Ghanaian Teachers' Career Orientations and Their Turnover Intentions

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Abstract

The study empirically investigated what career anchors were dominant among Ghanaian teachers, and whether the teachers' career orientations significantly influenced their turnover intentions. The study employed the quantitative survey design and sampled 297 teachers (141 males, 156 females) from basic schools (year 1-9) and senior high schools (year 10-12). The average age of the participants was 31.4 years. Two sets of standardized instruments – Schein's 8-factor Career Orientations Inventory and the 3-item Turnover Intention Scale from the Michigan Organizational Assessment Questionnaire were adapted to collect data for the study. The data were analysed using both descriptive and inferential statistics. It was found that, of the eight measures of the Career Orientations Inventory, service and dedication to a cause, entrepreneurial creativity and functional competence were the most dominant among the teachers. Concerning the influence of the various career anchor measures on turnover intentions, the results indicate that, all the anchors, except security and stability and service and dedication to cause, significantly influenced turnover intentions of teachers. The implications of these results are discussed and recommendations made to help curb teacher attrition in Ghanaian schools.

Keywords: Career orientation, carer anchor, turnover intentions, teachers, Ghanaian.

1. Introduction

The educational sector in Ghana is increasingly experiencing turbulent situations in which teachers are never satisfied with their work experience and constantly agitating for better conditions. Many industrial actions by public sector teachers have taken place in the past and are still taking place in demand for "better conditions of service" and other benefits. A number of teachers seem to be estranged and others are looking for "better" opportunities in other sectors. A study by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU), revealed that about 10,000 teachers leave the classroom every year for various reasons, but only 9000 teachers come out from the Colleges of Education in Ghana every year to join the Ghana Education Service (GES). Meanwhile, pupils/students enrolment keeps increasing (GNAT/TEWU, 2010). The study further showed that 50 percent of the respondents intended quitting teaching before they retired, for higher pay (24.8 per cent), improved conditions of service (59.8 per cent), change of profession (6.5 per cent) and other reasons (8.9 per cent). Teacher shortage has been identified as one of the most challenging problems facing the education system in Ghana (GNAT/TEWU, 2010). Cobbold (2007 as cited in Sam, Effah & Osei-Owusu, 2014) observed that, "policy makers and school leaders in Ghana encounter the challenge of retaining qualified teachers in schools to ensure quality teaching and learning for all students" (p.83).

Indeed, the teacher shortage crisis seems to be on the increase every year. Sam, Effah and Osei-Owusu (2014) noted that the problem is compounded by the fact that after graduating from the colleges, and teaching for only three years many basic school teachers take advantage of the study leave with pay facility by the GES and upgrade their certificate qualifications to diploma and degree levels in the universities through full-time study on full salary. Cobbold (2010) indicated that majority (about 70%) of such teachers do not return to the classroom after their studies. One wonders why the teachers do not stay in the classroom for relatively long period.

Various researchers suggest that the attention given to individuals' inner definitions of career success, as defined by their career orientations, is a means of predicting employees' organisational commitment, job satisfaction, motivation and performance (Coetzee & De Villiers, 2010; Havran, Visser & Crous, 2003; Kanye & Crous, 2007). Organisations that endeavour to retain valuable employees are therefore urged to provide incentives and career paths that are consistent with the career values, expectations and aspirations that underlie the career orientations of their employees. If there is no fit between employees' inner career orientations and their job context, the result may well be anxiety, stress, job and career dissatisfaction, unhappiness and high turnover (Feldman & Bolino, 1996; Jiang & Klein, 2000; Jiang, Klein & Balloun, 2001). From an organisational perspective, research on career orientations is needed to guide current selection, placement, development, reward and retention practices (Ramakrishna & Potosky, 2003). In the particular context of Ghana, there is the need to pay critical attention to retaining teachers in our schools to avoid the constant teacher shortages. Sam et al. (2014) noted that the high rate of teacher attrition impacts negatively on school improvement efforts as it disrupts the

stability and continuity of teaching.

2. Statement of the Problem

Training and recruitment of teachers take some time and it is an expensive venture. Every entrepreneur would like to benefit or gain from his/her investment. The situation in GES seems to be the reverse, where a lot of effort, time and money are spent on the training of teachers only for them to complete and leave the classroom for other sectors. Interactions with most of the people who enter the teaching profession indicate that they do not take it as a lifelong career. Rather, they consider teaching as a stepping stone or a spring board for entry into other professions. Such teachers leave the teaching profession with the least chance they get. This situation creates teacher shortages in our schools (Koomson, 2005).

