



## Influence of School Climate on Teachers' Turnover Intention in Public and Private Primary Schools, Ikeja City, Lagos Nigeria

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### Abstract

Teacher career turnover is a serious global occupational hazard in many countries, with the estimated teacher turnover rate ranging from 13 to 15% annually. There cannot be actual turnover without turnover intentions which is a key precursor. Being multilevel structured phenomenon, several school variables could be implicated such as school climate and job satisfaction. Consequent to the dearth of literature in this regards in Lagos state Nigeria, this research work used a survey research design to study this phenomenon in public and private primary schools. A total of 373 teachers were sampled through a simple random technique and data collected with structured questionnaire. Appropriate descriptive and inferential statistics such as Pearson product moment correlations, simple linear regression, Independent T-Test were used to analyze the data. The findings revealed there was a significant influence of school climate of public and private primary schools teachers' turnover intention. The study indicated that the school climate measures (safety, academic climate, community climate and organizational environment) jointly influence teachers thinking of quitting their current job ( $R = .606$ ,  $\text{Adj. } R^2 = .361$ ,  $F_{(4, 367)} = 53.336$ ,  $p < 0.05$ ), searching for another job ( $R = .622$ ,  $\text{Adj. } R^2 = .380$ ,  $F_{(4, 368)} = 58.024$ ,  $p < 0.05$ ) or obtaining employment letter for another job ( $R = .668$ ,  $\text{Adj. } R^2 = .441$ ,  $F_{(4, 364)} = 73.476$ ,  $p < 0.05$ ). The study concluded in view of the data analyzed

that school type (public or private primary schools' climate) has a significant, moderating effect on teachers' turnover intention. Teachers' turnover intention was higher in private schools in Ikeja city primary schools. It is recommended that public and private primary schools in Ikeja city should intentionally improve school climate by improving safety, academic climate, community climate and organizational environment to reduce teacher turnover intention.

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**Keywords:** School Climate, Teachers' Turnover Intention, Public and private primary schools

## **Introduction**

Turnover intention is used to measure people's intention to resign from their current job, look for another job and follow through on resigning. Turnover intention is the relative strength or desire of a person to voluntarily withdraw from an organization. Intention is the reason, and turnover is the result. High turnover intention predict greater likelihood of a person actually leaving a job. In several decades, the turnover intention has received extra attention from Teachers and practitioners, including education practitioners, because its existence is suspect of disrupting organizational conduciveness. Teacher turnover intention has severe consequences for the quality of instruction, for students and their learning, and more broadly, for the school community. A school loses institutional memory due to significant staff changes; changes in staff raise the need for additional resources for recruiting and familiarising new members with the everyday practices adopted by that school community (Ronfeldt, Leob, Wyckoff, 2013). Ekabu, Kalai and Nyagah (2018) and Arnoux-Nicola et al. (2018), opined that teacher turnover intentions are influenced by certain working conditions that teachers are not comfortable with. They agree that adverse working conditions are positively and significantly associated with turnover intentions. Working conditions such as physical and psychological factors within a school or work organization are strong motivators that keep employees on their job. Where such motivating factors don't exist, turnover intention among such employees is inevitable. In many countries, the estimated teacher turnover rate ranges from 13 to 15% annually (Nissinen & Välijärvi, 2011), Even in Finland, where the teaching profession has been traditionally highly appreciated and where teachers have been committed to their profession, there is a rising concern about teacher job-satisfaction, the attractiveness of the teaching career, and an increase in turnover (VAKAVA Statistics 2017). No doubt the high rate of teacher turnover intention is a global phenomenon. In Kenya for example, despite government intervention through various policies the problem of teacher turnover intention persists

