

Examining the Relationship between Post Primary School Teachers Job Satisfaction and Empowerment on Turnover Intention in Katsina State Nigeria

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Abstract:

The study focuses on the influence of post primary schools teacher's Job Satisfaction and Empowerment on turnover intention in Katsina state Nigeria. Job Satisfaction Questionnaire (JSQ), Empowerment Questionnaire (EQ) and Turnover Intention Questionnaire (TIQ) were used to get the data used in this study. All the questionnaires were adopted and adapted. The data was analyzed using multiple regression analysis via SPSS version 20.0. The results indicate that the independent variables influences turnover intention of post primary school teachers ($R^2 = .51$). In addition, among the independent variables, Job satisfaction best influences turnover intention of post primary school teachers. The results would be useful to the stakeholders as before now few studies were conducted in the area in Nigeria in general and Katsina state in particular.

Introduction

Education sector generally is bedeviled with a lot of challenges in Nigeria. These challenges are more pronounced at the post primary school level. Additionally, most of the challenges the sector is facing are directly or indirectly associated with teachers who are the backbone of any educational system. The challenges include teacher burnout, teacher turnover among others. The above challenges and many more are seriously affecting the implementation of reforms needed to move our post primary schools forward. This is because without satisfied, empowered and committed teachers implementation of any reform will be almost impossible. Harris (2008) argues that for reform to succeed in our schools teachers who are part of the system must to be involved. Because, system reform succeeds only when those within the system subscribe to it and actively engage in it is re-design.

Similarly, involving teachers will make them to be more satisfied, which will make them to perform better. Lok & Crawford (2004) argue that if teachers are not involved on issues that affect them they will become dissatisfied and when dissatisfied they will be less committed and will look for an opportunity to leave. This study is aimed at examining the influence of teachers Job satisfaction and empowerment on turnover intention in post primary schools in katsina state Nigeria. As a guide the following research questions were formulated. They are:

1. Does teachers Job satisfaction and empowerment influence their turnover intention in post primary schools in katsina state Nigeria?
2. Which among the two independent variables best influences turnover intention of post primary school teachers in Katsina state Nigeria?

It is worth noting that this study would be useful to stake holders like; officials of ministry of education, zonal quality assurance, state universal basic education board, principals among others, as it brought to the fore the influence of teachers job satisfaction and empowerment on their intention to leave their respective

organizations. The results if utilized will substantially reduce the cost associated with recruitment, training and retention of new staff to replace those who left the organization.

Literature Reviews

Turnover intention

Turnover intention can be described as a conscious and deliberate desire to disengage from the organization within a near future (Mete & Sökmen, 2017). Similarly Guixia & Abdullah (2019) view turnover intention as a possibility of an employee to change his or her job within a certain period of time. Belete, (2018) regards turnover intention as a likely hood of an employee to quit the present job he is doing either voluntarily or involuntarily. There are many factors that push employees to start looking for another job. According to Arshad, Puteh, & Mara (2015) dissatisfaction is one of the factors that enhances employee's turnover intention. Li, Sawhney, & Tortorella (2019)) argue that workers turnover is very costly for an organization as such, minimizing workers turnover rate is very important not only to human resource personnel but to managers of the organization.

Job satisfaction and turnover intention

Job satisfaction can be described as attitudinal behavior showing persons assessment of his or her job (Abraiz, Tabassum, Raja, & Jawad, 2012). Additionally, Saif & Saleh (2013) describe Job satisfaction as the extent to which employees like or dislike their jobs and their opinion with regards to all aspects of their job. Job satisfaction is the feeling of internal fulfilment and happiness an employee exhibits when carrying out his job (Swaminathan & Jawahar, 2013). Similarly, Guixia & Abdullah (2019) look at job satisfaction as the degree to which worker's expectations, hopes and desires with regard to employment are met. In the same vein, Mete & Sökmen (2017) view satisfaction as employee's attitude towards different aspect of their job and the job itself. According to Arif and Chohan (2013) Job satisfaction is an important factor that shapes employees behavior towards his organization. It's mostly viewed in both humanistic and financial terms. They further argued that satisfied workers tend to do good and quality work and tend to be more dedicated to the organization they work compared to unsatisfied workers