Most of the studies conducted and efforts made to help curb the attrition of teachers in Ghana focused mainly on work conditions and infrastructure improvement (e.g. Sam et al., 2014). No study in Ghana has looked at the inner drives, motives and values of the teacher trainees to ascertain if they fit the teaching profession. This study looked at the career orientations of teachers and how the orientations relate to their turnover intentions. A number of researchers have studied employees' career orientations, career satisfaction and turnover intentions mostly in the developed world and some Asian economies (Burke, 1983; Burke & Deszca, 1987; Coetzee & Schreuder, 2009a; Coetzee, Bergh & Schreuder, 2010). The environmental, socio-economic, and cultural contexts of developing countries like Ghana vary considerably from those of developed countries, and could probably affect the job characteristics and turnover intentions of teachers. Mgaya, Uzoka, Kitindi, Akinnuwesi and Shemi (2012) also cited Schein (1985) who noted that societal and organizational cultures greatly affect careers in terms of prestige, legitimacy of motives, clarity of the career concept itself, and the importance attached to career versus family and self development.

The career anchors of teachers have not been considered in the efforts to curb the teacher attrition crisis in Ghana. This study therefore sought to find out how the teachers' career anchors relate to intentions to leave teaching for other jobs, which has been side stepped in Ghana. The study intends to contribute to the filling of that knowledge gap and to provide important information that will help employers to better understand the characteristics of teachers and prospective teachers in order to attract and motivate as well as retain appropriate teaching staff. Understanding the factors that could trigger employee turnover would be important managerial information that could assist in curbing attrition among teachers and other categories of employees in Ghana.

3. Research Question and Hypothesis

The following research question and hypothesis were formulated to guide the study:

3.1 Research question: Which career anchors are most dominant among Ghanaian teachers?

3.2 Hypothesis: Ghanaian teachers' career anchors will significantly influence their turnover intentions.

4. Theoretical Framework

The theoretical framework on which this study was based is Schein's (1978) career anchors and the concept of employee turnover intentions.

4.1 Career Anchors

Career orientations have been termed by Schein (1978) as career anchors. These career anchors denote a pattern of self-perceived talents and abilities, basic values and the evolved sense of motives and needs related to the career, that influences a person's career-related decisions (Schein 1978, 1996). The conceptual model associated with Schein's (1978) career anchor or orientations theory is best understood in terms of individuals' career self-concept, which develops as a person gains life experience. As individuals are required to make choices related to their self-development, family or career, they may become more aware of the values and motives that govern the choices they make. In other words, an individual's career self-concept acts as a stabilising force such that when an important life (or career) choice needs to be made, there are certain concerns, needs or values that the individual will not give up (Schein, 1975).

Schein (1996) suggests that most people's career self-concepts revolve around eight categories or anchors:

1. *Autonomy or independence* includes a person's need to be free of organisational constraints in order to pursue professional competence in one's job content and setting.
2. *Technical or functional competence* is the motivation to develop one's technical or functional knowledge and expert skill, so that one achieves expert status among peers.
3. *General managerial competence*: this can be described as the desire to attain a position that requires the application of interpersonal, political, analytical and financial skills associated with management. One's motivation here is to solve complex, whole-of-organization problems and undertake subsequent decision-making.
4. *Entrepreneurial or* creativity: the need to create or build (rather than manage) something that is entirely one's own project, or identify new businesses, products or services.

5. Lifestyle: the need to integrate work, family and self-concerns into a coherent lifestyle, so that there is a balance between personal and family welfare on the one hand, and work commitments on the other hand.
6. *Pure* challenge: the need to test one's abilities by single-mindedly focusing on winning out over or competing with extremely tough opponents and solving a variety of challenging problems. The motivation is to test one's personal endurance through risky projects or physically challenging work
7. *Service or dedication to a* cause: the need to align work activities with personal skills and values related to helping society and to improve the world in some fashion. In brief, it is working for the greater good of organisations or communities.
8. *Security or* stability: the need for job security associated with benefit packages (health and retirement), and long-term employment in an organisation and stability in a geographical area.

Feldman and Bolino (2000) regrouped Schein's eight career anchors into three distinct categories along with their inherent motivations. These motivations are described as being talent-based, need-based or value-based anchors. The *talent-based* anchors consist of managerial competence, technical or functional competence and entrepreneurial creativity. The *need-based* anchors consist of security and stability, autonomy and independence, and lifestyle motivations. The *value-based* anchors consist of pure challenge, and service and dedication to a cause

According to Feldman and Bolino (1996), for individuals whose career anchor is talent-based, the impact of congruence between career anchor and work environment should be the greatest on work effectiveness and job stability. For individuals whose career anchor is need-based, the impact on congruence between career anchor and work environment should be the greatest on work role adjustment and outside role conflict. And for individuals whose career anchor is value-based, the impact of congruence between career anchor and work environment should be the greatest on job satisfaction and psychological well-being.

