

Sanctification of work and turnover of teachers under insurgency

Would career satisfaction and affective commitment mediate the relationship?

Sanctification
of work and
turnover of
teachers

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Received 12 March 2019

Revised 22 May 2019

6 July 2019

12 September 2019

21 October 2019

Accepted 24 October 2019

Abstract

Purpose – Sanctification of work research is still a growing area among management and educational guild of researchers. The purpose of this paper is to explore the intervening role of career satisfaction and affective commitment in the relationship between sanctification and turnover intentions among teachers in a Boko Haram infested region of Nigeria.

Design/methodology/approach – The authors adopted a cross-sectional survey design using 375 responses out of the 600 administered questionnaires to three states within the context of this study. The usable data were analyzed using SmartPLS version 3.2.7 to evaluate the hypothesized relationships.

Findings – The results reveal: negative but insignificant relationship between sanctification and turnover intention; career satisfaction and affective commitment mediate the relationship between sanctification of work and employee intention to leave.

Originality/value – The predictive role of sanctification was proven to be insignificant under unfriendly work environment, which is contrary to the literature on the role sanctification. The mediating role of career satisfaction and affective commitment between sanctification and turnover intention is relatively new. The two constructs constitute the mechanism through which the relationships are sustained; hence the hypotheses on the indirect relationships are established.

Keywords Affective commitment, Turnover intention, Career satisfaction, Sanctification

Paper type Research paper

Introduction

For the past decade, North-East Nigeria has attracted national and international attention following the desperate humanitarian challenges inflicted as a result of the activities of Boko Haram terrorists. Boko Haram which literally means “Western education is forbidden” has indoctrinated young people who share in the sect’s core value to wage war against every established educational system perceived as western. This development has resulted in a huge loss of lives and properties within the zone. The menace continues to deteriorate unabated as evidenced in Institute for Economics & Peace (2018) report that reveals Nigeria as third most terrorized nation in the world after war-torn countries like Iraq and Afghanistan. Despite the decline in terrorism-related death of 1,532 in 2017 which is 16 percent lower than previous year, the rating still remains a far cry.

A report of Royal Institute of International Affairs (2016) reveals that about 910 schools had been destroyed and 1,400 were forced to shutdown. Furthermore, over 600 teachers were killed while 19,000 were forced to flee. Upon that, almost a million children have been displaced among which were 600,000 who have lost all access to education.



The most unfortunate of these attacks was the Chibok school abduction of 219 female students. Similarly, Oladunjoye and Omemu (2013) reported the rate of school enrollment in Boko Haram affected states of Borno and Yobe as 29 out of every 120 and 42 out of every 120 children of school age, respectively. The activities of the insurgents have worsened the plight of the region which has the highest out of school children, while interest in the teaching profession continues to dwindle. In a study conducted by Motunrayo *et al.* (2018) for Education Data Research and Evaluation in Nigeria in collaboration with UKAID assessed the impact of protracted violence due to insurgency on the primary school teaching workforce in Borno State, Nigeria. Among their findings were the pessimism of teachers on their career prospect and intention to quit the teaching profession for other job opportunities.

Teachers' turnover, whether voluntary or involuntary, has a severe consequence on schools. Beside the cost associated with turnover (Allen *et al.*, 2010; Fisher, 1917), researchers have demonstrated that turnover influences work outcomes (Hausknecht *et al.*, 2009), such as reduces students' achievement (Ronfeldt *et al.*, 2013). Similarly, involuntary turnover of teachers according to An (2019) has an inverted U-shaped relationship with organizational performance, first positive and then negative while retention increases potential success (Ekrot *et al.*, 2016). It is noteworthy to stress that teachers' turnover is detrimental, and when a teacher leaves, s/he may fall into the waiting arms of competitors. This exposes the secret of the former employer (Hom *et al.*, 2017) to the new employer. In addition, Ronfeldt *et al.* (2013) find turnover as having high adverse effect on the quality of instruction in the subsequent year. That is, a teacher's decision to quit has been evidently found to influence learning experience of students negatively even in classes with teachers who chose to remain (Hanushek *et al.*, 2016).

