestions are offered for your consideration in light of the study's conclusions.

1. To address the high rate of teacher turnover and ensure workforce stability, school managers and education authorities should implement effective retention strategies that prioritise teacher continuity and job security. This can be achieved through the introduction of long-term employment contracts, timely replacement of outgoing teachers, and equitable distribution of subject-specific educators to prevent frequent disruptions in core academic areas. Strengthening teacher induction and mentorship programs will also help newly recruited teachers integrate quickly, thereby reducing turnover rates and promoting consistency in instructional delivery.
2. In response to the institutional and organisational factors contributing to teacher attrition, policymakers and school management should invest in improving teachers' working conditions and motivation. Competitive remuneration packages, adequate teaching resources, and conducive classroom environments should be prioritised to enhance teacher satisfaction and commitment. Furthermore, establishing regular professional development programs and leadership support systems will foster a sense of growth and belonging among teachers. School management should also adopt participatory decision-making structures that value teachers' input, as inclusive governance has been shown to improve morale and reduce the desire to leave the profession.

3. To mitigate the negative impact of teacher turnover on students' academic achievement, educational stakeholders should develop strategies that promote instructional stability and student engagement. Efforts should focus on maintaining continuity in teaching assignments, ensuring that qualified and well-prepared teachers are consistently available to support learning across all subjects. Additionally, school leaders should monitor the impact of teacher changes on student performance and implement targeted academic support interventions for learners affected by frequent staff transitions. By fostering stable teacher-student relationships and prioritising consistent instructional delivery, managers and policymakers can safeguard academic progress and sustain the quality of education Aboso.

5.6 Suggestions for Further Research

Future studies should explore teacher turnover across a wider range of schools within the district or region to determine whether similar patterns of attrition and its effects on academic achievement exist beyond Aboso.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF EDUCATION AND LIFE-LONG LEARNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

TEACHERS' TURNOVER AND STUDENTS' ACADEMIC

ACHIEVEMENT IN SELECTED SCHOOLS IN ABOSO.

Dear respondent,

The purpose of the study is to investigate the impact of teachers' turnover on students' academic achievement among selected schools in Aboso.

Please read carefully and tick (✓) the appropriate response/column for each statement. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Thank you.

SECTION A (DEMOGRAPHIC DATA)

1. **Gender:** Female [] Male []

2. **Age:** 21-29 [] 30-39 [] 40-49 [] 50 years and above []

3. **Educational background:**
SHS [] Diploma/HND [] First degree []
Master's degree [] Other, specify

4. **Years of working experience:**
1-5 years [] 6-10 years []
11-15 years [] 16-20 years []
21 years and above []

SECTION B: EXTENT OF TEACHERS' TURNOVER

Kindly indicate how much you agree with these statements about extent of teachers' turnover.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
5. There is a high rate of teacher replacement in my school.					
6. Many teachers do not stay in this school for long.					
7. I have noticed new teachers joining almost every academic year.					
8. Some subjects often get new teachers within a short period.					
9. Teachers often transfer to other schools after a short time here.					
10. The number of permanent teachers in this school seems to decrease each year.					
11. I often find it difficult to adjust to new teachers because they change frequently.					
12. Teacher turnover has become common in this school.					

SECTION C: CAUSES OF TEACHERS' TURNOVER

Kindly indicate how much you agree with these statements about causes of teachers' turnover.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
13. Teachers leave because they are not satisfied with their salaries.					
14. The lack of teaching resources contributes to teachers' decision to leave.					
15. Teachers quit due to poor working conditions in the school.					
16. Teachers feel overworked and underappreciated in this School.					
17. The school's management style contributes to teachers' decision to resign.					
18. Teachers leave because of limited opportunities for promotion or training.					
19. Teachers are not motivated enough to stay in the school					
20. The workload given to teachers is too heavy and stressful.					

SECTION D: EFFECT OF TEACHERS' TURNOVER ON STUDENTS' ACADEMIC ACHIEVEMENT

Kindly indicate how much you agree with these statements about effect of teachers' turnover on students' achievement among students.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
21. Frequent changes in teaching staff negatively affect students' understanding of subjects.					
22. Students' academic performance tends to decline whenever a teacher leaves during the term.					
23. New teachers take time to understand students' learning needs, which affects academic progress.					
24. It becomes difficult to complete the syllabus when teachers frequently change.					
25. Teacher turnover disrupts classroom routines and consistency in instructional delivery.					
26. Students find it challenging to adapt to different teaching methods caused by frequent turnover.					
27. Frequent changes in teachers reduce students' interest and motivation to learn.					
28. Frequent staff changes make it difficult for students to build trust and rapport with teachers.					