An understanding of career anchors is essential for organizations because individuals with different career anchors "want quite different things out of their careers, measure themselves quite differently, and therefore have to be managed quite differently" (Schein, 1978, p. 128). Career anchors provide employers with a vital framework to help them offer employees opportunities and conditions that are congruent with their career orientations, career values and motives (Coetzee & Schreuder, 2009b). Research on career anchors is important to guide current management practitioners in order to improve retention or reduce turnover by matching career paths, rewards, recognition and opportunities to employees' career anchors (Coetzee & Schreuder, 2013; Ramakrishna & Potosky, 2003).

Schein (1990) posits that when individuals achieve congruence between their career anchor and their work, they are more likely to attain positive career outcomes, such as job effectiveness, satisfaction and stability. Coetzee and Schreuder (2013) stress the importance of person-environment fit especially in today's turbulent employment context as it results in enhanced levels of career well-being and career and life satisfaction.

Research studies (e.g., Applin, 1982; Burke, 1983; DeLong, 1982) have looked at occupational groups such as dentists, engineers, law enforcement officers, managers, management consultants, and management information system personnel in Western countries. These studies found that their subjects were oriented to most of these career anchors, although some of these were identified as more dominant than others. Among management consultants, Applin (1982) found they had three dominant career anchors, (i.e., autonomy, pure challenge and managerial competence). Burke's (1983) and Slabbert's (1987) studies of managers indicated they had managerial competence, technical/functional competence, pure challenge and autonomy as their most dominant career anchors. While law enforcement officers were found to be more oriented to autonomy, pure challenge and sense of service (Burke & Deszca, 1987), management information system personnel were found to have managerial competence, technical/functional competence, autonomy and lifestyle integration as their more prevalent career orientations (Igbaria *et al,* 1991). DeLong (1982) concluded that the central career drives in his study of dentists' career orientations were pure challenge and entrepreneurial creativity.

This current study also sought the most dominant anchor among Ghanaian teachers. Coetzee *et al.* (2010) observed that there was a lack of research studies on career anchors of academic executives. DeLong (1982) and Zerdavis (1982) examined the career anchors of educators. These studies identified educators as service-oriented in their careers. The other anchors exhibited by educators are managerial competence, autonomy, variety and creativity. Most educators seemed interested in a multifaceted approach to teaching. Others, however, had technical/functional competence and geographical security as their central career anchors. Other related research on career orientations reported that executives were concerned with the possibility of integrating work, family and self-concerns into a coherent lifestyle. This was an indication that individuals are aware of choosing careers that balance their professional and private lives (Coetzee *et al.* 2010).

4.2 Employee Turnover Intentions
Employee turnover rates are always a concern for businesses, small and large. Turnover intention has received much theoretical and empirical attention in organisational behaviour studies for many years (e.g. Hom &

Griffeth, 1995), and have been used to predict actual turnover. The impact of turnover on productivity has received considerable attention by senior management, human resources professionals and industrial psychologists. This phenomenon has proven to be one of the most costly and continuous human resource challenges confronting organizations. Scarcity of professional teachers in Ghana is aggravated by the high attrition rate the educational sector is experiencing now. High rates can lead to interruptions in service and customer dissatisfaction, and it can be expensive to constantly recruit, hire and train new employees. Recruitment and retention of professional teachers are major challenges facing many schools in Ghana.

Employee turnover intention is the conscious willfulness by an employee to seek other alternative job opportunities in other organizations (Tett & Meyer, 1993). Reviews on the antecedents of turnover intentions have highlighted intent to leave rather than actual turnover as the outcome variable. Employees decide in advance whether to leave the organization or not before their eventual exit. Price (2001) suggested turnover intentions construct as alternative in measuring actual turnover. The theory of planned behaviour (Ajzen, 2005) posits that one's intention to engage in a specific behaviour is the close predictor of that behaviour, and a number of empirical evidence on the study of the relationship between turnover intentions and actual turnover have given support to the significant relationship between these variables (e.g. Lambert, Hogan, & Barton, 2001).

Lambert and Hogan (2009) observed that studying turnover intention, rather than actual turnover is important in several ways. They noted that turnover intent is often used as the final outcome variable in studies because it is easier to measure and tends to be more accurate. Firth, Mellor, More and Loquet (2004) also posited that it is difficult to gain access to ex-employees who have already left the organization to determine why they really quit. These reasons make the study of intention to quit more appropriate than actual turnover. Similarly, administrative records are sometimes closed to outside researchers or may be incomplete or inaccurate (Mitchell, Mackenzie, Styve, & Gover, 2000). Taking cognizance of these, this study also measured teachers' turnover intentions as an alternative to their actual turnover.