The period of turnover intention and decision is also characterized by low knowledge creation and sharing, since job-related challenges and problem-solving heralding knowledge creation are reconsidered or missed. Literature on turnover and turnover intention in the general domain over the last ten decades (Hom *et al.*, 2017) has attributed turnover intention and turnover behavior to a number of factors. Some predictors such as pay (Lin *et al.*, 2019; Pohler and Schmidt, 2016), support (Li *et al.*, 2017) and physical work environment (Wan *et al.*, 2018) are extrinsic in nature, and bother employee's quality of work life. In addition, studies in educational administration reveal leadership (Griffith, 2004), stress and support (Sass *et al.*, 2011), job content such as job satisfaction, (Froese *et al.*, 2019), job engagement (Takawira *et al.*, 2014), career prospect (Perrone *et al.*, 2019) among many related job factors which have shaped the discussions on turnover and turnover intention of teachers. Recently the debate is focused on the individual, their perception of how work connects to their essence of being as explained in their existential purpose (Del Rio and White, 2014), and how work is perceived as imbued with the presence of greater being or considered sacred as explained in the construct sanctification of work.

In relation to teachers' sanctification of work, though a relatively new construct in the management guild and educational administration only two empirical evidences (Carroll *et al.*, 2014; Walker *et al.*, 2008) exist to date. Carroll *et al.* (2014) and Walker *et al.* (2008) sought to determine the correlation between sanctification of work and employee commitment, job satisfaction and intention to leave. We departed from Carroll *et al.* (2014) and Walker *et al.* (2008) on the following grounds: First, we conducted this study in schools that operate under a harsh and violent work environment with a justifiable reason to quit one's job. Under such situation, we expected that only teachers who perceived work as fulfilling extra-ordinary purpose will remain. Second, we considered teachers' career satisfaction as broader in scope with job embedded in it. Thus, we expected teachers' career satisfaction to provide a mechanism, through which the relationship between the antecedent and the criterion is explained. Third, affective commitment is similarly expected

to intervene in the relationship between the antecedent and the criterion, whereas it was used in Walker *et al.* and Carroll *et al.* as a predictor and outcome, respectively.

This study therefore makes a case for sanctification of work as an attenuating factor to teachers' turnover intention in a violent North-East Nigeria. In addition, we assumed that career satisfaction and affective commitment that snowballed from one's subjective perception of his/her work should influence and sustain the relationship. Beside the work of Walker *et al.* that demonstrated a substantial departure, there seem to be dearth of empirical evidences on the predictive role of sanctification of work as proposed in this study.

Theoretical foundation

The integration of sanctification constructs into the school administration lexicon has provided opportunity to bring meaningfulness at work by conceptualizing the numinous into the totality of human endeavor. Apart from work, Mahoney *et al.* (2003) contends that many aspects of life generally can be regarded or experienced as sacred. These could be in the form of material and object, time and space, events and transition, social attributes and activities. When worldly concerns are perceived to be imbued with spiritual attributes, then it is said to be sanctified (Mahoney *et al.*, 2003; Walker, *et al.*, 2008). Sanctification is therefore one's psychological perception of aspect of life and object or a person as possessing certain character that is spiritually significant and unique (Mahoney *et al.*, 1999, 2003). It is understood from two perspectives, namely, theistic and non-theistic approaches, which convey various perception of sacred. Theistic Manifestation of God approach perceives sanctification from the supernatural presence of a deity in an object, as manifested in images and one's belief (Carroll *et al.*, 2014), viewed as having spiritual significance (Walker *et al.*, 2008). In addition, those who share this view venerate work and regard it as calling to serve higher purpose rather than opportunity for wealth accumulation (Word, 2012). This means that work engages them at spiritual level as argued in the perspective of spirituality (Ashmos and Duchon, 2000). Adherents of non-theistic approach on the other hand, hinged their perception of sanctification devoid of reference to any deity. Here, the object that is perceived as having spiritual character in itself is attributed with qualities similar to the supernatural (Carroll *et al.*, 2014; Mahoney *et al.*, 2003, 2005). When object, material, time and space, activities and events are perceived as sacred, the following implications are apparent (Pargament and Mahoney, 2005; Walker *et al.*, 2008).

Investing time and energy in the sacred

Whatever is valued is worth investing one's time and energy daily. Example, when a person sanctifies an object, event or activity, he or she is expected to dedicates ample time and energy in it. This could be religion activity, career, educational pursued, business plan, marriage, parenting and a lot more. These are known as personal strivings, which are seen as common goals that people seek to achieve daily (Mahoney *et al.*, 2005). To justify this, it is logical to see people investing their energy to pursue what they perceive as sanctified strivings and least time when it is seen from the contrary (Walker *et al.*, 2008).

Protect and preserve sacred

Sanctification is demonstrated through protecting and preserving the object, event or activity perceived with such character (Pargament and Mahoney, 2005; Walker *et al.*, 2008). Therefore, those who sanctify their job are expected to imbue it as sacred activity, from the theistic and non-theistic points of view (Walker *et al.*, 2008).

