

Psychological factors determining turnover intention among private secondary school teachers in Oluyole, Ibadan

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Abstract

Human resources are essential in all organizational contexts. They are accountable for executing the daily operational duties. This study investigated psychological factors determining turnover intention among private secondary school teachers, Ibadan. The paper is anchored on social exchange theory, using a survey design that made use of standardized questionnaire to get information from respondents. The questionnaire is divided into three parts demographic variables, turnover intention and psychological wellbeing. One hundred and fifty participants were selected through accidental sampling. Four hypotheses were tested and were found significant. The study's findings indicated that personal growth affects turnover intention, with an F-ratio of $F=24.09$ at $df=1,148$ and a p-value of $p=.000<.05$. Environmental mastery also significantly influences turnover intention, with an F-ratio of 22.052 at $df=1,148$ and a p-value of $p=.000<.05$. Additionally, work-life balance demonstrates a positive correlation with teachers' turnover intention, with an F-ratio of $F=25.660$ at $df=1,148$ and a p-value of $p=.000<.05$. Finally, there is a significant positive association between the composite effects of personal growth, environmental mastery, work-life balance as indicators of psychological wellbeing, and the turnover intention of teachers in the study area, with $R = .429$. The four three factors when combined account for a variance of 18.4% ($R^2 = 0.184$). These findings suggest that personal growth, environmental mastery, and work-life balance are crucial factors in maintaining employee commitment in an organization. Consequently, it was recommended that private school administrators should provide their staff with opportunities for personal growth, environmental necessary and work-life balance to reduce turnover effect.

Keywords: Psychological Factors, Turnover Intention, Secondary School Teachers, Social Exchange Theory, Oluyole

Introduction

The efficacy of any educational system is contingent upon the educator. A teacher cannot be substituted by any alternative instructional materials. Teachers are the most exemplary figures within the entire educational system. Consequently, teachers are regarded as the most crucial and foundational elements for the success of the educational system. A teacher encompasses more than the frequently spoken responsibilities, as their vocation entails numerous more elements. Effective and successful learning relies on the quality of instruction, which necessitates academically proficient people committed to the welfare of children and society. Teaching is among the most impactful and significant professions in society. Educators are the essential foundation of any educational system. Schools, books, and classrooms are ineffectual and devoid of significance in the absence of teachers. Consequently, education without a teacher is akin to a body lacking a soul, and a skeleton bereft of flesh and blood. A prevalent challenge encountered by employers in expanding sectors, such as private secondary schools, is the effective management and motivation of personnel to ensure their retention for extended periods, hence enhancing productivity. Educational researchers and private school proprietors frequently encounter the difficulty of incentivizing teachers to achieve high efficiency and optimal performance to mitigate inadequate work inputs. The productivity of employees is influenced by the degree of motivation provided by the company. Choi & Perumal (2014) assert that in numerous economic sectors, human resource difficulties substantially impact productivity and profitability, primarily owing to employee attrition and turnover intentions. A significant difficulty in personnel management is elevated turnover rates, frequently arising from individuals' intentions to depart the business, known as turnover intention. Robbins & Judge (2017) characterize turnover intention as the inclination of employees to leave their current employment, frequently stemming from discontent or the attraction of superior prospects. Robbins & Judge (2017) elucidate that turnover intention signifies the probability of an employee departing from the organization, whether freely or involuntarily, impacted by job discontent and the presence of alternative employment opportunities. Venisa & Brahmana (2020) define turnover as the frequency of personnel transitions into and out of a company, typically quantified by the turnover rate. Job unhappiness and the pursuit of alternative chances frequently compel individuals to depart from their existing firm (Kasim, 2022). This article aims to investigate the psychological factors determining turnover intention among private secondary school teachers in Oluyole, Ibadan.

Psychological wellbeing has recently been analyzed in connection with individual happiness through multiple elements. Ryff (1989) posits that wellbeing must be comprehended through a holistic framework that includes life development, mental health, and clinical viewpoints. In contrast to happiness, wellness signifies an individual's endeavor to achieve their authentic potential. Morales and González (2014) defined psychological wellbeing as the extent to which an individual assesses their life positively in its whole. Martela & Sheldon (2019) posited that psychological wellbeing is rooted in the satisfaction of fundamental psychological demands, including autonomy, competence, and social connections. These elements are crucial for attaining wellbeing. Positive connections, environmental mastery, autonomy, life purpose, personal progress, and self-acceptance are essential elements of what is commonly termed a "good life" or psychological wellbeing. Individuals with elevated psychological wellbeing typically exhibit superior mental health and greater adaptability to

their surroundings, whilst individuals with diminished psychological wellbeing may encounter dissatisfaction, inadequate social relationships, maladjustment, and reduced performance.

