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IMPACT OF JOB SATISFACTION ON TEACHER TURNOVER IN AN INDEPENDENT CHRISTIAN SCHOOL IN JOHANNESBURG, SOUTH AFRICA

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ABSTRACT

The emergence of JSE-listed companies as major players in South Africa's independent schooling sector poses a major threat to smaller independent schools. These schools are faced with the challenge of keeping their teachers satisfied or face the risk of losing them to these organisations. This study aimed at investigating the impact of job satisfaction on teacher retention at an independent Christian school in Johannesburg. A quantitative research method was employed, using a survey design. A semi-structured questionnaire was developed to collect survey data. Data were analysed using both descriptive statistics (mean and standard deviation, tables, percentages and Pearson correlation coefficient) to show the relationship between job satisfaction and turnover intention, as well as inferential statistics (Chi-square). The population and sample for this census study comprised the school's 60 teachers. Teachers indicated that they did not intended to leave the employ of the school, despite dissatisfaction with remuneration and supervisors' feedback. Satisfaction with co-workers emerged as the strongest predictor of teacher retention. The Christian work environment was found to be a significant contributor

to teacher retention. The study recommended that more opportunities for job rotation could be offered as this will ensure teachers are exposed to more people with the potential for enriching their social circles. The school must also capacitate supervisors/managers so they know how to be of help to teacher, and to restructure remuneration packages to align them with the varied needs of individual teachers. Lastly, given the South African economic climate, it is recommended that the school invests in regular teacher reviews to ensure lower turnover intention.

Keywords: Christian schooling, independent schools, job satisfaction, retention, teacher turnover

1. INTRODUCTION

An inadequate supply of qualified teachers continues to haunt South Africa's public schools (Centre for Development and Enterprise [hereafter CDE], 2015). The exodus of South African teachers to overseas countries has only worsened the problem. In the year 2014 alone, an estimated 14 000 teachers tendered their resignations to the Department of Basic Education and approximately 17 500 South African teachers were working abroad in the year 2015 (Magubane, 2016; Lenyaro, 2015). Teacher turnover in public schools is not a unique phenomenon. The pronouncement of a minimum wage in Nigeria is a threat to the stability of the teachers in primary schools (Ucho, Sunday, Ngbea & Banje, 2015). It is estimated that one-third of all teachers who entered the profession in the year 2006 in Norway resigned from the profession before the year 2011 (Tiplic, Brandmo & Elstad, 2015). In the period between 1975-2015, teacher turnover rates in the United States ranged from 30-50% (Qin, 2019).

While the government is to be commended for addressing severe shortages of teacher graduates such numbers do not take into account the dynamics of the independent schooling sector of the economy (CDE, 2015). Concerning the latter, the number of independent schools has grown from 392 in 1992

to 2082 in 2019 (Department of Basic Education, 2019). About 800 of these independent schools are either Christian schools or schools characterised by a Christian ethos (AdvTech, 2019; Curro, 2019; DBE, 2019; ISASA, 2019). Furthermore, about 400 independent schools are owned by corporate companies, many of which are listed with the Johannesburg Stock Exchange (JSE). These are well-resourced schools that can provide excellent working conditions and better remuneration, due to economies of scale. Such schools also tend to employ more teachers than an average public or traditional independent school. For example, there are 3 300 teachers employed in Curro's 67 campuses and AdvTech employs about 3 000 teachers in their 103 schools (Curro, 2019; AdvTech, 2019).

Research on the operations of independent schools in South Africa is scarce. Diedericks and Diedericks (2019) contend that this is due to research in private education being in its infancy. Observations have, however, been made informally within the teaching fraternity, that there is a large exodus of teachers from smaller and not-for-profit independent schools to corporate-owned independent schools. Public schools and smaller (not-for-profit) independent schools are therefore competing with corporate-owned ones for the same pool of teachers. These education dynamics have human resource implications relating to teacher job satisfaction and turnover. A school that fails to attend to the needs of its teachers will likely lose them for the school that promises to do so. Therefore, understanding the factors that impact on a teacher's intention to change a school becomes important to human resource practitioners, school principals, researchers and policymakers.