Draw sacred resources

Sanctification is seen in the way people value the benefit derivable (Walker *et al.*, 2008) from pursuing what they considered as possessing divine character. The sacred represents a powerful personal and social resource that people can tap throughout their lives. It was established in a study conducted by Phillips and Pargament (2002) that individuals who sanctify their dreams report greater gains in meaning and strength from the object in the dream. Likewise, it should be expected that individuals who sanctify their work experience positive affect, social and psychological capital, as well as knowledge from it (Greenhaus and Powell, 2006).

Elicit spiritual emotions

Sacred aspects of life attract emotion such as, love, adoration, gratitude and perturbation expressed in form of awe, fear and humility (Walker *et al.*, 2008). Hence, teaching and character molding profession is expected to be loved, adored and appreciated by teachers in K-12.

Why sanctification of work is critical in educational literature

It has been acknowledged that education is ranked among the ten most stressful occupation (Kyriacou, 2001; in Redelinghuys, 2018), this is further worsen in an emerging economy characterized by insurgency. This increases teachers' susceptibility to ill health (Jackson *et al.*, 2006). On top of that, the direct environment poses challenging demands on the job ranging from difficult teacher-parent interactions, poor remuneration and ever-increasing administrative burdens. Teachers are also faced with interpersonal relationship gaps and underestimated self-worth in some instances (Klassen *et al.*, 2010; in Redelinghuys, 2018). Yet teachers are people who desire knowledge, share same with high level of altruism (Serow, 1993) and find sense of satisfaction from making life meaningful to others as explained in servant leadership (Crippen and Willows, 2019).

In a study conducted, Serow (1993) determined the reasons for entering teaching profession. The interviewees said they find sense of personal satisfaction in helping others actualize their dreams. Juxtaposing this motivation with the roles they are often expected to perform in the context of this study, one can fathom out that something beyond pay or materialism is behind such drive. Based on the conceptual meaning of the construct sanctification of work as discussed earlier, we tend to find a clearer understanding to the altruistic tendencies seemingly prevalent among teachers (Chen *et al.*, 2014; Serow, 1993).

Making a case for sanctification of work as a trigger, we posit that teachers' positive work behavior could be situated in the psychological perception of their profession as possessing certain character that is spiritually significant and unique (Mahoney *et al.*, 1999, 2003). Such positive perception could explain their career satisfaction, commitment despite all odds. However, a cursory search on teachers' motivation and work outcome in relevant guilds reveal that sanctification of work is conspicuously absent though every characteristics within the domain suggest a tendency of its preponderance.

In this context, we expect that teachers who sanctify their work invest their time and energy in the work, protect and preserve the sanctity of teaching, observe professional ethics, draw beneficial psychological, social, emotional and material resources from active participation and express spiritual emotion for participating at work. This perception is expected to influence their decision at work.

Conceptual background and hypotheses development*Teachers' sanctification of work and turnover intention*

There has been a persistent scholarship and growing interest on how employee (teachers) turnover, either voluntary or involuntary, affects organizational effectiveness (Ekrot *et al.*, 2016;

Fombrun *et al.*, 2015; Hausknecht *et al.*, 2009; Hom *et al.*, 2017; Ramlall, 2003; Shaw *et al.*, 2005). Others dwelled on the antecedent to turnover and turnover intention (Lin *et al.*, 2019; Li *et al.*, 2017; Pohler and Schmidt, 2016; Wan *et al.*, 2018) to include support, physical work environment, career prospect among many factors.

To date, much research efforts are centered on job-related factors and hygiene factors as predictors to turnover and turnover intention. In line with Walker *et al.* (2008), we find it compelling to focus on teachers' understanding of existential purpose and work itself, the extent to which it is venerated, and seen as having divine character in itself (Carroll *et al.*, 2014; Mahoney *et al.*, 2003, 2005). On the other hand, it is seen as sacred, holy, a deeply spiritual experience, or as creating a connection to something greater than oneself (Backus, 2013). Riding on the doctrine of sanctification (Backus, 2013; Pargament and Mahoney, 2005), teachers who sanctify their work are expected to invest time and energy in nurturing the young minds, preserve and protect the ethics of the profession and ensuring that their motivation is sustained, draw powerful coping resources such as social capital, psychological capital, knowledge/experience from engagement at work and elicit spiritual emotions of attraction (e.g. love, adoration and gratitude) and trepidation (e.g. awe, fear and humility) from participation. Because of the significant value they ascribed to work they are unlikely to quit. On the other hand, where teachers perceived their work as less sanctified, they are likely to invest less time and energy in it, not protect and preserve it, draw less coping resources from it, and approach their work with less emotion and perturbation, and as such express high tendency to quit. We therefore hypothesized that:

- H1. Teachers who sanctify their work to a greater degree will experience less intention to quit.