(Kamau, Muathe & Wainaina, 2020). Another study by Ekabu, Kalau, and Nyagah (2019) revealed 64.2% of the respondents intended to leave teaching in secondary schools in Meru County, Kenya. These statistics thus indicate a high rate of intention to leave among public school teachers in Kenya. A study such as Ajayi and Olatunji (2017 & 2018) portray the Nigerian education system as an environment where turnover intention thrive. They implicated many variables such as job satisfaction and other school related factors. However, research on teacher turnover in Nigeria seem to be limited. Healthy school climate promotes job satisfaction which in turn bring forth the low staff turnover intentions that leads to high service delivery. If the turnover intention is not adequately attended to academic staff would constantly want to move from the stagnant and unhealthy school climate to healthier ones. To successfully minimize the turnover intention of this multilevel phenomenon, is the push for this study. It is with this intention that this research on influence of school climate on academic staff turnover intention is conceptualized

The following research questions will be answered;

1. Is there any relationship between school climate and teachers' turnover intention in public and private primary schools in Ikeja city of Lagos state?
2. Is there any influence of school climate on teachers' turnover intention in public and private primary schools in Ikeja city of Lagos State?
3. Is there any moderating influence of school type on school climate and teachers' turnover intention in public and private primary schools in Ikeja city of Lagos State?

## **Method and Materials**

Survey research design is used in the study. All the public and private primary schools in Ikeja city of Lagos state formed the population of the study. In total there were 98 primary schools and 1281 teachers. Following the sampling formula of Taro Yemane, a sample size of 305 teachers from the public and private primary schools formed part of the study drawn through simple random sampling technique. Questionnaires, were the data collection instrument used after validity and reliability test. The questionnaires adapted in this study had 3 sections which captured the demographic data and the professional profile of teachers, school climate, and Academic staff turnover intention respectively. Four major aspects of the school climate which are safety, academic climate, community climate and the organizational environment were tested upon collection of data. Turnover intention was measured with a modified version of a Turnover

Intention Assessment Scale, (TIS-6), developed by Michaels & Spector (1982).

## Findings

**RQ1.** What is the relationship between school climate and teachers' turnover intention in public and private primary schools in Ikeja city, Lagos state?

**Table 1.** Correlation analysis of the relationship between school climate and teachers' turnover intention

		Thinking of Quitting current job	Searching for another job	Obtaining employment letter for another job
Safety related statements	Pearson	-.499**	-.587**	-.627**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369
Academic Climate related statements	Pearson	-.481**	-.577**	-.620**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369
Community Climate related statements	Pearson	-.587**	-.610**	-.653**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369
Organizational Environment related statements	Pearson	-.527**	-.582**	-.640**
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	372	373	369

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

Safety climate of a school has moderate, negative, and significant relationship with thinking of quitting current job ( $r=-.499$ ,  $p<0.05$ ). It also has moderate, negative, and significant relationship with searching for another job ( $r=-.387$ ,  $p<0.05$ ), and with obtaining employment letter for another job ( $r=-.627$ ,  $p<0.05$ ). This implies that when safety improves, thinking of quitting current job, searching for another job and obtaining employment letter for another job decreases.

Academic climate has moderate, negative, and significant relationship with thinking of quitting current job ( $r=-.481$ ,  $p<0.05$ ). It also has moderate, negative and significant relationship with searching for another job ( $r=-.577$ ,  $p<0.05$ ), and with obtaining employment letter for another job ( $r=-.620$ ,  $p<0.05$ ).

This implies that when academic climate improves, thinking of quitting current job, searching for another job and obtaining employment letter for another job decreases.

Community climate has moderate, negative, and significant relationship with thinking of quitting current job ( $r=-.587, p<0.05$ ). It also has moderate, negative and significant relationship with searching for another job ( $r=-.610, p<0.05$ ), and with obtaining employment letter for another job ( $r=-.653, p<0.05$ ).

This implies that when community climate improves, thinking of quitting current job, searching for another job and obtaining employment letter for another job decreases.

Organizational environment has moderate, negative, and significant relationship with thinking of quitting current job ( $r=-.527, p<0.05$ ). It also has moderate, negative and significant relationship with searching for another job ( $r=-.582, p<0.05$ ), and with obtaining employment letter for another job ( $r=-.640, p<0.05$ ). This implies that when organizational environment improves, thinking of quitting current job, searching for another job and obtaining employment letter for another job decreases.