1.1 Problem statement

The relationship between job satisfaction and employee turnover is well-documented. In South Africa, however, literature is silent on the affairs of independent schools. Consequently, it is not understood how job satisfaction affects teacher turnover in independent schools. Furthermore, the impact of a Christian work environment on turnover intention warrants

research in a sector that is dominated by the Christian religion. These facts constitute the research problem of this study.

1.2 Objectives of the study

This study aimed to evaluate the impact of job satisfaction on teacher turnover at an independent Christian school in Gauteng, South Africa.

The following research questions were investigated:

- To what extent does job satisfaction affect teacher turnover in an independent school?
- What is the impact of a Christian work environment on turnover intent?

2. LITERATURE REVIEW

2.1 Turnover versus turnover intention

Anwar and Shukur (2015) define employee turnover as a percentage comparison of the number of individuals an organisation should replace in a specific time of period to the average amount of total individuals within an organisation. Theron, Barkhuizen and Du Plessis (2014) make a distinction between voluntary and involuntary turnover. Involuntary turnover is controlled by the organisation, whereas voluntary turnover is within the control and free will of the employee. In education, turnover includes both changing a school and attrition (Qin, 2019). Since the motivation for changing a school and the intentions of leaving the profession may be similar, both forms of turnover were considered in this study (Tiplic et al., 2015). Turnover must be contrasted to turnover intention. According to Morrell and Arnold (2007), cited by Theron et al. (2014), turnover intention has to do with employees who state that they intend to leave. It includes the thoughts and plans towards leaving the current workplace (Tiplic et al., 2015). Anwar and Shukur (2015) note that turnover data is not easy to obtain, partly because it is not consistently gathered. As a result, researchers tend to rely on employee turnover intention as an alternative for actual turnover.

2.2 Theories of turnover

According to O'Connor (2018:3), the turnover theories of Mobley (1977) and March and Simon (1958) are considered in the literature as foundational turnover theories. In Mobley's theory, cited in O'Connor (2018), it is argued that an employee who is dissatisfied with the job will begin to evaluate alternatives and quit if the alternative is anticipated to be more satisfying. In the theory, it is therefore implied that turnover is a process and such a process begins with an employee evaluating the current job. The process ends with either satisfaction with the job or dissatisfaction. This decision can either lead to an actual turnover or at least to the intent to turnover. The theory of March and Simon (1958) cited in O'Connor (2018), on the other hand, posits that an employee's decision to quit a job is influenced by the perceived ease and the desirability of the movement. It is further argued that being embedded in an organisation has the effect of reducing both the intent to quit and actual leaving (O'Connor, 2018). Lee, Yang and Li (2017) note that studies on turnover intention tend to focus on the relationship between turnover intention and its predictive variables such as job satisfaction.

2.3 The impact of job satisfaction on turnover intention

Theron et al. (2014), in an investigation of factors that lead to academics' retention and turnover in South Africa, found that academics would be willing to leave their respective universities due to dissatisfaction with financial rewards, retirement, or offers of promotion and higher pay outside academia, and for career development opportunities. This finding is not unique. In a study of the impact of job satisfaction on turnover intentions at Lonmin (South Africa), among mineworkers, it was also reported that there was a clear link between the high number of resignations or intention to leave the company and the employees' dissatisfaction with factors such as the lack of growth opportunities, inadequate compensation and the inadequate managerial communication with employees on crucial matters (Karodia, Singh & Motlou, 2016).

While all of these factors also impact on teachers' intention to quit their jobs, job factors with impact on teacher turnover tend to be classified into three categories (Roch & Sai, 2018). These are: school individual factors, school factors and organisational factors.

2.3.1 Individual factors

According to Roch and Sai (2018), individual factors affecting teachers' job satisfaction and turnover intention include age, tenure, and qualification. Age, however, seems to be the most reliable predictor of teacher turnover. Teachers under the age of 30 are more likely to change schools, whereas those over 50 are less likely to career changes. Consequently, turnover and tenure tend to follow a U-shaped distribution. In South Africa, for instance, the public schooling system depends on teachers over 50 years of age to fill in managerial posts; attrition is common mainly among qualified teachers and an average new entrant is 28 years old (CDE, 2015). Furthermore, in South Africa, turnover rates among unqualified teachers are low, as these teachers will often upgrade their education in order to secure a permanent appointment, whereas in the first world, turnover is high among the uncertified teachers (CDE, 2015; Roch & Sai, 2018). Individual factors can, therefore, be expected to change with different individuals and contexts. This, in turn, will have different results as far as job satisfaction and turnover intention is concerned.