Sanctification of work, career satisfaction and turnover intention

Career satisfaction or subjective career success (Stauffer *et al.*, 2018, p. 4) is seen as "the individual's internal apprehension and evaluation of his or her career, across any dimensions that are important to that individual". In Seibert *et al.* (1999), career satisfaction is that feeling of satisfaction and the sense of accomplishment derivable in one's work life. Certain trends in recent times such as increased job market instability, insecurity, the uncertainty of careers and the difficulty in obtaining objective and desirable work-related outcomes (Dries *et al.*, 2008; Heslin, 2005; in Stauffer *et al.*, 2018) have twisted the conceptual structure and perception of career satisfaction, resulting in an approach that emphasizes the perception of meaning of one's career, rather than the objective approach which heretofore focuses on earning and promotion as basis for ascertaining career satisfaction. The triggers to this new paradigm suggest that for employees to experience satisfaction with career, they must rise beyond the mundane indices to perceiving work as serving a higher purpose as entails in sanctification of work.

Studies have relate sanctification to "higher sense of life purpose and meaning, along with greater importance of, commitment to, confidence in, social support for, longevity of, and internal locus of control over their strivings" (Backus, 2013, p. 18). Though the work environment is unsecured, amidst uncertainty in one's career (Stauffer *et al.*, 2018), teachers who sanctify their work consider it as relating to a higher sense life purpose and meaning. They invest their time and energy in their work, protect and preserve it in expectation of coping resources within their career in the future (Pargament and Mahoney, 2005; Walker *et al.*, 2008). These expectations and understanding emanating from sanctification should stimulate career satisfaction. As theoretically valid as we thought this relationship is in this context, a search into extant body of literature reveals death of empirical evidence. Similarly, career satisfaction has been found to associate negatively with turnover intention (Joo and Park, 2010). It is therefore in line with this that teachers who sanctify their work will

experience satisfaction in their career and will in turn reduce their intention to quit. We therefore hypothesized that:

H2a. Teachers who sanctify their work to a greater degree will experience high career satisfaction.

H3a. Teachers with higher career satisfaction will express lower turnover intention.

H4a. Teachers' career satisfaction mediates the relationship between sanctification of work and turnover intention.

Sanctification of work, affective commitment and turnover intention

Affective commitment is a dimension of employee commitment (Allen and Meyer, 1990) that stems from the notion that employees have emotional attachment to, are identified with and are involved in the activities of the organization. Affective commitment spurs employees to voluntarily continue in the employment of an organization not because they feel obligated (Normative) (Meyer and Parfyonova, 2010) or because they are afraid of the unknown (Continuance), but because they want to do so (Allen and Meyer, 1990). What will make a teacher to be affectively attached to his or her work? Your guess perhaps should be as good as we thought. We contend that only those who sanctify their work are able to show such attachment, since sanctification is evident in the way people invest a good deal of time and energy in, go to extra mile to preserve and protect their work, feel spiritual emotions related to sacredness in their work (Pargament and Mahoney, 2005). Furthermore, experience, personal and social resource (Walker *et al.*, 2008) from participation, is able to create a positive affect and thereby enhance affective commitment.

Similarly, affective commitment has been found to influence turnover intention (Albrecht and Andreetta, 2011; Walker *et al.*, 2008; Wasti, 2003) suggesting that teachers who feel emotionally attached to an organization are unlikely to quit. Another study conducted by Esop *et al.* (2019) reveals organizational support as predictor of affective commitment and turnover intention but not the relationship between affective commitment and turnover intention. In addition, it was found to mediate the relationship between unit cohesion and turnover intention among military personnel (Charbonneau and Wood, 2018).

Consistent with the theory of sanctification, we contend that teachers who sanctify their work are more likely to express affective commitment which will in turn attenuate intention to quit. On the other hand, teachers who do not sanctify their work are most like to experience low affective commitment which culminates in high intention to quit. We therefore hypothesized that:

H2b. Teachers who sanctify their work to a greater degree will express higher affective commitment.

H3b. Teachers with higher affective commitment will express lower turnover intention.

H4b. Teachers' affective commitment mediates the relationship between sanctification and turnover intention (Figure 1).