**RQ2.** What is the influence of school climate on teachers’ turnover intention in public and private primary schools in Ikeja city, Lagos State?

**Table 2a.** Regression Analysis of School Climate on Teachers Thinking of Leaving Current Job

Model		Sum of Squares	Df	Mean Square	F()	Sig.(P)
1	Regression	469.658	4	117.415	53.336	.000 <sup>b</sup>
	Residual	807.920	367	2.201		
	Total	1277.578	371			

R = .606; R<sup>2</sup> = .368; Adjusted R<sup>2</sup> = .361; Standard Error of the Estimate = 1.48372;

b. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements

Table 2a. Indicates that the predictors (organizational climate, safety, community climate and academic climate) have significant effect on thinking of quitting current job (  $F_{(4, 367)} = 53.336, p < 0.05$ ). Teachers’ turnover intention which is thinking of leaving current job have moderate relationship have moderate relationship on thinking of quitting the current job and they account for 36.1% of the criterion variable (thinking of quitting the current job) ( $R = .606, Adj. R^2 = .361$ ).

**Table 2b.** Coefficient of regression analysis of school climate on teachers thinking of leaving current Job

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1(Constant)	8.799	.396		22.200	.000
Safety related statements	-.036	.025	-.152	-1.450	.148
Academic Climate related statements	.108	.030	.483	3.583	.000

Community Climate related statements	-.122	.018	-.777	-6.764	.000
Organisational Environment related statements	-.022	.021	-.129	-1.081	.280

a. Dependent Variable: Thinking of Quitting current job

The coefficient table indicates the contribution of each predictor variable. The table indicates that safety has no significant effect on thinking of quitting the current job ( $B = .036$ ,  $t = -1.450$ ,  $p > .05$ ). Academic climate has significant effect on thinking of quitting current job ( $B = .108$ ,  $t = -3.583$ ,  $p < .05$ ). Community climate has significant effect on thinking of quitting current job ( $B = -.122$ ,  $t = -6.764$ ,  $p < .05$ ). Organizational Environment has insignificant effect on thinking of quitting current job ( $B = -.022$ ,  $t = -1.081$ ,  $p > .05$ ).

**Table 2c.** Regression analysis of school climate on teachers thinking of leaving current Job

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	509.183	4	127.296	58.024	.000 <sup>b</sup>
	Residual	807.332	368	2.194		
	Total	1316.515	372			

R = .622; R<sup>2</sup> = .387; Adjusted R<sup>2</sup> = .380; Standard Error of the Estimate = 1.48116;

a. Dependent Variable: Searching for another job

b. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements

The table indicates that predictors (organizational climate, safety, community climate and academic climate) have significant effect on Searching for another job ( $F_{(4, 368)} = 58.024$ ,  $p < 0.05$ ). Teachers' turnover intention which is searching for another job have moderate relationship, and they account for 38.0% of the criterion variable (Searching for another job) ( $R = .622$ ,  $Adj. R^2 = .380$ ).

**Table 2d.** Regression analysis coefficient of school climate on teachers thinking of leaving current Job

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.510	.395		24.057	.000
	Safety related statements	-.060	.024	-.251	-2.438	.015
	Academic Climate related statements	.021	.030	.094	.707	.480
	Community Climate related statements	-.064	.018	-.401	-3.557	.000
	Organisational Environment related statements	-.015	.021	-.083	-.706	.481

a. Dependent Variable: Searching for another job

The coefficient table indicates the contribution of each predictor variable. The table indicates that safety has significant effect on searching for another job ( $B = -.060$ ,  $t = -2.44$ ,  $p < .05$ ). Academic climate has no significant effect on searching for another job ( $B = .021$ ,  $t = .707$ ,  $p > .05$ ). Community climate has significant effect on searching for another job ( $B = -.064$ ,  $t = -3.557$ ,  $p < .05$ ). Organizational Environment has insignificant effect on searching for another job ( $B = -.915$ ,  $t = -0.481$ ,  $p > .05$ ).