Work-life balance refers to a person's capacity to fulfill their obligations to their job and family, as well as their other responsibilities and activities in life that are not related to work. Work-life balance denotes the ability to meet the demands of the three fundamental domains of life work, family, and personal life in a satisfactory manner. Brock (2023) defines work-life balance as the link between the institutional and cultural times and spaces of work and non-work in cultures where money is primarily earned and dispersed through labor markets. The ability to maintain equilibrium between the two (work-life) enhances productivity and reduces employee's turnover intention.

Research objectives

This study investigated psychological factors determining turnover intention among private secondary school teachers in Oluyole, Ibadan. The specific objectives are to investigate if:

1. Personal growth as psychological wellbeing has significant influence on the turnover intention among private secondary teachers
2. Environmental mastery as psychological wellbeing has significant influence on the turnover intention among private secondary teachers.
3. Work life balance as psychological wellbeing has significant influence on the turnover intention among private secondary teachers.
4. The composite and comparative effects of personal growth and work environmental have significant influence on the turnover intention among private secondary teachers.

Hypotheses

The following hypotheses are tested at .05level of significance.

1. Personal growth has significant influence on turnover intention among private secondary teachers.
2. Environmental mastery has significant influence on turnover intention among private secondary teachers.
3. Work-life balance has significant influence on turnover intention among private secondary school teachers.
4. Composite and comparative effects of personal growth and environmental mastery have significant influence on turnover intention of private secondary school teachers.

Literature review

Employee turnover presents considerable issues for firms by affecting job quality and the proficiency of departing personnel, necessitating time and financial resources for recruitment and training of replacements (Nurdiansyah, Parwoto, & Badawi, 2021). Elevated turnover rates can hinder strategic planning and diminish customer service and loyalty, while also exerting psychological impacts on personnel (Holtom, & Burch, 2016). Employee turnover is frequently influenced by diminished job satisfaction, whereas a reduced intention to leave is generally correlated with elevated satisfaction levels. The adverse effects of turnover surpass only recruitment and training expenses. Employee retention is essential for organizational success, as companies invest in their personnel to improve knowledge, productivity, and job

happiness. Mitigating turnover intentions can be a pivotal element in attaining a competitive advantage. Psychological wellbeing is associated with favorable outcomes, encompassing both economic and educational success. Prior research has demonstrated a correlation between psychological wellbeing and job performance (Wright, Bonett, & Sweeney, 1993), and studies reveal that instructors who are content with their employment typically exhibit elevated levels of wellbeing (Dreer, 2021). Furthermore, personnel who predominantly experience pleasant emotions are more inclined to feel content and engaged, whereas those who encounter negative emotions may suffer from burnout (Salanova, Del Libano, & Llorens & Schaufeli, 2014). This report evaluates training as a kind of personal growth. Personal growth pertains to any endeavor that improves an employee's knowledge or skills pertinent to their designated responsibilities in the workplace. It is essential for every organization. Awang et.al (2018) asserts that personal growth has two primary benefits: it enhances employees' task performance and increases the overall efficiency of the firm. Insufficient personal growth undermines an organization's production and efficiency. Hashim et.al (2016) asserts that personal growth enhances employees' performance on tasks. Yimam (2022) determined that personal growth and development diminish employee turnover intents while improving performance rates and the quality of services rendered to clients. Personal development advantages all employees by augmenting their self-assurance, refining their professional competencies, and providing them with problem-solving skills. It also empowers employees to make more informed judgments during pivotal moments. Waleed and Sidra (2013) assert that personal development enables employees to utilize their skills proficiently and reduce turnover intention. Syed et.al (2023) emphasize that personal growth assists employees in coping with job-related stress, frustration, and conflicts, while concurrently facilitating the attainment of personal goals and objectives. Work environment as a manifestation of environmental mastery. Afandi & Ubaidillah, (2022) posit that environmental mastery includes all elements within an organization that can either facilitate or hinder employee performance, such as computers, air conditioning, desks, and fans. Furthermore, the work environment includes the actual structure or premises in which employees perform their responsibilities. Oshima Takane & Robbins (2003) characterize environmental mastery as external elements that can incentivize employees to excel under advantageous settings. Environmental mastery is classified into two categories: physical and non-physical. The indicator categorizes it into three components: working circumstances, work relationships, and employee services. Numerous aspects, including as noise, music, odor, security, air conditioning, temperature, and relationships among employees and their colleagues or bosses, affect environmental mastery. A supportive workplace has been demonstrated to markedly diminish turnover intentions. Spector & Pindek (2016) discovered that a pristine and secure atmosphere enhances employee vigor and motivation. Studies by Raziq & Maulabakhsh (2015) substantiate the assertion that a favorable work environment decreases turnover intentions inside businesses. Work-life balance refers to the attainment of fulfilling experiences across all life domains, necessitating the equitable allocation of personal resources such as energy, time, and commitment. The imbalance may manifest in various ways when professional responsibilities encroach upon familial obligations or vice versa, potentially leading to stress and detrimental work attitudes among employees, which correlates positively with burnout (Tziner et al., 2015). Organizations that embrace the work-life balance principle are preferred by prospective employees and will establish a reputation as the employer of