2.3.2 School factors

Turnover has been found to be higher in schools with high enrolments, are located in rural areas, are secondary schools, and are characterised by low-income students (Roch & Sai, 2018). Qin (2019) contends that the work environment is one such factor that is equally important to inexperienced and experienced workers. It is also linked to both voluntary and involuntary turnover, but is mediated by job satisfaction (Cronley & Kim, 2015).

It flows logically that teachers working in schools characterised by learner violence and delinquency will display more job dissatisfaction. In practice though, as observed by Torres (2019), such teachers are generally more inclined to changing a school rather than their profession. This implies that a teacher's experience of discomfort in a particular school need not necessarily lead to turnover intention if the teacher is able to separate discomfort issues at a school from overall experience of the teaching profession. This observation probably also explains the phenomenon of teachers who continue to teach in the so-called 'hard-to-teach' schools.

2.3.3 Organisational factors

According to Roch and Sai (2018), organisational factors with impact on turnover intention include pay, supervisor feedback, advancement opportunities, person-job-fit, relationships with co-workers, autonomy, and employee benefits.

Pay satisfaction among teachers has been shown to reduce turnover intention. This relationship has been established even when a pay rise is offered to employees in the same hierarchical level (Ucho et al., 2015). De La Torre-Ruiz, Vidal-Salazar and Cordon-Pozo (2019) note that satisfaction with pay has a significant negative relationship with turnover intention when coupled with satisfaction with other employee benefits that complement the salary.

Tiplic et al. (2015) highlight the fact that most of the teacher's work is done in isolation from other teachers and that it is routine work. The authors also cite instructional and classroom management as potential causes of turnover intent in teaching. This is especially true for teachers entering the profession for the first time as their classroom management skills may be underdeveloped at that stage of their career. It is in this context that a supervisor's support is significant in reducing job dissatisfaction and ultimately turnover intention (Ucho et al., 2015).

Research on the impact of leadership qualities on turnover and job satisfaction is generally scarce. However, there is evidence to suggest that distributed leadership is associated with job satisfaction among teachers. This is most likely because teachers feel that they have the support of management and also that they are entrusted with greater responsibilities beyond the classroom situation. The result is often greater autonomy in their work as well as increased confidence to engage in collaborative work with peers (Torres, 2019). The latter result is, however, context-specific. American teachers are less likely to engage in collaborative activities with other teachers than Japanese teachers. This is partly due to the fact that American teachers spend about 80% of their time on instruction-related activities, whereas in Japan, only 35% is spent on instruction. Another 35% of the time is spent on collaboration activities aimed at generating new ideas (Reeves, Pun & Chung, 2017). It can be inferred, therefore, that collaboration opportunities with co-workers do not necessarily translate to job satisfaction, and therefore cannot on their own reduce turnover intention.

De La Torre-Ruiz et al. (2019) posit that there is an indirect relationship between satisfaction with employee benefits/conditions and turnover intention. It is further argued that such an indirect relationship is mediated by organisational commitment. Ultimately, it is the organisational commitment of the teacher to the school that determines whether a teacher will remain or not. This, however, does not negate the strength of the above-mentioned job satisfaction on influencing turnover intention. The relationship between job satisfaction and turnover intention is not only indirect but is also not always easily discerned. Ucho et al. (2015) argue that turnover intention can be simultaneously affected by several job satisfaction factors. This implies that at any given time, in the life of a dissatisfied teacher, more than one factor contributes to the intention to change school.

2.4 Gaps in the literature

The relationship between job dissatisfaction and turnover intention is not always clear. In a study of the impact of job satisfaction on turnover intention in a private hospital, Anwar and Shukur (2015) found that:

- Job satisfaction has a significant but weak influence on turnover intentions of the participants.
- Most of the participants in the study were unclear about their level of job satisfaction in their hospital.
- The greater the employees' job satisfaction, the less likely they are to express the intention to quit.
- However, most participants revealed that they would quit if provided with better opportunities.