Models of turnover (e.g. Ulschak & Snowantle, 1992) suggest that employee turnover can result from factors that are job-related, non-job-related and lack of fit within the organization. Job-related turnover includes employees who left the organization due to reason that were somewhat within the control of the employer, such dissatisfaction with working conditions, supervising conflicts or salary discrepancies. One common cause of high employee turnover rates is low pay and benefits packages. This has been the cause of several industrial actions and teacher attrition at the educational front in Ghana. When a worker is employed in a low-wage position with limited benefits, there is little incentive to stay if a similar employer offers even a slightly higher rate of pay. Workers who earn more, but whose salaries fall short of the going market rate, may feel undervalued at their current companies and look for a company that will pay them what they feel they are worth. Highly skilled workers often can be lured from a well-paying position by a higher offer from a company that desperately needs the employee's skills (Griffeth, Hom, & Gaertner, 2000).

A number of studies in Ghana have investigated the impact of working conditions which can also drastically affect employee turnover rates. Workers employed by companies with strong employee retention programmes, low accident rates, and open communications policies are often happier at work and may even be content with lower salaries. On the other hand, employees of companies that do not provide adequate safety measures or fail to appreciate the value of employees may be more likely to seek employment with companies that offer more stable, comfortable environments (Griffeth *et.al*, 2000). The non-job related turnover involves employees who leave the organization due to things in the employees' personal life that impact their performance in the workplace. Examples of these would be relocation, family problems, marital issues, emotional instability or mental health, addictions, and substance abuse.

The third type of turnover is due to the employee's lack of fit within the organization. For instance, employees who were so uncomfortable in the work environment that they could not continue the employment may leave the organization because of the discomfort. The discomfort may be due to many reasons. Possibly they are not fully qualified and they are having difficulty fulfilling the position, or perhaps the employee is qualified but does not work best in the work environment he or she is being placed in (Maertz, & Campion, 1998). Another reason may be the employee's inner drive or career motive which conflicts with the position or work environment he or she finds him or herself. These inner career motives are referred to as career anchors or career orientation of employees (Schein, 1996).

Career orientations of employees have been found to have accounted significantly for employees' career and job satisfaction, as well as turnover intention (Schein, 1996). Poor job matching is a common cause of high employee turnover rates. Workers who are employed in jobs for which they are over or under-qualified, or for which they have not received adequate training, may feel frustrated and be inclined to look for other work. Even those working in jobs for which they are properly qualified may leave if their personal style or inner drives and values conflict with either their manager's style or with the corporate culture of the company or demands of the job.

In summary, the literature reviewed indicated that an individual's career self-concept acts as a

stabilising force that influences important life and career decisions. The career anchor is important because it influences career choices, affects decisions to move from one job to another, shapes what individuals are looking for in life, determines their views of the future, influences the selection of specific occupations and work settings, and affects their reactions to work experiences. The literature points to the fact that different professions have different career anchors that are dominant among those professionals. Several factors were also identified as predictors of employees' satisfaction with their job and career. The favourability of the satisfactions employees obtain from their career and life, subsequently influence their turnover intention. The current study therefore seeks to fill the vacuum by providing knowledge from the Ghanaian perspective to help curb the rampant exodus of teachers from the classrooms in Ghana.
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5. The Method

5.1 Research Design

The design used for the study was the quantitative survey design. The term *survey* is commonly applied to a research designed to collect data from a specific population, or a sample from that population, and typically utilizes questionnaire or an interview as the survey instrument (Cohen. Manion & Morrison, 2007). Surveys are used to obtain data from individuals about themselves, their households, or about larger social institutions. The survey design is therefore appropriate for this study because it seeks to collect data from a sample of public school professional teachers about their career orientations and turnover intentions, using questionnaires.

5.2 Population

The population for the study consisted of all professional teachers in the public Basic and Senior High Schools in the Cape Coast Metropolis of the Central Region and Tema Metropolis of the Greater Accra Region. The public schools were used because that is where we have many professional teachers. It was not possible to obtain the exact number of teachers in the two Metropolises but this does not dispute the adequacy of the sample size because when using the Tabacknick and Fidell (2012) sample size adequacy determination formula, the size of the population is not a requirement.

5.3 Inclusion and Exclusion Criteria

For a teacher to be part of the sampling frame, he or she had to be a full-time professional teacher in active service (not on post-retirement contract) in a public school in the study areas. Professional teachers working in private schools, non-professional teachers teaching in public schools and professional teachers who were teaching part-time or on post-retirement contract were not included in the study.