Studies reveal that there is a significant and negative relationship between job satisfaction and turnover intention among employees of various organizations. Guixia & Abdullah (2019) in their study on relationship between job satisfaction and turnover intention of lecturers in private higher institutions in China found a significant negative relationship between job satisfaction and turnover intention. Additionally, Mete & Sökmen, (2017) in their study found that there is statistically significant negative relationship between job satisfaction and turnover intention among workers of hospitality industry.

Empowerment and turnover intention

In school setting empowerment entails giving teachers' power to have a say on issues that really matter, which will in the end assist in realizing the organizational goals and improving organizational outcomes (Menon, 2001; Renihan & Renihan, 1992). Similarly, empowerment entails changing the school climate so that teachers will feel powerful on issues related to teaching and learning. Accordingly, Ripley & Ripley (1992) view empowerment as enhancing workers strength and or discouraging their feelings or perception of powerlessness in the organization.

Studies conducted by various scholars at different setting show that empowerment relates significantly and negatively with turnover intention among employees of various organizations. Sunday (2016) in his study on empowerment and turnover intention among employees of consolidated banks in Nigeria found that empowerment has negative and significant relation with turnover intention. Similarly, Ozkan, Elci, Karabay, Kitapci, & Garip (2020) in their meta-analysis study on antecedents of turnover intention in USA found that empowerment relates negatively and significantly with turnover intention.

In view of the above theoretical arguments and empirical evidences the study came up with the following hypotheses:

- H1 *Teachers Job satisfaction and empowerment relate significantly and negatively with their turnover intention in post primary schools in Katsina state Nigeria.*
- H2 *Both teachers Job satisfaction and Empowerment are good predictors of their turnover intention*

Method

Instruments used in the study

Three questionnaires were used to get the data required for this study. The questionnaires are: Job Satisfaction questionnaire (JSQ), Empowerment questionnaire (EQ) and Turnover Intention questionnaire (TIQ). All the questionnaires used were adopted and adapted from Hackman and Oldhan (1975), (Menon, 2001) and

Seashore, Lawler, Mirvis and Cammann (1982) for Job satisfaction, empowerment and turnover intention respectively.

Job satisfaction questionnaire used in this study is uni-dimensional with three items. One of the items reads as follows; you are extremely glad that you choose this organization to work for, over other organizations. Additionally, the empowerment questionnaire used in this study has three dimensions. The following are among the items of the empowerment scale: I can influence decisions taken in my department, I have the competence to do my work effectively and I am inspired by what we are trying to achieve as an organization for perceived control, perceived competence and goal internalization dimensions respectively. Lastly, turnover intention questionnaire is uni-dimensional and has four items. One of the items reads thus; you will not give up this organization easily. Likert's seven point scale was used to rate the three questionnaires. The rating run from 1 strongly disagree and 7 strongly agree.

Sample used

Four hundred questionnaires were distributed to teachers of post primary schools in Katsina state, to get the needed data for the study. In all, three hundred and sixty four questionnaires were returned. After removing questionnaires with much missing informations three hundred and fifty respondents were used in the study. Regarding the gender of the respondents two hundred and eighty were male while seventy were female. Additionally, two hundred and fifty of the respondents are between the ages of 20-40 while one hundred are above 40 years. On the working experience of the respondents two hundred and seventy have 1-10 years working experiences while eighty have eleven and above years working experiences.

Data analysis

Descriptive statistics and multiple regression analysis were used to analyze the data collected. The former was used to analyze the demographic data of the respondents while the later was used to examine how teacher's job satisfaction and empowerment (independent variables) relate with their turnover intention (dependent variable). SPSS version 20.0 was used to analyze the data.