Figure 1.
Conceptual framework

Method

Participants

The data for this study were collected from teachers working in North-East Nigeria, a region which is plagued by the activities of Boko Haram. Within the region, three states (Borno, Adamawa and Yobe) were selected for this study due to the preponderance of insurgents' activity. Since the population is unknown, following the shutdown of academic activities in the areas that were badly affected, we adopted sample size determination formula by Cochran (1977), $n_o = z^2 pq / e^2$, which is used when population is unknown. Here, n_o represents the sample size, z is the selected critical value of desired confidence level, p is the estimated proportion of an attribute present in the population, $q = 1 - p$ and e is the desired level of precision. We arrived at a minimum sample size of 384. In all, 600 questionnaires were administered in expectation of at least 50 percent response rate. The questionnaire was administered to the school teachers in collaboration with the school administration in two waves as a procedural remedy for common method bias. The questionnaire was ultimately completed by 420 respondents indicating 70 percent response rate. From the retrieved questionnaire, 45 questionnaires were not used due to reasons ranging from incomplete and suspicious response. We proceeded with the analysis using 375 valid questionnaires.

The respondents' profile in Table I reveals that 52 percent of the respondents are male, with more than half of the population between the age group 36 to 45 years. In addition, 56 percent of the respondents had a bachelor's while 45 percent have worked for 6–10 years.

Variables and instruments

The variable turnover intention was measured using a six-item scale developed by O'Reilly *et al.* (1991). While sanctification of work was assessed using nine-item sacred quality scale (SQS) (Mahoney *et al.*, 1999) which was earlier designed to determine individual's perception of sacred quality regarding their marriage. Walker *et al.* (2008) later adapted SQS to measure

Indices	No. of respondents <i>n</i> = 375	Percentage of respondents
<i>Gender</i>		
Male	195	52
Female	180	48
<i>Religion</i>		
Christianity	140	37
Islam	221	60
Others	14	04
<i>Age</i>		
25–35	171	46
36–45	161	43
Above 46	43	11
<i>Qualification</i>		
Masters	90	24
1st Degree	165	44
Others	120	32
<i>Years of work experience (years)</i>		
1–10	63	17
11–20	193	51
20 Above	119	32

Table I.
Respondents
characteristics

sanctification of work. This study adopted the scale as modified in Walker *et al.* (2008) and measured same on a seven-point semantic differential scale. Similarly, career satisfaction was adapted from Spurk *et al.* (2011). It is a five-item questionnaire measured on a seven-point Likert-typed scale. Lastly, affective commitment was adapted from Allen and Meyer (1990) eight-item questionnaire and measured on seven-point Likert-typed scale.

Data analysis

Data analysis was conducted using partial least square (PLS) software 3.2.7, an approach to structural equation modeling and presented as required. Two broad evaluations were done to assess the measurement model, and the structural model.

Measurement model

In evaluating the measurement model, we assess the convergent validity and the discriminant validity (Henseler *et al.*, 2016). Convergent validity is the extent to which multiple indicators measuring the same concept agree. This involves evaluation of indicators' loadings, composite reliability (CR) and average variance extracted (AVE). The results presented in Table II shows that loading for all items exceeded the recommended value of 0.5 (Hair *et al.*, 2017) as well as Nunally and Bernstein (1978) hence the criterion is not violated. Meanwhile some items (AfCom1, AfCom8, Sanctification1 and Sanctification9) were dropped from the constructs affective commitment and sanctification due to low factor loading and collinearity problem. In addition, we determined the CR and convergent validity through AVE (Hair *et al.*, 2013). The CR and AVE presented in Table II show that the threshold value of 0.7 and 0.5, respectively (Hair *et al.*, 2017) as expected for CR and AVE are also not violated in all the constructs.

Construct	Indicator	Factor loading	CR	AVE
Affective commitment	AfCom1	0.854	0.934	0.740
	AfCom3	0.845		
	AfCom4	0.875		
	AfCom5	0.843		
	AfCom6	0.815		
	AfCom7	0.769		
	Career satisfaction	CareerSat1		
CareerSat2		0.868		
CareerSat3		0.842		
CareerSat4		0.896		
CareerSat5		0.862		
Sanctification of work	Sanctification2	0.781	0.925	0.641
	Sanctification3	0.823		
	Sanctification4	0.821		
	Sanctification5	0.884		
	Sanctification6	0.820		
	Sanctification7	0.771		
	Sanctification8	0.688		
	Turnover intention	TurnIntent1		
TurnIntent2		0.828		
TurnIntent3		0.851		
TurnIntent4		0.832		
TurnIntent5		0.744		
TurnIntent6		0.872		