5.4 Sample and Sampling Procedure

A sample of 297 teachers from the basic and secondary schools, consisting of 141(47.47%) males and 156 (52.53%) females, participated in the study. This approximates the national sex distribution of the population in which males make up 48.8 percent and females constitute 51.2 percent, resulting in a sex ratio of 95 males to 100 females (Ghana Statistical Service, 2012). The ages of the respondents range from 21 to 59 years with an average age of 31.4 years.

The schools and teachers were selected through the convenient sampling technique in that only schools that agreed to let their teachers participate in the study and only teachers who consented to take part in the study were chosen.

5.5 Research Instruments

The instruments used to collect data for the study consisted of Schein's (1978) eight-factor Career Orientations Inventory (COI) and the 3-item Turnover Intention Scale from the Michigan Organizational Assessment Questionnaire (Cammann et al, 1979). The original COI (DeLong, 1982) is a self-rated measure containing 40 items. A seven-point Likert-type scale was used for the responses to each of the 40 items. The 7-point scale is: 1 =strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 =slightly agree, 6 =agree, 7 =strongly agree. Total scores obtained for each of the eight categories of career anchors were added together and averaged to yield an individual score for each career anchor. The COI provides a pretested instrument with demonstrated high internal validity and reliability. Custodio (2004), for instance, reported Cronbach's alpha reliability coefficients ranging from .78 to .84, while Coetzee and Schreuder (2008) reported Cronbach's alpha coefficients ranging from .46 (lifestyle) to .85 (entrepreneurial creativity). However, the inventory was pre-tested, regarding this study, and yielded Cronbach's alpha coefficients ranging from .70 to .86 for the various career anchor (see Table 1). These were considered satisfactory for the study. The Cronbach's alpha coefficients for the main study also ranged from .72 to .87.

The 3-item Turnover Intention Scale from the Michigan Organizational Assessment Questionnaire (Cammann et al, 1979) was used to obtain respondents intention to leave the teaching profession. The responses

were scored on a seven-point Likert-type of scale. The 7-point scale is: 1 =strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 =slightly agree, 6 =agree, 7 =strongly agree. A respondent's degree of turnover intentions is obtained by adding the scores of the three items. The scale has been used widely in past research and had good reported psychometric properties. Regarding this study, a Cronbach's alpha coefficient of .85 and .79 were obtained for the pretest and the main study respectively.

As indicated above, the two instruments have been used widely and proven to have good psychometric properties. They were therefore *adapted* for this study, taking cognizance of differences in the Ghanaian culture and language use, and the cultures where the instruments were developed. Although studies had demonstrated good reliability of the two instruments, a pilot test with 83 teachers (42 from the Cape Coast Metropolis and 41 from the Tema Metropolis) was carried out to establish the suitability and reliability of the instruments in the Ghanaian context.

5.6 Data Collection

Permission was obtained from the two Metropolitan Directors of Education, who also gave the researchers introductory letters with which to contact the schools. In each school the researchers contacted the headmaster or headmistress first and obtained permission to conduct the study. All teachers in the schools which consented to participate in the study were contacted in their various schools in person to seek their consent, and the rationale for the study explained to them, without revealing the study hypotheses. With the help of trained research assistants, the questionnaires were then distributed to those who had consented, for completion. The completed questionnaires were collected within one week after distribution. No rewards were given for participating in the study.

5.7 Data Analysis

Descriptive statistics (mean scores and standard deviations) and inferential statistic (Pearson Product-Moment) were employed to analyse the data, and the results presented in Tables.

6. Results and Discussion

This section presents and discusses the results of the study in an effort to answer the research question and test the hypothesis.

6.1 Research question: Which career anchors are most dominant among Ghanaian teachers?

Scores on all the eight sub-scales of the Career Orientations Inventory range from 5 – 35, with a mid-point of 20. This therefore suggests that, a score around 20 is an average score, and a score higher than 20 is above average. Table 1 presents the data on the teachers' career orientations.

Table 1: Teachers' Career Orientations

Measure	Maximum score	Mean	SD
Managerial competence	35	21.64	5.17
Functional competence	35	27.14	4.22
Entrepreneurial creativity	35	27.65	5.02
Security and stability	35	24.86	5.27
Autonomy	35	22.73	5.72
Lifestyle motivations	35	26.41	5.08
Pure challenge	35	26.29	5.90
Service and dedication to a cause	35	28.65	4.67

The results of the study indicate that Ghanaian teachers generally had high Service Dedication to a Cause (28.65/35), Entrepreneurial Creativity (27.65/35) and Functional Competence (27.14/35). These three anchors emerged as the most dominant among the teachers. Indeed, DeLong (1982) and Zerdavis (1982) observed in their study of educators that service orientation was the most dominant which was also the case in this study. Schein (1996) observed that employees are increasingly indicating service/dedication to a cause, and that this career anchor would become the most dominant among the workforce. This means that they have the desire for their work to be meaningful in a larger context. Findings from recent studies (e.g. Coetzee & Schreuder, 2009b, 2011; Coetzee, 2007; Coetzee & Schreuder, 2013) supported the dominance of the service/dedication career anchor. Coetzee and Schreuder (2011) opined that "…the increasing emphasis on social responsibility and global and moral citizenship may explain the dominance of the service/dedication to a cause career anchor in recent research studies" (p.37).