Results and Discussion

Results of the study

Mean, standard deviation, and correlations of the variables used in the study are shown in the Table.1 below. Among the independent variables empowerment has the highest mean (5.991), closely followed by job satisfaction (5.721). Similarly, the correlation matrix indicates that all the independent variables were statistically and negatively correlated with turnover intention. The correlation ranges from -.67 to -.83.

Table 1: Descriptive Statistics and Correlations

Variable	Mean	Standard Deviation	2	3
Total Turnover Intention	10.408	4.293	-.667	-.825
Total Job Satisfaction.	5.721	1.039		.639
Total Empowerment	5.991	0.824		

Variables 2 and 3 are independent variables

Correlations are statistically significant $p < .005$

To find out if teachers job satisfaction and empowerment (independent variables) predict their turnover intention (dependent variable) multiple regression analysis was used. The results as highlighted in the Table. 2 below indicate that the two variables teachers' job satisfaction and empowerment predict turnover intention. They explained 51% of the variance of turnover intention. As such, hypothesis one (H1) which says that teachers Job satisfaction and empowerment relate significantly and negatively with their turnover intention in post primary school in Katsina state Nigeria is accepted.

In addition, Table. 2 shows that among the independent variables teachers job satisfaction is the best predictor of turnover intention compared with teacher's empowerment β -.45 and -.34 respectively. Thus, hypothesis two (H2) which says; both teachers job satisfaction and empowerment are good predictors of turnover intention is equally accepted.

Table 2: Regression Coefficients and F test value of Turnover Intention

Variable	B	SE	β	Sig.	F	R ²
Constant	31.579	1.582		.000	103.63 (09.09)	.51
Job Satisfaction.	-1.866	.267	-.45	.000		
Empowerment.	-1.752	.336	-.34	.000		

Discussion

The study examines how teachers' job satisfaction and empowerment relate with turnover intention in post primary schools in Katsina state Nigeria. As a guide the following hypotheses were postulated. The hypotheses are:

H1. Teachers Job satisfaction and empowerment relate significantly and negatively with their turnover intention in post primary schools in Katsina state Nigeria.

H2. Both teacher's job satisfaction and empowerment are good predictors of their turnover intention.

In Table.1 above mean, standard deviation and correlations of the variables of study were highlighted. Of the two independent variables empowerment has the highest mean compared with job satisfaction; 5.99 and 5.72 respectively. This means teachers used in the study have relative control over certain decisions in their respective departments. Additionally, it shows that teachers in the schools used in the study identified with the goals of their respective schools and are ready to work toward it is realization. Moreover, the teachers used in the study regard their working environment as relatively pleasant.

Table.2 highlights the results of multiple regressions employed to examine how teacher's job satisfaction and empowerment relate with turnover intention in the sampled schools. The results show that both variables predict turnover intention of secondary school teachers in Katsina state Nigeria ($R^2 .51$). The results support hypothesis one which says; teachers Job satisfaction and empowerment relate significantly and negatively with turnover intention in post primary schools in Katsina state Nigeria. Similarly, among the two independent variables teachers job satisfaction best predicts turnover intention compared with teacher's empowerment β -.45 and -.34 respectively. However, it is worth noting that both variables are good predictors of turnover intention, consequently, hypothesis two which says; both teachers job satisfaction and empowerment are good predictors of turnover intention is also accepted.

The above results agree with similar studies (Guixia & Abdullah, 2019; Li et al., 2019; Mete & Sökmen, 2017; Ozkan et al., 2020; Sunday, 2016), who in different studies at different settings found that job satisfaction and empowerment relate negatively and significantly with turnover intention.

Conclusion

This study examines how teacher's job satisfaction and empowerment relate with their turnover intention in post primary schools in Katsina state Nigeria. Additionally, the study assesses the individual contribution of teacher's job satisfaction and empowerment on their turnover intention. The study found that both teacher's job satisfaction and empowerment significantly and negatively relate to their turnover intention in post primary schools in Katsina state Nigeria. However, among the two independent variables teachers job satisfaction best predicts their turnover intention compared to teacher's empowerment β -.45 and β -.34 respectively.

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