Table II.
Assessment of
convergent validity

Note: AfCom2, Sanctification1 and 9 were deleted for low factor loading

There are three popular criteria for evaluating discriminant validity in order to establish that the constructs in the study are dissimilar to each other (Henseler *et al.*, 2014) within a given research framework. We preferred Heterotrait and Monotrait (HTMT) criterion (Henseler *et al.*, 2014) to other criteria. Scholars (Henseler *et al.*, 2015) confirmed in a Monte Carlo simulation experiment that HTMT criterion is superior. In the study, HTMT achieved higher specificity and sensitivity rates (97 to 99 percent) with cross-loadings criterion as (0.00 percent) and Fornell and Larcker (1981) criterion (20.82 percent), this justifies our preference of HTMT in this study. Results in Table III indicate that discriminant validity was established among constructs since all values fall within the acceptable region of -1 and 1 . A value ≥ 0.9 suggests high collinearity and hence violates the criteria (Hair *et al.*, 2017).

Evaluation of the structural model

In evaluating the structural model, a bootstrapping procedure using 2,000 re-sampling was conducted using SmartPLS 3.2.7 to assess the path coefficient (β). The model fit, R^2 , effect size f^2 and the predictive relevance Q^2 (Hair *et al.*, 2014; Yeap *et al.*, 2016) were determined through PLS algorithm and blindfolding analysis. In addition, PLS 3.2.7 software reports GoF as standardized root mean square residual (SRMR) and or root mean square residual covariance RMS_{theta} (Henseler *et al.*, 2016; Hair *et al.*, 2017). Goodness of fit index is established when $SRMR \leq 0.08$ and $RMS_{\text{theta}} \leq 0.12$ respectively. Meanwhile, the current model establishes an SRMR value of 0.063 and RMS_{theta} value of 0.115 affirming the model's fitness.

Results of path analysis in line with hypothesized relationships were evaluated in Table IV. Findings reveal that: (H1) the direct relationship that connects sanctification of work and turnover intention yielded a $\beta = -0.050$, t -value = 0.958. Though the negative relationship is established as hypothesized, it is statistically insignificant. This apparently signifies that the mitigating effect of teachers' sanctification of work on turnover intention is established but not significant. That is for every one standard deviation increase in sanctification of work, turnover intention decreases by a standard deviation of -0.050 . (H2a) the hypothesis connecting sanctification and career satisfaction revealed a $\beta = 0.340$, t -value = 5.922, which is strongly supported, suggesting that teachers'

	1	2	3	4
1. Affective commitment	–			
2. Career satisfaction	0.871	–		
3. Sanctification of work	0.407	0.352	–	
4. Turnover intention	0.865	0.765	0.368	–

Table III.
Assessment of
discriminant validity
HTMT criterion

Hypotheses	Relationship	STD β	SE	t -stat	Decision	F^2	Q^2	VIF
H1	Sanc of work → Turnover intention	-0.050	0.053	0.958	Not supported	0.006		1.184
H2a	Sanc of work → Career Sat	0.340	0.057	5.922***	Supported	0.130	0.078	1.000
H2b	Sanc of work → Aff commit	0.392	0.055	7.106***	Supported	0.181	0.099	1.000
H3a	Career Sat → Turnover intention	-0.184	0.064	2.865	Supported	0.035		2.723
H3b	Aff Commit → Turn intention	-0.627	0.061	10.308***	Supported	0.389	0.406	2.845

Notes: Sanc, Sanctification; Aff, Affective; Commit, Commitment; Sat, Satisfaction. *** $p < 0.001$ at 95 percent level of significance

Table IV.
Structural analyses
result

sanctification of work relates positively with career satisfaction. (H2b) the connection between sanctification of work and affective commitment yielded a $\beta = 0.392$, t -value = 7.106, which is strongly supported. It implies that increase in sanctification of work enhances employee affective commitment. That is for every one standard deviation increase in sanctification of work, career satisfaction and affective commitment increase by a standard deviation of 0.340 and 0.392, respectively. (H3a) relationship linking career satisfaction and turnover intention revealed $\beta = -0.184$, t -value = 2.865, which is supported, hence suggests that increase in career satisfaction reduces turnover intention. (H3b) we assessed the relationship between affective commitment and turnover intention revealed a $\beta = -0.627$, t -value = 10.308 and considered strongly supported. This suggests that, affective commitment attenuates employee turnover intention. In sum, for every one standard deviation increase in career satisfaction and affective commitment, turnover intention decreases by a standard deviation of -0.184 and -0.627 , respectively.