In a study on voluntary employee turnover and retention factors in sport organisations, Rissannen (2017), argued strongly that there are intermediate linkages between job dissatisfaction and the decision to leave. These include the thoughts of leaving, the prospect of finding an alternative job, and the comparison and evaluation of alternatives. Javed, Khan, Yasir, Aamir and Ahmed (2014), in a study on the determinants of job satisfaction and its impact on employee performance and turnover intention, reported that while job satisfaction has an obvious significant relationship with turnover intention, it only contributes 32% to turnover intention. Alsemeri (2016) posits that the cause-and-effect between job satisfaction and turnover intent is hard to establish. The findings on a study of the individual differences in adaptation to work dissatisfaction suggest that people with an internal locus of control (who believe they control life's events), tend to adopt more proactive adaptive strategies when faced with job dissatisfaction. Again, this points to the existence of intermediate variables between job dissatisfaction and turnover intention.

Clearly, there is a negative correlation between job satisfaction and turnover intention. What is not clear, though, is what factors would lead to a teacher in an independent school to quit her job. The literature is also silent on the moderating effect a Christian workplace environment would have on job dissatisfaction as a predictor of turnover intention.

3. RESEARCH METHODOLOGY

This study was conducted in a Christian independent school in Johannesburg, South Africa. The target population for this census study comprised all 60 teachers employed at the school. Census surveys are relevant when variations within the populations are many, as any sample drawn would not be representative of the population (Cooper & Schindler, 2014). A quantitative research design was employed in the study to focus on measurable aspects of human behaviour. A qualitative methodology, on the other hand, would concentrate on aspects such as meaning, experience and understanding (Brink, Van der Walt & Van Rensburg, 2012). This method has merits as it makes use of structured procedures to collect data and allows for more objectivity in data collection and analysis. In a quantitative design, research findings can be generalised (Mabaso, 2017). A semi-structured survey questionnaire was used as a data collection instrument for the present study. Wiid and Diggins (2011) classify survey research as a quantitative data-collection strategy. The questionnaire was designed to collect data from participants to facilitate ease of answering and for efficient data analysis. All the variables in the questionnaire were measured using scales with Likert-type response options. To reduce bias and determine the internal consistency of the questionnaire, a pilot study was conducted (Saunders, Lewis & Thornhill, 2016: 723).

A Cronbach coefficient was used for the questions on job satisfaction and turnover intention respectively. The closer to one the measure is, the higher the correlation (Bolarinwa, 2015:199). This instrument assumed the format of a survey questionnaire consisting of the following three sections:

- In Section A, the focus was on biographical information of the participants. Biographical information included gender, age, highest qualification, number of years in current job and position in the current job. There were five items in this section.
- In Section B, the focus was on the factors affecting job satisfaction. There were eleven items in this section.
- In Section C, the focus was on turnover intention. There were six items in this section.

Data were analysed using both descriptive statistics (mean and standard deviation, tables, percentages and Pearson correlation coefficient) to show the relationship between job satisfaction and turnover intention, and inferential statistics (Chi-square, Wegner, 2007:418).

The school principal was approached for permission to conduct the study at the school. The participation of the respondents was voluntary. A covering letter accompanied each questionnaire stating the purpose of the research. The participants were also assured of the anonymity of their identity. The identity of the school will remain anonymous in all the publications of the study findings. To ensure confidentiality, the principal provided a boardroom for the research and only one staff member and the interviewer were allowed inside.

4. RESULTS AND DISCUSSION

4.1 Demographics

Thirty-one (31) of the sixty (60) questionnaires were returned for analysis. This equated to a response rate of 52%. An analysis of the demographic profile of respondents as shown in Table 1, reveals that 74% of the respondents were female, whereas 26% were male. The largest group of respondents (52%) was aged between 36 and 50 years. Fifty-eight per cent of the respondents had a four-year teaching qualification. In terms of tenure, the largest group of respondents had been with the school for longer than four years but less than 11 years (42%). Concerning the position occupied, the largest group of respondents constituted educators at the school (81%).

