

**Research Article**
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## Training Motivation and Post Training Turnover Intention: Reifying the Narrative in a Community Health Nursing Training Institution in Ghana

Richard Boateng<sup>1\*</sup>, Agartha Afful Boateng<sup>1</sup>, Gloria Aboagye<sup>2</sup>, Emmanuel Kumah<sup>1</sup>, Prince Owusu Adoma<sup>1</sup> and Charles Owusu-Aduomi Botchwey<sup>1</sup>

<sup>1</sup>Department of Health Administration and Education, University of Education, Winneba, Ghana

<sup>2</sup>Korle-Bu Teaching Hospital, Accra, Ghana

### SUMMARY

The lack of consensus in the narrative on issues relating to turnover intention in community health nursing ignites holistic discussions on training motivation and post training turnover intentions as *sin quo non*, while attempting to address the dearth of knowledge concerning increasing trainee enrolment over the period, yet inadequacies in the availability of community health nurses and potential career diversions in Ghana's primary healthcare system.

### \*Corresponding author

Richard Boateng, Department of Health Administration and Education, University of Education, Winneba, Ghana.

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This paper seeks to reify the narrative on the linkages between training motivations of community health nurses and their consequent post training turnover intentions, focusing on selected community health nursing trainees.

This study relied on a combination of secondary and primary data sources to investigate the causal relationship between training motivation and post-training turnover intentions among selected community health nursing trainees in College of Community Health Nursing Training, Winneba, Ghana. A representative sample of 211 trainee respondents was determined based on Cochran's formula. In all, 150 respondents, representing 71% response rate, took part in the study. A questionnaire ad hoc was developed for the collection of primary data from the sampled respondents in June to July 2021. The data from the study was subsequently analysed through a causal path analysis after the descriptive analysis. The alternative path model established after the attainment of a Gross Fit Index was employed to conduct an analysis which centred on the level of effect, critical ratio, and p value.

The measured items for training motivation demonstrated varied levels of contribution within the antecedent construct as shown by Critical Ratio (CR) ranging from 2.31 to 6.82 and the resultant statistically significant values of <math><0.001</math> to 0.021. The main causal link established to ascertain the effect of training motivation on post training turnover intention proved to be significant with an effect level of 0.18, CR of 2.11 and p value of 0.035. Individual level factors such as willingness to learn, self-confidence in knowledge acquisition in the training process, and the preparedness to invest towards the community health profession constituted some major elements for measuring training motivation.

Thus, the study provides managers of community health training institutions with parameters for recruiting and selecting trainees, benchmarks for developing trainee centred and responsive modules for training and deploying community health nurses, and analytical tools for examination of trends in future human resource needs for primary healthcare in Ghana.

### Background

The training of Community Health Nurses (CHN) and their subsequent recruitment and deployment into the public healthcare delivery system constitute a fundamental step towards the provision of primary healthcare in most developing countries. As the government of Ghana strives to increase the institutional capacity to enrol and train second cycle school leavers in Community Health Nursing Training Colleges, a myriad of bright lights and opportunities tend to motivate trainees in such institutions at the individual level. Consistently, there have been shortfalls in the supply and retention of well-trained community nurses in Ghana [1, 2]. The classical concept of training motivation examined by Robison, emphasizes the extent to which employees and potential employees willingly strive to improve upon their agencies and capacities with the motive of enhancing their task and job performance. The long-held notion on motive as imprinted by Orpen, is represented by the force that influences enthusiasm towards a training programme and the consequent stimulus that drives employees and potential employees to learn and gain mastery of the content of training programmes [3].

It will not be far from right that competency and skill-based training programmes can be objectively situated in the context of a trainee's motivation that can influence the application and practice of newly acquired knowledge and skills either in the presence

or absence of supervision and reinforcement. The narrative on training motivation is reified in the potential linkages with post-training turnover intentions. Whereas Han et al., Yousef et al., Park and Jung, have explored the positive relationship between the dimensions of career commitment and turnover intentions, paradoxically, Aryee and Tan and Kim and Han, revealed a contradictory relationship between career commitment and turnover intentions. Aryee and Tan, stressed that the antecedent variable of career commitment influenced skill development, however, career commitment did not influence job withdrawal intentions. The lack of consensus in the narrative ignites a holistic discussion on training motivation ‘a priori’ and post training turnover intentions ‘a posteriori’, as *sin quo non*-when attempting to address the dearth of knowledge relating to increase in trainee enrolment, yet shortages in availability of community health nurses and potential career diversions in Ghana’s primary healthcare system [4-9].