Coetzee *et al.* (2010) also reported that other studies have found technical/functional competence and geographic security to be most dominant career anchors among educators. The results of the current study corroborate this finding. The teaching profession involves a lot of sacrifices and dedication to cause. It also requires pedagogical competence in the delivery of lessons to make impact. Besides, most teachers have to use

multifaceted approaches in the classroom in dealing with the vast varieties of behaviour and activities they deal with in the school environment. These require that educators should be individuals who are highly dedicated to their calling, high on variety and creativity and have the professional competence required for the profession. It is therefore not surprising that these three career anchors emerged as the most dominant in the Ghanaian context, confirming the findings of earlier studies.

Lifestyle motivation anchor (26.41/35) was the next dominant among the career anchors after the three discussed above. Current research also indicates a shift towards the lifestyle career anchor as being the primary career anchor in contemporary world of work (e.g. Coetzee & Schreuder, 2013; Quesenberry & Trauth, 2012). As the world of work becomes increasingly more global and driven by virtual employment and mobile technology, individuals would increasingly become more concerned with balancing and managing their personal and work lives better (Meister & Willyerd, 2010). Certain career anchors are becoming more prominent in the current fast-paced world of work. Clinton-Baker (2013) cited a study by Marshall and Bonner (2003) which obtained data from 423 graduate students who enrolled in management courses in Western Australia, the USA, Malaysia, South Africa and the UK. The study found that the lifestyle career anchor (work-life balance) dominated the results of the study. This finding suggests that the possible increasing number of employees who value lifestyle would impact significantly on the relationship between organisations and individuals in meeting their respective work and career values.

On the other hand, General Managerial Competence (21.64) and Autonomy/ Independence (22.73/35) orientations were found to be the least dominant among the Ghanaian teachers. Studies in other sectors found these career anchors to be dominant among management consultants (Applin, 1982), managers (Burke, 1983; Slabbert, 1987) and management information system personnel (Igbaria, Greenhaus & Parasuraman, 1991). These professions involve complex management of different resources which require high managerial competence and ability to think on one's feet and take independent decisions. It is not surprising that the teachers in this study rated just about average on the general managerial competence and the autonomy anchors. Teaching does not involve much managerial competence, apart from the classroom management.

We expected teachers to rate high on autonomy orientation since they take a lot of initiatives in dealing with their students and assessments. However, this was not the case. A plausible explanation of why the autonomy/independence rating was the least dominant in this study could be attributed to the Ghanaian way of socialization. Ghanaians are generally socialized into a communal or collectivist culture. This suggests that they depend on each other for a lot of functions, unlike the individualized societies where people are socialized to be on their own for most decisions and functions. In addition, at the Basic and Senior High levels of Ghana's centralized system of educational management, major decisions are made for the teachers and they only have to follow laid down procedures and syllabuses. Possibly, the situation would be different at the Tertiary level and also among heads of the Basic and Secondary schools. This could be an area of further studies.

6.2 Hypothesis: Ghanaian teachers' career orientations will significantly influence their turnover intentions.
This hypothesis was tested using the Pearson's Product-Moment correlation coefficient. The results, presented in Table 2, indicate that all the career anchors, except the Security and stability, and the Service/dedication to a cause anchors, had significant influence on the teachers' intentions to leave the teaching profession.