4.2 Turnover intention

A Cronbach coefficient of .798 and .64 was obtained for the questions on job satisfaction and turnover intention respectively. Descriptive statistics on participants' turnover intent as presented in Table 2. It can be observed

that 28 (of the 31) respondents reported that they do look forward to another day at the school, 25 of the respondents do not frequently scan newspapers or the Internet for job opportunities, and 24 of the respondents denied that only Christian convictions have prevented them from leaving the schools, or that only vested interests have prevented them from leaving the organisation. The desire to develop children's skills and talents did emerge as the significant predictor of turnover intention, with only 14 respondents agreeing and 17 disagreeing with the statement.

Table 1: Demographic profile of respondents (n=31)

VARIABLES	CATEGORIES	N	%
Gender	Male	8	26
	Female	23	74
Age	< 21	0	0
	21-35	7	23
	36-50	16	52
	>50	8	25
Highest qualification of respondents	Grade 12 only	1	3
	1-year certificate	0	0
	2-year certificate	0	0
	3-year diploma	3	10
	4-year qualification	18	58
	B Tech/Honours/'old' B Ed	8	26
	Master's or Doctorate	1	3
Position in the school	Educator	25	81
	Manager	6	19
Tenure (in years)	<1	1	3
	1-3	6	19
	4-11	13	42
	12-20	8	26
	>20	3	10

There is a negative correlation between employee turnover and pay (Khan & Aleem, 2014). This finding is consistent with other findings in the study

such as dissatisfaction with pay. It is also in line with the understanding that dissatisfaction with pay leads to turnover (Khan & Aleem, 2014).

Collectively, 78% of the respondents disagreed with the statement that only vested personal interests caused them to remain at the school. The indication here is that teachers have chosen to remain with the school for reasons unrelated to their vested personal interests. The finding seems to indicate that there are other factors at play. These factors contribute to the employee's decision to remain with the employer. While this study has not conclusively identified these other factors, the influence of religion cannot be ruled out as it has been established that all the respondents saw their work in the school as "the work of God".

Table 2: Turnover intention of the respondents (n=31)

FACTOR	Strongly agree	Agree	Don't Know	Disagree	Strongly disagree	MEAN	S.D.
I frequently do not look forward to another day at this school.	1	1		12	16	4,29	1,01
I frequently scan newspapers and the Internet for job opportunities in other schools.	1	5		10	15	4,06	1,21
I frequently day-dream about a job that will meet my personal needs.	1	8	1	10	11	3,71	1,30
Only vested personal interests have prevented me from leaving this organisation.	1	5	1	10	14	4,00	1,21

Only my Christian convictions have prevented me from leaving this organisation.	1	4	2	9	15	4,06	1,18
Only my desire to develop children's skills and talents have prevented me from leaving this organisation.	2	12		7	10	3,35	1,45

About 78% of participants reported that their Christian convictions were not the only reason they had chosen to remain as employees at the school. While religion has not been ruled out as the main predictor of turnover, it does play a role. Significantly, 6.5% of the respondents could not account for the role their faith plays in their decision to remain with the school.

The desire to develop children is reported by 45% of the respondents as the only reason they have chosen to remain with the school. However, about 55% of the respondents did not agree with this statement. This indicates a low turnover intent. The negative correlation between turnover intent and the nature of work has been established in the literature (Khan & Aleem, 2014). This finding agrees with literature in general that job satisfaction and turnover are not influenced by any one factor but a combination of factors.

All the responses were recorded on the positive side of the range, namely, disagree and strongly disagree, resulting in higher means which are above the median (3.0). The result is that employees at the school did not intend to leave the schools. Lower standard deviation scores were obtained in all the items in the scale. This suggests greater agreement regarding the participants' perception of their turnover intent.

Turnover intent amongst teachers was generally very weak at this school. Dissatisfied employees tend to evaluate alternatives and would quit if such alternatives are anticipated to be more satisfying (O'Connor, 2018). It may well be the case in the current study that these teachers are in that process, but this is not showing because they have yet to find more satisfying alternatives elsewhere. In a study of the relationship between job satisfaction and turnover, Lee, Yang and Li (2017) noted that studies on turnover intention tend to focus on the relationship between turnover intention and its predictive variables such as job satisfaction. The relationship between job dissatisfaction and turnover intention is, however, not always clear (Anwar & Shukur, 2015). This view was supported by findings from Alsemeri (2016). This study is therefore in agreement with the literature that a cause-and-effect relationship between job satisfaction and turnover intent is difficult to establish.