This paper seeks to reify the narrative on the linkages between training motivations of community health nurses and their consequent post training turnover intentions, focusing on selected community health nursing trainees.

**Methods**

Premised on the positivism philosophical approach to research, this study relied on a combination of secondary and primary data sources to investigate the causal relationship between training motivation and post-training turnover intentions among selected community health nursing trainees in Community Health Nursing Training College, Winneba, Ghana from June to July 2021. Following Cochran’s formula for sample size determination, a representative sample of 211 trainee respondents was determined. A questionnaire ad hoc was developed for the collection of primary data from the sampled respondents. The questionnaire was made up of a demographic section, and two constructs. Under the training motivation construct which serves as the antecedent variable, six measured items were examined. The post-training turnover intention construct which served as the consequent variable, captured the likelihood of community health nursing trainees leaving the profession within the next ten years after training. The measured items were adapted from existing scholarly works including Buchan, Shaffer, and Catton and were subsequently validated by expert review. All measured items (both on agreement and likelihood) were ranked on a five-point Likert scale.

Following the Helsinki Protocols on Research Ethics, the Nursing Training College was formally informed about the research and official approval letter (Ref No: WIN/CCHN/21/222) was received from the institution. The respondents were subsequently briefed on the research protocols to generate informed consent. In all 150 respondents, representing 71% response rate, took part in the study. The data from the study was subsequently analysed through a causal path analysis. Also, preliminary analysis was conducted to ascertain the fit of the causal model and based on the recommendations from the output obtained, two modification

indices and their result par charges were applied to increase the model fit. Though this modification indices were applied, it did not lead to any significant change in the critical ratio observed in the path of the initial model. The subsequent section of this paper presents the results, discussions, and conclusion.

**Results**

The results section of the paper presents the demographic background of the respondents. A description of the measured items, model fit indices and the causal model analysis. It further highlights the relationship between training motivation and post training turnover intention using standardized estimates and statistical significance levels.

**Descriptive Analysis on the Constructs and Measured Items**

In line with existing school going ages and progressions towards tertiary education, four age categories were established in this study. The data shows that 8.7% students of the respondents were between the ages of 13-19 years, while 72.7% of the respondents were between 20-25 years. Also, 18.7% of the respondents were between 26-30 years and above.

**Table 1: Demographic Variables**

Items	Variables	Frequency	Percentage
Age	13-19	13	8.7
	20-25	109	72.7
	26-30	28	18.7
	Sub Total	150	100.0
Year in School	1ST YEAR	26	17.3
	2ND YEAR	46	30.7
	3RD YEAR	78	52.0
	Sub Total	150	100.0
Gender	MALE	78	52.0
	FEMALE	72	48.0
	Sub Total	150	100.0

Progressively the distribution of the respondents based on the years enrolled in training showed that 17.3% and 30.7% were in the 1st year and 2nd year respectively. Majority of the respondents as indicated by 52% were in the final year preparing towards completion and deployment. The male respondents constituted 52% whereas the female respondents constituted 48% of the total respondents.

Further analysis was conducted to obtain the descriptive statistics on the measured items for training motivation which serves as the antecedent construct in the study. The measurement of six items revealed an acceptable internal consistency 0.78 Cronbach Alpha value. Specifically, the training item which signified the perceived learning gains by individual respondents was represented by a mean value of 2.89 and standard deviation (SD) of 1.15.