**Table 2e.** Regression Analysis of School Climate on Teachers Obtaining Employment Letter for another Job

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	809.531	4	202.383	73.476	.000 <sup>b</sup>
Residual	1002.604	364	2.754		
Total	1812.136	368			

$R = .668$  ;  $R^2 = .447$ ; Adjusted  $R^2 = .441$ ; Standard Error of the Estimate = 1.65964;

a. Dependent Variable: Obtaining employment letter for another job

b. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements

The table indicates that predictors (organizational climate, safety, community climate and academic climate) have significant effect on Teachers intention of obtaining employment letter for another job ( $F_{(4, 364)} = 73.476$ ,  $p < 0.05$ ). Teachers' turnover intention which is obtaining employment for another job have moderate relationship also show that the predictors have moderate relationship with obtaining employment letter for another job and they account for 44.1% of the criterion variable (obtaining employment letter for another job) ( $R = .668$ ,  $Adj. R^2 = .441$ ).

**Table 2f.** Regression analysis coefficient of school climate on teachers thinking of leaving current Job

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.086	.446		24.876	.000
	Safety related statements	-.065	.028	-.233	-2.376	.018
	Academic Climate related statements	.033	.034	.123	.975	.330
	Community Climate related statements	-.067	.020	-.357	-3.303	.001
	Organizational Environment related statements	-.047	.023	-.225	-2.020	.044

a. Dependent Variable: Obtaining employment letter for another job

The coefficient table indicates the contribution of each predictor variable. The table indicates that safety has no significant effect on obtaining employment letter for another job ( $B = -.065, t = 2.376, p < .05$ ). Academic climate has insignificant effect on obtaining employment letter for another job ( $B = .033, t = .975, p > .05$ ). Community climate has significant effect on obtaining employment letter for another job ( $B = -.067, t = -3.303, p < .05$ ). Organizational Environment has significant effect on obtaining employment letter for another job ( $B = -.047, t = -2.020, p < .05$ ).

**RQ 3.** What is the moderating influence of school type on school climate and teachers’ turnover intention in public and private primary schools in Ikeja city, Lagos State?

**Table 3a.** Multiple regression analysis of the moderating influence of school type on school climate and teachers’ thinking of quitting current job (Turnover intention I)

Model		Sum of Squares	Df	Mean Square	F	Sig.
Public	Regression	469.658	4	117.415	53.336	.000 <sup>b</sup>
	Residual	807.920	367	2.201		
	Total	1277.578	371			
Private	Regression	489.338	5	97.868	45.442	.000 <sup>c</sup>
	Residual	788.240	366	2.154		
	Total	1277.578	371			

Public:  $R = .606$ ;  $R^2$  (Adjusted) = .361; Standard error estimate = 1.48372;  
 $R^2$ (Change) = .368; Sig. F(Change) = .000;  
 Private:  $R = .619$ ;  $R^2$  (Adjusted) = .375; Standard error estimate = 1.46754.;  
 $R^2$ (Change) = .015; Sig. F(Change) = .003;

a. Dependent Variable: Thinking of Quitting current job

b. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements

c. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements, Is the school a public or private school

The table shows that the school type has significant moderating effect on school climate and teachers turnover intention ( $\blacktriangle R^2 = 0.368$   $F_{(5, 366)} = 45.442, p < 0.05$ ). This implies that being a teacher in private or public primary school makes a difference in the school climate and teachers’ turnover intention of thinking of quitting the current job. School climate in public schools is better than the school climate in private schools, and the better it is the less intention to turnover. The turnover intention in private schools is higher than the teacher turnover intention in public schools.