We further ascertained the substantive significance of the structural relationships through the R^2 , f^2 and Q^2 values (Hair *et al.*, 2011; Henseler *et al.*, 2016). Based on the PLS-output in Figure 2, the coefficient of determination R^2 which explains the model's predictive power (Hair *et al.*, 2017) of sanctification of work on career satisfaction as 0.115 and affective commitment as 0.153 are moderate based on Cohen (1988) criteria. While change in turnover intention of 0.644 which is considered substantial (Cohen, 1988) is influenced by the predictive and intervening constructs within the structural model. In addition, the effect size (f^2) which explains the influence of a latent variable on the structural model (Henseler *et al.*, 2016) was ascertained. The f^2 values of 0.006, 0.035 (small), 0.130, 0.181 (moderate) while 0.389 (substantial) are based on Cohen (1988) criteria. Similarly, we evaluated the predictive relevance Q^2 of the indicators in the structural model, using a blindfolding procedure at 7th omission distance. We obtained Q^2 values of 0.078, 0.099 (small) and 0.406 (substantial) based on Hair *et al.* (2017) criteria.

Further analyses were done to determine the mediating roles of career satisfaction and affective commitment between sanctification of work and teachers' turnover intention. A bootstrapping procedure was conducted to assess the indirect effects. The results in Table V reveals ($\beta = -0.063$, t -values = 2.392 and $\beta = -0.246$, t -value = 6.150) for the mediating roles of career satisfaction and affective commitment respectively. This met the first condition of mediation which requires that the t -value is ≥ 1.65 for one-tailed test. The second condition according to Preacher and Hayes (2008) requires that zero should not straddle between the upper class interval (UCL) and lower class interval (LCI).

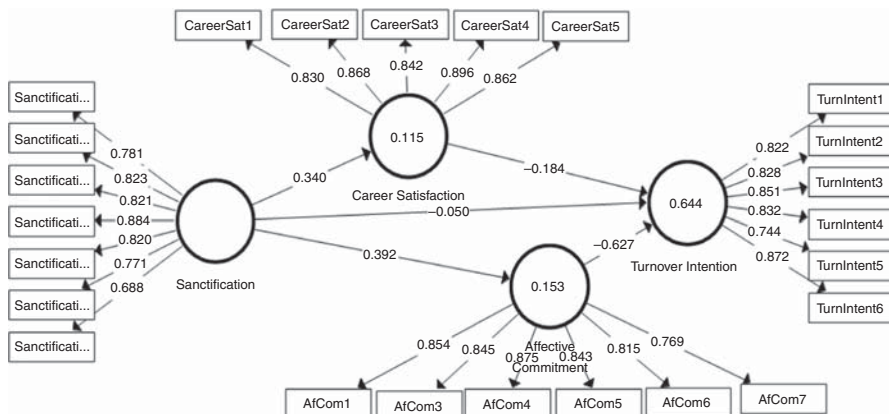


Figure 2. Path analysis output from SmartPLS 3.2.7

Based on our results, career satisfaction (LCI = -0.112, UCI = -0.025) and affective commitment (LCI = -0.314, UCI = -0.181) do not have zero (0) between upper and lower class interval. This, therefore, means that the career satisfaction and affective commitment strongly mediate the relationship.

Discussion

In this study, we evaluated the antecedent role of sanctification of work on teachers' intention to quit under a life-threatening work environment as characterized in North-East Nigeria. We explored the antecedent role within some subjective mechanisms namely, career satisfaction and affective commitment. Interestingly, a thorough search reveals only two empirical studies (Carroll *et al.*, 2014; Walker *et al.*, 2008) relating sanctification and turnover intention but not through the mechanism proposed in this study.

In line with the results obtained from the hypothesized relationships, we discovered that the direct relationship between teachers' sanctification of work and turnover intention is not supported. Although unexpected, we found that consistent with the argument put forth by Hair *et al.* (2014, 2017) that most relationships in behavioral sciences are not straight-jacketed in a cause-response fashion, however, they allowed for interplay of other variables in shaping the outcome. The result in this study is at variance with Carroll *et al.* (2014) and Walker *et al.* (2008) where sanctification of work was found to significantly influence employee turnover intention. Our study is also inconsistent with similar studies where sanctification on human functioning and behaviors were found to be empirically supported across several aspects of human activities, for example, Mahoney *et al.* (2005) on sanctification of the body which is associated with improved quality of life. We had expected that our finding aligns with aforementioned evidences. However, the unexpected result could be owed to the unfriendly work environment created by the activities of Boko Haram. In addition, after a cursory survey of the contextual evidences of previous studies, we discovered that none of these studies were conducted under a similar environment like ours.