Though the teachers' score on the managerial competence was the lowest among the anchors, it had the greatest positive influence on the teachers' intention to leave teaching for other jobs ($r = .320$, $p = .001$). The results suggest that teachers who have high managerial competence are more likely to look for job opportunities in other sectors. This anchor explains 10.2% of the reasons why teachers would want to leave the classroom for other job. Managerial career anchor refers to the extent to which an individual prefers to obtain power and coordinate others for a common goal (Schein, 1975). Individuals with a high managerial career competence are most fulfilled when they are able to integrate the efforts of others toward a common task. The main attribute of career anchor theory is congruence (Feldman & Bolino, 1996). This means that, when individuals achieve congruence between their career anchor and their work environment they are more likely to achieve positive career outcomes (Feldman & Bolino, 1996), such as increased job and career satisfaction, organisational commitment and intention to stay (e.g. Igbaria et al., 1991;

Table 2: Relationship between Career anchors and Turnover intentions

Measures	Correlation coefficient	Coefficient of determination	p-value
Managerial competence	.320	.102	.001
Functional competence	.165	.027	.002
Entrepreneurial creativity	.128	.016	.014
Security and stability	.007	.00049	.454
Autonomy or independence	.309	.095	.001
Lifestyle motivations	.274	.075	.001
Pure challenge	.185	.034	.003
Service and dedication to a cause	.053	.003	.184

Quesenberry & Trauth, 2012). What this means therefore is that, since teaching does not involve so much of harnessing the efforts of others for the attainment of a common goal, individuals who are high on general managerial competence would not achieve congruence between their career anchor and the work context. Consequently, their career satisfaction diminishes, creating discomfort to them, hence heightening their intention to leave the teaching profession. Goffee and Sease (1992) suggest that individuals who have strong managerial competence are expected to behave as entrepreneurs. Thus, if the school environment does not provide that feeling of behaving as an entrepreneur, a teacher with strong managerial competence would not find fulfillment in teaching and would be looking for exit avenues.

The next career anchor that related positively with turnover intentions is autonomy or independence anchor (r = .302, p = .001). Thus, the higher an individual desires to be independent or desires autonomy in his or her career, the more likely it is that he or she would want to continue being in the classroom. This anchor accounts for 9.5% of why teachers may want to leave teaching, which is very significant. Autonomy suggests the extent to which a job allows freedom, independence and discretion in scheduling work, making decisions, and choosing the methods used to perform one's tasks (Morgeson & Humphrey, 2006, cited in Dysvik & Kuvaas, 2010). Perceived job autonomy was found to be positively related to performance and organizational commitment. When employees are committed to their organization, they are less likely to think of leaving for other organizations. In this regard, individuals who are high on autonomy might not find the teaching profession fulfilling because in the Public schools teachers are required to follow certain predefined procedures in the performance of their job. They do not have that freedom to schedule their work. Everything has been structured and the teacher must follow without fail. For instance, time table is structured; course content is predetermined with prescribed textbooks. There is therefore little room for teachers to feel that sense of autonomy and independence. The consequence of this would be that, for teachers who are strong on autonomy, they may be looking for a career that would give them that inner desire to be independent and feel that they are in charge.

Lifestyle motivation, that is the desire to balance the various aspects of life into a coherent whole, also had a significant influence on teachers' intention to leave the classroom (r = .274, p =.001). Lifestyle motivation explains 7.5% of why teachers may want to leave the classroom. Teachers in Ghana do not seem to be satisfied with their earnings and so might not be able to do what they want to do to make life meaningful to them. Consequently, teachers who are high on lifestyle career anchor would subjectively experience some disequilibrium in their life. This would create career dissatisfaction which would engender intentions to quit the teaching profession. Service dedication (r = .053, p =.184) and security and stability (r = -.007, p = .454) anchors did not have significant relationship with the teachers' turnover intentions. Thus, these anchors did not have any influence on the teachers' desires to leave the classroom. Other things being equal, teachers who are high on service/dedication to cause would see their profession as a call, not only as a job and so would not want to quit for other professions. The other career anchors explain only small percentages of why teachers will leave the classroom for other sectors they consider more rewarding.

7. Summary of the Study

The career anchors of individuals influence major decision about their career, including decisions to leave, reactions to work experiences, choice of career and workplace and career satisfaction (Herrbach & Mignonac, 2012; Mignonac & Herrbach, 2003). A number of studies indicated that there is a high rate of teacher attrition in Ghana. Again, teachers in Ghana constantly agitate for high pay and improved working conditions. Several measures were put in place by various governments to address the issue, but the situation keeps getting worse. Researchers and education administrators have suggested possible factors that might be contributing to the high attrition rate that should be tackled. None of these, however, considered the match between the inner drives of people who go into the teaching field and their career choice. Meanwhile, a number of studies demonstrated that the inner drives, motives and values of individuals greatly influence their career choices and job/career satisfaction. This study therefore sought which career anchors are most dominant among Ghanaian teachers, and how Ghanaian teachers' career orientations determine their turnover intentions.

A number of interesting findings emerged from this study. The major findings of the study include:

1. In terms of dominant career anchors profile, the mean scores indicated that Ghanaian teachers are most dominant on service/dedication to cause, entrepreneurial creativity, and technical/functional competence career anchors. Lifestyle motivation and pure challenge were also high among Ghanaian teachers. They were, however, low on general managerial competence and autonomy/independence career anchors.