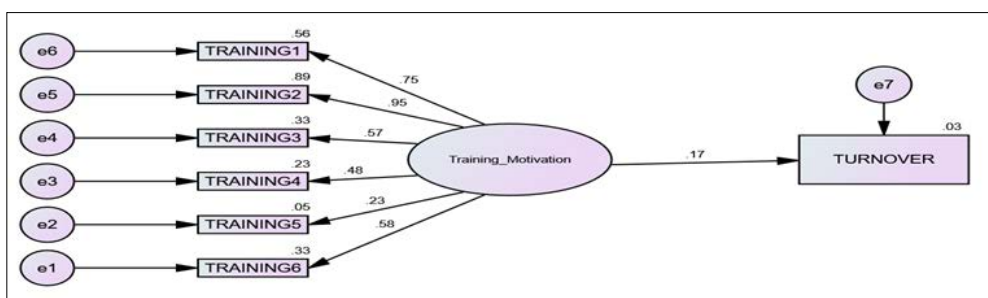
**Table 2: Measured Items**

Item (Construct)	Measure Item	Label	Mean	SD	Cronbach Alpha
Training Motivation	I tend to learn more from the training than most people.	TRAINING 1	2.89	1.15	0.78
	I am usually motivated to learn the skills emphasized in my training as a community health nurse	TRAINING 2	2.88	1.24	
	I am willing to exert considerable effort in my training to improve my skills.	TRAINING 3	2.68	0.92	
	I believe I can improve my skills by putting in considerable effort.	TRAINING 4	3.47	1.16	
	I believe I can learn the material presented in most courses taught to me.	TRAINING 5	3.48	0.99	
	I am willing to invest effort to improve skills and competencies related to community health nursing to prepare myself for the community health nursing job	TRAINING 6	3.22	1.20	
Post-training Turnover Intention	Using a scale from 1- very unlikely, 2- unlikely, 3- Neutral, 4- Likely, 5- Very likely, within the next 10 years, how likely are you to leave the community health nursing job for a different job	TURNOVER			

The element of self-motivation as labelled by TRAINING 1, had mean of 2.8 and an SD of 1.24. It was also observed that the willingness to exert enormous efforts into skills improvement had a relatively lower mean of 2.68 and an SD of 0.92. However, the respondents’ confidence in improving their skills had a relatively higher mean of 3.47 and an SD of 1.16. Also, their self-believe in learning the course modules and content taught was represented by a mean of 3.48 and an SD 0.99. The willingness to invest towards the preparedness for community health nursing career was represented by a mean of 3.22 and an SD of 1.20. In relation to the post training turnover intention, one measured item was employed to ascertain the probable thought of leaving the community health nursing job within ten years after training using a 5-point Likert scale. The established constructs and the measured items formed the basis for the causal analysis.

**Causal Analysis**

A path analysis was employed to examine the effect of training motivation on post training turnover intentions through hypothesized model. The initial hypothesized model should a path with causal effect of 0.17 in the linkage between antecedent and consequent variables.



**Figure 1: Hypothesized Model**

However, the application of some observed basic model fit indices including the CMIN/DF, RMR, and GFI necessitated the use of modification index by applying covariances on the residual error terms from TRAINING 4 and TRAINING 5 (S.E. 0.56), and TRAINING 5 and TRAINING 6 (S.E. 0.82). These led to minimal modification indices and PAR changes which resulted in an enhanced model with acceptable Gross Fit Index (GFI) of 0.87 which was within the GFI of >0.8 benchmark established by Joresborg and Sorborm and illustrated by Boateng and Yawson [10]. Thus, supporting the acceptance of the alternative model with minimal modification in the original hypothesized model.

**Alternative Model Analysis and Regression Results**

The alternative model maintained the existing structural relationships between antecedent and consequent constructs set for the study. Further, two covariance paths were established on error terms for the measured items on training motivation. In the results, there was a not significant departure from the causal effect of 0.17 in the hypothesized model.

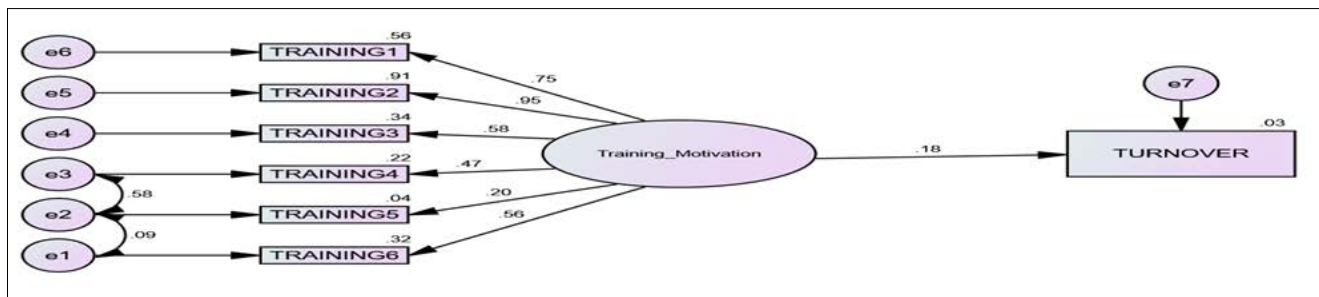


Figure 2: Alternative Model

The individual measured items for training motivation demonstrated varied levels of contribution within the antecedent construct. The main causal link established to ascertain the effect of training motivation on post training turnover intention proved to be significant with an effect level of 0.18 as seen in the model. The regression weights are subsequently illustrated.