4.3 The impact of job satisfaction on turnover intention

To test the impact of job satisfaction on turnover intention, Pearson's correlation coefficients were computed. Wegner (2007) defines correlation analysis as the measure of the strength of the linear association between two variables, independent and dependent. This is a proportion that takes on values between -1 and +1, -1 being a perfect negative correlation and +1 perfect positive correlation. In this section, the findings will be presented first, followed by a discussion on the findings.

4.3.1 Findings on Pearson correlation

In Table 3, the findings from the computation of Pearson's correlation on the relationship between job satisfaction and turnover intention are shown. It can be observed from the table that the p-values for both intrinsic factors (items 7 and 9) and extrinsic factors (items 10-16), are either close to .000 or below. This indicates a significant relationship between the items indicated on the table, that is, the differences observed in outcomes are not due to chance (Brink et al., 2012).

Table 3: Pearson correlation

I frequently do not look forward to another day at the school.		
I often make use of my abilities in my present job.	-.381*	.034
My job contributes to the mission of the church.	-.480**	.006
I am satisfied with my co-workers in my present job.	-.593**	.000
I am satisfied with my supervisor's feedback on my job performance.	-.645**	.000
I am satisfied with advancement opportunities within the school.	-.563**	.001
I frequently scan newspapers and the Internet for job opportunities in other schools.		
I am satisfied with my co-workers in my present job.	-.367*	.042
My work schedule is compatible with my lifestyle.	-.493**	.005
My salary is adequate.	-.458**	.010
I am satisfied with advancement opportunities within the school.	-.623**	.000
I am satisfied with my supervisor's feedback on my job performance.	-.572**	.001
I frequently daydream about getting a different job that will meet my personal needs.		
I am satisfied with my co-workers in my present job.	-.603**	.000
My work schedule is compatible with my lifestyle.	-.439	.013
My salary is adequate.	-.382*	.034
I am satisfied with advancement opportunities within the school.	-.504**	.004
I am satisfied with my supervisor's feedback on my job performance.	-.400*	.026
Only vested personal interests have prevented me from leaving this school.		
I am satisfied with my co-workers in my present job.	-.423*	.018
My work schedule is compatible with my lifestyle.	-.454*	.010
I am satisfied with advancement opportunities within the school.	-.586**	.001
I am satisfied with my supervisor's feedback on my job performance.	-.541**	.002

Only my Christian convictions have prevented me from leaving this school.		
I am satisfied with my co-workers in my present job.	-.364*	.044
My salary is adequate.	-.395*	.028
Only my desire to develop children has prevented me from leaving the school.		
My salary is adequate.	-.400*	.026
I am satisfied with advancement opportunities within the school.	-.44*	.013
I am satisfied with my supervisor's feedback on my job performance.	-.512	.003

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

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

A correlation coefficient (r) between .2 and .4 indicates a weak correlation between the variables (Wegner, 2007). There was, therefore, a weak but significant relationship between job satisfaction factors such as making use of one's abilities in the present job, and Christian convictions and turnover intention.

A correlation coefficient (r) between .4 and .6 indicates a moderate correlation between the variables (Wegner, 2007). A moderate negative correlation existed between the conviction that one's job contributes to the mission of the church, adequate salary, and work schedule compatibility and turnover intention.

A correlation coefficient (r) greater than .6 indicates a strong correlation between the variables (Wegner, 2007). A strong negative correlation exists between turnover intention and job satisfaction factors such as satisfaction with the supervisor's feedback on job performance and satisfaction with co-workers in the present job.

4.3.2 Discussion on Pearson correlation

The findings from the Pearson correlation coefficients of the current study are unique and add fresh insights into the literature on the impact of job satisfaction on turnover intent. Firstly, a stronger negative correlation is observed between extrinsic factors and turnover intent. Satisfaction with the supervisor's feedback and one's co-workers, are stronger predictors of teacher turnover in this school. The findings of the current study lend support to the view that a supervisor's feedback and co-workers constitute and shape the job environment.