2. All the career anchors, except security/stability and dedication to cause, related positively to the turnover intention of the teachers in this study. Managerial competence and autonomy/independence anchors had the greatest positive influence on the teachers' intention to quit teaching. Thus, these were the strongest determinants of Ghanaian teachers' turnover intentions. Lifestyle anchor was also moderately related to turnover intention. The anchors that least related to their turnover intentions were entrepreneurial creativity, technical/functional competence and pure challenge.

8. Conclusions

The concept of career anchor is especially applicable in today's turbulent employment context (Coetzee & Schreuder, 2013). The results from the study suggest that the career anchor concept is important to both the individual and the organisation. This study and other empirical research suggest that certain occupations tend to attract individuals with specific career anchors more than others (e.g. Ramakrishna & Potosky, 2003). The study highlighted the fact that service/dedication to cause, entrepreneurial creativity, and technical/functional competence are important for career success among Ghanaian teachers.

Again, the study supports the proposition that career anchors generally explain why people stay engaged in a certain job or are satisfied with their career. The results of this study suggest that individuals who are high on general managerial competence and autonomy/independence anchors were more likely to leave the teaching profession. This implies that, to reduce the attrition rate among Ghanaian teachers, individuals who are high on general managerial competence and autonomy must not be encouraged to join the teaching profession. The anchors that least related to the teachers turnover intentions were entrepreneurial creativity, technical/functional competence and pure challenge. People dominant on these career anchors are less likely to leave the teaching profession. The results indicated further that security/stability and service/dedication to cause did not relate to turnover intentions and were, in fact, the most dominant among Ghanaian teachers. What this means is that, to reduce the teacher attrition rate in Ghana, teachers must be encouraged to develop these two career anchors among other things, starting from the period of training, and continue developing them through in-service training.

It can also be inferred from the study that the main attribute of career anchor theory, as postulated by Feldman and Bolino (1996), is *congruence*. It is worth noting that service/dedication to cause and security/stability anchors, which were not related to turnover intentions, were the most dominant predictors of the teachers' general life satisfaction, together with pure challenge and lifestyle anchors that had the least relationship with turnover intention. This study brings to the fore, the importance of congruence between an individuals' career anchor and the work context or demands. As aptly noted by Feldman and Bolino, it is when individuals achieve congruence between their career anchor and their work environment that they are more likely to achieve positive career outcomes, such as increased job and career satisfaction, organisational commitment and intention to stay.

Finally, the study confirms that, an individual's career self-concept influences his/her career choices, affects his/her decisions to leave, shapes career aspirations, determines an individual's view of the future and reactions to work experiences, and influences one's subjective perceptions of career success and satisfaction.

9. Recommendations for Practice

As concluded above, when individuals achieve congruence between their career anchor and their work environment, they are more likely to achieve positive career outcomes and intention to stay. This suggests that educational administrators and teacher educators should admit and train prospective teachers whose career anchors are congruent with the teaching profession. Studies demonstrate that the career anchors could be acquired through training and on the job. In view of this, we recommend that, in-service training programmes should be designed to help teachers develop these competences that are vital for their career success as professional teachers.

The Ghana Education Service should include topics on career education in the secondary school as well as the teacher training curriculum to provide the youth with career guidance to help them in their career choices. Schein (1978) noted that it is important for people to gain self-awareness of their career anchors in order to make more informed career choices at critical points in their lives. It is also crucial for employers and practitioners to become more aware of the career anchors of their employees so that appropriate career guidance and decisions can be made. Effective career and education development would help all students to gain the knowledge, skills, and behaviour they need to interact with others, set goals, and make decisions related to career and citizenship behaviour to produce positive career outcomes. In addition, the GES might be able to reduce

turnover of the attrition rate by developing the relevant career anchors among the teachers.

Career guidance and counselling service providers must also help individuals to identify their career anchors to help them choose appropriate careers. Becoming aware of and identifying one's career anchors strengthens the individual's ability to make more informed career choices. When people choose career appropriately, their career and general life satisfaction would improve and turnover would be reduced.

10. Limitations of the Study

The findings of this study must be viewed in light of a few scientific drawbacks. In the first place, the sample was obtained from only public school teachers in two metropolises in Ghana – the Cape Coast and Tema metropolises. The metropolises and the schools were not obtained through random selection; rather only schools that were available, accessible and agreed to participate in the study were involved. By using convenient sampling, which is a non-probability sampling procedure, the schools that took part in the study might not be representative of all schools in the two study areas. This might affect the generalizability of the findings. Notwithstanding this, the sample of respondents was large enough to give valid findings about the variables under study.

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