On the mediating roles of career satisfaction and affective commitment we discovered robust indirect relationships. The paths linking teachers' sanctification of work with turnover intention through, career satisfaction and affective as hypothesized were significant. This affirms the position of Hair *et al.* (2014, 2017) on behavioral research not usually conducted in a contrived setting. In a real world, other factors combine together in order to determine the research outcome as seen in mediating roles of teachers' career satisfaction and affective commitment. Meaning that, teachers who sanctify their work perceive meaningfulness in their role of knowledge sharing and find fulfillment and reasons to continue in career which gives them satisfaction. As such career satisfaction is stimulated thereby reduces tendency to quit.

Similarly, teachers who sanctify their work tend to experience affective commitment. This is so when teachers perceived that their effort in character molding is yielding desired results. According to Allen and Meyer (1990), affective commitment stimulates a state of emotional attachment in one's endeavour, thereby creating positive work energy toward the organization. In this context, it is experienced through high level of teacher-pupil

Hyp.	Indirect relationship	STD β	SE	t-stat	LCI	UCI	Decision
H4a	Sanc. of work → Career Sat. → Turnover intention	-0.063	0.026	2.392	-0.112	-0.025	Supported
H4b	Sanc. of work → Aff. Commit. → Turnover intention	-0.246	0.04	6.150***	-0.314	-0.181	Supported

Notes: LCI, lower class interval; UCI, upper class interval. *** $p < 0.001$

Table V.
Assessment of indirect relationships

attachment (Verschuereen and Koomen, 2012), with teachers finding pleasure in performing their roles. This spurs teachers' sense of perceived meaningfulness to voluntarily continue in the employment of the organization, hence experience low intention to quit.

Implication

Findings of this study have implications on theory, particularly in explaining antecedent role of sanctification of work as another perspective to understanding turnover theory (Mobley *et al.*, 1978, 1979). They had argued through the theoretical lens of expectation theory that workers stay in a dissatisfying job when they expect a better working environment and, on the other hand, they may leave when they expect the worst to occur in the future. Thus, the insignificant relationship found between teachers' sanctification of work and turnover intention was not expected. We had thought that sanctification should mitigate the negative expectations at work in line with earlier findings (Carroll *et al.*, 2014; Walker *et al.*, 2008). However, our finding underscores the importance of work climate within the theoretical conceptualization of sanctification of work and turnover intention. Though a teacher might sanctify his or her work, unfriendly environment can frustrate the outcome, particularly when it is life threatening. Meanwhile, the indirect relationship through the intervening roles of career satisfaction and affective commitment is found to enrich the boundary between the two constructs. That is, where teachers found satisfaction in students' character molding and have psychological attachment to the pupils they are bound to defer environmental challenges and stay put to their jobs.

Practically, this study opens another frontier of discussion within educational administration in line with the earlier argument of Guillén *et al.* (2015), which in this context means that teachers do not participate at work with their "heads and hands" only. Their inner perception of what is meaningful and sacred to them influences their work outcome and the tendency to thrive at work. This is therefore incumbent on administrators in the educational sector to inculcate the right education and orientation on the sanctity of teaching profession. A Protestantism approach to teaching which embeds in it the doctrine of sanctification and other calling and predestination, (Backus, 2013; Furnham, 1984) should be emphasized as components of teachers training and development curriculum.

Limitations and direction for future studies

First, the study took a cross-sectional approach using self-response questionnaire. This approach is not without a drawback (Podsakoff *et al.*, 2003) as researchers have expressed their reservations. Future researchers can adopt a mixed method or qualitative approach to proffer a more context specific explanation to the hypothesized relationships, particularly the insignificant direct relationship.

Secondly, the study was conducted among secondary school teachers working in a challenging work environment. The negative experiences and the threat to their lives are capable of demoralizing vast majority of respondents, perhaps such fears must have watered down the effect of sanctification in the direct relationship. Future research can conduct a comparative evaluation using this model in two different contexts or a post insurgency study be conducted to determine whether psychological trauma posed during this period was responsible for this unexpected result. Similarly, researchers can also evaluate the moderating role of schools climate. Organizational climate according to Pandey *et al.* (2009) has an influence on one's job decisions. In addition future researchers could also consider the moderating role of servant leadership to determine the boundary condition under which the relationship between teachers' sanctification of work and turnover intention is plausible. This is consistent with Crippen and Willows (2019) who proposed a strong synergy between servant and teacher leadership.

Conclusion

Our study contributes to the existing literature by revealing the predictor and the mechanism of explaining turnover intention among secondary school teachers in North-East Nigeria. Evidence from this study reveals that sanctification of work has indirect relationship with turnover intention. This is made possible through teachers' perception of career satisfaction and affective commitment. We then recommended the extension of this study through methodological and contextual validation as well as establishing the boundary in which the relationship between the predictor and the outcome exist to further retention of teachers in K-12.

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