**Table 3b.** Multiple regression analysis of the moderating influence of school type on school climate and Teachers’ Searching for Another Job (Turnover intention II)

Model		Sum of Squares	Df	Mean Square	F	Sig.
Public	Regression	509.183	4	127.296	58.024	.000 <sup>b</sup>
	Residual	807.332	368	2.194		
	Total	1316.515	372			
Private	Regression	520.729	5	104.146	48.030	.000 <sup>c</sup>



Residual	795.786	367	2.168
Total	1316.515	372	
Public: R = .622; R <sup>2</sup> (Change) = .387;	R <sup>2</sup> (Adjusted) = .380; Sig. F(Change) = .000;	Standard error estimate = 1.48116;	
Private: R = .629; R <sup>2</sup> (Change) = .009;	R <sup>2</sup> (Adjusted) = .387; Sig. F(Change) = .022;	Standard error estimate = 1.47253.;	

- a. Dependent Variable: Searching for another job
- b. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements
- c. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements, Is the school a public or private school

This table shows that the school type has significant moderating influence between school climate and teachers turnover intention ( $\Delta R^2 = 0.387$   $F_{(5, 367)} = 48.030$ ,  $p < 0.05$ ). This implies that school climate in private or public primary school differ in influence on teachers' turnover intention of searching for another job (Turnover intention II). School climate in public schools is better than the school climate in private schools, and the better it is the less intention to turnover. The turnover intention in private schools is higher than the teacher turnover intention in public schools.

**Table 3c.** Multiple Regression analysis of the moderating influence of school type on school climate and teachers' obtaining employment letter for another job (Turnover intention III)

Model		Sum of Squares	Df	Mean Square	F	Sig.
Public	Regression	809.531	4	202.383	73.476	.000b
	Residual	1002.604	364	2.754		
	Total	1812.136	368			
Private	Regression	813.758	5	162.752	59.175	.000c
	Residual	998.378	363	2.750		
	Total	1812.136	368			

Public: R = .668; R <sup>2</sup> (Change) = .447;	R <sup>2</sup> (Adjusted) = .441; Sig. F(Change) = .000;	Standard error estimate = 1.65864;
Private: R = .670; R <sup>2</sup> (Change) = .002;	R <sup>2</sup> (Adjusted) = .441; Sig. F(Change) = .216;	Standard error estimate = 1.65842.;

- a. Dependent Variable: Obtaining employment letter for job
- b. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements
- c. Predictors: (Constant), Organizational Environment related statements, Safety related statements, Community Climate related statements, Academic Climate related statements, Is the school a public or private school

Table 3c. clearly indicates that the school type has significant moderating influence on school climate and academic staff turnover intention ( $\Delta R^2 = 0,447$   $F_{(5, 363)} = 59.175$ ,  $p < 0.05$ ). This implies that being a teacher in private or public primary school makes a difference in the school climate and teachers turnover intention of obtaining employment letter for another job (turnover intention III).

School type yielded a coefficient of multiple regression change  $R^2$  of range .368 to .447. This shows that 36.81% to 44.7% of the total variance in the school climate is accounted for by school type between academic climate and turnover intention. The table also indicates that the analysis of variance of the multiple regression data produced an F-ratio value significant at .000 level. Therefore, school type has a significant, moderating effect between public and private primary schools' climate and teachers' turnover intention. As such, the hypothesis that "There is no significant moderating influence of school type on school climate and academic staff turnover intention in Ikeja city, Lagos State" was rejected.

### **Conclusion**

School climate factors have more moderate and significant relationship and effects on the teachers' turnover intention items. This implies that when the school climate improves, the academic staff turnover intention decreases. There is a significant difference between public and private primary schools' climate in Ikeja city of Lagos State. The private schools have significantly higher mean scores in the teachers' turnover intention I, turnover intention II and turnover intention III than public schools. There is significant difference between public and private primary schools' teachers' turnover intention in Ikeja city of Lagos State. The public schools have significantly higher mean scores in the school climate than private. Hence private nursery and primary schools in Ikeja city should intentionally work on their safety, academic climate, community climate and organizational environment to reduce teacher turnover intention in private nursery and primary schools of Ikeja city, Lagos Nigeria.

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**Data Availability:** All data are included in the content of the paper.

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