choice (Bello et.al 2024). Work-Life Balance (WLB) refers to a harmonic equilibrium across many facets of life (Badri, 2019). The Work-Life Balance concept is predicated on the notion that professional and personal lives are interconnected and must be managed concurrently. Achieving a balance of work-life yields numerous advantages for organizations, as employees exhibit increased motivation, productivity, and reduced work-related stress (Mas-Machuca et al., 2016). Neglecting work-life balance will diminish employee engagement, leading to organizational withdrawal (turnover) (Novianti & Fuadiputra, 2021). An increase in conflicts between professional and personal life leads to greater difficulty for employees in achieving balance, ultimately resulting in job resignation. Ultimately, this will be highly harmful to the organization due to the turnover of allocated resources.

Theory

Social exchange theory

Social exchange theory posits that diverse exchange interactions occur among organizational members. It entails a reciprocal and beneficial exchange process between two parties. Employees assessed their exertion in relation to the rewards received. If their contribution exceeds the reward, a sense of shame ensues. This theory has been extensively employed to elucidate the relationship between several organizational characteristics and employee behavior. A robust degree of social exchange cultivates attachment and commitment to the organization. Employees who perceive their exchange relationship positively are less inclined to depart from the business or their employer. Social exchange theory posits that firms and managers can offer support to foster positive employee attitudes and behaviors. Job retention is positively correlated with employee satisfaction about salary, career advancement, training, development, and performance evaluations.

Method and Material

Study design and setting

The study employs survey design with the use of questionnaire to collect information from private secondary school teachers in Oluyole Local Government Area, Ibadan. Participants were selected using accidental sampling. Accidental sampling was chosen since it is inexpensive and quick to contact people. The sample size is 150. The estimated population of private secondary teachers in Oluyole Local Government (government approved schools) is 1200.

Instrument

Turnover intention was measured by turnover intention scale developed by Freese (2007). It integrates items from Franklin (1975), Mowday et al. (1979), and Freese and Schalk (1997). The scale measures employees' intent to leave their current job. Respondents are presented with eight statements and asked to rate their agreement on a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). An example item is, "I often think about quitting." The encroachment alpha is 0.885. Psychological factors were assessed by psychological wellbeing scale developed by Ruff (1989). The scale consisted of 42 items rated on seven-point Likert format. It was adapted to four-point Likert format. The instrument is very popular in the field of psychology. The item includes: "I am not afraid to voice my opinions, even when they are in

opposition to the opinions of most people”; “In general, I feel I am in charge of the situation in which I live”; “I am not interested in activities that will expand my horizons”; “Most people see me as loving and affectionate.” It has a very high reliability and validity value.

Results

The results of the data analysis of the data collected are presented according to the stated hypotheses as follows

Table 1 presents the result of the data analysis with respect to the influence of the personal growth and the turnover intention among private school teachers in Oluyole, Ibadan. The data collected was analyzed using simple regression analysis.

Table 1: Regression analysis of the influence of personal growth and the turnover intention among private school teachers in Oluyole, Ibadan.