Table 3: Regression Weights

Path			Estimate	Standardized Estimates	S.E.	C.R.	P
TRAINING6	<---	Training_Motivation	1.000	.565			
TRAINING5	<---	Training_Motivation	.283	.197	.123	2.314	.021
TRAINING4	<---	Training_Motivation	.800	.468	.163	4.911	***
TRAINING3	<---	Training_Motivation	.790	.580	.137	5.778	***
TRAINING2	<---	Training_Motivation	1.744	.954	.241	7.231	***
TRAINING1	<---	Training_Motivation	1.271	.745	.186	6.826	***
TURNOVER	<---	Training_Motivation	.341	.183	.162	2.111	.035

The attempt to reify the narrative on causal relationship between the antecedent and consequent variables augment the need to provide empirical evidence on the strength of the measured determinants of training motivation. The data from the regression weight on individual items for training motivation shows that with exception of TRAINING 6 which was held constant in the model, all the remaining five measured items were significant determinants of the antecedent construct as shown by Critical Ratio (CR) ranging from 2.31 to 6.82 and the resultant statistically significant values of <0.001 to 0.021. More significantly, the causal effect of training motivation on post training turnover intention was established by a CR of 2.11 and p value of 0.035. Thus, facilitating the need for discussion of the implications of the critical results obtained.

### Discussions

The study sought to reify the theoretical and empirical evidence on the effect of training motivation on post training turnover intention for a critical workforce group within the primary healthcare provision in rural and urban setting within the context of developing country. Evidence from the demographic variables and descriptive statistics bring to the fore key determinants of training motivation among trainees in Community Health Nursing Institutions and the subsequent analysis from the causal model demonstrate compounding effects of the measured items as reflected in trainees' intentions to leave the community health profession within 10 years post training.

The observance of strong relationship between perceived learning gains and training motivation as signified by a CR of 6.83 at p value of <0.001 indicates that individual trainees are likely to develop competences that can help in contemplation and handling of cases that will emerge in their field of work. These findings conform with the studies by Armstrong and Taylor, which expatiate that in instance like the above, the trainee will have the capacity to analyse and identify problems and recommend solutions to issues [11]. Trainees who achieve significant learning gains tend to be familiar with case content and develop alternative courses of actions in dealing with community health issues, and this ultimately impacts on the level of training motivation. Also, individual level factors such as willingness to learn, self-confidence in knowledge acquisition in the training process, and the preparedness to invest towards the community health profession constituted some major elements for training measuring motivation.

Furthermore, the causal effect of 0.18 in the structural path, CR value of 2.11 which is higher than the benchmark of 1.96 and the p value of 0.035 obtained in this study provide more concrete evidence that deepens previous arguments by Han et al., Yousaf et al, in one vain and Aryee and Tan in the other vain [4, 5, 7]. The findings also partly corroborate the work of Buchan, Shaffer, and Catton, which established a relationship between motivation and turnover [12]. This study is advancing that training motivation is a significant contributor to post training turnover intentions among community health nursing trainees in the case of Ghana.

## Conclusion

The attempt to explore in advance, the mode in which the antecedent construct of training motivation can affect post training turnover intention of community health trainees has revealed specific dimensions of training motivation ranging from perceived learning gains, self-confidence, willingness to learn, and preparedness to invest in training efforts as being key measured factors for consideration. These dimensions provide managers of community health training institutions with parameters for recruiting and selecting trainees on one hand, and on another hand, a benchmark for developing trainee centred and responsive modules for training and deploying community health nurses in Ghana. The establishment of causal relations between training motivation and post training turnover intention give insight into human resource gaps seen in the community health nursing space, and thus, provides the analytical tools in the examination of trends in future human resource needs for primary healthcare in Ghana [13-15].

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