Secondly, the influence of intrinsic factors on turnover intent, though significant, is rather moderate. Satisfaction with advancement opportunities is also strongly negatively correlated to turnover intent. This, however, is the only intrinsic factor that shows such a strong correlation.

Thirdly, it is significant that in this Christian institution, spiritual convictions about the nature and purpose of work, though significant, are not strong predictors of turnover intent. This finding seems to be consistent with Rodrigo's (2011) assertion that although Christian employees see themselves primarily as employees of God, they must still transact with a workplace that deals with them as employees. It would seem here that the teachers have also maintained this dichotomy. As Christians, they see their jobs as part of the mission of the church, but as employees, other factors affecting job satisfaction are seen to be at play as far as turnover intent is concerned.

Fourthly, while the influence of adequate salary to turnover intent is weak, the salary is negatively correlated with almost all the turnover intent reasons given in the study. This finding is expected from people whose salary constitutes their primary source of income (Noe, Hollenbeck, Gerhart, & Wright, 2017). The weak correlation between salary and turnover intent is also consistent with the literature. Persevic (2011) argues that teachers mostly consider all job-related aspects, and that received

salary is not the single most important aspect in the teaching profession. Research on the effect of pay on job satisfaction often yields different results in different contexts. The findings are consistent with those of Alsemeri (2016), that supervisor feedback, recognition and co-worker relationships, all play a bigger role in job satisfaction than pay. An adequate salary, as an extrinsic factor, has already been linked to job satisfaction among Christian employees as these findings confirm (Brown & Sargeant, 2007). The findings are unique in that while about 40% of the respondents did not agree that their salary was adequate, their dissatisfaction with their salary was a weak predictor of turnover intent.

Lastly, there is a weak negative correlation between turnover intent and the compatibility of one's work schedule with one's lifestyle. This is significant in an environment where most teachers are female and aged between 21 and 50. Females of this group are likely to be mothers of young, school-going children. This is probably because the school is a combined one that includes a crèche, primary school and high school. The children of teachers are most likely attending at the school and are charged lower fees than other parents. If the latter is true, then the findings confirm the assertion by De La Torre-Ruiz et al. (2019), that satisfaction with pay is more significant when coupled with other non-monetary benefits offered to the employee.

5. CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to evaluate the impact of job satisfaction on turnover intention in an independent Christian school. The current study contributes to the literature on job satisfaction and turnover intention in a specific way. Firstly, the study replicates the literature on the impact of job satisfaction on turnover intention in that both extrinsic and intrinsic factors affecting job satisfaction also affect turnover intention. Satisfaction with supervisors and co-workers (extrinsic factors) and with advancement opportunities (intrinsic factor) are all strongly negatively correlated with turnover intention. Thus relationships are seen to play a greater role in the

life of a Christian teacher. Except for the extrinsic factors named above, extrinsic factors ranked the lowest on the factors with the potential to influence the teacher's job satisfaction, and hence turnover intention, at the school studied.

Secondly, it contributes to the literature on the debates on what constitutes job satisfaction in an independent school. Thirdly, the role played by Christian religion in a workplace is brought to the fore in the current study. These findings could be used by school managers and human resource practitioners of independent Christian schools to create a conducive environment for the nurturing of strategic relationships that play a role in teacher satisfaction. The result could be the reduction of turnover intention and maintaining a satisfied workforce.

The finding that the teacher's relationship with supervisors, colleagues and the wider school community plays a key role in the job satisfaction of the Christian teacher, is important. These relationships are also shown to be equally important as advancement opportunities. One way the school can be sensitive in servicing these needs is to offer more opportunities for job rotation as this will ensure teachers are exposed to more people with the potential for enriching their social circles. Such job rotations would also take care of the need for career advancement and perhaps short-term promotions. The school must also capacitate supervisors/managers so they know how to be of help to teachers. It is further recommended that the school restructure remuneration packages to align them with the varied needs of individual teachers.

Lastly, it is recommended that the school invests in regular teacher reviews as a lower turnover intention may, in the current South African economic climate, be due to the fear of being without a job rather than job satisfaction. It may not be in the best interests of a Christian school to overlook the potential of job dissatisfaction among its Christian teachers.

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