Model	R	R Square	Adjusted R Square	Std. Error		
	.374 ^a	.140	.134	4.769		
	Sum of Squares	Df	Mean Square	F-value	P-value	
Regression	548.001	1	548.001	24.092	.000 ^b	
Residual	3366.373	148	22.746			
Total	3914.373	149				

		Coefficient				
		Unstandardized	Standardized			
		Coefficients	Coefficients			
Model		B	Std. Error	Beta	T	P-value
1	(Constant)	15.936	1.638		9.727	.000
	Personal Growth	.363	.074	.374	4.908	.000

The result in the table above shows that there is a fairly positive correlation between personal growth and turnover intention of the teachers in the study area with $R = .374$ and a better weight of $.374$. The $R^2 = .140$ indicates that personal growth as a variable of psychological wellbeing accounts for 14.0% of the total weight influencing the teachers turnover intention in the study area. The f-ratio, $F=24.09$ at $df=1,148$ has a p-value of $p=.000<.05$ indicates that the hypothesis is accepted. This implies that personal growth significantly influences turnover intention of the private school teachers at Oluyole, Ibadan. This result is in consonance with Ji-Young & Shilu (2020) findings indicate that training can diminish employee turnover intention. Specifically, based on the social exchange perspective, the firm's investment in training might offer employees the chance to enhance their skills. Employees often perceive such an opportunity as 'reciprocity' or social exchange for their labor, so enhancing their affinity with the firm. Also, James (2017) is of the opinion that personal growth and development diminish employee turnover intents while improving performance rates and the quality of services rendered to clients. Similarly, Luu, & Yinghong (2019) employees who have access to personal growth are less likely to quit their job. Lastly, Waleed and Sidra (2013) assert that personal development enables employees to utilize their skills proficiently and reduce turnover intention.

Table 2 presents the result of the data analysis with respect to the influence of the work environment and the turnover intention among private school teachers in Oluyole, Ibadan. The data collected was analyzed using simple regression analysis.

Table 2: Regression analysis of the influence of environmental mastery and the turnover intention among private school teachers in Oluyole, Ibadan.

Model	R	R Square	Adjusted R Square	Std. Error		
	.360 ^a	.130	.124	4.79778		
	Sum of Squares	Df	Mean Square	F-value	P-value	
Regression	507.603	1	507.603	22.052	.000 ^b	
Residual	3406.770	148	23.019			
Total	3914.373	149				
Coefficient						
		Unstandardized	Standardized			
		Coefficients	Coefficients			
Model		B	Std. Error	Beta	T	P-value
1	(Constant)	17.220	1.444		11.925	.000
	Environmental mastery	.319	.068	.360	4.696	.000

The table shows that there is a positive correlation between environmental mastery and turnover intention of the teachers in the study area with $R = .360$ and a better weight of $.360$. The $R^2 = .130$ indicates that environmental mastery as a variable of the psychological wellbeing accounts for 13.0% of the total weight influencing the teacher's turnover intention in the study area. The f-ratio, $F=22.052$ at $df=1,148$ has a p-value of $p=.000<.05$ indicates that the hypothesis is accepted. This implies that environmental mastery significantly influences turnover intention of the private school teachers at Oluyole, Ibadan. This is supported by Asiriani & Riyanto (2020) argued that if employees have a good quality work environment, a sense of security and comfort in terms of facilities and psychologically, and relationships with their coworkers, they will feel attached to the organization and will continue to work there.

Reyhanoglu & Akin (2022) substantiate the assertion that a favorable work environment decreases turnover intentions inside businesses. Cappelli (2010) is of the perspective that supportive workplace has been demonstrated to markedly diminish turnover intentions.

Table 3: Regression analysis of the influence of work-life balance and the turnover intention among private school teachers in Oluyole, Ibadan.

Model	R	R Square	Adjusted R Square	Std. Error		
	.384 ^a	.148	.142	4.74768		
	Sum of Squares	Df	Mean Square	F-value	P-value	
Regression	578.391	1	578.391	25.660	.000 ^b	
Residual	3335.983	148	22.540			
Total	3914.373	149				
Coefficient						
		Unstandardized	Standardized			
		Coefficients	Coefficients			
Model		B	Std. Error	Beta	T	P-value
1	(Constant)	16.276	1.525		10.674	.000
	Work life balance	.364	.072	.384	5.066	.000

Table 3 presents the result of the data analysis with respect to the influence of the work-life balance on the turnover intention among private school teachers in Oluyole, Ibadan. The data collected was analyzed using simple regression analysis.

The result shows that there is a positive correlation between work-life balance and turnover intention of the teachers in the study area with $R = .384$ and a better weight of $.384$. $R^2 = .148$ indicates that work-life balance as a variable of the psychological well-being accounts for 14.8% of the total weight influencing the teacher's turnover intention in the study area. The f-ratio, $F=25.660$ at $df=1,148$ has a p-value of $p=.000<.05$ indicates that the hypothesis is accepted. This implies that work-life balance significantly influences turnover intention of the private school teachers in Oluyole, Ibadan. The result is like the following studies: an effective work-life balance enhances employees' job satisfaction and overall quality of life, consequently diminishing their propensity to leave (Ammanah et al., 2022). Furthermore, a balanced work-life dynamic alleviates work-related stress and mitigates job burnout, thereby enhancing employees' performance and engagement, which further curtails turnover rates (Stankeviciute, 2022). Additionally, a robust work-life balance fosters a sense of belonging and loyalty to the organization, increasing employees' commitment to their current roles and reducing their inclination to depart (Lestari et al., 2023).

Table 4 presents the results of the data analysis with respect to the influence of composite and comparative effects of personal growth, work environmental and work-life balance has significant influence on turnover intention of private secondary school teachers. The data collected was analyzed using the multiple regression analysis.

Table 4: Multiple regression analysis of the composite and comparative effect of psychological wellbeing and the turnover intention among private school teachers in Oluyole, Ibadan.

Model	R	R Square	Adjusted R Square	Std. Error		
	.429 ^a	.184	.167	4.67763		
	Sum of Squares	Df	Mean Square	F-value	P-value	
Regression	719.855	3	239.952	10.967	.000 ^b	
Residual	3194.519	146	21.880			
Total	3914.373	149				

		Coefficient				
		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	T	P-value
1	(Constant)	13.998	1.755		7.979	.000
	Environmental mastery	.001	.122	.001	.009	.993
	Personal Growth	.223	.108	.230	2.071	.040

The result shows that there is a strong positive correlation for composite effects of personal growth, environmental mastery as psychological wellbeing and turnover intention of the teachers in the study area with $R = .429$. The $R^2 = .184$ indicates that personal growth, and environmental mastery, as psychological wellbeing accounts for 14.8% of the total weight influencing the teacher's turnover intention among private school teachers in the study area. The f-ratio, $F=10.967$ at $df=1,146$ has a p-value of $p=.000<.05$ indicates that the hypothesis is accepted. This implies that psychological wellbeing as a joint variable of personal growth, and environmental mastery, significantly influence on turnover intention of the private school teachers at Oluyole, Ibadan. The conclusion is consistent with the findings of Amin and Akbar (2013), which showed that hotel sector employees who experience personal growth and environmental mastery are significantly less likely to quit their positions. When employees feel that the organization has met their needs, they are less likely to leave the company. To accomplish this, the business needs to enhance the psychological wellbeing of its personnel, as this will enable them to perform at their highest level.

Conclusion

This study investigated psychological factors determining turnover intention among private secondary school teachers in Oluyole, Ibadan. All the hypotheses were statistically significant. The results of this article demonstrate that teachers in Oluyole Local Government are less likely to leave their jobs when they experience personal improvement. This indicates that schools that provide opportunities for personal improvement will typically keep their teachers. Also, when school administrators provide environmental mastery, it dramatically minimizes the likelihood that teachers would leave their jobs. This suggests that a positive work environment can help lower the likelihood of teachers leaving their jobs. In addition, a good work-life balance can

help teachers feel less inclined to leave their jobs. Finally, when combined, the results demonstrate that personal growth and environmental mastery have a considerable impact on the intention of schoolteachers to leave their jobs. This implies a balance between work-life is vital to retain people. As a result, the paper suggested that owners of private secondary schools should provide opportunities for personal development, environmental mastery, and a balance between their instructors' work and personal lives. These three variables are extremely vital for keeping qualified teachers in their respective schools in Oluyole Local Government. This study is limited to private schools in the Oluyole Local Government Area of Ibadan. Therefore, the researcher suggests that the study be repeated in other areas of the state to make the findings more applicable.

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